



Summary Table : Evidencing the impact of the Sport Premium (Linked to Ofsted Factors)

Amount of Funding to be received in academic year £17,380

Date: October 2018

| Key Indicators to be assessed by Ofsted | Provision | Evidence | Funding | Impact |
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| <p><i>Engagement of all pupils in regular physical activity.</i></p> | <ul style="list-style-type: none"> • In addition to 2 hours of PE per week the school have added the following initiatives; • Active Lunch Clubs which are Pupil led by Sports Leaders show the children getting a high volume of Physical Activity at Lunch. Rota of activities used to keep it fresh and varied. • Specialist coaches run engaging lunch time & after school clubs targeting KS1 and KS2 pupils. • Participate in the Golden Mile. • Annual and half termly assessments are conducted on children to see if they are working at an expected level within a range of learning descriptors. • Baseline Measurement Testing is undertaken to monitor improvements made individually and collectively. • Purchase of equipment and additional PE kit. • Meeting and using the skills of externally skilled agencies. | <ul style="list-style-type: none"> • Daily Registers. • Purchase of Bikes, Scooters, Skipping Ropes, Catching Equipment, Balance Balls etc. • Extra-Curricular Registers. • Golden Mile Data is recorded on the School Portal tracking the distance covered by pupils. • Individual Pupil Assessments recorded on School Portal. • Testing Results. • Purchasing of equipment & PE kit removes barriers to participation. • Regular meetings with SSP keep us informed of improvements we can make. | | <ul style="list-style-type: none"> ▪ Daily physical activity options every single day for every child. ▪ Hundreds of spaces offered in a variety of clubs during and after school every WEEK. ▪ Last year 94% pupils in the school took part in extra-curricular activities. We aim to impact EVERY pupil this year. ▪ Improved engagement and behavior management during lunch time and after school clubs. ▪ Individual pupil progress is recorded. ▪ Promote children becoming the best and fittest they can be with measurable improvements having a positive impact on mental health. ▪ Positive Impact available for all. ▪ Keep up to date with changes and requirements from experts. |



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| <p><i>Raise the profile of PE and Sport across the school as a tool for whole school improvement.</i></p> | <ul style="list-style-type: none"> • Physical activity is available every day for every child. • 8 x Child Sports Ambassadors • Regular Sporting Assemblies • Creation of school records in Athletics and awards for Sports Personalities of the term. • Work with the Schools Sports Partnership (Silver Package) • Community links with numerous local clubs, for example Grimsby Town FC, Grimsby HC, Cleethorpes CC, Cleethorpes RFC and many more. • Anti-Racism & British Values input. • Participate in Intra School Competitions and Inter School Competitions. • Child questionnaire and child awareness inputs. • Regular fund-raising activities linked to Sporting Achievements. • Health & Wellbeing input. | <ul style="list-style-type: none"> ▪ Registers. ▪ Pupil lead engagement recorded in registers. ▪ National and World Events help keep the children inspired. ▪ Records Board. ▪ Meeting dates recorded. ▪ Developing relationships with local community clubs. ▪ Slides & Posters ▪ Results ▪ Questionnaires ▪ Donations ▪ Healthy eating options available. ▪ Records Board. | | <ul style="list-style-type: none"> ▪ Huge emphasis placed on sport within the school. ▪ Individual Sports Ambassadors will improve the spiritual and moral attitudes towards sport. ▪ Role Models will help inspire children and promote mental health implications in sport. ▪ Developing records gives the children something to strive for, making improvements to their own best, encouraging them to become better. ▪ Community links provide a progression pathway for the children. ▪ Anti-Racism input will raise the profile of sport alongside other ethical and cultural values to promote inclusion and non-discrimination. ▪ Empower the children to make their own choices through questionnaires centred on which activities they do. ▪ Theoretical input based on health and wellbeing which will raise the importance of physical activity being part of achieving a healthy lifestyle. |
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| <p><i>Increase confidence, knowledge and skills of all staff in teaching PE and Sport.</i></p> | <ul style="list-style-type: none"> • Lesson plans available to support sessions and be adapted were necessary. • Introduce focussed assessment so SEN/G&T can be clearly identified. • Specific training input to help provide guidance on how best to engage children in PE. • Provide staff with the opportunity to work alongside qualified coaches to increase their practical delivery and confidence. • Improving the quality of teaching in lessons throughout school. • Attend PE Forums (PE co-ordinator) • Use of staff CPD courses. • Links to the creative curriculum throughout whole school. • Awareness of SLT and Governors to the development of PE within the school. | <ul style="list-style-type: none"> • School Portal & Staff Room • Assessment forms. • Staff feedback forms. • CPD courses for PE co-ordinators/TA to attend and then to feedback to staff. • Working alongside the School Sports Partnership to access CPD • PE co-ordinator time to observe and help develop this in staff and children. • PE co-ordinators to hold staff meetings from feedback of linked school meetings | | <ul style="list-style-type: none"> ▪ Increased confidence in delivery ▪ Assessed lesson observations will show increase in standard of delivery which is working towards outstanding sessions. ▪ Variety of lessons covered, catering to the needs to pupils and observing high levels of engagement from all children. ▪ Implementation of the recent scheme of work adapting where necessary to ensure that children were exposed to a sport the term prior to a competition. ▪ Variety of sports taught across whole School. ▪ Most teaching observed was 'good' ▪ Practical delivery mastery to be tailored to where staff identified development areas within the questionnaire. ▪ Increases sustainability of high quality PE delivery. |
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| <p><i>Broader experience of a range of sports and activities offered to all pupils.</i></p> | <ul style="list-style-type: none"> ▪ Within the school year all children will be exposed to a wide range of activities, some of which are delivered by specialist coaches, for example; <ul style="list-style-type: none"> Archery, Athletics, Badminton, Basketball, Cricket, Dance, Dodgeball, Fencing, Football, Gymnastics, Hockey, Martial Arts, Netball, OAA Activities, Performing Arts, Tag Rugby and much more. • Availability of activities within both curricular and extra-curricular sessions. • Long term PE plans includes a wide range of traditional and non-traditional sports. • Taster sessions of alternative sports. • Links with outside organisations and clubs. • Tailored sessions to be accessible to all children at required level including SEN children and those who are Gifted and Talented. • Bikeability delivered to ensure safety of children on roads within the local area. | <ul style="list-style-type: none"> • Short term and long term plans available on the School Portal. • Registers • Club List • Short term and long term plans available on the School Portal. | <ul style="list-style-type: none"> ▪ All children have access to all the activities. ▪ Providing a wide range of activities enables children to progress quicker. Children should be encouraged to do all activities before specialising later on in life. This is the pathway recommended at elite level to improve performance. ▪ In offering a wide range of activities we are more likely to find an activity that children either enjoy or excel at away from traditional sports. ▪ Variety of sports taught across whole school. ▪ Increased engagement from children who enjoy working with external specialists and role models. ▪ Safety and confidence on roads. |
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| <p><i>Increase participation in competitive school sports</i></p> | <ul style="list-style-type: none"> • The School are working towards GOLD standard School Games Award. • Intra School Competitions • Inter School Competitions <ul style="list-style-type: none"> ▪ Payment for coaches to take children to and from festivals/competitions. • Extra Curricular clubs for team training to increase chance of success and understanding. • Participation in interschool competition in Grimsby to see if progression can be made to Humber School Games. • Children signposted to local community clubs to access higher level competitions • Interschool challenges such as the Golden Mile, Rowing Challenge, School Records and BLM testing. | <ul style="list-style-type: none"> ▪ Certificate ▪ Results & Awards in the following competitions (Intra School); <ul style="list-style-type: none"> Thursday 1st November 2018 Archery and Dodgeball Friday 1st March 2018 X-Country Thursday 23rd May 2018 Rounders ▪ SSP/Partner Competitions calendar. ▪ Autumn Term 1 – Tag Rugby & Football. ▪ Autumn Term 2 – Indoor Athletics ▪ Spring Term 1 – X-Country & Dodgeball. ▪ Spring Term 2 – Football. ▪ Summer Term 1 – Athletics & OAA. ▪ Summer Term 2 – Cricket. ▪ Registers ▪ SSP/Partner Competitions calendar. ▪ Club List. ▪ School Portal. | | <ul style="list-style-type: none"> ▪ Children competed between year groups within school at the end of each PE unit taught. ▪ Intra school competitions hit mass participation and are delivered in such way enabling children success. For example competing against similar ability groups. ▪ Positive impact on children teaching them the ability to win and lose with dignity and preparing them for future life. ▪ SSP Competitions with local primaries give wider experiences and ability to meet children from different social and demographic backgrounds. ▪ Attended competitions at a variety of venues. ▪ Gifted and Talented children challenged further. ▪ Children encouraged to be the best they can be. |
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September 2018 – July 2019

Funding Allocation = £17,380