



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 2026.**

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.

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Review of last year 2024-2025		
Activity/Action	Impact	Comments
<ul style="list-style-type: none"> All classes involved in nature school. Offer more clubs throughout the school. Embedding physical activity into the school day with active break times, active play at lunch and movement breaks. Knowing those children not involved in being active and providing targeted activities to support this. Good parental feedback from events and competitions throughout the year Many children represented the school in competitive or inclusive sport events. Investment in play time resources and outside space. Extension of PE activities into lunch and play time. Planned regular sports events Governor monitoring and participation Strong links with Sevenoaks and Tonbridge Sports Partnership. Participation in the PE Quality Mark - Achieved Gold All children meeting national requirements for swimming Participating in the Active Lives Survey and further training taking place. 	<p>Many more children participating in sporting events and activities.</p> <p>A range of events and competitions entered – more than ever before – Dance, Lacrosse,</p> <p>Children have been provided with opportunities to be more active during their breaks.</p> <p>More clubs put in place across the school.</p> <p>Children are all doing 2 hours of PE per week.</p> <p>Governors clear about what is happening in PE and it's impact. Governors play an active role.</p> <p>Achieved Gold Quality Mark</p> <p>Hi – 5 Netball Champions</p> <p>Tonbridge Cricket Champions</p> <p>Kent Cricket Finalists</p>	<p>Playground being developed for next year to have courts set up so we can have matches.</p> <p>Entering football and netball league.</p> <p>Playground markings to allow for the daily mile.</p> <p>Learning breaks/movement breaks to be further developed- whole class in needed and areas in school and playground to be further developed.</p> <p>Further investment in PE and playtime resources</p> <p>Development of the outside area for all children.</p> <p>To aim for Gold Award again.</p>

Total Funding 2025-2026: £17,500

Key priorities and Planning

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
<p>1.The engagement of all pupils in regular physical activity – development of playground, active breaks and learning/movement breaks.</p> <p>2.Provide opportunities for pupils to experience a range of sports through after school clubs</p> <p>3.Develop pupil leadership in PE</p> <p>4.Increase participation with outside events and competitions for all children</p> <p>5.Further resources – organised for PE and Play.</p> <p>(Currently targeting 15 children who do not feel they do at least 30 minutes a day)</p>	Teachers, Teaching assistants, pupils and admin staff	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>	<p>1. Active Breaks: Increases daily physical activity, improves concentration, behaviour and wellbeing. Evidence shows even short bursts of activity boost attention and learning.</p> <p>Playground Development: Enhances opportunities for structured and unstructured play, encouraging all pupils (including less active ones) to participate. Zoned areas will ensure all children are active and engaged.</p> <p>Movement Breaks: Integrates physical activity into lessons, supporting kinesthetic learners and reducing sedentary time.</p> <p>Sustainability: Embed in Timetable: Make activities a fixed part of the daily routine. Staff Training: Train all staff to lead movement breaks confidently. Pupil Voice: Involve pupils in designing playground spaces and selecting games to ensure ongoing interest. Maintenance Plan: Allocate budget for playground upkeep and review activity uptake regularly.</p> <p>2. Opportunities to Experience a Range of Sports (After-school Clubs) Impact: Broader Experiences: Increases engagement, especially for those not interested in traditional sports, and supports the development of new skills and interests. Offers a wide variety of opportunities, broadening the children's interests and potentially finding skills. Inclusive Participation: Helps meet PE and sport premium objectives by targeting less-active pupils or those from disadvantaged backgrounds.</p>	<p>Cost of equipment for the playground to be updated termly - £500</p> <p>Cost of two members of staff to go to 4 events a term Teacher = £3,600</p> <p>Playground Markings - £1800</p> <p>Sheds = £1700</p>

Sustainability:

Club Rotation: Rotate sports termly to keep interest high.

Community Links: Partner with local clubs and coaches for expertise and potentially free/discounted sessions.

Pupil Choice: Survey children termly to identify which clubs they want.

3. Developing Pupil Leadership in PE

Impact:

Empowerment: Builds confidence, communication, and teamwork skills in pupil leaders.

Peer Influence: Pupil leaders can motivate and support other children, increasing overall participation.

Sustainability:

Leadership Pathway: Set up a clear system for selecting, training, and supporting pupil sports leaders or playground buddies.

Recognition: Celebrate and reward pupil leaders in assemblies and newsletters.

Succession Planning: Ensure there's a process for handing over roles each year.

4. Increasing Participation in External Events and Competitions

Impact:

Wider Involvement: Gives all children a chance to represent the school, not just the most able.

Skill Development: Builds resilience, teamwork, and school pride.

Sustainability:

Calendar Planning: Map out competitions for the year and ensure all classes/year groups are included. Linked closely with the Sevenoaks and Tonbridge Partnership.

Inclusive Selection: Use rotation or random selection alongside ability for team selection.

Parental Engagement: Keep parents informed and involved to encourage participation.

5. Further Resources – Organised for PE and Play

Impact:

High-Quality Lessons: Well-organised resources make it easier for staff to deliver engaging, varied lessons.

Independence: Pupils can access and use equipment

			independently, supporting active playtimes.	
			Sustainability: Regular Audits: Schedule termly checks of equipment and resources. Resource Monitors: Assign pupil or staff monitors to oversee care and organisation. Budget Allocation: Set aside a small annual fund for replenishing resources.	

<p>1.Dedicated PE notice board implemented, achievements to be celebrated in Celebration Worship and our weekly newsletter</p> <p>2.Termly sporting events to take place within houses to raise the profile of houses, sport and teamwork</p> <p>3.All children to participate in at least 4 events throughout the year – either externally or externally.</p> <p>4.Plan for opportunities for teachers vs teachers or events with parents to raise the profile and enjoyment of sport/PE.</p> <p>5.Development of the playground to support PE and Sport within the school (Markings, courts, target throws)</p> <p>6.Enter into Sevenoaks competitions and leagues.</p>	Teachers, Teaching assistants, pupils and admin staff	Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	<p>1.Impact: Makes PE and sport highly visible to pupils, staff, and visitors. Celebrates achievements and promotes upcoming events, raising the status of PE.</p> <p>Sustainability: Assign a “PE Ambassador” or staff member to update the board regularly. Feature rotating content (e.g. “Sportsperson of the Month”, photos, fixtures).</p> <p>2. Celebrating Achievements in Worship and Newsletters Impact: Publicly recognise effort and success, boosting pupil self-esteem and motivation. Keeps the wider school community informed and involved. Sustainability: Create a system for teachers/coaches to submit achievements weekly. Incorporate a standing slot for PE in assemblies and newsletters.</p> <p>3. Termly House Sporting Events Impact: Promotes teamwork, house spirit, and friendly competition. Ensures all pupils have opportunities to participate and develop a sense of belonging. Sustainability: Build these events into the school calendar. Rotate event leaders (staff/pupils) to share responsibility and develop leadership.</p>	<p>Costing for organisation of events in school – 1 hour per week = £2,220</p> <p>Events throughout the school i.e. colour run and active week £1000</p> <p>Target throw and Sensory Circuits board: £3,700</p>
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<p>7. Development of the curriculum to support movement, being active and getting outside. As well as trying new sports in PE.</p> <p>8. PE ambassadors</p> <p>9. Staff to be active role models.</p> <p>10. Participate in Sports Week, Active week and other such things.</p>			<p>4. All Children Participate in At Least 4 Events Annually Impact: Guarantees broad engagement, not just for the most confident or able. (Whilst also still keeping a balance with competition which is importance) Supports inclusion and equitable access to sport. Sustainability: Track participation using a simple spreadsheet or class list. Offer a mix of events (intra-school, inter-school, non-competitive options).</p> <p>5. Teachers vs Teachers/Parents Events Impact: Fosters a sense of fun and community. Demonstrates staff modelling active lifestyles, inspiring pupils. Sustainability: Schedule annually (e.g., as part of Sports Week). Gather feedback to refine and maintain enthusiasm.</p> <p>6. Playground Development (Markings, Courts, Targets) Impact: Increases opportunities for structured and unstructured physical activity. Makes active play and skill development accessible at all break times. Sustainability: Involve pupils in choosing games/markings. Allocate budget for maintenance and periodic review.</p> <p>7. Entering Local Competitions and Leagues Impact: Raises the school's profile and gives pupils experience representing Ide Hill CofE. Develops resilience, teamwork, and school pride. Sustainability: Calendarise events and rotate team selection for inclusivity. Build relationships with other local schools for ongoing opportunities.</p> <p>8. Curriculum Development for Movement and Outdoor Activity Impact: Embeds physical activity across the curriculum, not just in PE lessons.</p>	
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			<p>Supports children's physical and mental wellbeing, and engagement in learning.</p> <p>Sustainability: Provide staff training on active learning strategies. Regularly review curriculum plans to ensure movement is prioritised.</p> <p>9. PE Ambassadors Impact: Empowers pupils to lead, organise, and promote sport. Increases peer-to-peer encouragement and participation. Sustainability: Recruit new ambassadors annually and provide leadership training. Give ambassadors clear roles (e.g., leading warm-ups, collecting feedback).</p> <p>10. Staff as Active Role Models Impact: Pupils see that being active is important for everyone. Encourages a whole-school culture of health and activity. Sustainability: Staff lead playground games, participate in Daily Mile, or share their own sporting stories. Celebrate staff involvement in newsletters and assemblies.</p> <p>11. Participation in Sports Week, Active Week, etc. Impact: Creates excitement and focus around physical activity. Offers variety and opportunities for all to try new activities. Sustainability: Make these weeks a fixture in the calendar. Gather pupil and staff feedback to keep activities fresh and relevant.</p>	
<p>1.Ensure sports coaches continues to support teachers with planning and delivery. Team teaching and observations</p> <p>2.Arrange opportunities for staff to attend CPD courses. Continue good links</p>	Teacher and Teaching assistants	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>1. Sports Coaches Supporting Teachers with Planning and Delivery (Team Teaching & Observations) Impact: Professional Growth: Teachers learn effective PE teaching strategies directly from specialists, improving their subject knowledge and pedagogical skills. Confidence: Teachers become more comfortable delivering lessons, particularly in less familiar sports or activities.</p>	<p>Sports Coach £12,000</p> <p>CPD: £250</p>

<p>with Sevenoaks and Tonbridge Partnership.</p> <p>3. Assessment grids to be used at the end of every term</p> <p>4. Rotate opportunities for a range of staff to attend sporting events either individually or with more confident staff member.</p>			<p>Consistency: Ensures high-quality PE experiences for all pupils, regardless of who is teaching.</p> <p>Sustainability:</p> <p>Schedule Regular Sessions: Embed coaching support into the annual timetable, ensuring all teachers benefit each term.</p> <p>Create Resource Bank: Encourage coach and teachers to evaluate and review lesson plans for future reference.</p> <p>Peer Observation Culture: Normalise peer observation as supportive, not evaluative, with shared reflection time.</p> <p>2. Staff Attendance at CPD Courses</p> <p>Impact:</p> <p>Up-to-date Practice: Staff stay informed about the latest PE pedagogy, inclusion strategies, and safety guidance.</p> <p>Broader Expertise: Staff gain confidence in a wider range of activities and can share learning with colleagues.</p> <p>Sustainability:</p> <p>CPD Log: Keep a record of all training attended and encourage “cascade” sharing in staff meetings.</p> <p>CPD Budget: Allocate a portion of the PE or whole-school budget for ongoing staff development.</p> <p>Annual CPD Plan: Map out likely opportunities (e.g., local authority courses, online modules) at the start of each academic year.</p> <p>3. Maintain Links with Sevenoaks and Tonbridge Partnerships</p> <p>Impact:</p> <p>Collaboration: Access to inter-school competitions, shared resources, and training events.</p> <p>Networking: Staff can learn from peers and share best practice, raising the quality of provision.</p> <p>Sustainability:</p> <p>Named Link Person: Assign a staff member (often the PE lead) to maintain regular contact and circulate partnership information.</p> <p>Regular Review: Brief SLT/governors on the impact of these partnerships and renew membership/engagement annually.</p> <p>4. Use Assessment Grids at End of Every Term</p> <p>Impact:</p> <p>Clear Progress Tracking: Enables staff to monitor pupil progress and identify gaps in skills or participation.</p> <p>Targeted Support: Informs planning for future lessons and interventions.</p>	
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			<p>Sustainability: Simple, Consistent Format: Use an easy-to-complete grid to avoid staff workload issues. Digital Storage: Keep grids centrally (e.g., on the school drive) for easy access and review. Staff Training: Brief all staff on how to use and interpret the grids each year.</p> <p>5. Rotate Staff Attendance at Sporting Events Impact: Staff Development: Less confident staff gain exposure and experience by attending with more experienced colleagues. Staff Buy-In: Increases collective responsibility and enthusiasm for PE. Wider Pupil Access: More staff involved means more children can participate. Sustainability: Rotation Schedule: Develop a rota so all staff have the opportunity, and pair less confident staff with a mentor. Feedback Loop: After events, staff share experiences and learning in meetings to spread knowledge.</p>	
<p>1. Alternative events/activities to raise profile of sports/sporting events - entering and borrowing resources</p> <p>2. A range of clubs offered during lunchtimes and afterschool for all pupils.</p> <p>3. Arrange for alternative sports at lunchtime</p> <p>4. Sports captains to lead sessions at lunchtimes for children across the school.</p> <p>5. Inter house competitions across the school termly.</p>	Teachers, Teaching assistants, pupils and admin staff	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>1. Alternative Events/Activities to Raise the Profile of Sport Impact: Engagement: Attracts pupils who might not enjoy mainstream sports, ensuring wider participation. Inclusion & Wellbeing: Helps all children find something they enjoy, boosting confidence and physical and mental wellbeing. Whole School Culture: Reinforces that sport is for everyone, not just the most able or traditional athletes. Sustainability: Pupil Voice: Survey pupils termly to find out which alternative activities they'd like (e.g., yoga, dance, skipping, frisbee, orienteering). Annual Calendar: Schedule themed days (e.g., "Try Something New Week") so they become part of school life. Community Links: Invite local clubs or organisations to lead taster sessions, which can be repeated each year. Borrowing resources and equipment lets children try out a range of sports/activities without the cost implication.</p> <p>2. A Range of Lunchtime and Afterschool Clubs Impact:</p>	<p>Cost of 2 outside agencies to come in and teach the children a different sport. = £750</p> <p>Nature school – 1 class per term = £2,250(subsidised)</p>

			<p>Increased Physical Activity: Provides structured opportunities for children to be active beyond PE lessons.</p> <p>Talent Discovery: Pupils may discover new interests or skills.</p> <p>Social Skills: Encourages friendship and teamwork across year groups.</p> <p>Sustainability:</p> <p>Staff/Volunteer Rotation: Share leadership of clubs among staff or invite community volunteers, to avoid overburdening anyone.</p> <p>Pupil Leaders: Involve older pupils as helpers or leaders (with training).</p> <p>Feedback & Registers: Monitor attendance and gather feedback to ensure clubs meet pupils' interests.</p> <p>3. Alternative Sports at Lunchtime</p> <p>Impact:</p> <p>Diversity: Introduces children to less common sports, broadening their experience.</p> <p>Engagement: May attract those less keen on traditional team sports.</p> <p>Sustainability:</p> <p>Equipment Bank: Invest in simple, durable equipment (e.g., boccia, curling sets, table tennis). (or loan)</p> <p>Timetabled Slots: Publish a weekly rota of which alternative sport is on offer each day.</p> <p>Peer Support: Train sports captains or ambassadors to help set up and supervise activities.</p> <p>4. Sports Captains Leading Lunchtime Sessions</p> <p>Impact:</p> <p>Leadership Skills: Empowers pupils, building responsibility and confidence.</p> <p>Peer Engagement: Children often respond well to peer-led activities, boosting participation.</p> <p>Consistency: Maintains a lively, active playground culture.</p> <p>Sustainability:</p> <p>Annual Recruitment: Appoint new sports captains each year and provide leadership training.</p> <p>Clear Roles: Give sports captains a schedule and responsibilities (e.g., lead warm-ups, run mini-games).</p> <p>Recognition: Celebrate their contributions in assemblies and newsletters.</p>	
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			5. Inter-House Competitions Termly Impact: Belonging: Promotes teamwork, school spirit, and healthy competition. Widespread Participation: Ensures every child gets involved, not just the most able. Sustainability: Fixed Calendar Events: Plan competitions for the same weeks each term. Rotation of Activities: Vary the sports and events so every child's strengths are recognised. Pupil Involvement: Involve pupils in planning and officiating to build ownership.	
1.Competitions- To continue to enter: - School games competitions - Local leagues - Inclusive competitions and events 2.Enter more than one team if possible to allow more children to participate. 3.Increase pupil participation by at least 10% compared to last year 4.Interhouse competitions 5.'Beat your score' events	Teachers, Teaching assistants, pupils and admin staff	Key indicator 5: Increased participation in competitive sport	1. Entering School Games Competitions, Local Leagues, and Inclusive Events Impact Wider Experience: Pupils experience different formats, rules, and levels of competition, developing a range of sporting and social skills. Inclusion: Entering inclusive events ensures all children—regardless of ability—can represent the school. Profile Raising: Regular participation raises the profile of sport and demonstrates commitment to PE in the community. Sustainability Annual Calendar: Schedule events and competitions for the whole year in advance, aligning with Sevenoaks and Tonbridge Partnership opportunities. Staff Rota: Share responsibility for accompanying teams among staff to avoid burnout. Pupil Tracking: Keep a record of which children have participated to ensure fair and broad access. Review Meetings: Evaluate participation rates and impact at SLT or staff meetings each term. 2. Entering More Than One Team Where Possible Impact Increased Participation: More pupils get the opportunity to play competitively, not just the most able. Skill Development: Less confident or developing players gain valuable experience. Equity: Demonstrates a commitment to inclusion and 'sport for all'.	Subscription to Knole and Sevenoaks Partnership Schools = £500

			<p>Sustainability Flexible Team Selection: Rotate players across A, B (and even C) teams, prioritising participation over selection for ability alone. Parent and Volunteer Support: Recruit helpers to support with transport, supervision, or coaching. Pupil Voice: Gather feedback from children to ensure team selection feels fair and transparent.</p> <p>3. Increasing Pupil Participation by at Least 10% Impact Whole School Improvement: More children benefit from the confidence, teamwork, and resilience developed through sport. Community Spirit: Greater school representation at events boosts morale and pride. Sustainability Baseline Measurement: Record last year's participation, set clear targets, and share the goal with staff and pupils. Regular Monitoring: Use a participation tracker to see who's taken part and who could be encouraged next. Celebrate Progress: Publicise our journey towards the target in newsletters, assemblies, and your PE noticeboard.</p> <p>4. Interhouse Competitions Impact Belonging and Teamwork: Pupils unite under house identities, building camaraderie and healthy competition. Inclusive Competition: Allows all children to experience sporting competition, not just those selected for external teams. Sustainability Termly Events: Fix competitions in the school calendar each term. Pupil Involvement: Involve house captains or sports ambassadors in planning and officiating.</p> <p>5. 'Beat Your Score' Events Impact Personal Progress: Focuses on self-improvement, motivating pupils who may not enjoy traditional team competitions. Growth Mindset: Reinforces the idea that everyone can improve, regardless of starting point. Sustainability Regular Scheduling: Run as a half-termly or monthly event in PE lessons or lunchtimes.</p>	
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			Simple Recording: Use easy-to-complete scorecards or digital tools to track improvement. Celebration: Recognise progress in assemblies and displays, not just highest scores.	
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Total = £17,500

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.

Term 2 review			
Key Indicators	Impact	Next Steps	Cost
<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> <p><i>1.The engagement of all pupils in regular physical activity –daily mile, development of playground, active breaks and learning/movement breaks.</i></p> <p><i>2.Provide opportunities for pupils to experience a range of sports through after school clubs</i></p> <p><i>3.Develop pupil leadership in PE</i></p> <p><i>4.Increase participation with outside events and competitions for all children</i></p> <p><i>5.Further resources – organised for PE and Play.</i></p> <p><i>(Currently targeting 15 children who do not feel they do at least 30 minutes a day)</i></p>	<p>1. Whole school training during an INSET session in term 1 gave staff the knowledge and understanding of why being active is so important, the national guidance and easy strategies they can implement in classroom. This has led to classes using movement breaks throughout the day to support learning and dysregulation.</p> <p>Through the development of the playground, and more recently zoning, more children are now more active and engaged. Children are positive about the changes, as well as staff. (Construction, role play, dressing up, music, further stocked sheds, playground markings and games, trim trail, table tennis, quieter zone with colouring, games, books and lego.</p> <p>2. A range of clubs are in place before and after school which has increased over the past two years. (Chess, netball, football, Lego, karate, Lacrosse, science and choir) We have also increased numbers in before and after school club so taken on another member of staff where more outside organised games can now take place)</p> <p>25 - 26 After School - 1032 Booked 24 - 25 After School - 802 Booked</p> <p>25 - 26 Breakfast - 1150 Booked 24 - 25 Breakfast - 900 Booked</p> <p>After School Rep meeting feedback we have shared clubs for the following term earlier with parents to encourage more uptake and interest.</p> <p>3. 4 year 6 pupils have now trained as sports leaders.</p> <p>4. A range of events have taken place throughout term 1 and 2. All children are given the opportunity to take part.</p> <p>Year 4-6 football tournament – winning</p>	<p>Monitor behaviour on the playground and whether the zoning is having a positive impact. Support with organisation and set up.</p> <p>Meet as a team to structure before and after school clubs.</p> <p>Children to implement their sports leader training in school.</p> <p>Many of the events and competitions so far have been for KS2. Sign up for KS1 when they become available towards the end of the year.</p> <p>Look at what PE units are coming up and if we have the correct equipment.</p> <p>More equipment to be purchased for play through the after school club funding.</p> <p>Complete questionnaire for being active to see if this has improved. T3.</p>	<p>No spend so far.</p> <p>Cost of equipment for the playground to be updated termly - £500</p> <p>Cost of two members of staff to go to 4 events a term Teacher = £3,600</p> <p>Playground Markings - £1800</p> <p>Sheds = £1700</p>

	<p>Chess – improved on place from last year. Basketball – 2 events this term with good enjoyment and success Rugby Festival Rugby competition – winning Hockey year 3 and 4 – well attended and never participated in before Tri-Golf - Winning Football League – Never participated before but this year we have set up a club and joined the Sevenoaks League.</p> <p>5. Sheds have organised PE and play meaning teachers have resources needed rather than mixing with play resources. Bingo challenge across the school has developed the resources for zoning.</p>		
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>1.Dedicated PE notice board implemented, achievements to be celebrated in Celebration Worship and our weekly newsletter 2.Termly sporting events to take place within houses to raise the profile of houses, sport and teamwork 3.All children to participate in at least 4 events throughout the year – either in school or out. 4.Plan for opportunities for teachers vs teachers or events with parents to raise the profile and enjoyment of sport/PE. 5.Development of the playground to support PE and Sport within the school (Markings, courts, target throws) 6.Enter into Sevenoaks competitions and leagues.</p>	<p>1. Achievements shared in celebration worship and weekly newsletter. Children are proud of what they have achieved and it is being shared widely. Children are bringing in things from outside of school to celebrate and share.</p> <p>2. All classes participating in sporting events within PE – skills are being taught which leads into a competition together or presentation. Children play within houses ‘interhouse’ or in mixed groups. Children attending events outside of school have been commended for their teamwork and behaviour.</p> <p>3. All children will participate in school 6 x per year. Most children in KS2 who have wanted to participate in an events outside of school have been chosen so far.</p> <p>4. Colour run event was an opportunity for the whole community to get together, raising the profile of PE but also our community.</p> <p>5. The zoning of the playground has support all children to be engaged and active at playtimes. The markings have supported both PE and playtime. The netball court has now allowed for a club to be run after school each week with around 14 children attending.</p> <p>6. Attending football league which we have never before. Training weekly and competition every fortnight. This has become more popular and hoping to expand for more children. Other competitions attended in Priority 1.</p>	<p>5. Whiteboard to still be painted come Spring.</p> <p>8.Embed sports leader training.</p> <p>9. Staff to attend further PE training if beneficial. Staff to lead activities on the playground. Staff development for after school club for zoning and structuring.</p>	<p>Costing for organisation of events in school – 1 hour per week = £2,220</p> <p>Events throughout the school i.e. colour run and active week £1000 £200 - colour run</p> <p>Target throw and Sensory Circuits board: £3,700</p>

<p>7. Development of the curriculum to support movement, being active and getting outside.</p> <p>8. PE ambassadors</p> <p>9. Staff to be active role models.</p> <p>10. Participate in Sports Week, Active week and other such things.</p>	<p>7. Seen within all PE sessions. Encouragement of all being active within the PE sessions. Nature school taking place to encourage being outside, as well as development of the curriculum and the use of the outside space i.e. within geography and science. EYFS and KS1 using the outside area more now spaces have been developed supporting and extending the curriculum.</p> <p>8. Sports Leader Training taken place for 4 children in year 6.</p> <p>9. Every Day Active Training has taken place for teaching staff. Supporting with ideas both outside and inside the classroom. Training shared with staff for PE teaching development (one taken up so far). Teachers leading PE sessions and clubs as active role models. Different staff attending the sporting events.</p> <p>10. Participated in National Fitness Day where we had the colour run. Be active week planned for.</p>		
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>1. Ensure sports coaches continue to support teachers with planning and delivery. Team teaching and observations</p> <p>2. Arrange opportunities for staff to attend CPD courses. Continue good links with Sevenoaks and Tonbridge Partnership.</p> <p>3. Assessment grids to be used at the end of every term</p> <p>4. Rotate opportunities for a range of staff to attend sporting events either individually or with more confident staff member.</p>	<p>1. Staff are now always in the PE session to develop themselves with the teaching of PE. Staff are now able to continue with sessions without our Sports Coach present if unavailable.</p> <p>2. Staff offered training through Tonbridge and Sevenoaks Partnership. 1 attended so far and further to be offered throughout the year. Good links with both partnerships enabling us to attend events and competitions and also ask for support and advice when/if needed.</p> <p>3. Assessments taking place.</p> <p>4. A number of staff are attending sporting events – further throughout the year.</p>	<p>1. Questionnaire to be sent to staff to explore staff confidence now they have had further development and what further support is needed/would be beneficial.</p> <p>3. Review PE assessments and progress being made.</p>	<p>Sports Coach £12,000 £1961</p> <p>CPD: £250</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>1. Alternative events/activities to raise profile of sports/sporting events - entering and borrowing resources</p> <p>2. A range of clubs offered during lunchtimes and afterschool for all pupils.</p>	<p>1. Attending events that we do not 'teach' in school as part of our sporting offer. So far: tri-golf and Hockey.</p> <p>2. See key indicator 1.</p> <p>3. Zoning of the playground has allowed for a range of activities on the playground.</p>	<p>1. Borrow resources from Sevenoaks school when needed.</p> <p>3. Planning meeting to support a range of activities and sports on the playground. The court can tend to be dominated by football still.</p>	<p>Cost of 2 outside agencies to come in and teach the children a different sport. = £750</p>

<p>3. Arrange for alternative sports at lunchtime</p> <p>4. Sports captains to lead sessions at lunchtimes for children across the school.</p> <p>5. Inter house competitions across the school termly.</p>	<p>4. Sports Leader training taken place.</p> <p>5. All children are part of interhouse competitions within their PE sessions. Learning skills and then playing against each other either in house groups or mixed groups.</p>	<p>4. Embed sports leader training.</p>	<p>Nature school – 1 class per term = £2,250 (subsidised)</p> <p>£1,860</p>
<p>Key indicator 5: Increased participation in competitive sport</p> <p>1. Competitions- To continue to enter: - School games competitions - Local leagues - Inclusive competitions and events</p> <p>2. Enter more than one team if possible to allow more children to participate.</p> <p>3. Increase pupil participation by at least 10% compared to last year</p> <p>4. Interhouse competitions</p> <p>5. 'Beat your score' events</p>	<p>1. Yes see key indicator 1.</p> <p>2. Where possible.</p> <p>3. 49 children participated this year. 100 last.</p> <p>4. All children are part of interhouse competitions within their PE sessions. Learning skills and then playing against each other either in house groups or mixed groups.</p> <p>5. This takes place as part of their assessments where the children are challenging themselves to improve themselves.</p>	<p>6. Further 'beat your score' activities to be added to playtimes on our whiteboard.</p>	<p>Subscription to Knole and Sevenoaks Partnership Schools = £500</p> <p>£500</p>

SPEND SO FAR: £4,521

Swimming Data

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?	%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Elizabeth Alexander</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Elizabeth Alexander</i>
Governor:	<i>Sue Caskey</i> <i>Richard French</i>
Date:	Written September 2025 Reviewed November 2025