



Harrietsham Church of England Primary School

Nurtured We Flourish

**The Primary PE and Sport Premium
2024-2025**

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

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> Maintain Commitment to Active 30. 	<ul style="list-style-type: none"> Pupils undertake at least 30 minutes of physical activity a day in school. Year 5 Pupils trained as play leaders, able to lead other children in activities at lunch time. Children have access to a range of equipment on the playground including wooden and gym equipment at break and lunchtime. Wake and Shake delivered at the start of the day. Children arrive at lessons alert and ready to learn. 	<ul style="list-style-type: none"> With change in Headteacher, looking to introduce OPAL play at play and lunchtimes, ensuring that play is more engaging. This will include training staff in Play Work and Dynamic Risk Assessment and also training children to become Play Rangers. Need to ensure that there is enough equipment. Wake and Shake to change as school day will be earlier as from September.
<ul style="list-style-type: none"> To improve the playing field's accessibility for PE lessons and all times in the school day (Off site provision.) 	<ul style="list-style-type: none"> The school field is used regularly for PE lessons, extra-curricular clubs. 	<ul style="list-style-type: none"> Allocate funding for ongoing provision necessary amenities on the field. Look into the 'footpath' at the rear of Forest School to ascertain whether we are able to join the field to Forest School to make access for the children safer.
<ul style="list-style-type: none"> Achieve Active Mark accreditation. 	<ul style="list-style-type: none"> The profile of sport in school is higher than ever. Pupils can participate in a range of activities. The school achieved the Gold Active School Award for the second year running. 	<ul style="list-style-type: none"> Aim for Platinum – only achieved with 4 consecutive years of Gold!
<ul style="list-style-type: none"> To install new playground markings to enhance physical, social and emotional well-being of children – readiness to learn. 	<ul style="list-style-type: none"> Conflict on the playground has reduced due to the decreased number of children on the playground at a given time. Less accidents! Playground divided into areas – with new equipment provided, children more engaged in activities that are available. 	<ul style="list-style-type: none"> New markings not yet installed – Lunchtime got split into 3 sittings to try and reduce conflict and the playground divided into areas of play. New Headteacher joined school at Easter – new focus to introduce OPAL into the School. School is signed-up and ready for

	<ul style="list-style-type: none"> Playground assemblies introduced to try and give more ownership to the children so that they look after equipment better. 	<p>our initial audit in September 2024.</p> <ul style="list-style-type: none"> Regular playground assemblies to take place from September. Playground to be divided into areas, introduction of new green space on playground. Introduction of 'natural' space within school perimeter at the back of the school, meaning a bigger play space. Return to 2 lunch sittings whilst ensuring accidents remain low and behavior incidents do not increase.
<ul style="list-style-type: none"> Improve children's readiness to learn, particularly in the EYFS, in relation to fine motor skills, vocabulary development and managing relationships. 3 staff to be trained to deliver forest school, in our setting. Write all policies to enable set-up of forest school. Footpaths to be diverted – Nature area to be fenced off properly. Set-up forest school sessions for Early years and school. 	<ul style="list-style-type: none"> Only one member of staff trained so far. Forest School Leader trained and ready to teach Forest School and OPAL as main role next year. Forest School set-up with all year groups accessing these sessions. Year R have regular sessions each week – children go up in small groups to enable greatest gain. Once footpaths moved – Forest school will become more accessible. Nurture club – run with Forest School focus, ensuring children are building confidence, self-esteem, monitoring their own behavior and developing resilience. 	<ul style="list-style-type: none"> Policies to be continually updated as required. Curriculum for Forest School to be carefully mapped with DHT and teachers. Footpaths should hopefully be moved in 4-5 months following KCC and public approval. Forest school site to be secured with security fencing. Forest School teacher guiding teachers so that they feel more confident to use the area for curriculum coverage and enhancements to learning.
<ul style="list-style-type: none"> Maintain the high profile of sport across the school. To install new playground markings to enhance physical, social and emotional well-being of children – readiness to learn. Staff training – new orienteering course. Renewal of orienteering membership with 	<ul style="list-style-type: none"> New markings not installed. Playground zoned so that children have a great variety of activities to engage in. Staff completed training, all are able to access new orienteering course and is being used across the curriculum. Membership renewed. 	<ul style="list-style-type: none"> School will be introducing OPAL from September 2024 – playground changes to occur with this. Focus on loose parts and safe, accessible storage of these and all weather playtimes. Renew membership with Enrich Education next year.

Enrich Education.		<ul style="list-style-type: none"> • Ensure all new staff are training in orienteering course.
<ul style="list-style-type: none"> • Ensure high quality delivery of an engaging PE curriculum. • Continue to use PE Lead to deliver CPD for 6 weeks to all members of teaching staff. • PE lead to monitor teachers strengths and areas for improvement, then support and plan for delivery of PE. • Write additional schemes of work where required. • Review whole school long term plan to ensure the sports being taught are appropriate to our school and relevant to our pupils. • Ensure progression of knowledge and skills across the curriculum and year groups from Early years -Year 6. 	<ul style="list-style-type: none"> • PE lead has supported teachers with PE lessons and CPD resulting in staff being more confident in teaching a range of sports. (program delivered to newer staff, all staff accessed PE Lead support when needed). • PE lead has produced schemes of work for additional sports. • Key Skills documents monitored to ensure good progression from year R-6, ensuring pupil progression across year groups, enabling children to achieve expected by the end of the academic year. • Long term plan updated, all areas of National Curriculum being met. 	<ul style="list-style-type: none"> • CPD has been restricted this year due to other teaching commitments in class and teacher absence. Re-focus next year through Leadership release, staff meetings, LSA meetings. • PE lead to continue to look at schemes of work and write new ones where required. Look at adding knowledge to existing skills progression. • Discuss the option of adding more alternative sports to our curriculum, ensure skills are embedded and children are aware of the impact that they have on their learning.
<ul style="list-style-type: none"> • Maintain the broad range of sports clubs to include Netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils. • Continue to offer Early years – Balance and Cycle ready sessions. • Consider purchasing more balance bikes for Early years and Year 1. • Continue to offer year 4 level 1 Bikeability. • To encourage more staff to run a variety of sports clubs in school. • Promote sports clubs, especially for pupils who do not always participate, consider direct invitations where needed. • Consider attending professional fixture. • 	<ul style="list-style-type: none"> • Cycle Circle program implemented, taught children in Year R how to ride a bike unaided. • 2023/2024 Children (Year R) 58 children took part, 38 could ride a bike unaided. Completed April 2024. • Children can prepare themselves for a journey using ABCD – check my bike is ready for the journey and they know how to start and stop correctly. • Cycle proficiently: • 2023-2024: 31 children took part and passed Level 1 training. • Pupils’ knowledge in different sports has been extended. • Pupils confidence and sport specific skills has 	<ul style="list-style-type: none"> • Teachers directed hours to include club provision. • External club survey sent to families to gauge willingness to pay for additional clubs. • External Clubs offer enhanced (in line with parental feedback). • Option to pay LSAs to run sports clubs. • Book Bikeability for EYFS and Year 4 for academic year 2024-25. • External competitions entered throughout the academic year, look to extend this further, maybe host some competitions within school. • Book Maidstone United Football Club for coaching next year. • Book Calypso Cricket T1 and T4-T5.

	<p>increased.</p> <ul style="list-style-type: none"> • There is an increased opportunity for competition. • Strong community links have been created through external clubs – increased opportunity for sport beyond the school gate. • More children are accessing sports clubs. • Professional fixture attended – Mens and Ladies Basketball Playoffs at the O2 Arena in May. 33 children and families attended, experiencing all elements of professional sport and the different opportunities sport can provide both on and off the pitch. 	<ul style="list-style-type: none"> • Look for Professional Fixtures to attend next year. •
<ul style="list-style-type: none"> • Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures. • Meet Sports Development Officer regularly. • Sign up for relevant competitions and provide coaching for the children in that sport. • Invite federation schools to a competition. • Attend other fixtures, not just those hosted by the Sports Development officer. • Continue to take targeted groups to competition. 	<ul style="list-style-type: none"> • Children competed in 6 intra school competitions across the year plus sports day. • Sports Day hosted as 2 separate days - KS1 and KS2. • Children have visited other venues and experienced taking part in a competition as part of a team or individually. • Specific coaching provided linked with competitions attended. • Mixture Sports Development Officer competitions attended ensuring target groups of children access competition. • Alternative fixtures attended, including Girls and Boys Mini World Cup. 	<ul style="list-style-type: none"> • Ensure class teachers lead on these from September. • Try to ensure a staff member champion for different areas of sport to ensure teams are created (football, netball, rugby, etc). • Review Sports Day's – both a success, keep as 2 days. • Make sure all children take part in practice for Potted Sports. • Dates in the diary much earlier. • Continue to build competition further, look to invite local schools.

Key priorities and Planning 2024/2025

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
<p>Maintain commitment to active 30.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Introduction of Opal play at lunchtime, creating more active lunchtimes by providing a broad opportunity of activities to engage all children. • Raise funds to develop spaces. • Employ member of staff to lead implementation. 	<p>All teachers, Learning support assistants (Play Team)</p> <p>– children are more settled and ready for learning, better behaviour.</p> <p>Pupils – as they will take participating.</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <p>– Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Explorative play for whole school</p> <p>Staff trained so competent at delivering Opal.</p>	<p>£5650.00 – OPAL sign-up and access to OPAL hub and resources.</p> <p>£11,890.00 Staff</p>
<p>Improve children’s readiness to learn, particularly in the Early years, in relation to fine motor skills, vocabulary development and managing relationships.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Development of outdoor spaces through OPAL . • Introduction of wheels and small world. 	<p>All children.</p> <p>EYFS as they have more access for fine and gross motor skills activity throughout the day.</p> <p>Staff through training.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children more engaged in their learning including those hard to engage pupils</p> <p>Developing more control, self-awareness, fine and gross motor skills, social skills, emotional development and cognition skills.</p>	

<p>Maintain the high profile of sport across the school.</p> <p>Actions:</p> <ul style="list-style-type: none"> Development of the Opal field. 	<p>Children, more spaces to play.</p> <p>Adults – less injuries on the playground.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Children more engaged in their learning as they are happier at lunchtime, less arguments, injuries and safer.</p> <p>Designated space for year 6s to play football.</p>	
<p>Ensure high quality delivery of an engaging PE curriculum.</p> <p>Actions:</p> <ul style="list-style-type: none"> Continue to use PE Lead to deliver CPD. PE lead to monitor teachers strengths and areas for improvement, then support and plan for delivery of PE. Write additional schemes of work where required. Review whole school long term plan to ensure the sports being taught are appropriate to our school and relevant to our pupils. Ensure progression of skills across the curriculum and year groups from Early years -Year 6, update where needed. Meet with school curriculum lead to discuss PE curriculum 	<p>All teachers and teaching assistants.</p> <p>Children</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Ensure curriculum is progressive.</p> <p>Academic year 2025-2026 create CPD program to be delivered in staff meetings (guidance from PE staff survey).</p> <p>Introduce more alternate sports to broaden children's interest. (Dragonball, ultimate frisbee).</p>	

<p>Maintain the broad range of sports clubs to include Netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils.</p> <p>Actions:</p> <ul style="list-style-type: none"> Continue to offer Early years – Balance and Cycle ready sessions. Consider purchasing more balance bikes for Early years and Year 1. Continue to offer year 4 level 1 Bikeability. To encourage more staff to run a variety of sports clubs in school. Promote sports clubs, especially for pupils who do not always participate, consider direct invitations where needed. Consider attending professional fixture. 	<p>All children, however, children from certain groups will be targeted.</p> <p>Children – shows them the different career opportunities sport can hold, develops sportsmanship.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children from certain group participate more in after school PE Clubs and school competitions.</p> <p>New balance bikes not purchased – add as action 2025-2026.</p> <p>Look attend professional fixture 2025-2026</p> <p>Invite only sports club</p>	<p>Partial Funding - Children pay £5 contribution Balance Ready session £190 x 2 =£380.00 Cycle ready session 2 @ £390 =£780</p> <p>Partial Funding – Children pay £10 contribution. £390 x 2 instructors per day.</p>
<p>Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures.</p> <p>Actions:</p> <ul style="list-style-type: none"> Meet Sports Development Officer regularly. Sign up for relevant competitions and provide coaching for the children in that sport. Invite federation schools to a competition. Attend other fixtures, not just those hosted by the Sports Development officer. Continue to take targeted groups to competition. 	<p>Children from Year 1 - 6</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Children experience competition situations within the school, Federation and against other local schools</p> <p>Broaden the number of competitions attended.</p> <p>Train staff to deliver termly intra competition including data input. CPD</p> <p>Introduce intra football and cricket competition. Use leaders from local secondary school to support.</p>	<p>PE leadership time = £2,577.92</p> <p>Multi Skills festivals - £30.00/comp x3 = £90.00</p> <p>Sportshall Athletics competition - £30.00/comp x3 =£90.00</p>

Review of this year's spend and key achievements 2024/2025

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> Maintain Commitment to Active 30. 	<ul style="list-style-type: none"> Pupils undertake at least 30 minutes of physical activity a day in school. Year 5 Pupils trained as play leaders, able to lead other children in activities at lunch time. OPAL introduced – playtimes fully engaging with lots more creative and hands on activities for children to participate in. Staff trained as play makers, receive regular training to ensure competency. Children learnt how to manage their play and the importance of carrying out dynamic risk assessments to ensure safer play. Strong links made with suppliers – tyres, pallets, bark and cable reels. New fencing installed leading to the development of new field space, perfect space for den building and football. Children arrive at lessons alert and ready to learn. 	<ul style="list-style-type: none"> Continue with regular staff and children training This will include training staff in Play Work and Dynamic Risk Assessment and also training children to become Play Rangers. Need to ensure that there is enough equipment. Continue to host events, to help with OPAL play resources and development. Train Year 5 as leaders to support with OPAL as well as intra competitions.
<ul style="list-style-type: none"> To improve the playing field's accessibility for PE lessons and all times in the school day (Off site provision.) 	<ul style="list-style-type: none"> The school field is used regularly for PE lessons, extra-curricular clubs. New fencing was installed, leading to the development of a new field. Footpaths now diverted, ensuring safer for children and improved access to main field. 	<ul style="list-style-type: none"> Allocate funding for ongoing provision necessary amenities on the field. Continue to encourage use of the field throughout the year.
<ul style="list-style-type: none"> Achieve Active Mark accreditation. 	<ul style="list-style-type: none"> The profile of sport in school is higher than ever. Pupils can participate in a range of activities. The school achieved the Gold Active School Award for the third year running. 	<ul style="list-style-type: none"> Awaiting details for application to go for Platinum sports mark academic year 2024-2025.

<ul style="list-style-type: none"> • OPAL introduction 	<ul style="list-style-type: none"> • Conflict on the playground has reduced due to the decreased number of children on the playground at a given time. • Less accidents! • Playground divided into areas – with new equipment provided, children more engaged in activities that are available. • Playground assemblies introduced to try and give more ownership to the children so that they look after equipment better. • Staff receiving regular training to support the impact of OPAL. 	<ul style="list-style-type: none"> • Regular playground assemblies to continue to take place weekly. • Playground to areas to be maintained, introduction of area for den building behind wooden equipment. • Play space at back of the school continued development. • Return to 1 hour lunch, children called in for dinner, so service is quicker. More staff available and children able to play across all age ranges. Whilst ensuring safer play and a reduction in behavior incidents. • Ensure documentation up to date and reviewed regularly.
<ul style="list-style-type: none"> • Improve children's readiness to learn, particularly in the EYFS, in relation to fine motor skills, vocabulary development and managing relationships. 	<ul style="list-style-type: none"> • Forest school curriculum mapped with school curricular lead. • Year R have regular sessions each week – children go up in small groups to enable greatest gain. • Footpaths moved – Forest school secured and is now more accessible. • Introduction of OPAL has supported the development of fine and gross motor skills with the development of different play spaces. 	<ul style="list-style-type: none"> • Policies to be continually updated as required. Monitor Forest school curriculum and adapt and improve where needed. • Forest School teacher to continue to guide teachers so that they feel more confident to use the area for curriculum coverage and enhancements to learning.
<ul style="list-style-type: none"> • Maintain the high profile of sport across the school. • OPAL introduced • Meet with school curriculum lead. 	<ul style="list-style-type: none"> • Playground zoned so that children have a great variety of activities to engage in. • Staff regularly trained to ensure effective OPAL delivery. • Membership renewed • Meeting with curriculum lead, discuss progression of PE and further development. 	<ul style="list-style-type: none"> • Continue with regular staff and children training This will include training staff in Play Work and Dynamic Risk Assessment and also training children to become Play Rangers. • Need to ensure that there is enough equipment.

<ul style="list-style-type: none"> • Ensure high quality delivery of an engaging PE curriculum. • Continue to use PE Lead to deliver CPD for 6 weeks to all members of teaching staff. • PE lead to monitor teachers strengths and areas for improvement, then support and plan for delivery of PE. • Write additional schemes of work where required. • Review whole school long term plan to ensure the sports being taught are appropriate to our school and relevant to our pupils. • Ensure progression of knowledge and skills across the curriculum and year groups from Early years -Year 6. 	<ul style="list-style-type: none"> • PE lead has supported teachers with PE lesson. • PE lead has trialled different sporting activities with the view to write new schemes of work and to broaden PE curriculum offered. • Key Skills documents monitored to ensure good progression from year R-6, ensuring pupil progression across year groups, enabling children to achieve expected by the end of the academic year. • Long term plan updated, all areas of National Curriculum being met. 	<ul style="list-style-type: none"> • CPD has been restricted this year due to other teaching commitments in class and teacher absence. Re-focus next year through Leadership release and staff meetings. • PE lead to continue to look at schemes of work and write new ones where required. Look at adding knowledge to existing skills progression. • Discuss the option of adding more alternative sports to our curriculum, ensure skills are embedded and children are aware of the impact that they have on their learning. • Review assessment in PE with staff.
<ul style="list-style-type: none"> • Maintain the broad range of sports clubs to include Netball, athletics, cricket and rounders and maintain a broad experience of sport for all pupils. • Continue to offer Early years – Balance and Cycle ready sessions. • Consider purchasing more balance bikes for Early years and Year 1. • Continue to offer year 4 level 1 Bikeability. • To encourage more staff to run a variety of sports clubs in school. • Promote sports clubs, especially for pupils who do not always participate, consider direct invitations where needed. • Consider attending professional fixture. 	<ul style="list-style-type: none"> • Cycle Circle program implemented, taught children in Year R how to ride a bike unaided. 2024/2025 Children (Year R) 56 children took part, 33 could ride a bike unaided. Completed April 2024. • Children can prepare themselves for a journey using ABCD – check my bike is ready for the journey and they know how to start and stop correctly. • Cycle proficiently: 2024-2025: 36 children took part and passed Level 1 training. • Pupils' knowledge in different sports has been extended. • Pupils confidence and sport specific skills has increased. • There is an increased opportunity for 	<ul style="list-style-type: none"> • Teachers directed hours to include club provision. • Book Bikeability for EYFS and Year 4 for academic year 2025-26. • Review parental contributions for these. • External competitions entered throughout the academic year, look to extend this further, maybe host some competitions within school. • Maidstone United Football Club booked for coaching in school 2025-2026. • Book Calypso Cricket T5-T6 2025-2026 • Look for Professional Fixtures to attend next year.

	<p>competition.</p> <ul style="list-style-type: none"> • Strong community links have been created through external clubs – increased opportunity for sport beyond the school gate. • More children are accessing sports clubs. 	
<p>Ensure access to a range of competitive sport at different levels enabling all pupils to take part in inter-school, intra-school and federation competitions and fixtures.</p> <ul style="list-style-type: none"> • Meet Sports Development Officer regularly. • Sign up for relevant competitions and provide coaching for the children in that sport. • Invite federation schools to a competition. • Attend other fixtures, not just those hosted by the Sports Development officer. • Continue to take targeted groups to competition. 	<ul style="list-style-type: none"> • Children competed in 6 intra school competitions across the year plus sports day. • Sports Day hosted as 1 day event, leaders from local secondary school supported with KS2 track and field events AM. KS1 supported by year 6 children. • Children have visited other venues and experienced taking part in a competition as part of a team or individually. • Specific coaching provided linked with competitions attended. • Mixture Sports Development Officer competitions attended ensuring target groups of children access competition. • Alternative fixtures attended, including Girls and Boys Mini World Cup. 	<ul style="list-style-type: none"> • Ensure class teachers lead on these from September. • Try to ensure a staff member champion for different areas of sport to ensure teams are created (football, netball, rugby, etc). Staff Survey. • Make sure all children take part in practice for Potted Sports. • Dates in the diary much earlier. • Continue to build competition further, look to invite local schools. • Introduce intra house football and cricket competition. • Create stronger links with local secondary school, use to support competitions.

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	84%	A total of 8/50 pupils can swim a minimum of 25 metres using a range of different strokes.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	84%	A total of 42/50 pupils achieved a minimum distance of 25 metres using a range of different strokes, including front crawl, back stroke and breast stroke.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	84%	42/50 children have been taught the importance of self-rescue, this has been built into their swimming lessons, so that all children can access this essential life skill.
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	All children attend swimming lessons in year 3, those who have not achieved minimum requirement continue lessons each year, through to year 6, funding used to support extra lessons.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	All staff fully trained swimming teachers – meet AQA standards as provided by the leisure centre.

Signed off by	
Head Teacher:	<i>Jackie Chambers</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jacqueline Frost PE and Outdoor Learning Lead.</i>
Governor:	<i>Rebecca Emson Chair of Governors</i>
Date:	<i>23/07/2025</i>