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

**Amount of Grant Received: £18,000 Year:2020/21 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 |
| Curriculum   1. 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 2021/22) * New activities – Yoga & mindfulness (health and wellbeing * School clubs * Clubs for all as well as targeting less active pupils with a multi skills club throughout the school. * 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. * New clubs introduced – dance and drama club/boogie bounce. * Using CPD to introduce new clubs. * CPD to progress skills in a range of sport. * Resources bought to increase participation in exercise. | To be reviewed throughout the academic year 2021-22. |
| Extended Schools   1. Participation and success in competitive school sports. | * Attend all competitions ran by Duncan Burgess - 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. | * Duncan Burgess to organise festivals and competitions. * CPD opportunities in a range of sports. * Health and wellness – mindfulness sessions * Participation in competitions via club sports. * Noticeboard for sports and promote success and sporting activities. | To be reviewed throughout the academic year 2021-22. To be reviewed throughout the academic year 2021-22. |
| 1. How inclusive is the physical education curriculum is. | * Curriculum planning (long and short term) * Assessment tool to assess to progression of skills and target/support children for further progression. * Sport teams participating in competitions * Mixed ability supporting through teaching and break times (play buddies, sporting day with mixed classes within Key Stages) * Target groups for progression in a range of sporting activities through clubs, events and lessons. * 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 * Providing pupils who need support or are more able and talented in sport with support and coaching * Resources of MUGA and playground/P.E. equipment 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 | To be reviewed throughout the academic year 2021-22. |
| 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 * To ensure all pupils have the opportunity to attend intra and inter activities. * Links with other local school * School clubs – alternative sports (gymnastics, football, cross country, hockey, netball, tennis, etc) * Local sporting opportunities in the area using establishments such as the local golf club to develop pupil’s skills and broaden pupil’s experiences. | * Providing a range of sports (bike ability, swimming, boxing, orienteering, curling, Olympiad, etc) * Attend all competitions ran by Duncan Burgess - organisation of cluster events/tournaments. * Schemes of resources and equipment. * MUGA, playground/P.E. resources to promote interaction competitively and non-competitively, to be active and providing opportunities for a range of sports. | To be reviewed throughout the academic year 2021-22. |
| 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 to achieve Gold Award. * Local school meetings to discuss good practise and developments. * CPD – work alongside skilled staff * Links with the community to develop sporting skills and broaden pupil’s experiences – golf, footgolf, etc. | * 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 events – staffing and travel. * Attending local sporting establishments. | To be reviewed throughout the academic year 2021-22. |
| 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 in the sporting world – Olympiad, sports day, world cup. * Sporting days each term to promote exercise linked to current events in the sporting world where pupils work together within key stages. * Stokesley Cricket/Rugby 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 to develop PE. * Links with other curriculum areas for active and outdoor learning – science, orienteering, geography, 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. | To be reviewed throughout the academic year 2021-22. |
| 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 * Mindfulness – health and wellbeing to promote a healthy lifestyle across the school | * Resources and equipment to promote a range of sporting activities * Promoting healthy lifestyles through topic work and mindfulness sessions. * Science - Healthy living | To be reviewed throughout the academic year 2021-22. |
| 1. Understanding awareness and skill of teaching a high quality PE lesson for every teacher. | * Quality of teaching in lessons throughout school. * Identifying where skills are taught within P.E. lessons and events using the school’s skills progression system. * Monitoring through assessment system and skills progression. * 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 2021/22. | * 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 * Evidence from assessment, skills progression, photo and video. * Data analysis to determine how to improve and move learning forward in the current and following academic year. | To be reviewed throughout the academic year 2021-22. To be reviewed throughout the academic year 2021-22. |