**Summary Table: Evidencing the impact of the new and additional Sports Premium (Linked to Ofsted Factors)**

**Amount of Grant Received: £18,000 Year:2018/19 Subject PE Head Teacher: Mr McFarlane PE Co-ordinator: Miss Stockdale**

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| Factors to be considered by Ofsted | Possible sources of evidence  | How the funding has been spent | Impact  |
| Curriculum1. Participation rates in such activities as games dance, gymnastic, swimming and athletics.
 | * Hall timetable in place ensuring children are participating in 2 hours PE per week (FS/KS1/KS2)
* Coverage of a broad range of sport/games taught throughout the school (Curriculum Skills Map for progression adopted 2018/19)
* School clubs
* Pupil Voice – house captains, play buddy leaders.
* Participation at inter school festivals and competitions.
* Lunchtime activities on MUGA
* Use of skilled staff to develop P.E. lessons.
 | * Time allocated for PE coordinator and support staff to develop the whole school curriculum coverage.
* Relationship with School Sports Partnership, involved with festivals and competitions.
* After schools and lunchtime clubs, James Lofthouse football girls and boys. Simon Carson Sports Centre – Multi Skills.
* CPD to progress skills in a range of sport.
* Resources bought to increase participation in exercise (wake up shake up)
 | * All children participate in a range of activities (2 hours) per week.
* Inter and intra competitions (competitively and non-competitive games) targeting children across KS1 & KS2. Links with secondary school that we feed up to.
* Clubs, break and lunch clubs targeting children so they have more opportunities across the school to participate in sporting activities.
* Providing children in Y6 with the opportunity to develop their swimming skills to swim 25 metres in the Term Summer 2
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| Extended Schools1. Participation and success in competitive school sports.
 | * Attend all competitions ran by Lindsay Asher - organisation of cluster events/tournaments.
* Use of feeder secondary school (Stokesley)
* Lunchtime clubs for team training
* Auditing and monitoring of resources: measuring the impact of all sports resources and equipment.
 | * Paying L Asher to organise festivals and competitions.
* Sports Coach employed to train sporting teams Autumn 1 and 2.
* Participation in competitions via club sports.
* Noticeboard for sports and promote success and sporting activities.
 | * A variety of sporting events allows the school to target a range of children’s interests.
* Children build relationships by visiting the feeder secondary school to take part in sports with other children from other local schools.
* Children to build social and team skills with others in and out of school.
* Hosting sporting events for the local schools allowed children to help organise and take ownership of an event.
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| 1. How inclusive is the physical education curriculum is.
 | * Curriculum planning (long and short term)
* Develop further the data (more able, talented, SEN children)
* Sports teams participation in competitions
* Mixed ability supporting/teaching younger (play buddies, sporting day with mixed classes within Key Stages)
* Target groups for progression in a range of sporting activities
* Staff awareness of SEN and more able and talented children in their lessons
* Providing children with a range of skilled teachers/coaches
 | * PE lead allocated time to develop curriculum
* Assessment tool developed in 2018/19
* Providing pupils who are more able and talented in sport with support and coaching
* Resources of MUGA used to support all children of all activities and provide a range of activities to appeal to all (break, lunch and after school)
* CPD for all staff
 | * Inter and Intra School events for all children to take part in competitively and just for fun has targeted both active and less active children and has made sports fun for all.
* C4L – opportunities for less active children to meet children across the local area and take part in fun activities.
* Whole school sporting activities where children can work in teams across their key stage. World Cup and Olympic teams.
* Awarding children for good team work, organisation, kindness, etc has highlighted key features of a ‘good sporting practise’ to pupils and made sporting more purposeful to all.
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| 1. The range of provision and alternative sporting activities.
 | * Long term/medium term plans for PE which include a range of tradition and non-traditional sports throughput key stage
* Links with other local school
* School clubs – alternative sports (gymnastics, football, cross country, hockey, netball, tennis, etc)
 | * Providing a range of sports (bike ability, swimming, boxing, orienteering, curling, Olympiad, etc)
* Attend all competitions ran by Lindsay Asher - organisation of cluster events/tournaments.
* Schemes of resources and equipment.
* MUGA to promote interaction competitively and non-competitively, to be active and providing opportunities for a range of sports.
 | * Ensures a range of sports and activities are planned across the year.
* Teacher have made links with their P.E. weekly lessons to events coming up so that pupils can practise the skills in that area.
* More opportunity for pupils to take part in activities with a timetable for breaks/lunch/clubs with the use of the MUGA across the school.
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| 1. Partnership work on physical education with other schools and other local partners.
 | * Links with local school and secondary school for sporting events – School Games Mark
* Local school meetings to discuss good practise and developments.
* CPD – work alongside skilled staff
 | * Quality professional training for staff to raise confidence and competence in teaching PE and sport.
* Taking part in organisation of cluster events/tournaments.
* Enabling pupils to travel to promoting events – staffing and travel
 | * All classes have taken part in sports in and out of school which has given children the opportunity to build upon their sporting skills and develop their team work and social skills.
* Events organised for children of all abilities across the school has provided sporting opportunities for all
* Events at the secondary to promote fitness to less active children identified by teachers.
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| 1. Links with other subjects that contribute to pupils’ overall achievement and their greater social, spiritual, moral and cultural skills.
 | * Sport day linked to events of schools – Olympiad, sports day, world cup.
* Sporting day where pupils work together within key stages.
* Stokesley Cricket World Cup Link sport to P.S.H.E (key qualities of an athlete and how pupils’ represent these qualities in their own lives)
* Communication with SLT and Governors to the development of PE alongside the new curriculum.
* Outdoor learning – science, orienteering, etc.
 | * Whole school involvement in National Sports, School Games and celebrations.
* CPD and development of PE in staff meetings.
* School action plan to develop areas in PE and implement plans for improvement.
 | * Children champion the values of teamwork, respect, dedication, resilience, creativity and joining in and having fun.
* Children can explain how they champion these values in their own lives to develop physical, social, health and emotional skills.
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| 1. Awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils’ health.
 | * Links with PSHE
* Active playground games, lunchtime clubs and after school clubs.
* Register of children at breakfast and afterschool club.
* Pupil voice – play buddies and school council
* School wellness kick-start day (Spring2) to promote a healthy lifestyle across the school
 | * Resources and equipment to promote a range of sporting activities
* School Wellness Kick start day
* Promoting healthy eating across the school linked to learning within the class, E.G. Where does our food come from? (topic)
* Science - Healthy living
 | * Linking sports to P.S.H.E has promoted awareness of a healthy active life style. Providing opportunity for all to take part in fun activities has given children opportunities to become more active. E.g. hockey and cricket in lessons/ clubs has promoted children to visit the local cricket club out of school too.
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| 1. Understanding awareness and skill of teaching a high quality PE lesson for every teacher.
 | * Quality of teaching in lessons throughout school.
* Walk around of lessons taking place
* To increase staff confidence with support from PE Co-ordinator, CPD and staff meetings to discuss subject development
* Awareness of an outstanding PE lesson
* Development of their own skills – CPD
* Action plan for 2018/19
 | * Use of planning resources to support high quality teaching
* Opportunities to develop skills and to model high quality teaching – CPD
* PE co-ordinator to hold staff meetings to develop PE
* Assessment and data of PE
* Data analysis to determine how to improve and move learning forward in the academic year and next.
 | * Teachers have been able to use the skills/tactics/games developed with James Lofhouse (football) into a range of P.E. lessons and other games taught. This has developed teacher’s confidence and challenged pupils further.
* Staff meetings have supported with teacher’s confidence when delivering P.E. lessons. It has also supported the organisation of inter school events across the whole school.
* Developing an assessment system linked to the school’s P.E. Key Progressions Skills for each year group has supported teachers to target groups of pupils (gifted and talented/less active pupils/etc) and put plans in place in lessons to support and challenge pupils accordingly.
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