

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

Amount of Grant Received – Year 4: £9995

Date: July 2017

Factors to be assessed by Ofsted ('RAG' Rate)	Possible sources of Evidence	How the funding has been spent	Funding allocated for this factor	Impact of these factors (completed after events have taken place) RAG update included
<i>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</i>	<ul style="list-style-type: none"> • School register of children participating in 2 hours+ physical education per week (KS1+2) • Detailed coverage of a broad range of sport/games taught throughout the school and in each year group (see additional). • After school club registers • Dinner time sports clubs. • Registers of participation is inter school festivals and competitions. • PE and Wake Up Shake Up/Golden Mile • Use of skilled teachers to develop PE lessons in school (Gym and Tennis Coach) • Provide swimming for Yr 3/4 in 3 week block in summer term 	<ul style="list-style-type: none"> ▪ Relationship with School Sports Partnership, involved in festivals and competitions (<i>throughout the year</i>). ▪ After school clubs coaches. ▪ Payment for coaches to take children to and from festivals/competitions. ▪ Implementation of the Golden Mile. ▪ Swimming lessons/transportation ▪ Dance coaches in to develop children's ability after school. 	<ul style="list-style-type: none"> ▪ SSP - £1500 ▪ <i>After school coaches (PP allocation)</i> ▪ <i>Swimming (pp allocation)</i> ▪ <i>Dance coach £2,450</i> 	<ul style="list-style-type: none"> ▪ 20 children attended a variety of clubs offered after school in FS/KS1. ▪ 20 children attended a variety of club offered after school in KS2. ▪ Around 40% of school take part in extra curricular activities ▪ Dinner time GTFC football club ▪ After school GTFC football club ▪ Children participating in the Golden Mile encouraging competition within the class, year groups, and across key stages.
<i>Participation and success in competitive school sports</i>	<ul style="list-style-type: none"> • Partnership with School Sports Partnership. • Use of feeder secondary schools (John Whitgift Academy & Oasis Wintringham) • After school/dinner time clubs for team training • Participation in interschool competition in Grimsby to see if progression can be made to Humber School Games. 	<ul style="list-style-type: none"> ▪ Paying School Sports Partnership for festivals and competitions. ▪ Coaches for after school/dinner times to train sports teams. ▪ Meetings to liaise with secondary schools. ▪ Interschool competition between classes/year groups for achievements for the Golden Mile. 	<ul style="list-style-type: none"> ▪ SSP ▪ <i>After school coaches</i> ▪ GTFC coaches - £4,750 	<ul style="list-style-type: none"> ▪ Athletics (Yr3/4 & Yr 5/6), Tag Rugby Yr5/6, Football and Netball for KS2 were all entered and teams competed. ▪ Children competed between year groups within school at the end of each PE unit taught. ▪ Sainsbury's Game Mark Bronze achieved on this year's activities. ▪ Teams entered into a Delta School Sports competition locally against 5 other Delta Schools.
<i>How inclusive the physical education curriculum is</i>	<ul style="list-style-type: none"> • Implement the long term plan accompanied with short term plans which teachers can adapt 	<ul style="list-style-type: none"> ▪ CPD courses for PE co-ordinators/TA to attend and then to feedback to staff. 	<ul style="list-style-type: none"> ▪ SSP 	<ul style="list-style-type: none"> ▪ PE drop ins show inclusion of all children ▪ Variety of lessons covered, catering to needs to pupils

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	<ul style="list-style-type: none"> • Introduce focussed assessment so SEN/G&T can be clearly identified • Data on G&T / SEN (identification of these children and their provision). • Sports teams going to competitions. • G&T supporting/teaching younger children (developing coaching). • Staff awareness of SEN and G&T children in their planning and lessons. • Lesson observations (informal). • Providing children with a range of skilled teachers/coaches. 	<ul style="list-style-type: none"> ▪ PE co-ordinator time to observe and help develop this in staff and children. ▪ Use of the staff from Premier Sports to deliver PE lessons in some of the classes throughout school. ▪ G&T children to support teaching/coaching sports during clubs ▪ G&T and less active children to enter into competitions. 		<p>observing high levels of engagement from all children.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Premier Sports coaches delivering lessons and clubs. ▪ Variety of sports taught across whole School. ▪ After school clubs offer a variety of activities throughout the year.
<i>The range of provisional and alternative sporting activities</i>	<ul style="list-style-type: none"> • Long term PE plans which include a range of traditional and non-traditional sports. • Taster sessions of alternative sports. • Links with outside organisations and clubs. 	<ul style="list-style-type: none"> ▪ School Sports Partnership. ▪ Training days, which include non-traditional sports. ▪ Providing a range of alternative sport and health schemes. ▪ Payment of coaches etc. for out of school coaches. ▪ Continue links with outside agencies/clubs to offer a range of activities for the children. 	<ul style="list-style-type: none"> ▪ SSP ▪ <i>After school coaches</i> ▪ GTFC coaches 	<ul style="list-style-type: none"> ▪ Coaches for all KS1 & 2 children throughout the year. ▪ Junior Zumba/Glo Dance/Tots Dance after school club. ▪ Healthy eating cookery club. ▪ Coaches to work with teachers/HLTA to improve professional development.
<i>Partnership work on physical education with other schools and other local partners</i>	<ul style="list-style-type: none"> • Work with the Schools Sports Partnership. • Use of local secondary schools (John Whitgift Academy and Oasis Wintringham). • Attend PE Forums (PE co-ordinator) • Links with local football club (Grimsby Town FC). • Use of staff CPD courses. • Work with highly skilled PE staff (Premier Sports and a variety of professional coaches) in developing the quality of lessons. • Local schools meetings to discuss good practise and developments nationally. 	<ul style="list-style-type: none"> ▪ Quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport ▪ Time for PE co-ordinator to help develop staff's teaching skills through coaching and observing. ▪ Use of the staff from Premier Sports to deliver PE lessons in some of the classes throughout school. ▪ Developing relationships with local secondary schools. ▪ GTFC ▪ PE Co-ordinator meetings. 	<ul style="list-style-type: none"> ▪ SSP ▪ Any supply costs 	<ul style="list-style-type: none"> ▪ PE Co-ordinator attended meetings with other Co-ordinators. ▪ PE co-ordinators meetings with local schools ▪ Competitions with local primaries. ▪ Use of secondary school facilities (pool and coaches) for swimming ▪ Football tournaments linked with other local primaries. ▪ Attended competitions at Oasis Wintringham, Franklin College, Clee Cricket Club, GY RUFC.
<i>Links with other subjects that contribute to pupils'</i>	<ul style="list-style-type: none"> ▪ Whole school Plan / SEF ▪ Long term PE plan 	<ul style="list-style-type: none"> ▪ Taking expert advice to evaluate the school's current strengths and 	<ul style="list-style-type: none"> ▪ SSP 	<ul style="list-style-type: none"> ▪ Subject leader wrote action plan

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<p><i>overall achievement and their greater social, spiritual, moral and cultural skills</i></p>	<ul style="list-style-type: none"> ▪ Links to the creative curriculum throughout whole school. ▪ Use of peer mediators/playground buddies to help with play/dinner times. ▪ PE Coaches to offer a variety of clubs at lunch times to help with dinner times. ▪ Awareness of SLT and Governors to the development of PE alongside the new curriculum. 	<p>weaknesses in PE and sport, and implement plans for improvement – SEF and development plan.</p> <ul style="list-style-type: none"> ▪ CPD courses for staff, both PE and curriculum. 		<ul style="list-style-type: none"> ▪ Long term plan was adapted to link to the competitions school were entered for and continued to run well. ▪ New Peer mediators have received training from Learning Mentor ▪ Peer mediators/Playground buddies in place in KS1. This has had a good impact for children in KS1 and developed 'leaders' in KS2 ▪ OAA used regularly in KS2 and children enjoyed.
<p><i>Awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health</i></p>	<ul style="list-style-type: none"> • Healthy Schools information • After school participation in Healthy Cooking classes. • Links with PHSE • Register of children at after school clubs. • Child questionnaire. • Child awareness. • Choice of break time 'snack' • Parent awareness (involved in cooking sessions – after school) • Active playground 	<ul style="list-style-type: none"> • Meeting and using the skills of externally skilled agencies. • Healthy Eating cooking classes. • Offering a healthy snack option at break/lunchtimes. • 'Food for Fitness' <i>Assemblies</i> • Learning Mentor to help develop children's understanding. • Equipment for dinner times (<i>as and when needed</i>) 	<ul style="list-style-type: none"> ▪ SSP ▪ Bikeability - £340 	<ul style="list-style-type: none"> ▪ Healthy cooking classes regularly attended by a variety of children. ▪ 40% of children attended an after school club ▪ Links with PSHE – drugs and smoking lesson for all children in Yr 5/6. ▪ Playground buddies, games and equipment out in playground. ▪ Child's voice expressed what clubs they wished to be offered and clubs reflected these wishes. ▪ Fruit/snack trolley at break times. ▪ Salad bar offered at lunchtimes
<p><i>Understanding, awareness and skill of teaching a high quality PE lesson for every teacher</i></p>	<ul style="list-style-type: none"> • Quality of teaching in lessons throughout school. • Staff confidence to increase. • Staff to plan their own sessions. • Development of their own skills. • Awareness of an 'outstanding' PE lesson. 	<ul style="list-style-type: none"> • Coaches to model a good lesson and show them how to develop the skills in a particular area. • Opportunities of CPD courses aimed at specific staff. • Time for PE co-ordinator to observe and help develop PE lessons. • PE co-ordinators to hold staff meetings from feedback of linked school meetings. 	<ul style="list-style-type: none"> ▪ SSP 	<ul style="list-style-type: none"> ▪ Most teaching observed was 'good' ▪ Major increase in skills and confidence to deliver gymnastics ▪ Still need more training with some staff and because of new staff to school. ▪ Quality plans and ideas that can have been built upon this year from Gymnastics training last year.



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

Year 4 – Available to spend £9995

School Sports Partnership (SSP) = £1500 – includes festivals, competitions, coaches and CPD courses.

Transport to sporting events = £307.50

PE Resources = £381

Bikeability - £340

Swimming Lessons £7952

Swimming Transport £1875

After school clubs £2450

Lunchtime Clubs (P.S - Tag Rugby & GTFC) £4960

Total = £9939

Some costs are estimated as they have not either started or been paid as of the completion of this report.