Lady Joanna Thornhill (Endowed) Primary School

Learning for the Head, Heart and Hand

PE & Sports Plan 2025-2026 Review

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Reviewed date:	**September 2026**
Date of next review:	**July 2027**
Reviewers:	**Katrina Law-Williams, Erin Fuller & Rachael Foster**

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) and have further outdoor learning forest experiences. We have many 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 24-25, 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 children in Year 1 to 6 attending sporting events across the local area. For example, in the 24-25 academic year, 100% of Pupil Premium children attended a club or competition, representing the school. Next year, we aim to increase the number of opportunities available for each year group! We organised and participated in various Intra-school events this year including athletics and tennis, allowing children to demonstrate their learning across the term in game practice at the end of term. With our new cohort of health and wellbeing ambassadors, and the rebrand of our school houses, we are hoping to increase the range of intra-school events in the coming year. These will be linked to the topics that the children have learnt in PE and clubs across the year.

Children were involved in the School Games Festivals and qualified to participate in County Finals in Tennis. We hope to reach the same finals again this year and improve our results in other events.

In terms of developing teachers' knowledge and confidence in teaching high quality PE lessons, we have introduced a new scheme of work – GetSet4PE following responses from a teacher questionnaire, conducted at the end of the 24-25 academic year. Listening to the teacher's needs, we have provided initial staff CPD to support the use of this programme, in terms of finding their way around the website, adapting lessons for the most and least able, as well as what assessment looks like. The website has full lesson plans, with adaptations that can be made if needed, assessment as well as additional tools. Staff are also able to access support from specialist staff on a weekly basis. We have an in-house HLTA PE specialist who provides PE teaching as well as outdoor learning teaching, lunchtime activities and after school clubs, and an external PE company, who provide lunchtime activities, PE teaching and after school 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. Staff will also be encouraged to involve themselves in fixtures and events which will allow us to enter more festivals and competitions.

Key priorities and Planning 2025-26

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
Increase the engagement of all pupils in regular physical activity. • PE Lessons • OPAL Play • Clubs • Movement Breaks • Cross Curricular Active Learning	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: 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.**	More pupils meeting their daily physical activity goal, more pupils are encouraged to take part in PE and Sport Activities, alongside active learning in the classroom, to allow for children to reach the goal of one-hour physical activity every day through a medium they enjoy.	OPAL costs and additional staffing and coaching costs.
Introduce the walk to school challenge, with a competitive element. Encourage parental involvement for a wider approach to a healthy and active lifestyle. Develop whole school sport as a way to include ALL children in competitive events, both at level 1 and level 2. The addition of cross curricular active learning will also increase the whole profile.	Children – More children participating in whole school events such as fun runs, interhouse events and sports days. Leadership opportunities for children to organise, run and support events. Parents & Families – Making the walk to school challenge a whole family event will increase all physical activity levels	**Key indicator 2: The profile of physical education, school sport and physical activity (PESSPA) being raised across the school as a tool for whole school improvement.**	All pupils will have competed in an intra school level 1 competitive event representing their house and the majority for their school. This will also increase the school profile and whole school team spirit.	WOW costs? PESSPA – ADPSSA affiliation and tournaments costs.
To introduce children to the world of competitive sports and competitions – using the ambassadors to let the school know about upcoming world sporting events e.g. Football	Children – children are aware of more sports and the profile of sport is raised across the school, with children's excitement and enjoyment of sport increasing.	**Key indicator 2: The profile of physical education, school sport and physical activity (PESSPA) being raised across the school as a tool for whole school improvement.**	All pupils will be introduced to different sports and feel enthused to follow competitions and tournaments.	Time of staff to put together resources.

World Cup, Women's Cricket World Cup, the Winter Olympics and Paralympics				
Review PE curriculum and develop a new curriculum aligned with the whole school vision for the Head, Heart and Hand. Conduct a curriculum audit of the current PE provision to identify strengths and gaps, including inclusivity for SEND and vulnerable children.	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.	Get Set 4 PE
PE CPD delivery by PE Lead and team teaching with ECTs (Early Career Teachers) and less confident teachers. Session on INSET day to support	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.	Get Set 4 PE
Develop the PE curriculum to include a range of sports as well as developing lunch and after school clubs' provision to ensure children have a wider variety of sports. Allow children the experience of a sporting mega event e.g. National/International sporting fixtures.	Children – a wider experience and exposure for all children in both PE lessons and after school and lunch clubs. The opportunity for children and staff to attend professional sporting events and be inspired by the experience in a variety of ways (to be more active event organisation, media and journalism).	**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.**	The teaching staff will deliver one after-school club each, allowing more clubs to be offered to children and a larger variety.	Tickets to sporting activities

Increase the number of local competitions entered through a variety of networks including Ashford School Games, ADPPSA, additional local competitions.	Children – increase competition experience, understanding of winning and losing, sportsmanship etc. Teachers – see children in a practical environment and can use their strengths in the classroom setting.	**Key indicator 5: Increased participation in competitive sport**	More pupils representing the school in competitive sport.	Entry fees to events.

Key achievements 2025-2026

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: ***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.***	All children are provided with an hour for lunchbreak where they choose activities that interest them from Lady J Play. These ensure children are active and engaged in their physical activity. The MUGA is also used to ensure the children are active. Extra PE has been provided across the year for different year groups (for example tennis in Year 5 and 6 for 6 weeks each) Swimming provision led to 76.6% of Year 6 children being able to swim 25m by the end of the academic year in a variety of strokes. Including a Year 6 catch up programme of swimming for a week, we also did a catch up session for Year 4 and 5, and weekly swimming for Year 3.	
Key indicator 2: ***The profile of physical education, school sport and physical activity (PESSPA) being raised across the school as a tool for whole school improvement.***	Whole school events such as the Mud Run and Sports Day helped to build the profile of PE and sport, and boosted morale and cohesion. Sports Day was incredibly successful with children who may not have previously wanted to join in, taking part. During 25-26, 70% of children attended an external competition – we attended over 30 sports fixtures and events, and were involved in weekly netball, football and hockey leagues.	

Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	The use of GetSet as a new tool to teacher POE from has increased teachers' confidence, knowledge and skills. Teachers received CPD impacting the pupils' learning from the specialist HLTA or from external tennis coaches.	Links with Wye Tennis Club have been established.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Fixtures and tournaments attended in sports including: sports hall athletics, dance, hockey, netball, football, cross country, cricket, tennis, rugby and multi-skills. A range of after school activities set up for children to experience a range of sports. Lady J Play established and encourages children to take part in different activities – the use of the MUGA for competitive ball games as well as a range of activities on the playground encourage active break times, socialisation and resilience and communication skills.	
Key indicator 5: *Increased participation in competitive sport*	ADPSSA subscription to allow us to participate in a wide range of fixtures and tournaments through the year. Participation in the Ashford School Games improves participation with hosting a variety of events. Intra-house and sports day have allowed for students to participate in competitive sport within the school setting. Inter-school competitions have been attended by a large number of children from the school (70.84% of children Y1-6) Over 30 events throughout the year have been attended for Year 1-6.	

Swimming Data (July 2026)

Meeting National Curriculum requirements for swimming and water safety.

Question	**Stats:**	**Further context** **Relative to local challenges**

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	76.6%	*Additional swimming lessons in T6 were offered to Year 4, 5 and 6 who had not met the criteria. This was to begin the process of ensuring all children can meet the national curriculum requirements, so that it is not left to a week in Y6.* *In 26-27, children from Year 4 and 5 will be offered weekly swimming lessons for 10 weeks as well as weekly lessons for Year 3.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	76.6%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	78.1%	
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?	NA	
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 Law-Williams
Date:	14th October 2026