

Review of last year's spend and key achievements

Activity/Action	Impact	Comment
<p>Key Indicator 1: The engagement of all pupils in regular physical activity.</p> <ul style="list-style-type: none"> - Tracking of which children attend what events and clubs and some clubs listed as an invite only. <p>Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <ul style="list-style-type: none"> - Staff and children to regular communicate with one another on how confident they feel with participating and delivering sport orientated activities. <p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> - At least one CPD opportunity given to all staff within the school based on one area of the PE curriculum. 	<p>Teaching staff at John Harrox are given a termly club list which outlines the children participating in each club. Staffing in the office use additional information such as pupil premium, children with SEND, non-participation folders and historic club allocation to decide which children attend each club. Additionally, lunch time clubs, aligned with upcoming competitions have been led from an invite only list provided by the PE lead.</p> <p>Confidence in the delivery and participation of sport has been analysed through pupil voice surveys being conducted termly. Healthy outlook meetings are had for the children to share their classes feelings on sport and strategies to address this are discussed. Actions such as inter cross country competitions have been held and led by house captains to improve leadership responsibilities and sporting understanding. Frequent verbal communication has been had with staff both collectively in meetings and one to one regarding any areas they wish support on.</p> <p>The children completed an application form for the role of a playground leader and were given training by both an adult from Agilitas sport and those trained Y6 children from the previous academic year. CPD has been provided to all teachers on the new assessment format within the curriculum via complete PE. This outlines statements of achievement which the teaching staff can then use to monitor within the following unit of this area.</p>	

<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <ul style="list-style-type: none"> - Research to be taken on additional sporting activities which we do not do in the curriculum but can source materials to do so; a focus on SEND sports. <p>Key Indicator 5: Increased participation in competitive sport.</p> <ul style="list-style-type: none"> - Tracking of the expenditure used to transport the children attending competitions and staff cover. 	<p>A pupil voice survey was conducted to see which sports were of interest that were not currently in the curriculum. Research was then taken to identify organisations who deliver these sports and workshops, such as wheelchair basketball, which were then conducted within school. The use of current SEND equipment has been enhanced, with playground leaders leading both Boccia and Goal ball sessions at some point throughout each term. During school games week, a focus on diversity and inclusion was outlined with Jonathon Broom-Edwards (Paralympian) completing an assembly and inclusive workshop for the visual impaired.</p> <p>Frequent communication has been had between the PE lead and business manager regarding expenditures. A combination of what was year group split trips have been conducted on the same day. For example, all KS2 attending cross country on the same day, rather than Y3/4 and Y5/6 on separate days. Internal staff have been used for cover as the friends of school attending sporting trips as additional adults have helped to reduce teaching staff leaving the building.</p>	
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Action plan for 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 action
The engagement of all pupils in regular physical activity.	All pupils who attend the John Harrox Primary school.	Key Indicator 1	Implementation of the daily mile completed at least one day a week.	
The profile of PESSPA being raised across the school as a tool for whole school improvement.	Both adults and children at the John Harrox Primary school.	Key Indicator 2	Staff to deepen their understanding on the skills needed within the year group before and after the one they are currently teaching.	
Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Teaching staff at John Harrox Primary School.	Key Indicator 3	Individualised face to face CPD will be provided for new members of staff as well as all staff completing electronic CPD via Complete PE.	
Broader experience of a range of sports and activities offered to all pupils.	All pupils who attend the John Harrox Primary School.	Key Indicator 4	Partner with local organisations for delivery of sports which promote diversity and inclusion.	
Increased participation in competitive sport.	Both adults and children at the John Harrox Primary school.	Key Indicator 5	Working collaboratively with other PE leads across primary schools to monitor and act upon the number of non-participants across year groups.	

Key achievements in 2024/2025

Academic Year 2024/2025		Total Fund allocated: £18,280	Date Updated: 25.06.25	
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.				Percentage of total allocation %
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Using pupil voice to identify after school club opportunities.	PE led to have discussions which encourages the children to suggest the clubs they would like to see in school.	Teacher led – free Sport provider led afterschool sports clubs: £4,503	The children wanted more involvement with peers across phases to develop skills by completing a range of diverse activities. A Y1/2 multisport club was therefore conducted across terms 1 – 4 with the inclusion of goal ball and boccia, followed by a transitional club of Years 2/3 conducted across terms 5 and 6.	
We have increased the use of equipment to use at playtimes which will meet the needs of all year groups.	Discussions were had within staff meetings and council meetings of how the playground could be improved and how.		The playground has been separated into 6 zones where each one targets a different level of physical activity and independence. The friends of school have advertised this change and parents have therefore donated resources such as board games for the children to use. The number of playground leaders has increased to allow more children to participate in their sessions safely, with supervision. Tennis balls have been purchased to correlate with the equipment used at the external competitions	

			of Rounders and Kwik cricket, meaning the children are adapting their skills to suit the criteria given. Signs have been placed around school for the children to use as a brain break or to stimulate a physical activity with peers.	
Lunch time clubs, aligned with upcoming competitions, have been led for KS2 children for 30 minutes, twice a week.	Guidance given from the PE lead to the teaching staff of Agilitas to ensure they target their sessions with a different intention for each one. This will link to upcoming competitions but stills aligns with the sport within that term of the curriculum.	Teacher led – free Sport provider led lunch sports clubs: £1,110	More sessions have been provided per week meaning there is an increased number of children participating in physical activities over the term. These clubs being an invite only have enabled gaps to be closed for targeted children using mixed year group sessions. Discipline is outlined as the children are required to give up their own time to commit to this activity.	
Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation %
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The way in which PE is assessed has been reviewed and acted upon. This now ensures a correlation between the Complete PE scheme’s statements and our teaching delivery.	PE led to work with all staff to ensure they have a sound understanding of the criteria within each unit and how the learning pathways develop year on year.		Staff meetings have been had to discuss how the profile of PESSPA can be raised using our PE assessment. Precise analysis has been provided after completion of termly PE assessments via Complete PE. The detailed statements provided have given guidance on strategies which can close the gap in learning, therefore	

			resulting in a higher percentage of children being ARE in certain areas of our PE curriculum.	
Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation %
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continued Professional Development	Staff assessment training was given within a staff meeting to align with our Complete PE scheme.	Delivered by PE lead - free	During term 4 of 2025, the PE lead used leadership time to deepen their understanding of the assessment tools via Complete PE. A staff meeting during term 5 of 2025 was used to deliver this information for all teaching staff. The inputting of data was therefore complete starting term 4 of 2025 to have closer analysis on percentages of children who are/are not age related in PE.	
Continued Professional Development	A staff member will work alongside Agilitas to receive CPD across a range of sports. A staff member will work alongside Elite to receive CPD across a range of sports.	External provider to lead CPD for support staff £7,395	The activities/sessions modelled by these organisations can be incorporated into play times to increase the amount of time children are exposed to effective exercise.	
Continued Professional Development	External organisation to deliver CPD to midday supervisors to encourage additional activities at lunch time.	External provider to lead CPD for lunch times £2,800	With the quality of teaching being 1-1, the activities/sessions modelled can be incorporated into more than just play times.	

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation %
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To give the children the opportunity to experience different activities/sports.	Internal research through pupil voice was complete to understand which new activities the children would like exposure too. External contact was then completed to deliver specialised sessions across both key stages.	External providers: Pathway inflatables – Free Theatrical dance – Free Lacrosse – Free Bollywood and Bhangra Dance - £264 Clubbercise – Free Cheerleading and Fencing - £145 Wheelchair basketball - £300 Tri-Golf = £70 Total - £779	Throughout school games week, we had external providers deliver the following workshops: Paralympian diversity workshop, Pathway Inflatables, Theatrical Dance, Lacrosse, Bollywood and Bhangra dance, Cheerleading, Fencing, Tri Golf and Wheelchair basketball. These sports were selected because they enhanced diversity and inclusivity but the children were still able to enhance the skills they already obtained from physical curricular activities, into these communication-based sports.	
Key Indicator 5: Increased participation in competitive sport.				Percentage of total allocation %
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Providing the opportunities for children to compete in inter school sports.	Release staff in accordance too ratio to travel to the sporting events with the children. Use FOS where possible to reduce disruption within school and cost of cover.	Agilitas membership = £300	Different staff are allocated per event to ensure all are given the experience to do so. Staff are carefully chosen so children within school and the ones going on the competition have as close to their normal routine as possible. Combination of year group competitions across key stages have	

			been included this year to reduce transport costs, meaning we have been able to attend more competitions.	
Providing the opportunities for children to compete in inter school sports.	To buy into Elite competitions in addition to what the school games organisers provide.	Competition and league entries through Elite including transport - £1,393	Sporting clubs at lunch time and after school have been ran coincide with the competitions taking place so for some events, more than one team has been entered. This allows a higher number of children the opportunity to take part. The children have had regular competitions in weekly matches against other schools and recognition of their success is shared in different formats including praise in assemblies through certificates or verbal communication.	
Providing the children the opportunity to partake and on some occasions lead, intra school competitions.	House captains and playground leaders to have meetings with the PE lead to understand how to officiate the sessions.	Teacher/pupil led - free	Intra cross country competition was held. Evidence of improved leadership skills have been seen as the children officiating have been able to articulate a variation of sporting rules. The children participating have been able to compete competitively but within a familiar environment where sportsmanship from peers was evident.	

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

Question	Statistics	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?	77.5% 31 out of 40 children.	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	77.5% 31 out of 40 children.	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	77.5% 31 out of 40 children.	
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?	The percentage of Y6 children who cannot swim the 25 metres when assessed at the start of the 2024/2025 academic year have attended a 6-week block of lessons throughout term 6.	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	The teachers delivering the sessions at the pool are fully qualified.	

