**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  |
| 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 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 Schools1. 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.  |