

## **PE and Sport Premium Reporting - New Hartley First School 2019-20**

In the 2019-20 academic year, all schools with 17 or more eligible pupils received £16,000 plus £10 per primary aged pupil in the form of PE and Sport Premium funding. Schools must use this funding to make additional and sustainable improvements to the quality of PE and school sport they offer. This document forms part of our statutory reporting whereby we must publish details of how the Primary PE and Sport Premium funding is spent and the effect this has had on pupils' PE and sport participation and attainment. In partnership with the other Seaton Valley first and middle schools in 2018 -19 New Hartley First School used our allocation of £17,010 of PE and sport premium funding to deliver the vision for PE and sport in Seaton Valley.

**Vision for PE and Sport in Seaton Valley:** PE and sport at the heart of school life, raising achievement for all young people. High quality PE as a universal entitlement of all pupils, which promotes the development of healthy active lifestyles and competitive school sport. This vision is to be achieved through 5 key work strands:

1. Physical education
2. School sport and competition
3. Healthy, active lifestyles
4. Overall achievement
5. Management, administration and reporting

### **Expenditure**

- Swim transport: £2520
- PE equipment and resources: £888
- Management and administration of School Sport Partnership: £3800
- Contribution to eligible School Games costs: £100
- Festivals of sport: £890
- Showing potential Y4 multiskills academy: £200
- NUFC Primary Stars: £3852
- Swim scheme: £900
- Playground leaders: £300
- Cycling programme: £1260
- Transport to sports events: £300
- Early Years motor skills programme: £2000

| PHYSICAL EDUCATION  |   |   |
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| <b>Intent:</b> A high quality physical education programme focussing on developing physical literacy. Professional development opportunities to improve the capacity of teachers / practitioners. Support for the most and least able pupils.   |   |   |
| Implementation  | Impact  | Evidence  |
| KS1 and KS2 pupils participated in the Premier League Primary Stars Programme. Qualified coaches supported learning through problem solving and challenge games; providing professional development and continuing support for the class teachers.  | Pupils' physical literacy improved.<br>Increase in pupils' participation, enjoyment and skill level.<br>Enhanced life skills including communication, team work, fair play and leadership.<br>Increased confidence, knowledge and skills of staff teaching PE.<br>External teachers and coaches have been a positive role model for pupils.<br>Pupils have been motivated to raise and achieve their aspirations.<br>Pupils have developed a love of sport and are more likely to develop lifelong participation. | Teacher feedback.<br>Pupil feedback.<br>Week on week improvement in pupils' skill challenge scores. |
| PE and Sport Premium funding was used to provide additional swimming lessons for all pupils in Y3. Pupils were assessed and split into ability groups so the teaching could be targeted. Pupils practiced a variety of floats and methods of moving in the water using a range of strokes. All pupils learned about water safety and practiced self rescue. | All pupils demonstrated a clear improvement in water confidence; entry and exit from the pool; movement in the water, and ability to submerge.<br>Parents and teachers have noted an increased self confidence amongst the participating pupils.<br>Pupils have had a positive experience at what will be their High School; this should ease transition when the time comes.   | Swim assessment data.<br>Parent, pupil and teacher feedback.  |
| Y4 pupils completed a range of tests to evaluate their physical literacy (agility, balance, coordination) as well as their strength and coachability. 4 pupils were identified as showing potential and invited to  | More able pupils are better supported to reach their full sporting potential.   | All 4 pupils demonstrated improvements across all measures.<br>Pupil feedback.<br>Teacher feedback. |

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| attend the Partnership Showing Potential Academy. This took place over 5 weeks and rotated around schools in the Partnership. Pupils completed tasks and drills designed to improve their core strength, coordination, agility, reaction time, accuracy and balance. |  |  |
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| <b>SCHOOL SPORT &amp; COMPETITION</b>   |   |  |
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| <b>Intent:</b> A broad range of sports and activities offered to all pupils. A programme offering regular club participation opportunities where pupils can learn about specific sports, receive age appropriate coaching and improve their skills. Increased participation in competitive sport.     |   |  |
| <b>Implementation</b>   | <b>Impact</b>   | <b>Evidence</b>  |
| A weekly OSHL sports club has been provided free of charge to pupils, led by specialist Newcastle United Foundation coaches. Pupils were able to practice and improve their skills, and experience competition in a variety of formats.   | Broader experience of a range of sports and activities offered to all pupils.<br>Physical literacy improved which had a positive impact on achievement within PE lessons.<br>Pupils had fun in a school sport setting.<br>Some pupils who have never previously attended sports clubs either at school or in the community were engaged.<br>Pupils' self confidence improved.<br>Pupils enjoyed taking part and experienced a 'feel good factor'. | Club registers and tracking info.<br>Pupil feedback.<br>Teacher feedback<br>School Games Mark Gold Award.    |
| PE and sport premium funding has been used to provide pupils with access to competitive sporting events and to make links with community sports clubs.<br>KS2 teams were entered into gymnastics, athletics, rugby and tennis competitions. All School Games competitions had a community exit route. | Increased participation in competitive sport.<br>Pupils have an improved understanding of the skills required to be successful.<br>Pupils were exposed to children from other schools and developed confidence and communication skills in working together.<br>Pupils know where they can participate in sport beyond school. They are signposted  | School Games Mark Gold Award.<br>Competition entries.<br>Feedback from clubs.<br>Teacher and pupil feedback. |

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| <p>Appropriate competition was considered for all pupils. Carefully selected pupils participated in the shield competitions (development competition) of the School Games Golf and Rugby.</p>  | <p>and supported to engage with community sports providers.<br/>Increase in the number of pupils transitioning into regular attendance at community sports clubs e.g. ACHS Football Development Programme, Cramlington Juniors FC, Whitley Bay RLFC.<br/>The School Games principles of competition have been implemented. Pupils are engaged with appropriate competition in various formats which maximises enjoyment, inclusivity, learning and success.<br/>The profile of the School Games has been raised, as have the School Games values.</p>  |   |
| <p>All Y3 pupils participated in a Personal Challenge festival alongside pupils from the other Partnership first schools. Pupils were introduced to 10 personal challenges designed to improve agility, balance, strength, stamina and reaction time. These were led by sports leaders from Whytrig Middle School. Children were given a booklet to record their best scores in each challenge at the festival and were encouraged to continue practising back at school / home and to record their progress. Each challenge was also linked to one of the Schools Games values.</p> | <p>Pupils enjoyed taking part in competition. The profile of the School Games has been raised, as have the School Games values.<br/>Pupils are engaged with appropriate competition in various formats which maximises enjoyment, inclusivity, learning and success.<br/>Competitive activities recognise pupils' personal achievements. Pupils feel that they are making progress and are getting satisfaction from this. The focus is on the process rather than the outcome (on the learning and values development of pupils, rather than purely the result).<br/>Pupils developed their physical competence alongside skills in goal setting, resilience and determination. Pupils have a greater awareness and understanding of the School Games values and how to apply these.<br/>Y8 sports leaders from the Partnership Middle School were excellent role models for the Y2 pupils. This has given them something</p> | <p>Competition formats.<br/>Pupil and staff feedback.<br/>School Games Mark Gold award.</p> |

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|  | to aspire to and an awareness of different roles in sport.<br>Pupils were exposed to children from other schools and developed confidence and communication skills in working together. |  |
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| <b>HEALTHY, ACTIVE LIFESTYLES</b>  |  |   |
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| <b>Intent:</b> A range of appealing opportunities for physical activity, which focus on enjoyment and promote wider health and well-being messages. The engagement of all pupils in regular physical activity (aiming for at least 30 minutes a day in school).  |  |   |
| <b>Implementation</b>  | <b>Impact</b>  | <b>Evidence</b>   |
| All KS2 pupils attended a Hoopstarz festival along with pupils from the other Seaton Valley schools. Pupils learned new skills and tricks and were able to interact, work with and compete against pupils from other Partnership schools. Pupils were also set 'personal best' challenges, were encouraged to set goals and motivated to achieve them. HulaHooping was used as an example of a fun and easy way to be physical active. | Pupils understand the importance of daily physical activity as part of a health lifestyle. All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day.<br>Pupils' enthusiasm for playground activity has been raised and levels of physical activity within the school day have increased as a result.<br>Pupils' communication skills were developed through working with children from other schools.<br>Pupils aspirations have been raised both by enjoying a new experience and learning that with perseverance they can achieve their goals. | When asked, pupils are able to articulate the importance of daily physical activity. Active school planner 'heat map' evidences opportunities for physical activity across the school day.<br>Pupil and teacher feedback. |
| Following playground leader training, Y4 pupils planned and delivered a playground festival to R and Y1 pupils on the school yard. This launched ongoing playground activity, where Y4 pupils set up and facilitate  | Pupils understand the importance of daily physical activity as part of a healthy lifestyle. All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day.  | When asked, pupils are able to articulate the importance of daily physical activity. Active school planner 'heat map' evidences opportunities for physical activity across the school day.                                |

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| a variety of playground games every day. All pupils have been taught about the importance of physical activity.  | Pupils' enthusiasm for playground activity has been raised and levels of physical activity within the school day have increased as a result.<br>Incidents of poor / remained low.<br>Fewer children are inactive.  | Pupil and teacher feedback.<br>Lunchtime supervisor feedback.<br>Behaviour log.<br>School Games Mark Gold Award. |
| In the summer term, Y3 pupils had their first experience of play leadership, with specialist training. Pupils learned about the qualities of a good leader and developed the basic leadership skills needed to lead fun activities during play times. This culminated in leading a short session to their peers in Y1 and Y2 and will be followed up with further training in the autumn term. | Pupils understand the importance of physical activity for health and well-being, and are aware of the other benefits of participation. Improved leadership skills e.g. communication, co-operation.<br>All KS2 pupils provided with the opportunity to 'learn to lead'.<br>Maintained the high percentage of pupils involved in leading School Games activity. | School Games Mark Gold Award.<br>Staff and pupil feedback and evaluation forms.                                  |

| OVERALL ACHIEVEMENT   |  |   |
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| <b>Intent:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement. Use sport and physical activity to promote pupils' social moral and cultural development.   |  |   |
| Implementation  | Impact   | Evidence  |
| All pupils in Y4 received training and support to become playground leaders. This covered: The qualities of a good leader; benefits of participating in physical activity (physical and social); how to plan and deliver playground activities; how to ensure safety, and how to support their peers. Playground leaders planned and delivered a playground festival for KS 1 pupils and now deliver daily activity. Pupils have created a rota and have assigned roles and responsibilities. | Pupils have developed their leadership, communication and organisational skills. They have demonstrated an understanding of the importance of being committed to a role and fulfilling their responsibilities for the benefit of the whole school community. Pupils have developed their social skills and have applied these in different contexts e.g. working and socialising with other pupils including those from different religious, ethnic and socio-economic backgrounds. This has | Teacher and pupil feedback.<br>Lunchtime supervisor feedback.<br>Behaviour log. Reduction in the number of incidences of poor behaviour on the playground.<br>Teachers have commented that they are able to start lessons promptly after lunch and do not waste time dealing with the consequences of lunchtime behaviour.<br>Playground leader rotas and monitoring. |

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|  | <p>contributed to their social, moral and cultural development. The profile of PE and sport has been raised as a tool for whole school improvement.</p> <p>Playground leaders have been able to resolve conflict on the playground. They are able to recognise right from wrong and have applied the playground rules fairly. This has contributed to their knowledge and understanding of British Values.</p>   |   |
| <p>Nursery and R children have participated in a programme designed to improve gross and fine motor skills. Initially pupils were assessed on their current ability levels, using a non formal play approach. Sessions were then manipulated to improve identified weaker skill areas, starting with gross motor skills such as posture, jumping, throwing and catching.</p>                                     | <p>The children have shown that they have all enjoyed the sessions. The children now have a love of movement, they feel more comfortable moving. Movement and play have positive associations. By the end of the first term there was 100% engagement by pupils. Initially some children who were reluctant to participate, but over the term their confidence increased and they fully engaged. Class teachers commented that the children really look forward to the sessions.</p> | <p>Pupil assessment data.<br/>Coach feedback.<br/>Teacher feedback and evaluation forms.</p>  |
| <p>New Hartley First School partnered with Cycling Generation to plan and deliver a schedule of cycling activities. All Y4 pupils completed a skills session, two half day rides and a full day ride. The skill and fitness level required increased throughout the programme. All rides were completed within the area surrounding the school, so that children could access them outside of the programme.</p> | <p>Pupils' confidence and competence on the bikes increased hugely .<br/>Their listening skills and ability to follow instructions has improved.<br/>Pupils have demonstrated excellent team work skills, as well as empathy and the ability to motivate and encourage their peers.<br/>Pupils' confidence and self esteem has soared. They have a great deal of pride in challenging themselves and exceeding their expectations of what they could achieve.</p>                    | <p>Pupil and staff feedback: "Pupils have hugely enjoyed the cycling experience. There is a real buzz when they come back to school. Their horizons have been broadened both in terms of what is accessible locally to them and in terms of what they are able to achieve. Pupils are developing a 'Can do' attitude.</p> |
| <p>New Hartley First School applied for the School Games Mark and were once again awarded the Gold level. This highly</p>  | <p>The profile of PE and School Sport has been raised.</p>   | <p>School Games Mark Gold Award</p>   |

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| prestigious award reflects the importance placed on PE and sport, as well as the hard work of pupils and staff. To achieve Gold, schools must demonstrate a commitment to developing PE, sport and competition within school and the community. It also focuses on the number of children participating in 2 hours of PE every week as well as regular extra curricular sporting activities regardless of ability. |  |  |
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| <b>MANAGEMENT, ADMINISTRATION AND REPORTING</b>  |   |  |
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| <b>Intent:</b> Schools supported to invest their PE and sport premium funding to obtain maximum benefit to curriculum PE, school sport and physical activity; their pupils and staff.  |   |  |
| <b>Implementation</b>  | <b>Impact</b>   | <b>Evidence</b>  |
| Astley Community High School have utilised 'community powers' to create a separate budget for the purposes of operating and managing Primary PE and Sports activities on behalf of the two Seaton Valley Federation Middle Schools and the five first schools within the wider Seaton Valley Partnership. School Sport Partnership Manager has designed a bespoke package of delivery and support for each school to best meet individual school needs and objectives. | New Hartley First School has a clear vision of the additional and sustainable improvements we are aiming to achieve with PE and sport premium funding. There is a detailed delivery package to achieve these improvements. New Hartley First School are strategically planning for ongoing use of PE and sport premium funding focusing this on achieving 30 minutes of daily physical activity for all pupils. As a result, pupils at the school both now and in the future are benefitting from the PE and sport premium funding. | PE and sport premium funding statement and impact document published on school website.  |
| School Sport Partnership Manager has undertaken recruitment, management and vetting of appropriately qualified staff to deliver programmes aimed at achieving the  | Recruiting staff centrally has achieved better value for money and a broader range of coaches and programmes being accessed. The quality of delivery and therefore the  | PE and sport premium funding statement and impact document published on school website. External Partner agreements, safeguarding records, schools checklists. |



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| vision for PE and sport in Seaton Valley. School Sport Partnership Manager has commenced quality assurance of staff and programmes being delivered in Partnership Schools.        | quality of pupils' experiences have improved.   | School Games Mark Gold Award.   |
| School Sport Partnership Manager has provided a PE and sport premium funding statement and impact report to publish on the school website, fulfilling all statutory requirements. | New Hartley School is meeting our statutory requirement to publish details of the amount of PE and sport premium funding received, a breakdown of how this will be spent, the effect this has on pupils' PE and sport participation and attainment, and how these improvements are sustainable. | PE and sport premium funding statement and impact document published on school website. |

## SUSTAINABILITY

The activities of Seaton Valley Sports Partnership are focused on using the PE and Sport Premium wherever possible to create sustainable improvements in PE and School Sport across Seaton Valley:

- Upskilling Staff - opportunities to develop staff skills, knowledge and confidence
- Community Links - creating meaningful links between the schools and community clubs, where coaches deliver in schools, or children are taken to the club for School Games competitions
- Health & Well-Being - the development of Sports Leaders, skipping and hula-hooping have increased physical activity in school playgrounds. Schools have the resources necessary, with teachers able to deliver these programmes, creating sustainability for the future
- Partnership working - 8 schools work together, networking and sharing to help the Seaton Valley Sports Partnership programme. Working with Astley High School, creating a sustainable network of support for the schools.