

Primary PE & Sport Premium Funding

In the 2017-18 academic year all schools with 17 or more eligible pupils will receive £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 2017 -18 New Hartley First School are using our allocation of £16,920 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

5 Key Work Strands

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

Breakdown of Expenditure

- SLA with Astley Community High School - £12,420
 - Management and administration
 - Curriculum support and resources
 - Developing intra school competition
 - Showing potential academy
 - Extra-curricular coaching
 - Festivals of sport
 - Cycling programme
 - Transport to sports events
 - Playground leaders training
 - Yoga / Relaxation programme
 - Maths of the Day Resource
 - Top up Swimming
- Playground improvements- £2500
- Equipment storage - £500
- Swim Transport - £1200
- Tiddlywinks - £300



WORKSTRAND 1: Physical Education

Aims: 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.

Action: All pupils in Y4 participated in a 'Paralympic' festival. Pupils experienced new sports e.g. new age curling, boccia and seated volleyball. Pupils learned about how to make sport inclusive.

Impact: Pupils' have experienced a broader range of activities. Class teacher has incorporated some of the ideas shared at the festival into PE lessons. **Pupils have an increased understanding of inclusive sport.**

Evidence: Teacher feedback and evaluation form. Pupil feedback.

Action: PE equipment has been purchased so that the range of activities offered within the curriculum could be expanded. Each Key Stage now has age and ability appropriate equipment. Any unsafe equipment has been removed. Equipment is available for PE, OSHL clubs and lunchtime activity. PE equipment is now stored safely, and effectively.

Impact: The quality of PE and school sport has improved. Pupils have access to a broader range of activities. Less time is wasted at the start of each lesson sourcing equipment. Lesson safety has improved.

Evidence: Teacher feedback.

Sustainability: Curriculum resources have been developed which can be used in future years. Increased staff confidence and skill level in delivering PE will be maintained. Equipment is available and will not need replacing for some time.

WORKSTRAND 2: School Sport and Competition

Aims: 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.

Impact: Pupils had fun in a school sport setting. **Some pupils who have never previously attended sports clubs either at school or in the community were engaged.**

Evidence: Club registers and tracking info. Pupil feedback.

Impact: Pupils have been exposed to a broader range of activities and have an improved understanding of the skills required to be successful. Physical literacy improved which had a positive impact on achievement within PE lessons.

Evidence: Teacher feedback. School Games Mark Gold Award.

Action: A weekly OSHL sports club was been provided free of charge to pupils, led by specialist coaches during the autumn term. Dodgeball was offered rather than traditional sports. Pupils were able to practice and improve their skills, and experience competition in a variety of formats.

Impact: Pupils' self confidence improved. Pupils enjoyed taking part in this activity and experienced a 'feel good factor'.

Evidence: Pupil feedback.

Action: Significant improvements have been made to the playground. This has included the addition of fencing around the car park area. The result being that a much bigger area of the yard is available and safe for children to access.

Impact: There has been an increase in the number of children who are physically active at playtimes. Pupils are safer whilst

Evidence: Teacher feedback. Playground improvements are visible.

Action: **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.** 2 teams of Y4 pupils participated in the level 2 School Games football competition, linked with Cramlington Juniors Football Club.

Impact: Pupils know where they can participate in sport beyond school. They are signposted and supported to engage with community sports providers. Increase in the number of pupils transitioning into regular attendance at community sports clubs e.g. ACHS Football Development Programme, Cramlington Juniors FC.

Evidence: Attendance data from community sports clubs. Pupil feedback. School Games Mark Gold Award.

Impact: Increase in the number of pupils participating in competitive sport. Pupils have an improved understanding of the skills required to be successful. Pupils were exposed to children from other schools and developed confidence and communication skills in working together.

Evidence: School Games Mark Gold Award. Competition entries. Teacher and pupil feedback.

Sustainability: The playground improvements are a one off cost, and as such are sustainable. Access to School Games is sustainable as this is a free offer to schools.

WORKSTRAND 3: Healthy, Active Lifestyles

Aims: 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).

Action: All Y3 pupils attended a Hoopstarz festival at Astley High School 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 physically active.

Impact: Pupils' communication skills were developed through working with children from other schools. **Pupils aspirations have been raised** both by enjoying a new experience and learning that with perseverance they can achieve their goals. **Resilience has improved.**

Evidence: Teacher feedback. "Children now understand what it means to be resilient. They not only understand the terms, but have demonstrated them too".

Impact: 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. Pupils are more active

Evidence: When asked, pupils are able to articulate the importance of daily physical activity. Active school planner evidences opportunities for physical activity across the school day.

Impact: Pupils' enthusiasm for playground activity has been reignited and **levels of physical activity within the school day have increased** as a result.

Evidence: Play leaders have noted an increase in the number of children being active on the school yard. Teacher feedback; "Pupils are now much more likely to participate in playground activities".

Action: Following playground leader training, Y3&4 pupils planned and delivered a playground festival to R and Y1 pupils on the school yard. This launched ongoing playground activity, where playground leaders set up and facilitate a variety of playground games every day. All pupils have been taught about the importance of physical activity.

Impact: Incidents of poor / disruptive behaviour at lunchtimes have decreased. Fewer children are inactive. **Fewer children report being left out or having no-one to play with.**

Evidence: Lunchtime supervisor feedback. Behaviour log. Pupil feedback. School Games Mark Gold Award.

Action: N, R and Y1 pupils completed a yoga programme led by a specialist instructor. This included action songs and yoga stories through which pupils learned yoga positions and relaxation techniques.

Impact: Children have learned how to relax and combat stress. **Teachers have commented that pupils are calmer after the sessions and more productive on return to the classroom.** Teachers have developed their expertise and confidence in leading yoga activities and have put this into practice within lessons.

Evidence: Teacher feedback and evaluation forms. Coach and pupil feedback.

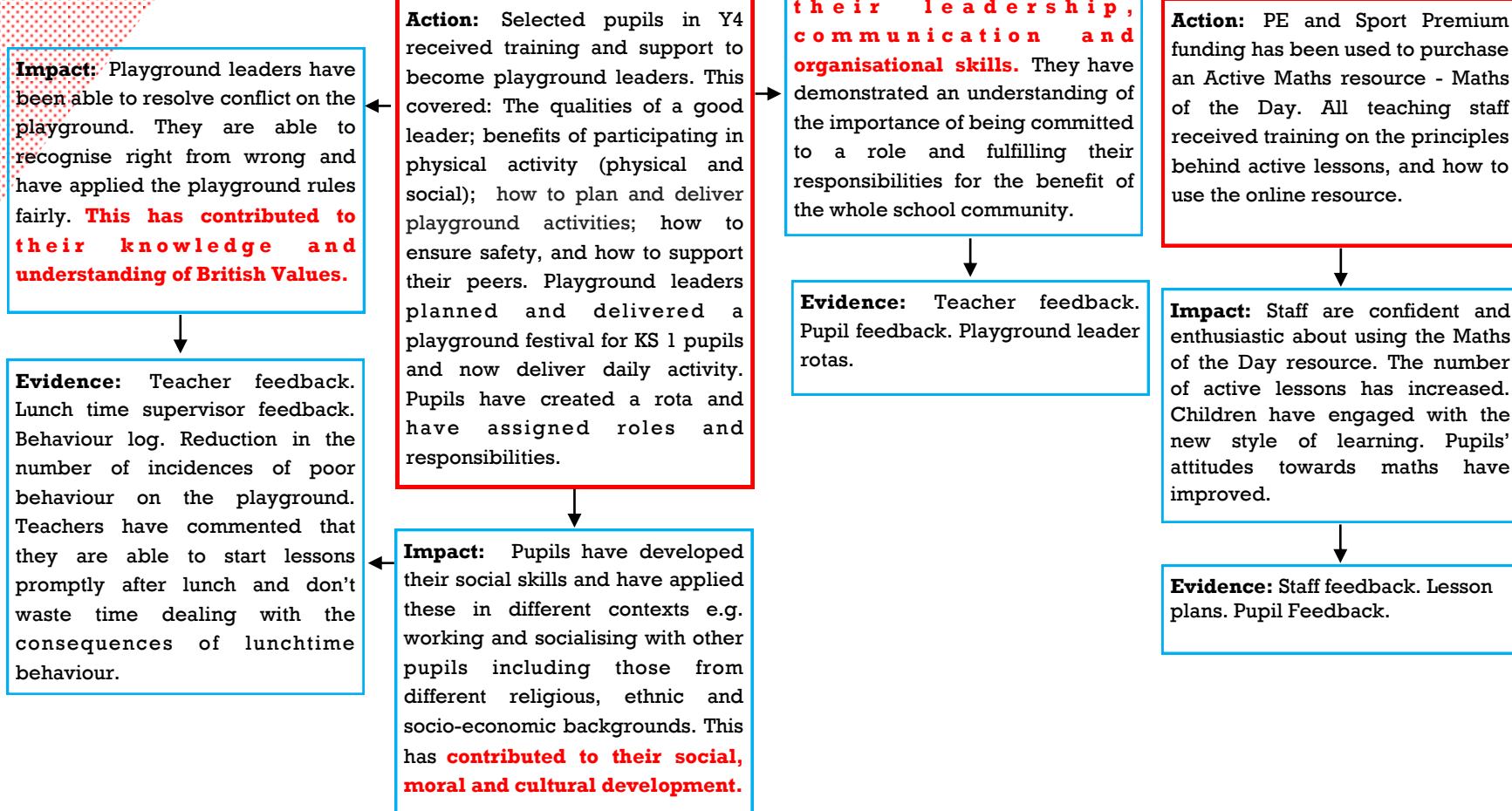
Impact: The children in both classes thoroughly enjoyed the programme. They engaged well and **improved their listening skills and ability to follow instructions.** Yoga skill level improved across all abilities (flexibility, core strength and balance). This programme engaged both the least active pupils and those who struggle to engage fully in PE lessons.

Impact: Coach and teacher feedback and evaluation forms.

Sustainability: The hoopstarz festival is sustainable through continued partnership working with ACHS. Resources have been developed which can be used in future years to deliver leadership training and the playground festival. Increased staff confidence and skill level in delivering PE will be maintained.

WORKSTRAND 4: Overall Achievement

Aims: 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.



Sustainability: Daily physical activity opportunities are sustainable through developing the role of playground leaders. OnSide resources are available online and the programme could be delivered by class teachers. The motd programme will be sustainable over time through the use of resources and upskilling of staff.

WORKSTRAND 5: Management, Administration and Reporting

Aims: 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.

Impact: 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.**

Evidence: PE and sport premium funding statement and impact document published on school website.

Action: 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.

Action: 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.

Impact: New Hartley First 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

Evidence: PE and sport premium funding statement and impact document published on school website.

Action: School Sport Partnership Manager has undertaken recruitment, management and vetting of appropriately qualified staff to deliver programmes aimed at achieving the 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.

Impact: 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 quality of pupils experiences have improved.**

Evidence: PE and sport premium funding statement and impact document published on school website. External Partner agreements, safeguarding records, schools checklists. **School Games Mark Gold Award.**

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.