

Lady Joanna Thornhill (Endowed)
Primary School



Learning for the Head, Heart and Hand
PE & Sports Plan 2024-2025

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Reviewed: September 2024

Date to be reviewed: July 2025

Reviewers: Katrina Williams/Erin Fuller & Rachael Foster

Co-Chair of Governors: James Coumbe and Ellie Brown

Article 29 – ‘The purpose of education is to develop every child’s personality, talents and mental and physical abilities.’

Article 31 – ‘Every child has the right to relax, play and take part in a wide range of cultural and artistic activities’

At Lady Joanna being physically and mentally healthy is one of our star outcomes of our expansive curriculum. PE and Sport are for the *head, heart, and hand*. We know how important PE and Sport are in helping our children achieve; not just now but in the future. We are committed to active learning throughout the school day and the children experience Outdoor Play and Learning (OPAL), have further outdoor learning forest experiences and a third hour of PE/Sport each year on a rolling programme for each year group. We have several sporting clubs and our own Performing Arts Studio used for both gymnastics and dance. We want the children to engage in healthy competition at various levels:

- **Intra-school Level 1** - sporting competition for all students in school through intra-school competition.
- **Inter-school Level 2** - individuals and teams are selected to represent their schools in local inter-school competitions.
- **School Games Festivals Level 3** – the county/area will stage multi-sport School Games Festivals as a culmination of year-round school sport competition.
- **School Games National Competition Level 4** -for the most talented athletes in the UK.

Following a reflection on the expenditure in 23-24, we have planned for the forthcoming year. We are proud that we were so successful in many areas and that we have increased participation in sporting events and extracurricular activities with over 47 sporting events participated in, next year we aim to attend at least 50! We organised and participated in various Intra-school events this year including rounders and cricket, with the use of our new sports captains and ambassadors we are hoping to organise an intra-school event at least once every full term – KS1 will focus on athletics, multi-skills and invasion games and KS2 football, netball, cricket, and rounders.

Children were involved in the School Games Festivals and qualified to participate in County Finals in both Tennis and Cricket, we hope to reach the same finals again this year and improve our results.

In terms of developing teachers' knowledge and confidence in teaching high quality PE lessons, we will provide termly CPD drop-in sessions for staff in specific appropriate sports, CPD sessions within staff training and a recap on the effective use of the PE Passport programme including how to accurately assess and input data such as events, fixtures, and extracurricular clubs.

We were able to provide a large variety of lunch and extra-curricular clubs in the previous year, which we will be looking at extending again. This will include volleyball, dance clubs for all key stages, hockey, and badminton. Teachers will also become involved more in fixtures and events which will allow us to enter more festivals and competitions.

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

Activity / Action	Impact	Comments
Key indicator 1: <i>The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</i> - Raise pupil activity during breaks and lunchtimes - Regular physical activity for all pupils, including a third hour of PE on a rolling programme. - Fully engage KS2 (Key Stage 2) pupils in swimming lessons and offer catch up swimming for Y6 students.	- With wider access to equipment, students can take more control of their lunch and break times, choosing activities that interest them. There are sports activities as well as the introduction of OPAL (outdoor play and learning) which has led to greater participation in active playtimes / lunchtimes. - Extra hour if PE will provide children an extra high quality PE lesson and exposure to new and different sports. - Swimming provision has led to 87.9% of year 6 students being able to swim 25m by the end of the academic year in a variety of strokes. Including a year 6 'catch-up' programme prepared children for the next stage of their education.	- More structured lunch clubs to also be available for those pupils who enjoy more physical ball games, using the field. - Third hour provided to all KS2 classes and most KS1 classes - Large increase of pupils attending clubs and all children now access OPAL at break and lunch times to reach the National Curriculum expectations.
Key indicator 2: <i>The profile of physical education, school sport and physical activity (PESSPA) being raised across the school as a tool for whole school improvement.</i> Continue to share school's participation in all sporting activities, L1 and L2 events with a view to engaging more pupils in active lifestyles	- Intra house competitions in each proved exceptionally popular with KS2 students. The data provided showed an overall uptake of over half KS2 students. These were run both during lunch time and after school. - Whole school events such as the Mud Run and Sports Day helped to build whole school morale and cohesion. Sports day was incredibly successful with all students participating in at least four events. - During 2023-24 Lady J attended over 30 sports fixtures and events. These included L3 County finals in both Cricket and Tennis.	We want 100% of pupils, especially those who are potentially less advantaged, to participate in sporting clubs, events, and competitions, finding something they enjoy and then the adults will help them improve on this.

	Tournaments/Leagues - Lady J Hockey Squad finished second in the league, Yr5/6 Girls Kent County Cricket winners, Yr 5/6 mixed Kent County Cricket finalist, Yr3/4/5/6 Kent County Tennis finalists, placing 4th in the regional heats of The Great Big Dance Off.	
Key indicator 3: <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i> - Continue to run the PE Passport app programme throughout the whole school. - PE specialist to teach CPD (Continuing Professional Development) for staff during lessons to improve their knowledge and confidence alongside the PE Passport software	- Teachers received bespoke CPD which has impacted on the pupils' learning as demonstrated in PE passport data. - Staff have reported a greater confidence in delivering quality lessons with much improved continuity in the lesson plans and support from PE specialist teacher. Health and safety and knowledge of various sports has also been obtained via professional development.	Skills audit at the beginning of year provides strategic planning for support across the year. ECTs will be monitored and checked throughout the year. If timetabling allows, team teaching will be planned,

Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils.</i> - Provide a broader range of sports and activities available in school. - Attending a wide range of fixtures and tournaments organised either by Lady Joanna, other primary schools or SGO's. - Attend extra-curricular activities with different schools and Kent Cricket offering a term of free cricket sessions. for years 5 and 6. - Investment of a Specialist PE teacher to provide high quality and specialised PE lessons and extra-curricular clubs for students. - A range of sport trips/events as both participants and spectators to provide exposure and inspiration. - The introduction of Outdoor play and learning (OPAL)	- Pupils can now link skills across different sports, and this is shown via observation in match play and the PE Passport where we hold assessment data on each child. - Pupils attended fixtures/tournaments in the following athletics, handball, football, netball, tennis, cricket, rugby, hockey, multi-skills and dance. - Pupils attended a wide range of sporting events, Team GB Hockey League and Wimbledon and this enabled many children to experience a sporting event and inspired them to take part in a sport. - A wide range of extracurricular clubs are available to the children for them to take part in. Clubs show a good uptake and are full (oversubscribed) – more active children. - Race for Life whole school pretty muddy event – raised over £1500 for Cancer Research. - OPAL started in the summer of 2023 to encourage pupils to participate in active lunchtimes. The impact of this is in its	A student survey will be sent out to ask what clubs children enjoy and what they would like offered over the next academic year.
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	development stage, but many more pupils are already more active, developing socialization and resilience skills, underpinned by safe risk.	
Key indicator 5: <i>Increased participation in competitive sport</i> Increased participation in Level 2 events in Ashford by attending at least two fixtures per term for KS2 and three fixtures per academic year for KS1 (Key Stage 1).	- ADPSSA subscription to allow us to participate in a wide range of fixtures and tournaments throughout the year. - Participation in the Ashford School Games improves participation with hosting a variety of events. - Intra-house and sports days have allowed for students to participate in competitive sport within the school setting. - Intra and inter-school competitions have been organised and attended by a large number of children across the school. We have built on our relationship with local schools and have attended six events at a nearby school, including football, netball, cross country and athletics tournaments. - We have attended over 25 inter-school competitions and events this year in athletics, basketball, cricket, cross country, dance, football, hockey, netball, rugby and tennis. We have qualified for County Finals in Tennis and Cricket, winning the yr5/6 girls cricket and have also taken part in the <i>Great Big Dance off</i>.	- Continue to increase participation in competitive sports both internally and against other schools. - We would like to build our relationship with Wye Free School to strengthen our ties and also collaborate on events and utilise their sports leaders and equipment.

Swimming review

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

All children participate in swimming lessons in year 3. Students are then offered extra sessions in the summer term of year 6 as a final additional support.

Key priorities and Planning 2024-25

This planning template will allow schools to accurately plan their 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
The engagement of all pupils in regular physical activity	Children – participating in PE lessons and a wide variety of clubs and experiences are made available daily for all children at school. Lunchtime supervisors – lunch clubs being offered as well as OPAL. Teaching staff and HLTAs (Higher Level Teaching Assistant) staff will provide at least two hours of PE a week for all children.	Key indicator 1: <i>The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</i>	<i>More pupils meeting their daily physical activity goal, more pupils are encouraged to take part in PE and Sport Activities, this allowing for children to reach the goal of one hour physical activity every day through a medium they enjoy.</i>	<i>OPAL costs and additional staffing and coaching costs.</i>
Develop whole school sport as a way to include ALL children in competitive events.	Children – More children participating in whole school events such as fun runs, wake up shake ups, interhouse events and sports days.	Key indicator 2: <i>The profile of physical education, school sport and physical activity (PESSPA) being raised across the school as a tool for whole school improvement.</i>	<i>All pupils will have competed in a competitive event as a representative for their school. This will also increase the school profile and whole school team spirit.</i>	<i>PESSPA – Ashford sports affiliation and tournaments costs.</i>
PE CPD delivery by PE Lead and team teaching with ECTs (Early Career Teachers) and less confident teachers.	Teaching staff – more experience and CPD will provide them with greater knowledge and confidence in teaching a wider variety of sports. Children – by providing teachers with greater knowledge and confidence it will ensure that children always receive high quality PE lessons.	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers are 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.	<i>PE Passport subscription</i>
Develop the PE curriculum, lunch and after school clubs' provision to ensure children have a wider variety of sports.	Children – a wider experience and exposure for all children in both PE lessons and after school and lunch clubs.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	<i>The teaching staff will deliver one after-school club each, allowing more clubs to be offered to children and a larger variety.</i>	

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
Key indicator 1: <i>The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</i>	All children have been involved in two hours of PE lessons, from the PE specialist HLTA, classroom teacher or member of the PE company (Total Sports) brought in to raise the profile of PE across the school. This has meant increased engagement and enjoyment in PE lessons. OPAL has continued to further develop activities to encourage physical activity, including more structured games and activities in the ball area. Lunch clubs, including football, have continued throughout the year for Year 4-6. There is also a dance class one lunchtime a week, with a specialist dance teacher. Clubs for students after school and during school have been offered to PP pupils – 100% of PP pupils took part in an event or a club during 2024-25. An increase in sporting fixtures have been attended, with the help of volunteers, which has allowed more children to participate in events representing the school. We have also taken part in a football and netball league – attending regular fixtures. On a rotational basis, classes had access to a third hour of PE in Term 3 and 4, which was outdoor learning based.	A range of lunch clubs to continue in 2025-26, using the new PE company. OPAL continue to develop the use of physical activity during recreation lunch times.
Key indicator 2: <i>The profile of physical education, school sport and physical activity (PESSPA) being raised across the school as a tool for whole school improvement.</i>	The profile of PESSPA has been raised across the whole school through events such as the Mud Run, a Dance-a-thon and Sports Day for the whole school. This increased morale and cohesion for children in their house teams. Through the use of an external sports	Increase the amount of house competitions over the course of the next year.

Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	coaching company and the specialist PE HLTA, children are more involved in physical education. During 2024-25, Lady J participated in a wide range of events across the year. These have been at various competition levels. Level 1 – Tennis, Athletics, football, netball. Level 2 – Cross Country, Fun Run, Athletics, Cricket, Football, Hockey, Tag Rugby, Dance, Netball, Tennis, Challenger Games Level 3 - County finals in Tennis. Teachers have received regular, bespoke CPD which has impacted on the pupils’ learning as teachers are more confident with their knowledge and skills. Through the use of the PE passport, more sports continue to be offered. A pupil questionnaire was undertaken to find out what sports the children wanted to be taught, both in their lessons and as clubs. We have listened to the pupil voice and ensured that the clubs that were requested (e.g. badminton) are now on the overview of sports taught for the following year. Extracurricular clubs are available to the children in a wide range of sports and these are well attended.	Teacher questionnaire at the end of the 24-25 year to find out what further knowledge teachers need, so it can be included in our 25-26 CPD plan.
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Swimming Data (July 2025)

Meeting National Curriculum requirements for swimming and water safety.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
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What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	75%	<i>Additional swimming lessons in term 6 will be offered to year 6 children who cannot meet this criteria. Top-up swimming to be offered further down the school (in 25-26) to ensure that all children leave our school, being able to meet the National Curriculum requirements.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	<i>Additional swimming lessons in term 6 will be offered to year 6 children who cannot meet this criteria. Top-up swimming to be offered further down the school (in 25-26) to ensure that all children leave our school, being able to meet the National Curriculum requirements.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	84%	<i>Additional swimming lessons in term 6 will be offered to year 6 children who cannot meet this criteria. Top-up swimming to be offered further down the school (in 25-26) to ensure that all children leave our school, being able to meet the National Curriculum requirements.</i>

If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We use an external company to provide swimming lessons to children.

Signed off by:

Head Teacher:	Mrs. Rachael Foster
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mrs Katrina Williams Miss Erin Fuller
Date:	12 th September 2025