



## PE and Sport Premium Funding and Impact Reporting- New Hartley First School 2020-21

In the 2020-21 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 2020 -21 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

Expenditure:

- |                                      |       |
|--------------------------------------|-------|
| • Cycling programme                  | £1160 |
| • NUFC Primary Stars                 | £6500 |
| • Commando Joe's Programme           | £975  |
| • Early Years motor skills programme | £2510 |
| • Changes to the outdoor area        | £4290 |

PHYSICAL EDUCATION

**Intent:** 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.

<b>Implementation</b>	<b>Impact</b>	<b>Evidence</b>
<p>EYFS, 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.</p>	<p>Pupils' physical literacy improved. Increase in pupils' participation, enjoyment and skill level. Enhanced life skills including communication, team work, fair play and leadership. Increased confidence, knowledge and skills of staff teaching PE. External teachers and coaches have been a positive role model for pupils. Pupils have been motivated to raise and achieve their aspirations. Pupils have developed a love of sport and are more likely to develop lifelong participation.</p>	<p>Teacher feedback. Pupil feedback. Week on week improvement in pupils' skill challenge scores.</p>
<p>All pupils from EYFS to KS2 took part in the Commando Joe's (CJ's) Programme. Delivered by qualified coaches from the Newcastle United Foundation (NUF), the programme aimed to develop a range of skills including teamwork, communication, resilience, problem solving and determination. As part of the PE and Sport Premium funding all staff members received training on delivery of CJ's curriculum. After the first year, the box and equipment is the property of the school.</p>	<p>In the wake of COVID-19, CJ's was an effective programme to support children with the social and emotional impact of the pandemic. The RESPECT curriculum of CJ's linked to the ethos of the school. The vocabulary used in the delivery and content links to the school's curriculum themes of 'aspirations, sustainability and equality' The same coach throughout the year provided children with stability and consistency as well as being a very well-liked and respected role model to the children.</p>	<p>Staff training. CJ's equipment in school. Pupil feedback. Teacher feedback. Development in children's resilience, team work, cooperation, communication and problem solving.</p>

## SCHOOL SPORTS & COMPETITION

**Intent:** 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.

Implementation	Impact	Evidence
<p>Throughout the year, classes from KS1 and KS2 took part in an after school multi-skills club delivered by coaches from NUF. The club was free of charge and part of the Primary Stars delivery. Children had the opportunity to develop confidence in their sporting ability and pride at being part of a club.</p>	<p>Children developed independence by taking part in an after school club which was not part of the mandatory PE delivery during school time. Children further developed pride, confidence and enjoyment from taking part in the club. The club provided an opportunity for pupils from across the school many of whom had never previously attended an after school sports club. This provided many children with the confidence and motivation to join sports clubs outside of the school setting.</p>	<p>Club registers and tracking info. Pupil feedback. Coach feedback. Teacher feedback. School Games Mark Gold Award.</p>
<p>Whilst government guidance meant that in-person competitions did not take place, KS2 pupils took part in virtual multi-skills competition through the School Games.</p>	<p>Children were able to take part in competitions without feeling unsafe. Children were able to challenge themselves against their own score, their immediate peers and peers in the partnership.</p>	<p>Scores submitted to the School Games. School Games Gold award.</p>
<p>In the summer term all pupils from EYFS to KS2 took part in sports day. Children</p>	<p>Children throughout the school enjoyed taking part in the competition in their class bubbles. Children learnt about the history and relevance of the Olympics (Tokyo 2020 providing a context) and about the effort, determination, resilience that comes with competitive sport. Children's desire to be more active (following a period where many spent long spells indoors due to the pandemic) was increased. More pupils were motivated to be active following the event.</p>	<p>Pupil feedback. Parental feedback. Teacher feedback. School/home communication re organising the event.</p>

## HEALTHY, ACTIVE LIFESTYLES

<b>Intent:</b> 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>
Daily mile From the spring term we re-launched the Daily Mile initiative throughout the school. All pupils from EYFS to KS2 took part in the DM ranging from 3-5 times a week. Children were encouraged to walk, jog, skip or run around the yard/field with the aim of completing a distance of 1 mile.	Children increased their physical stamina as well as their emotional resilience by persevering to complete the distance. The impact varied from some children achieving the goal of running continuously to complete the distance whilst some (who initially refused to even take part) eventually took part by walking and some running and walking. Such was the enthusiastic uptake, many children took the opportunity to do extra laps by choice during break times.	Pupil feedback. Pupil participation. Parental feedback. Staff questionnaire.
Interactive play markings (ladders, obstacle courses, fitness challenges etc.) were painted onto the yard to encourage active play during break times.	Children were more active during break times as they had a visual and physical stimulus for games and activities. Children were guided by lunch staff in how to use the markings and were given the independence to access them when they chose.	Markings on the yard. Pupil feedback. Teacher feedback.
Money was invested in buying PE equipment for each class to have their own box of playtime resources (balls, skipping ropes, cones, bean bags etc.).	Children were guided in how to use the boxes appropriately, children worked with lunch time staff and class teachers to come up with games they could play using the equipment provided. Pupils became more active and also developed a greater range of physical skills (such as throwing, catching, problem solving, strategic game tactics etc.) than when playing role play and running and catching games. The class boxes, aforementioned play markings and the daily mile contributed to children being active for in excess of 30 minutes per day.	Pupil feedback. Teacher feedback.
In the summer term every pupil from EYFS to KS2 took part in 'Move it Week'. This was an initiative to promote the physical and mental benefits to being active and taking part in frequent exercise. During the week, each class took part in a sports day, took part in daily exercise (such as dancing, walking or running the daily mile)	Pupil engagement throughout the school was very positive. Children enjoyed being physically active. Many parents commented on how their child was more motivated and inspired to take part in physical activity.	Pupil feedback. Staff feedback, Parental feedback.

<b>OVERALL ACHIEVEMENT</b>		
<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.		
<b>Implementation</b>	<b>Impact</b>	<b>Evidence</b>

<p>EYFS 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. Coach feedback. Teacher feedback and evaluation forms.</p>
<p>Working with an external professional bike rider and instructor (Richard Rothwell), year 4 pupils took part in development of biking skills and took part in 2 full day rides in the local area. 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>The children benefited greatly from the experience. Those who struggled to ride a bike gained confidence, pride and motivation as Richard took the time to work specifically with some children who lacked confidence and several children who were unable to ride a bike at the start of the week. Several children were so inspired that they got a bike for their birthday and rode their bike to school for the rest of the term. For many children it provided an opportunity to get out of the house and explore their local area whilst being active. Many developed an appreciation for the outdoors.</p>	<p>Pupil and staff feedback. Parental feedback. Photos from the ride shared with parents.</p>
<p>In the summer term all pupils from EYFS to KS2 took part in weekly dance lessons with an external provider.</p>	<p>The level of engagement from the first session to the last, demonstrated how the enthusiasm grew during the term. Many children (particularly in KS2) were opposed to the idea of dance as it was new and out of their comfort zone. Once they understood the physical demands of dance, their perception changed and they embraced the challenge. Many children joined dance clubs and classes outside of school.</p>	<p>Pupil feedback. Teacher feedback. Parental feedback.</p>

<p><b>MANAGEMENT, ADMINISTRATION AND REPORTING</b></p>		
<p><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.</p>		
<p><b>Implementation</b></p>	<p><b>Impact</b></p>	<p><b>Evidence</b></p>

This is no longer applicable due to changing roles.		
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