



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2025.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2023/2024)

Activity/Action	Impact	Comments
<p>Key indicator 1: Increased engagement of <u>all</u> pupils in regular physical activity and sport</p> <ul style="list-style-type: none">• create a culture which aims to inspire an active generation to enjoy PE, also to encouraging children to participate in sports during, after and outside of school hours.	<ul style="list-style-type: none">• a greater percentage of children than previous years attended after-school clubs<ul style="list-style-type: none">➢ KS1 = 44 out of 90 (49%)➢ LKS2 = 43 out of 90 (48%)➢ UKS2 = 50 out of 89 (56%)	<ul style="list-style-type: none">• a real push towards after-school clubs was made by PE lead and staff, resulting in a higher % than last academic year of participation levels• in addition, the range and number of after-school clubs was higher than any other academic year and included new clubs such as baseball for KS2 and separate bench ball clubs for KS2, LKS2 and UKS2
<p>Key indicator 2: The profile of PESSPA (PE and School Sports) being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none">• PE display board outside the Hall to raise PE profile for parents, visitors and children, including 'PE Superstar'• regular correspondence to parents through weekly school newsletter to convey participation and results of inter-school PE activities	<ul style="list-style-type: none">• 'Pupil Voice' questionnaires for KS2 completed within the year, highlighted high levels of PE lesson enjoyment and understanding and identified areas for after-school clubs (e.g. bench ball and baseball)• PE display board was updated very regularly, showcased school's attitude towards PE activities and events. Details of clubs on offer that term and inter-school events, plus team photos and action pictures, including SEND events.	<ul style="list-style-type: none">• through the PE display board, children were always aware of upcoming events and clubs and individual and team successes were recognised• next academic year expand to have an area of external school representation and success across a range of physical activities our children participate in

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • To upskill teachers to develop PE expertise across the school through the use of PASS physical activity specialist coaches to team-teach and develop the confidence of staff to deliver PE lessons 	<ul style="list-style-type: none"> • Lessons in conjunction with PASS support were delivered effectively across the key stages, teachers were supported two terms out of six • Pupil Voice (KS2) demonstrated 95% of children (147 pupils out of 155) either agreed or strongly agreed that their teacher made it clear what they needed to do to become a successful learning and 90% of children (143 pupils out of 155) either agreed or strongly agreed that they understood what they were learning in their PE lesson 	<ul style="list-style-type: none"> • greater use of 'team teaching' to be shown next academic year, teachers to play more of a role in delivering the lessons, even if it is for some of it (e.g. starter / main teaching / warm down)
<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Further improve and enhance our extra-curricular provision by offering a wider range of sports, using 'Pupil Voice' to guide potential new school clubs. • Provide residential and outdoor/adventurous opportunities to pupils across the school, including a summer residential trip for Years 5 & 6 	<ul style="list-style-type: none"> • greater range of after-school clubs offered to pupils across the key stages by both staff and PASS teacher, including KS1 Bench ball and Cricket, KS2 Bench ball and Rounders • Term 6 opportunities for all to enjoy an outdoor/adventurous activity (e.g. tobogganing, roller skating, climbing experience) • Term 2 SEND multi-sports festival attended by 8 children in KS2 	<ul style="list-style-type: none"> • use Pupil Voice before Christmas 2024 for both Key stages to establish any 'new' after-school clubs the children would like to participate in over the academic year • to keep costs manageable, look for local experiences such as Mote Park outdoor activities that will not involve coach hire/costs
<p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> • KS2 Girls' Football team, KS1 mixed football team, participation in a local schools' Netball league 	<ul style="list-style-type: none"> • competitive matches for KS1 mixed football team, LKS2 & UKS2 football team, KS2 girls' football team. In addition, 3x netball matches played within league set up. Participation in competitive sports 23/24: <ul style="list-style-type: none"> ➤ KS1 = 8 out of 90 (9%) ➤ LKS2 = 17 out of 90 (19%) ➤ UKS2 = 31 out of 89 (35%) 	<ul style="list-style-type: none"> • organise more opportunities for KS1 competitive matches • where possible, attend more SEND competitions and events

Key priorities and Planning (2024/25)

This planning template allows us to accurately plan our spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<ul style="list-style-type: none"> • To upskill teachers to develop PE expertise across the school 	<ul style="list-style-type: none"> • All teaching staff, our sports coaches and PE Subject Lead 	<ul style="list-style-type: none"> • Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport 	<ul style="list-style-type: none"> • Increased PE subject knowledge resulting in better outcomes for pupils in PE, including the delivery of PE lessons and improvements in staff teaching practices 	<ul style="list-style-type: none"> • £10,200 (PASS Coaches and PASS support)
<ul style="list-style-type: none"> • To provide high quality CPD opportunities for teachers with PE Specialists • Internal and external PD courses for school staff to improve and share good practice and to develop their own confidence 	<ul style="list-style-type: none"> • All teaching staff and TA's 	<ul style="list-style-type: none"> • Key Indicator 1 	<ul style="list-style-type: none"> • Teachers more confident to deliver effective PE, supporting pupils to undertake extra activities inside and outside of school, and as a result improved % of pupil's attainment in PE • An increase in staff confidence, knowledge and skill evident during learning walks 	
<ul style="list-style-type: none"> • Complete PE-competence audit and identify necessary training 	<ul style="list-style-type: none"> • All teaching staff 	<ul style="list-style-type: none"> • Key Indicator 1 	<ul style="list-style-type: none"> • PE lead to audit PE competence of staff and then provide suitable training opportunities to improve knowledge and confidence in delivering sessions in a particular area of PE 	
<ul style="list-style-type: none"> • Allocate sufficient dedicated leadership time to ensure that the subject of PE is well-led and that staff are correctly supported 	<ul style="list-style-type: none"> • PE lead and all teaching staff 	<ul style="list-style-type: none"> • Key Indicator 1 	<ul style="list-style-type: none"> • More children to report enjoyment with PE sessions across a range of activities (using Pupil Voice survey) and limited refusals to partake • Increased expertise and confidence of PE lead to drive the subject area forward. 	

<ul style="list-style-type: none"> • Create a culture which aims to inspire an active generation to enjoy PE, be supportive of each other and achieve. As well as this, encouraging children to participate in sports during, after and outside of school hours. 	<ul style="list-style-type: none"> • Staff (especially, but not solely, PE lead) working alongside PASS coaches to provide a range of extra-curricular clubs across both phases • All children taking part in physical activity throughout the day and extra-curricular clubs. • Parents supporting us to raise the profile of PE and school sports by encouraging their children to attend extra-curricular clubs 	<ul style="list-style-type: none"> • Key Indicator 2: Increased engagement of all pupils in regular physical activity and sport. 	<ul style="list-style-type: none"> • Staff will work together to enthuse the children to take part in more activity during the school day and in extra-curricular clubs. This can be done in movement breaks, playtimes, lessons and PE lessons. • Teachers will deliver high quality PE lessons to inspire children to enjoy PE and use the support of PASS coaches throughout the academic year • Pupil questionnaires will be completed to find out which seasonal sports the children would like to experience during extra-curricular clubs and their view on PE and school sports in general at Park Way Primary School • Improved attendance at extra-curricular clubs with more children engaging in regular physical activity (recognised through parental feedback also). • Aim to increase KS1 & KS2 participation in extra-curricular clubs to 75% for both cohorts 	
<ul style="list-style-type: none"> • Create opportunities for inclusive competitive sport, games and physical skill development during play times. • PE lead and Sports Coach to audit existing resources, including those encouraging early physical development and fine/gross motor strength and coordination (e.g. balance equipment, building blocks, target games), as well as opportunities for sport. • PE lead and Sports Coach to make a playground zones map/plan for 	<ul style="list-style-type: none"> • All children at breaktimes • Playground leaders • Breaktime supervisors 	<ul style="list-style-type: none"> • Key Indicator 2 	<ul style="list-style-type: none"> • Pupils play more deeply, plan their play and regulate their needs and social relationships more skillfully. • Improved equality of play for all pupils. • High levels of engagement leading to a reduction in inappropriate behaviour. • Pupils become confident problem-solvers • PE Lead to assess impact of new 'zoning' and resources for future development • Additional resources available during break and lunchtimes. An increased percentage of pupils being active at break and lunchtimes. • Increase in engagement of physical activity 	<ul style="list-style-type: none"> • £2500 for painting lines on playground into zones and new playground (breaktimes) equipment

<p>lunch time play – ensuring a wide range of activities are on offer.</p> <ul style="list-style-type: none"> • PE Lead to place order for any necessary equipment used during morning break times and lunchtime to encourage the pupils to be active during these times with the play leaders to support. • PE Lead to monitor participation with play time games and activities and adapt equipment/provision accordingly. <p>• Year R to undertake balance bike training in 2024 (Balanceability)</p> <p>• P.E. equipment updated and replenished for delivery of lessons</p> <ul style="list-style-type: none"> - Hockey Balls - Tennis Balls - Plastic cones - Basketballs - OAA equipment - Tag rugby belts and tags 	<p>• Year R pupils</p> <p>• Staff</p> <p>• Pupils</p>	<p>• Key Indicator 2</p> <p>• Key Indicator 2</p>	<p>• Year R will improve gross motor skills and assist them in developing balance and co-ordination and confidence on a bicycle.</p> <p>• New equipment will assist staff in the delivery of their PE lessons and enable pupils to access their learning.</p>	<p>• (part of the PASS annual provision)</p> <p>• £500 (P.E. equipment)</p>
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<ul style="list-style-type: none"> • Introduce more lunchtime sport sessions/activities for pupils led by TA's and train up Sports Leaders. • New playground zones (discussed and voted for by school council) will support with this to increase regular engagement of all pupils in sport and physical activity 	<ul style="list-style-type: none"> • (Pupil) Playground Sports Leaders to lead the activity • TA's on playground to lead sessions • Pupils taking part and leading lunchtime sport sessions 	<ul style="list-style-type: none"> • Key Indicator 3: raising the profile of PE and sport across the school, to support whole school improvement. 	<ul style="list-style-type: none"> • More pupils meeting their daily physical activity goal. More pupils encouraged to take part in PE and Sport Activities and enjoying doing so. 	<ul style="list-style-type: none"> • See playground costs in Indicator 2
<ul style="list-style-type: none"> • Special assemblies, medals, trophies and stickers to enthuse and encourage children to take part in sport 	<ul style="list-style-type: none"> • Pupils as an extra incentive to take part in sport 	<ul style="list-style-type: none"> • Key Indicator 3 	<ul style="list-style-type: none"> • Raise pupils' self-esteem in PE through celebration of their learning and outcomes both in lessons and clubs • Pupils' ability, resilience, participation in PE and sporting activities recognised by the whole-school (assemblies and newsletter) 	<ul style="list-style-type: none"> • £150 towards trophies, medals and stickers
<ul style="list-style-type: none"> • Opportunities for sport-related trips, e.g. to stadiums or to watch professional sport, to be arranged by PE lead. Minimum one this year 	<ul style="list-style-type: none"> • Pupils across the key stages • Parents to accompany 	<ul style="list-style-type: none"> • Key Indicator 3 	<ul style="list-style-type: none"> • Enthuse children to watch live sport and lead to their own out-of-school involvement in a club 	<ul style="list-style-type: none"> • £500 towards travel costs and /or entrance fees
<ul style="list-style-type: none"> • Recognise and celebrate swimming achievement in assembly and in newsletters (5m to 1000m) 	<ul style="list-style-type: none"> • Pupils in Year 3 & 4 	<ul style="list-style-type: none"> • Key Indicator 3 	<ul style="list-style-type: none"> • Raise pupils' self-esteem in PE through celebration of their swimming achievements 	
<ul style="list-style-type: none"> • Engage with the Maidstone and Malling School Sports Association to enable inter-school competition through: - Staff member attending meetings 	<ul style="list-style-type: none"> • P.E Lead, Staff and pupils 	<ul style="list-style-type: none"> • Key Indicator 3 	<ul style="list-style-type: none"> • Greater access to inter-competitive sport and greater involvement by a wider range and percentage of children at Park Way (over both Key Stages) 	<ul style="list-style-type: none"> • £250 to cover the costs of participating in inter-school competitions

<p>when available</p> <ul style="list-style-type: none"> - PE lead to attend competitions - PPA time for Sports Lead to organise teams, permission slips, PE club participation updates, etc <ul style="list-style-type: none"> • Celebrate our successes on the school website with regular updates and photos including intra-house, PASS Termly Personal Challenges, external competitions, and on PE noticeboard, including 'PE Superstar' • Actively encourage all children to participate in an after-school club in 2024/25 academic year and to target specific children across the Key Stages • Tracking club attendance (including SEND and PP children) to ensure that all children receive opportunities to attend a club. • Use Pupil Voice to ascertain a range of clubs (such as Tennis, Basketball) they would like to attend 	<ul style="list-style-type: none"> • Pupils and the wider school community • Pupils • Pupils 	<ul style="list-style-type: none"> • Key Indicator 3 • Key Indicator 3 • Key Indicator 3 	<ul style="list-style-type: none"> • Increased number of website posts sent out promoting physical education, school sport and physical activity • Greater number of children participating in after-school clubs, including SEN and PP children • Greater number SEN and PP children of both key stages to attend after-school clubs and to use 'Pupil Voices' to offer clubs that the children would like to attend 	
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<ul style="list-style-type: none"> • Provide a range of free, good quality after-school sporting clubs to both Key Stages across the academic year • Further improve and enhance our extra-curricular provision by offering a wider range of sports, using 'Pupil Voice' to guide potential new school clubs • Maintain a collection and analysing system linked to participation data to better target specific groups of children and identify gaps in our provision • Offer Bikeability training to Year 6 pupils (Level 1 & Level 2 Road training) for autumn 2024 PE lead to oversee arrangements, including informing parents of the Bikeability training offer • To offer the children of Year 6 a School Residential Trip to experience new activities which cannot be offered in school. 	<ul style="list-style-type: none"> • PASS teachers, staff and pupils • Pupils • Pupils • Year 6 pupils • Year 5 & 6 pupils • Teaching staff who attend the residential and support the children. 	<ul style="list-style-type: none"> • Key Indicator 4: offer a broader and more equal experience of a range of sports and activities to all pupils. • Key Indicator 4 • Key Indicator 4 • Key Indicator 4 • Key Indicator 4 	<ul style="list-style-type: none"> • More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. • More pupils subjected to, and engage in, a wider range of sports resulting in an increased percentage meeting their daily physical activity goal. Increase the variety of clubs offered to both key stages and raise participation levels • Harder to reach pupils, and groups of pupils, are participating in sports and physical activity. • Pupils awarded Bikeability Level 1 will have received training in a motor traffic-free environment. • Pupils awarded Bikeability Level 2 will have received training delivered on roads and simple junctions with moderate motor traffic flow. • Pupils report Bikeability training a positive experience through use of Pupil Voice monitoring • Increase pupils' physical health and developing key skills (e.g. teamwork, social skills, independence, creative thinking, leadership skills) • Children developed a sense of achievement 	
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<ul style="list-style-type: none"> • Widen children’s experience of sport through engagement in outdoor adventurous activities (OAA) - both on/off the school site. 	<ul style="list-style-type: none"> • PE Lead to plan additional OAA for Year 5 & 6 pupils not attending the residential experience – summer 2025 	<ul style="list-style-type: none"> • Key Indicator 4 	<p>and try a wide range of skills and outdoor adventurous activities that they wouldn’t otherwise experience</p> <ul style="list-style-type: none"> • Pupils not attending the Year 5/6 OAA residential experience have access to OAA opportunities at school. • Develop key skills such as teamwork, independence, problem-solving and leadership skills 	
<ul style="list-style-type: none"> • Commander Joe’s programme to roll out to the whole-school in 2024/25 to build self-confidence, resilience and team work amongst all pupils 	<ul style="list-style-type: none"> • Pupils • All staff 	<ul style="list-style-type: none"> • Key Indicator 4 	<ul style="list-style-type: none"> • children develop their character in a positive way, show resilience to the tasks and work with others to achieve a goal. • Use Pupil Voice to determine the pupils experience with the programme 	
<ul style="list-style-type: none"> • PASS coaches to support play leaders with delivering sporting opportunities during break and lunchtime. To train new Y6 Sports Leaders and support them in developing/leading a range of break time games for KS1 children. 	<ul style="list-style-type: none"> • Pupils. • Staff on breaktime duty 	<ul style="list-style-type: none"> • Key Indicator 4 	<ul style="list-style-type: none"> • More children being engaged at break times in organised, structured activities led by the Year 6 play leaders. 	
<ul style="list-style-type: none"> • ‘Summer of Fun’ (2025) activity session for individual classes. Classes vote for a local activity such as Gravity climbing, Mote Park activity adventures, roller skating at the YMCA 	<ul style="list-style-type: none"> • Pupils 	<ul style="list-style-type: none"> • Key Indicator 4 	<ul style="list-style-type: none"> • All children have the equal opportunity to engage in a broader range of sports and activities as chosen by themselves. • To participate in an unfamiliar activity, to learn new skills and to increase enjoyment and resilience for physical activities 	<ul style="list-style-type: none"> • £4600 allocated for events and transport costs

<ul style="list-style-type: none"> • Provide the opportunity for ALL children to compete in a greater number of Sporting Competitions including inclusive events and those with children with SEND • PE Lead to plan a competition calendar for the year alongside PE Lead. • Sports Coach/PE lead to plan intra-school competition calendar termly • Raise the profile of competitive sport by promoting sport achievement outside of school through assemblies and within PE lessons • PE Lead to acknowledge and share school sport achievements in weekly newsletters. • Engage in the inter-school competitions provided through Maidstone and Malling School Sports Association 	<ul style="list-style-type: none"> • Pupils • Pupils • Pupils from our school community • Pupils from our school community and other schools. 	<ul style="list-style-type: none"> • Key indicator 5: increase participation in competitive sport • Key indicator 5: • Key indicator 5: • Key indicator 5: 	<p>By the end of July 2025:</p> <ul style="list-style-type: none"> • 50% of Key Stage 1 children will have represented the school in a sporting competition • 50% of Key Stage 1 children will have represented the school in a sporting competition • Increased participation at competitions. • Intra-school competitions taking place in school time. • Fitness levels are improved through participation in sport competitions. • Pupils feel valued for their sporting contributions made outside of school; as a result, more children are encouraged to participate in wider sporting opportunities in the future. • Celebration of out of school sport achievement recognises perseverance and/or improvement alongside recognised 'qualifications' obtained by pupils, e.g. Karate belts • A greater number of events are attended, resulting in a larger proportion of pupils participating in competitive sporting activities. 	
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<ul style="list-style-type: none"> • Develop links with local schools to provide more opportunities for pupils to participate in competitive sport (i.e. stand-alone competitive matches across a range of sports and both key stages, such as rounders and Quidditch in the summer terms). 	<ul style="list-style-type: none"> • Pupils across both key stages 	<ul style="list-style-type: none"> • Key Indicator 5 	<ul style="list-style-type: none"> • Improved links results in more opportunities for pupils to engage in competitive sport. 	
<ul style="list-style-type: none"> • Provide opportunities for our most vulnerable pupils, including those with SEND, to participate in a range of inclusive sports. 	<ul style="list-style-type: none"> • Pupils 	<ul style="list-style-type: none"> • Key Indicator 5 	<ul style="list-style-type: none"> • Participation numbers are strong for all groups of pupils, including those with who are vulnerable/those with SEND. This results in better attitudes/engagement towards PESSPA (Physical Education, School Sports, Physical Activity) 	
<ul style="list-style-type: none"> • PE lead to track pupil participation in sport clubs and competitions. PE lead to ensure all pupils are offered opportunities and encouraged to take part. 	<ul style="list-style-type: none"> • Pupils 	<ul style="list-style-type: none"> • Key Indicator 5 	<ul style="list-style-type: none"> • Tracking and targeting result in strong participation numbers and enjoyment for competitive sports 	

Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> To upskill teachers to develop PE expertise across the school through the use of PASS physical activity specialist coaches to team-teach and develop the confidence of staff to deliver PE lessons. 	<ul style="list-style-type: none"> Lessons in conjunction with PASS support were delivered effectively across the key stages, teachers were supported a minimum of two terms out of six, with 2x classes having additional support in a third term Pupil Voice (KS2) demonstrated 91% of children (154 pupils out of 168) either agreed or strongly agreed that their teacher made it clear what they needed to do to become a successful learner Pupil Voice (KS2) demonstrated 90% of children (151 pupils out of 168) either agreed or strongly agreed that they understood what they were learning in their PE lesson over 70% of the teaching staff have delivered Cycle 1 and 2 of our PE curriculum at least once using PASS plans and have secure knowledge of the objectives and skills required 	<ul style="list-style-type: none"> PASS contract will not be renewed for next academic year due to high cost, although lesson planning / progression remains in place and we aim to 'buy in' a PE specialist for at least 1x day a week and to run an after-school club
<p>Key indicator 2: Increased engagement of <u>all</u> pupils in regular physical activity and sport</p> <ul style="list-style-type: none"> Strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. As well as this, encouraging children to participate in sports during, after and outside of school hours. 	<ul style="list-style-type: none"> an increase in percentage terms of children than attended after-school clubs than last academic year <ul style="list-style-type: none"> KS1 = 48 out of 90 (53%) LKS2 = 45 out of 90 (50%) UKS2 = 51 out of 90 (57%) representation for school teams in percentage amounts 	<ul style="list-style-type: none"> similar to 2024/25 school year, after-school clubs' involvement was 'promoted and pushed' by PE lead and staff, resulting in a higher percentage than last academic year of participation levels across the key stages The range of after-school clubs remained high and involved new clubs such as dodgeball for

<p>Key indicator 3: The profile of PESSPA (PE and School Sports) being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • PE display board outside the Hall to raise the profile of PE for parents, visitors and children including a 'PE Superstar' area • regular correspondence to parents through a weekly school newsletter to convey participation and results of inter-school PE activities • children encouraged during whole-school assemblies to show any awards, certificates they had received through outside sports involvement • recognise and celebrate team participation and success in whole-school assemblies 	<ul style="list-style-type: none"> ➤ KS1 = 0 out of 90 (0%) ➤ LKS2 = 17 out of 90 (19%) ➤ UKS2 = 31 out of 89 (35%) <ul style="list-style-type: none"> • 'Pupil Voice' questionnaires for KS2 completed within the year, highlighted high levels of PE lesson enjoyment and understanding and identified areas for after-school clubs (e.g. dodgeball) that was then delivered as a club • donated playground equipment (such as over-sized tyres) has resulted in a significant increase in children being active during breaktimes, coupled with the usage of static playground exercise machines for both key stages • PE display board was updated very regularly and was a visual representation of the schools' attitude towards PE activities and events. Details of clubs on offer that term and inter-school events, plus team photos and action pictures, including SEND events. • PE 'Superstar' display of individual children and write up of their achievement boosted self-esteem of the child represented (across both key stages) and encouraged discussions. • longer 'write ups' in the school weekly newsletter to celebrate successes, especially in football where the Year 5/6 team won a summer competition and the Year 3/4 boys' team were losing semi-finalists and finished 4th out of all the local Maidstone schools • through whole-school assemblies, teams' successes have been celebrated by all and individuals/teams have had recognition for their achievements by their peers and adults alike 	<p>KS1 and KS2 and rounders for KS2.</p> <ul style="list-style-type: none"> • Every day after-school there was a sports club being delivered being either by PASS, a member of staff or an outside (football) agency • Lack of opportunities for KS1 competition to be addressed in the next academic year for both boys and girls • through the PE display board, children were aware of upcoming/current events and clubs and individual and team successes were recognised through photos and written 'write ups' • next academic year expand to have an area of external school representation and success across a range of physical activities our children participate in
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<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Further improve and enhance our extra-curricular provision by offering a wider range of sports, using 'Pupil Voice' to guide potential new school clubs. • Provide residential and outdoor/adventurous opportunities to pupils across the school, including a summer residential trip for Years 5 & 6 and 'Summer of Fun' activities • 'Bikeability' cycling programme offered to all Year 6 children and bikes/helmets provided for children that did not possess them <p>Key indicator 5: Increased participation in competitive sport</p>	<ul style="list-style-type: none"> • A large and appropriate range of after-school clubs offered to pupils across the key stages by both staff and PASS teacher, including new sports such as Dodgeball for both Key Stages • Attendance percentages for after-school clubs were up for 2024/25 academic year <ul style="list-style-type: none"> ➤ KS1 = 48 out of 90 (53%) ➤ LKS2 = 45 out of 90 (50%) ➤ UKS2 = 51 out of 90 (57%) • Term 6 opportunities for all to enjoy an outdoor/adventurous activity either off-site or on the school ground (e.g. roller skating, canoeing Zorbing) • Term 2 SEND football festival attended by 8 children in KS2 (and won) • 20 out of 45 Year 6 children (44%) took and passed the 'Bikeability Level 2' which took the children safely onto the local roads • competitive matches and tournaments for LKS2 & UKS2 football team and KS2 girls' football team. In addition, both LKS2 and UKS2 competed in a local-schools hockey tournament, with LKS2 winners. <ul style="list-style-type: none"> ➤ KS1 = 0 out of 90 (0%) ➤ LKS2 = 17 out of 90 (19%) ➤ UKS2 = 31 out of 89 (35%) 	<ul style="list-style-type: none"> • use Pupil Voice in Term 1 for both Key stages to identify the after-school clubs the children would like to participate in next academic year. • 'buy in' both 'Balanceability' and 'Bikeability' for Reception Class and Year 6 for next academic year • organise more opportunities for KS1 competitive matches • where possible, attend more SEND competitions and events • organise winter/summer term opportunities (such as benchball and rounders/cricket) competitive matches for children who attend clubs to represent the school
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Signed off by:

Head Teacher:	<i>Mrs Karen Dhanecha</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Josh Ramsden</i>
Governor:	<i>(Name and Role)</i>
Date:	<i>July 2025</i>