



**Bourne Elsea Park CofE Primary Academy**  
**PE and Sport Premium Funding: Summary of use and impact 2022-23**

**Reviewed July 2023**

Subject Leader: Miss Emma Hornsby

The Government provides funding to improve the quality of PE and Sport in schools and academies that have children of primary school age. The table below summarises how we plan to use our funding for PE and Sport in our school during 2022/2023 to impact on the quality of the provision for PE and sport in our school.

Bourne Elsea Park Church of England Primary Academy is a new build academy opening in September 2014. The school is a member of Abbey Academies Trust. Bourne Abbey Church of England Primary Academy and Colsterworth Church of England Primary School are also in the Trust.

<p><b>Allocated Funding:</b></p> <p align="center"><b>£18,400</b></p> <p><b>Projected spend:</b></p> <p align="center"><b>19,650</b></p> <p><b>Actual spend:</b></p> <p align="center"><b>£19650</b></p>	<p align="center"><b>Projected Funding 2022-23</b></p>
<p>£8000</p>	<p><b><i>Inspire+ membership</i></b> - Continued CPD opportunities across the school through the use of specialist coaches that enable all staff to provide high quality PE teaching and address any areas raised by staff as lower in their confidence levels;</p> <p>Continuation of #Healthy, Happy, Active programme to develop all pupils' understanding of the importance of physical activity and mental wellbeing to a happy and healthy life. Whole school focus on this to be developed throughout the year to continue to raise the profile of PE and Sports throughout the school.</p> <p>Targeted mentoring for physically inactive pupils in order to develop higher levels of activity across the school and inspire lifelong interest in sport.</p>
<p>£1800</p>	<p><b><i>Afterschool coaches (Inspire+)</i></b> Dedicated sports coaches to provide afterschool enrichment opportunities for all pupils in order to develop interest in a range of sports and to signpost further training to those showing themselves as more able athletes.</p>



**Bourne Elsea Park CofE Primary Academy  
PE and Sport Premium Funding: Summary of use and impact 2022-23**

**Reviewed July 2023**

Subject Leader: Miss Emma Hornsby

£600	<b>Roots to Food</b> - In school healthy eating roadshow and food technology hands on workshops developing understanding of healthy eating and diet through links to science, geography and DT learning. KS2 cookery workshops.
£250	<b>School games co-ordinator membership</b> - A wider range of intra and inter-school competitions appealing to and meeting the needs of all pupils.  Encouraging all students to participate in a form of competitive sport throughout the school year.
£3000	<b>Resources &amp; outdoor development</b> – Fund the purchase of additional PE and playground equipment to ensure pupils are provided with a range of opportunities to be physically active. Use the student and community voice to develop outdoor space to provide further opportunities for physical activity, mental wellbeing and active learning as part of a varied curriculum.
£1000	<b>Top up swimming</b> - the employment of swimming coaches to provide top up swimming for pupils currently not on track to meet the end of key stage 2 attainment levels. Focus this year will need to be on the current year 6 and year 5 pupils who missed swimming sessions in the previous academic year due to COVID-19.
£1,000	<b>Transport</b> – providing transport to school sports competitions and tournaments ensuring the greatest number of pupils are able to access the offers available thus increasing participation at such events.
£1,000	<b>CPD</b> – Extended CPD provision in place including team teaching opportunities through release time and provision for midday supervisor training in order to increase play based activity levels during lunchtime breaks.
£3000	<b>Extended sports provision</b> – Use Inspire+ coaches and plan adventurous opportunities to provide children with a range of new sports and physical activities to encourage a wider range of pupils to engage in physical activity within school. Both after school clubs and targeted less active sessions to be held.  Sports experience day trips to inspire a greater engagement in physical activity;  Sports apprentice to engage children in Active playtime activities alongside Playground leaders.  School competitive events aimed to further inspiring a sporting attitude and desire to compete across the school.  PGL Half day to increase participation in a range of fun, adventurous and challenging activities.



**Bourne Elsea Park CofE Primary Academy**  
**PE and Sport Premium Funding: Summary of use and impact 2022-23**

Reviewed July 2023

Subject Leader: Miss Emma Hornsby

**Summary of focus for 2022-23**

Area for development	Intended impact
Inclusion, engagement & school culture	<p><b>Increased levels of activity</b> across the school aiming at 30+ minutes of moderate to vigorous activity daily.            Through active play, active lessons, reducing sedentary behaviours and providing out of school physically active clubs.</p> <p>Targeted support in place for <b>inactive pupils</b> in particular engaging in higher levels of physical activity outside of PE sessions.</p>
PE teaching & skills development	<p>Continued rigorous use of the Get Set 4 PE resources in order to provide <b>high quality teaching of PE across the school</b>.            Get Set 4 PE <b>assessment resources</b> to be used to monitor the skills level of all pupils and identify areas for concern.            Clear <b>support plan</b> in place to develop the use of teaching assistants to support differentiation during PE sessions and focus on physical skills of less able pupils.</p>
Staff training & support	<p>Clear <b>monitoring system</b> in place in order to identify areas for support. Further support sourced for PE lead to develop monitoring processes.  <b>Programme of CPD</b> in place for all staff – support staff and lunchtime supervisors included where relevant. Focus on <b>upskilling support staff</b> to develop lower ability learners, Sports apprentice to lead active play with Playground Leaders.  <b>Team teaching</b> model to be embedded to support further CPD of staff using staff specialisms.</p>
Enrichment opportunities	<p>Diverse and high-quality <b>extracurricular clubs</b> in place providing clear pathways to local opportunities.            Further variety of <b>equipment to stimulate physical activity</b> to be made available on the playground through access to equipment and trained staff/ pupils.</p>
Competitive opportunities	<p>Regular opportunities for <b>intra &amp; inter school competitions</b> for all pupils.            Celebration of healthy competition developed through the <b>house point/ dojo point system</b>            Further development of <b>Bronze Young Ambassadors</b> to continue the development of inhouse competition program.</p>



**Bourne Elsea Park CofE Primary Academy**  
**PE and Sport Premium Funding: Summary of use and impact 2022-23**

Reviewed July 2023

Subject Leader: Miss Emma Hornsby

	Areas identified for Development	Actions to be taken	Impact / Expected Impact	Emerging, Embedded or Established? Sustainable?	Sources of evidence
<p><b>Inclusion, engagement and school culture</b></p>	<p>Specific action to ensure <b>inactive students</b> are achieving at least 30 minutes of physical activity a day.</p> <p>Focus to be placed on KS2 girls who show low levels of activity outside of PE lessons.</p>	<p>Inactive children identified across year groups by class teachers and central record kept by PE lead in order to target support.</p> <p>Lunchtime club led by Sports Apprentice to focus on Inactive pupils.</p> <p>After school club provision to be put in place to target inactive pupils Sports Cadets/Multi Sports.</p>	<p>Numbers of children identified as inactive should reduce.</p> <p>With family support levels of activity for those targeted children should increase.</p>	<p align="center"><b>Emerging</b></p> <p>The provision of consistent coach led afterschool clubs using a range sports has increased the number of pupils participating in physical activity outside of school hours.</p> <p>Half day PGL trip focusing on inactive children.</p> <p align="center"><i>Next steps</i></p> <p align="center"><i>Inactive pupils targeted from across KS2 and KS1 and directed to an energy club 23-24</i></p>	<p>Overall activity levels of all children should be seen to increase.</p> <p>Improved playtime behaviour and reduced behaviour incidents.</p> <p>Participation tracker shows number of children participating in sports clubs.</p> <p>Pupil voice should show increased enthusiasm for sport, particularly among girls.</p>
	<p>Outdoor spaces used to promote <b>outdoor play</b> in order to further increase activity levels.</p>	<p>Further development of playground area is needed to support activity levels. A purchase plan to be organised based on sports council plans drawn from views of the children at the end of 2021-22.</p> <p>Purchase plan should prioritise resources needed to develop the space including key stage specific playtime equipment and fixed sports specific equipment (eg. Basketball hoops, football goals)</p> <p>Playground leaders to be rolled out to year 4,5,6 pupils in Sept 2022 to address gaps from pupils leaving.</p>	<p>Increased levels of activity among all children should be seen during playtimes with structured games led by play leaders being a stimulus for activity alongside independent play.</p> <p>Playground leaders seen leading play within their break times.</p> <p>Children's enjoyment levels during play seen to increase.</p> <p>Fewer behaviour incidents will be logged during play.</p>	<p align="center"><b>Emerging</b></p> <p>Playground leaders established in both ks1 and ks2 to offer opportunities for all children to be active during break times and lunch times</p> <p>Resources ordered to ensure pupils have equipment at breaks and lunches to ensure participation in physical activity</p> <p align="center"><i>Next steps – further range of equipment to encourage disengaged children to participate in some form of activity. Use of sports</i></p>	<p>Observations of playtimes.</p> <p>Midday supervisor reports.</p> <p>Behaviour logs.</p> <p>Playground leader pupil voice.</p>



**Bourne Elsea Park CofE Primary Academy  
PE and Sport Premium Funding: Summary of use and impact 2022-23**

**Reviewed July 2023**

Subject Leader: Miss Emma Hornsby

		<p>Teachers, teaching assistants and midday supervisors to receive play training in order to further engage pupils in activity during breaks.</p> <p>Leadership of play leaders and maintenance of equipment to become a shared roll between PE lead, PE support, midday supervisors and school support staff within KS1.</p>			
	<p><b>Active learning</b> promoted across the school to reduce sedentary learning behaviours.</p>	<p>Active learning to be explored by curriculum leaders as an option for enhancing learning across the curriculum alongside encouraging physical activity.</p> <p>PE lead to work alongside staff to create a purchase and action plan to develop the use of our outdoor space with active forest schools in mind.</p> <p>Resources and training to be sought and cascaded to introduce active blasts/ brain breaks including training for support staff.</p>	<p>A range of curriculum lessons should be seen as including elements of physical activity to engage pupils and increase overall health levels.</p>	<p align="center"><b>Emerging</b></p> <p>Active learning carried out where possible within lessons e.g. Year 6- science 'Feel the Beat' create high intensity workout video</p> <p>Outdoor learning spaces in Reception have been modified to encourage more active play.</p>	<p>Lesson plans and observations.</p> <p>Training evidence.</p> <p>Staff voice.</p>
<p><b>Teaching and learning, assessment and planning</b></p>	<p>Effective <b>assessment tools</b> and methods used to recognise progress and inform effective planning.</p>	<p>Get Set 4 PE assessment tools to continue to be used across the school with PE lead providing support as needed.</p> <p>PE lead to monitor and analyse assessment data in order to draw out areas of focus for whole school and specific groups.</p>	<p>Consistent assessments available for all children allowing PE leader/ SLT the opportunity to track specific groups of children across the school and identify areas for support.</p> <p>All teachers will have a clear understanding of the progress of their children across PE and be</p>	<p align="center"><b>Established</b></p> <p>Staff have found GetSet4PE assessment tools as a quick and effective way to assessment pupils learning and track it across the term/ year.</p> <p>Assessments are completed at the end of each whole term by teaching &amp; support staff allowing the opportunity to share knowledge</p>	<p>Online assessment records on Get Set 4 PE.</p> <p>Target children within each class planning file.</p> <p>PE learning journeys across KS2.</p>



**Bourne Elsea Park CofE Primary Academy  
PE and Sport Premium Funding: Summary of use and impact 2022-23**

**Reviewed July 2023**

Subject Leader: Miss Emma Hornsby

		<p>Teachers to analyse own class data as part of transition in order to target specific LA and HA pupils for adapting planning.</p> <p>PE lead to monitor the use of PE learning journeys across KS2 as a way to share progress and targets with pupils. Staff training to take place in order to model the effective use of PE learning journeys.</p> <p>Support plan to be produced using assessment data to inform the deployment of staff/ differentiation of activities to target specific pupils within PE lessons.</p>	<p>able to identify next steps in learning and share these with the pupils, parents/carers and other staff members.</p>	<p>of the pupil's skills in a range of subject areas. Data is drawn together at the end of the academic year by PE lead to identify trends and pupils to focus on within the next academic year.</p>	<p>Support plans and impact.</p>
	<p>Pupils working at appropriate levels with <b>interventions personalised</b> to challenge and support.</p>	<p><b>Get Set 4 PE lesson plans to be used across the school with adaptations made by teachers to suit the ability levels of their pupils.</b></p> <p>PE lead to organise CPD for all teaching staff in the use of the STEP principle of differentiation within lessons. Team teaching approach to be used to allow PE lead the opportunity to support teaching staff further with more hands-on learning.</p> <p>PE lead to identify more able pupils alongside class teachers and provide these pupils with extended PE support through Inspire+ pathways and training.</p>	<p>Lesson plans should show identified children specifically less able and more able.</p> <p>Observations of lessons should reference differentiation techniques used by staff to ensure all children are supported &amp; challenged.</p> <p>Children should be able to identify their learning and their next steps in particular.</p> <p>More able pupils should be seen accessing external support to develop their PE skills further.</p>	<p align="center"><b>Emerging</b></p> <p>Observations show use of Get set 4 PE plans across the school. Some evidence of differentiation using STEP principle – further training and team-teaching support required in 23-24 to develop and embed this.</p> <p>New teaching staff will be trained on the use of the system through team teaching CPD sessions.</p> <p>More and less able pupils identified at the beginning of the academic year and monitored at assessment points throughout.</p>	<p>Records of TAP (Talented athlete programme) accessed by pupils.</p> <p>Lesson observations</p> <p>Pupil discussions</p> <p>Support plan and impact.</p>
<p><b>Pupil achievement and progress</b></p>	<p><b>Less able</b> pupils supported effectively and <b>more able</b> appropriately challenged so all groups make clear and evidenced progress.</p>				



**Bourne Elsea Park CofE Primary Academy  
PE and Sport Premium Funding: Summary of use and impact 2022-23**

**Reviewed July 2023**

Subject Leader: Miss Emma Hornsby

		<p>Identification of less able pupils through 2020-21 data and action plan put in place to develop basic skills of these pupils (balance, coordination, control, flexibility)</p> <p>Pupils identified as able &amp; talented provided with out of school opportunities to develop skills.</p>		<p>Next steps – support plan in place for more/less able pupils.</p>	
<b>Swimming</b>	<p>Continue to fill the gap in swimming development left by the impact of Covid.</p> <p>Ensure all pupils have the opportunity to learn to swim 25m by the end of KS2</p> <p>Water safety to be taught across the school.</p>	<p>Continue swimming lessons across the school beginning at year 3 to ensure the build-up of skills and confidence over the year groups and in order to bridge gaps developed as a result of coronavirus restrictions and in order to ensure all pupils meet the expected 25m standard by the end of year 6.</p> <p>Ensure Top up swimming program is in place to develop lower ability swimmers within year 6.</p> <p>Direct teachers towards water safety resources and teaching programme in order to ensure all pupils across the school access the water safety element of the national curriculum regardless of their time spent poolside. Age appropriate evidence of water safety teaching to be shared in PE learning journeys.</p>	<p>All pupils able to swim 25m by the end KS2.</p> <p>All children to be able to identify the four main elements of water safety and identify points of danger prior to the summer term beginning.</p>	<p><b>Established</b></p> <p>Teachers no longer required to teach swimming as swimming coaches have been employed throughout the year for each year group at the indoor pool (outdoor no longer used)</p> <p>Swimming was relaunched for all pupils from Year 3 -6 in order to ensure confidence and attainment in swimming.</p> <p>Next steps:</p> <p>Programme of swimming from Y3-6 to continue next academic year with Top up Y6 swimmers to be identified.</p> <p>Water safety taught as a whole school regardless of swimming level to ensure all pupils develop their knowledge and understanding of the subject.</p>	<p>Swimming distance records – increase in achievement should be seen.</p> <p>Swimming lesson observations – varied teaching methods.</p> <p>Evidence of water safety taught throughout the school.</p>



**Bourne Elsea Park CofE Primary Academy**  
**PE and Sport Premium Funding: Summary of use and impact 2022-23**

Reviewed July 2023

Subject Leader: Miss Emma Hornsby

<p><b>Competitive opportunities</b></p>	<p>Appropriate and broad <b>range</b> of competitive sports and activities/experiences developed for all ages and abilities.</p> <p>Competition used as a tool for learning with <b>regular opportunities</b> for intra and inter-school competition.</p>	<p>Access support of local SGO to provide pupils with a wide range of competitive opportunities alongside other schools.</p> <p>In coordination with the Sports Council and young sports leaders lead a range of in-house competitive activities throughout the year to provide all children with the opportunity to compete.</p> <p>Relaunch house system in order to involve all pupils in elements of competition throughout the school year linked to a range of school subject areas.</p> <p>This will provide a longer sustainable system for the children to work within.</p>	<p>All children experience competitive situations in sport and PE either on an intra or inter school basis or both.</p>	<p align="center"><b>Emerging</b></p> <p>PE lead and Sports Ambassadors have lead house competitions for KS2 linked to the house points system, allowing more pupils to participate in competitive sport.</p> <p align="center">Next steps</p> <p>Continued and more varied intra school competitions to be organised and lead by Sports Ambassadors over 2023-24 to enable as many pupils to participate in competitive sports as possible</p>	<p>Participation tracker should show an increase in the percentage of children across the school competing in a range of sports,</p> <p>Sports successes should be regularly celebrated both in house and within the local community.</p>
---	---	--	---	---	---





**Bourne Elsea Park CofE Primary Academy**  
**PE and Sport Premium Funding: Summary of use and impact 2022-23**

Reviewed July 2023

Subject Leader: Miss Emma Hornsby

<p><b>Health and wellbeing</b></p>	<p>Sustained commitment to Health and Wellbeing of all pupils and clear focus around lifelong participation established, starting with <b>highly inclusive curriculum</b> challenging all pupils to remain physically active.</p>	<p>Continue to embed the use of HHA/Five Ways to Wellbeing within school in order to support curriculum use to inspire healthy, active lifestyles.</p> <p>Continued development of the role of the Mindfullers within school to support Five Ways to Wellbeing and Mindful Mondays.</p> <p>MHWP lead will discuss with SLT and teaching staff the potential of #HHA theme days combining wellbeing, healthy lifestyles and physical activities.</p> <p>Staff training to understand the implementation and use of the 'IMPACT' statements and how these can be developed in further areas than simply Wellbeing Wednesday sessions.</p>	<p>Engagement of pupils in healthy, happy, active campaign and understanding among them of the importance of this.</p>	<p>Embedded and Sustainable</p> <p>HHA has been introduced across the school through Mindful Monday focuses and activities.</p> <p>Pupil voice surveys have shown an understanding by all pupils of the importance of HHA in their day to day lives</p> <p align="center">Next steps</p> <p>Continue to link HHA with Mindful Monday</p>	<p>#HHA records of achievement.</p> <p>Egs. Of wellbeing activities within class learning.</p> <p>Wellbeing Warriors logs of meetings.</p>
<p><b>Whole school advocacy and impact</b></p>	<p>Sports council, house teams and other opportunities for pupil interaction to kick start a whole school approach to keeping fit, making healthy choices and having a healthy mind (#HHA)</p>	<p>Roots to food workshop to be hosted to inspire healthy eating across KS2 and consideration of a whole school healthy lifestyles day to coordinate with the workshops. Develop the use of wellbeing days to draw together elements of #HHA within a whole school focus.</p> <p>implementation/ continuation of:</p> <p>Bronze Ambassadors/Young Sports leaders</p> <p>Playground leaders</p>	<p>Thorough teacher understanding of the impact of healthy active lifestyles links to PE should be seen throughout the curriculum.</p> <p>The use of PE and its opportunities for promoting healthy lifestyles should be clearly linked to the skills and progress in a range of subject areas.</p>	<p>Embedded and Sustainable</p> <p>Student leadership through PE, sports and wellbeing has been seen over the year through a number of whole school events such as sports days, mini Olympics and intra house competitions.</p> <p>Roots to Food workshops for Year 6, 5 and 4 success in shining focus on healthy eating and the links to DT skills however wider impact could be seen by placing the workshops within a whole school day event</p>	<p>Planning</p> <p>Feedback at staff meetings.</p> <p>Lesson observations</p> <p>Meetings with pupils</p>



**Bourne Elsea Park CofE Primary Academy**  
**PE and Sport Premium Funding: Summary of use and impact 2022-23**

Reviewed July 2023

Subject Leader: Miss Emma Hornsby

		<p>Peer Mediators          Team Captains          Wellbeing Warriors          To provide pupil voice and leadership opportunities throughout the year.</p> <p>Inspire + athlete ambassadors to lead assemblies and workshops</p> <p>Launch day for the house teams including the election of house captains and vice captains and the introduction of house competitions and points system.</p>	<p>House point system to be seen working as a strong reward incentive to further encourage all pupils to engage in physical activities and competitive opportunities.</p>	<p>linked to other areas of wellbeing/ physical activity.</p> <p>Sports leaders have been seen to play a significant role within school promoting PE and sport alongside Five ways to Wellbeing/HHA.</p> <p><i>Next steps</i></p> <p>Continued development of the role of the Sports Ambassadors leading intra house competitions and lunchtime competitions. Wellbeing Warriors leading wellbeing activities</p>	
<b>Enrichment opportunities</b>	<p>Positive family engagement and pupil voice driving decision making around the enrichment offer with participation data effectively used to plan for further widening of opportunities.</p>	<p>Participation tracker to be kept up to date by PE lead / support allowing trends to be identified across the school and stem the provision of appropriate activities to increase.</p> <p>Sports Council gather student voice ideas in order to design ASC programme for the academic year 2022-23</p> <p>Parental views regarding enrichment provision sought in order to develop provision in place.</p>	<p>Reports from the school's participation tracker should show an increase in participation throughout the school year and should identify the areas of improvement needed.</p> <p>Sports Council notes should log decision making process and impact of ideas provided by all pupils.</p>	<p align="center"><b>Emerging</b></p> <p>Through Koboca survey, pupils have had the opportunity to voice their opinions on sport and PE and PE leads have analysed the data in order to act on views for 2023-24</p> <p><i>Next steps</i></p> <p><i>Using GetSet participation tracker, focus on specific pupil groups i.e. PP, EAL, SEND. Class teachers to ensure their data is up to date on GetSet</i></p> <p><i>Pupils to make recommendations as to what sports clubs they would like in order to increase participation</i></p>	<p>Participation tracker</p> <p>Sport council notes</p> <p>Pupil and family questionnaires</p>
<b>Staff training and support</b>	<p>Needs-led staff development plan established (in consultation with all staff) to include engagement with relevant,</p>	<p>Inspire+ coaches support to be used to ensure high level CPD is deployed to develop staff confidence in teaching.</p>	<p>All teachers should confidently lead PE lessons ensuring children are supported, challenged and progress in learning is clear.</p>	<p align="center"><b>Emerging</b></p> <p>GetSet used effectively by teachers throughout the year groups to</p>	<p>Staff questionnaire showing an increase in confidence levels.</p>



**Bourne Elsea Park CofE Primary Academy**  
**PE and Sport Premium Funding: Summary of use and impact 2022-23**

**Reviewed July 2023**

Subject Leader: Miss Emma Hornsby

	<p>high quality, externally provided training, supporting resources and teaching aids.</p>	<p>Audit of staff views to be completed prior to the beginning of 2022-23 in order to be used to direct CPD support within the year.</p> <p>Further update training on the GetSet4PE system to be cascaded by PE lead to ensure all staff are confident using and adapting the lesson plans through the STEP principle and are able to use assessment tools accurately to support teaching.</p> <p>Team teaching to be used to support new member of staff and less confident current staff members.</p> <p>Gymnastics and dance specific coaches to be sourced to complete CPD requests from 21-22 academic year.</p>	<p>Staff audit should reflect this increase confidence level.</p> <p>Get Set 4 PE planning to be seen being used across the school consistently throughout the year.</p> <p>Secondary audit data to be collected in January of 2022 to identify any continuing areas of low staff confidence and to enable forward planning of support.</p>	<p>ensure a higher standard of teaching. STEP principle implemented to support differentiation in all lessons.</p> <p>CPD offered to staff focusing on areas of development required through staff questionnaires</p> <p align="center">Next steps</p> <p>Continuation of CPD coaching programme within 2023-24 in line with staff voice survey, particularly focusing on new staff joining the school. Also, ensure teachers have updated GetSet training.</p> <p>Planned release time for PE leads to support new staff in GetSet for PE and STEP principle.</p>	<p>Lesson observations – showing varied high-quality PE being taught.</p>
--	--	--	---	--	---