



PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **New Hartley First School**

In partnership with the other Seaton Valley first and middle schools, in 2015-16 New Hartley First School are using £8490 of Sport Premium funding to create and deliver a:

Vision for PE and School Sport in Seaton Valley

- Ensuring that PE and sport are at the heart of school life to raise 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.

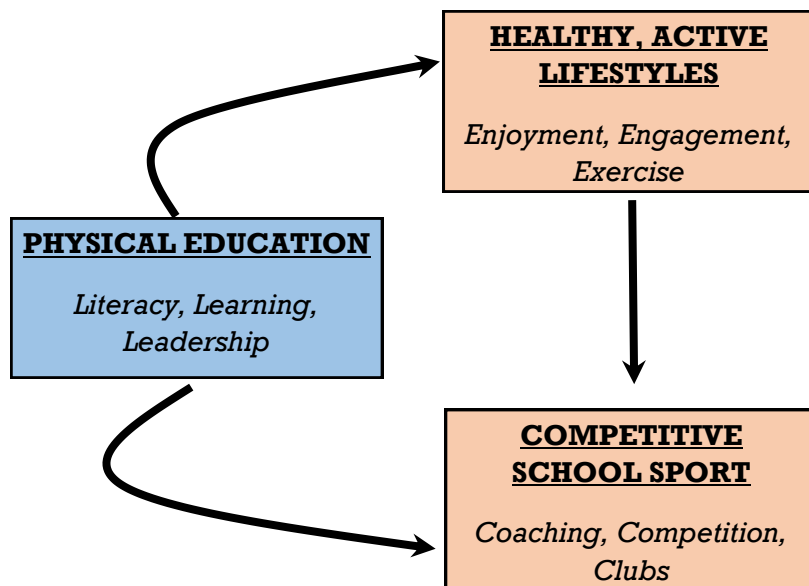
Sport Premium funding is being used to achieve the following in Seaton Valley:

PHYSICAL EDUCATION

A high quality **physical education programme** (education through physical activity rather than sports coaching) focusing on developing physical literacy.

A scheme for training, deploying, recognising and rewarding **young sports leaders**.

Professional Development Opportunities to improve the capacity of teachers / practitioners.



COMPETITIVE SPORT

All children being appropriately challenged, focusing on achieving personal bests rather than being the best. A programme offering regular **club participation opportunities** where pupils can learn about specific sports, receive age appropriate coaching and improve their skills.

A **competition / festival calendar**, in addition to the School Games offer, with at least one opportunity per year group per year. Support to develop intra school competition.

HEALTHY, ACTIVE LIFESTYLES

A range of appealing opportunities for physical activity which focus on enjoyment and promotes wider health and well being messages.

Lunchtime and play time physical activity supported by young leaders and school staff. Clubs which target the least active young people and offer a physical activity intervention developed specifically for them.

Involvement in **whole year group health / physical activity programmes**.





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KEY PRIORITY: Physical Education – High Quality Physical Education as a universal entitlement for all pupils.				
SRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE & SUSTAINABILITY
Deliver a high quality physical education programme, focusing on developing physical literacy. Using specialist staff to raise achievement.	<p>PROGRESS:</p> <p>PE specialist teacher SM has been released to work alongside other class teachers within PE lessons in half term blocks.</p> <p>In the autumn term the Y1 teacher has been supported to teach units of work in gymnastics and games.</p>	<p>PROGRESS:</p> <p>PE specialist teacher SM has been released to work alongside other class teachers within PE lessons in half term blocks.</p> <p>In the Spring term Year 2 have been supported with football, with the TA observing to develop ideas and techniques. Pupils developed their basic skills including sending and receiving the ball, progressing onto small sided games. Teacher expertise meant that through differentiation all pupils were appropriately challenged and made progress.</p> <p>The Y3 class have completed a unit of work in dance. The quality of teaching was higher than if a non-specialist had led these lessons. Pupils developed an understanding of the basic foundations of dance and choreography. They explored basic breakdance steps and were given the opportunity to choreograph and perform their own</p>	<p>PROGRESS:</p>	<p>School Games Mark.</p> <p>Lesson plans.</p> <p>Pupil assessment records.</p> <p>Teacher feedback</p> <p>Sustainable through the upskilling of staff.</p>



		routines.		
	IMPACT: The quality of PE in Y1 has improved due to specialist teaching and increased subject knowledge of the non-specialist teacher. Y1 pupils have developed their physical literacy. Agility, balance and co-ordination have improved. Through gymnastics they have also improved their flexibility, technique and control.	IMPACT: The quality of PE in Y2 and Y3 has improved due to specialist teaching and increased subject knowledge of the non-specialist teacher. Y2 pupils have become more confident and competent in their fundamental movement skills. Y3 pupils have increased in their ability to perform dances using a range of movement patterns.	IMPACT:	
Plan and develop a PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum.	PROGRESS: The PE curriculum has been reviewed, ensuring it meets the requirements of the national curriculum.	PROGRESS: In order to achieve the National Curriculum aim that all pupils lead healthy, active lives; PE and sports premium funding has been used to allow all Y3 pupils to complete the Newcastle United Foundation's Match Fit programme. Pupils took part in physical activity (football fitness) sessions alongside lessons in nutrition and healthy living.	PROGRESS:	PE curriculum map, schemes of work and lessons plans. Sustainable as curriculum now in place.

	<p>IMPACT:</p> <p>Greater focus on developing physical literacy. A more varied curriculum with a balance of opportunities.</p>	<p>IMPACT:</p> <p>Y4 pupil's knowledge of fitness and nutrition and physical fitness has improved following the Match Fit programme. Pre and post programme test results showed:</p> <ul style="list-style-type: none"> • 96% of pupils improved their knowledge about nutrition. • 79% of pupils increased their knowledge of fitness. • 86.% of children demonstrated increased fitness levels (as assessed by the walking test) 		
<p>Provide professional development opportunities to improve the confidence and competence of staff.</p>	<p>PROGRESS:</p> <p>Staff attended a hula hoop workshop following the Hula hoop Experience day. They were able to practice hula hoop skills and games themselves and also learnt how to plan sessions for enjoyment and progression in a safe way.</p> <p>The hoopstarz website was explored which all staff now have access to. This includes lessons plans, details of how to teach the skills and games as well as video clips demonstrating good technique.</p>	<p>PROGRESS:</p> <p>Mr Dey attended a 'Schools United' conference at St James Park. The aim of this was to demonstrate how football can be used as a resource for learning. The conference showcased sporting and education projects that Newcastle United Foundation offer to schools.</p>		<p>Hoopstarz website usage.</p> <p>CPD registers and notes.</p> <p>Staff feedback.</p> <p>Sustainable through increased staff confidence and competence.</p>

	IMPACT: Staff are more confident in leading hula hoop activity. They are better able to support the young leaders in delivering playground activity.	IMPACT: Greater awareness of programmes available to support learning.	IMPACT: 	
Develop a scheme for training, deploying, recognising and rewarding young sports leaders.	PROGRESS: PE and sports premium funding has been used to provide training to all Y3 pupils to become playground leaders. This covered: <ul style="list-style-type: none"> • The qualities of a good leader. • Benefits of participating in physical activity (physical and social). • Re-cap of hula hoop skills, and how to teach these skills. <ul style="list-style-type: none"> ○ Introducing skills, how to break them down, how to ensure safety, and how to support pupils who are struggling with a skill. • How to lead playground games (emphasising safety) <p>As part of the training the playground leaders practised what they had learned with a group of Y2 pupils.</p> <p>8 Y4 pupils have also continued in their role as playground leaders, the lead playground games daily on a rota</p>	PROGRESS: Play leaders trained in the autumn term have continued to deliver pupil led physical activity at lunch times.	PROGRESS: Play leaders trained in the autumn term have continued to deliver pupil led physical activity at lunch times.	Leadership training reports. Playground rotas and participation records. Staff feedback. School Games Mark. Sustainable for the remainder of the year as pupils now confident to lead activities, however new leaders would need to be trained each year.

	which 20-13 pupils participate in each day.			
	<p>IMPACT:</p> <p>Playground leaders are skilled and confident in leading lunchtime physical activity. They have developed their leadership, organisational and communication skills and their confidence has increased.</p> <p>Pupils understand the benefits of physical activity and the importance of being active every day.</p>	<p>IMPACT:</p> <p>Maintained levels of participation in physical activity.</p>	<p>IMPACT:</p> <p>Maintained levels of participation in physical activity</p>	
Offer talented young sports people specific support to help them develop their sporting potential.	<p>PROGRESS:</p>	<p>PROGRESS:</p> <p>Y4 pupils completed a range of tests to evaluate their physical literacy (agility, balance, co-ordination) as well as their strength and coach-ability.</p> <p>4 pupils were identified as talented and were selected to attend the Partnership Multi Skills 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, co-ordination, agility,</p>	<p>PROGRESS:</p>	

		reaction time, accuracy and balance.		
KEY PRIORITY: Competitive Sport – Ensuring all pupils are appropriately challenged, with focus on achieving personal bests as well as being the best.	IMPACT:	IMPACT:	IMPACT:	
		<p>Pupils demonstrated an improvement in 5 of the 6 tests that could accurately be carried out in the final week of the multi skills academy. Co-ordination (measured by tennis ball keep ups) improved on average by 35%. All pupils showed an overall improvement in power (measured by triple hop). Agility and co-ordination measured by basketball dribbling improved on average by 17%. Core strength measured by the sit up test improved by 6%.</p> <p>Pupils confidence increased, as did their knowledge of what was needed and how to improve their physical literacy. Pupils were able to experience a broader range of activities and receive tailored coaching.</p> <p>Pupils also commented that the experience of visiting different schools had been exciting, and that working with pupils from other schools would ease their transition into middle school</p>		



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<p>Increase participation in a range of extra curricular sports opportunities. Use a monitoring tool to track and analyse participation rates.</p>	<p>PROGRESS:</p> <p>Pupils were surveyed to see what type of activities they would like to see offered as breakfast and after school clubs. Club registers from last academic year have been reviewed and targets set to improve overall participation rates but also to increase the proportion of girls taking part.</p> <p>Primary PE and Sports Premium funding has been used to provide breakfast and after school clubs at no charge to pupils, with particular year groups being targeted each half term. Pupils' participation is tracked so that future clubs can be targeted at those not currently engaged.</p> <p>In the Autumn term breakfast clubs were offered in Y3/4 orienteering and Y1/2 gymnastics; after school clubs were provided in Y1/2 basketball and Y3/4 archery.</p>	<p>PROGRESS:</p> <p>PE and Sports Premium funding has been used to provide weekly breakfast and after school clubs. Gymnastics and fencing were offered in spring 1 (Y3/4) and racket sports and netball in spring 2 (Y1/2). On average 20 pupils have attended each week.</p>	<p>PROGRESS:</p> <p>PE and Sports Premium funding has been used to provide weekly breakfast and after school clubs. Multi sport, athletics and racket sports were offered in the summer term with different year groups targeted at each club. An average of 15 pupils regularly attended each club.</p>	<p>School Games Mark.</p> <p>Club registers and tracking data.</p> <p>Sustainable only if cost was passed on to pupils.</p>



	IMPACT: <p>Pupil voice used to determine activities offered – greater engagement and ownership. Increase in the number of pupils participating in OSHL sport. 44% of pupils in Y1 and Y2 have regularly attended a sports club and 42% of pupils in Y3 and Y4 have attended.</p>	IMPACT: <p>Increase in the number of pupils participating in extra-curricular sport. 44% of pupils are now engaged.</p>	IMPACT: <p>Fewer pupils participating in no OSHL clubs.</p>	
<p>Develop competitive opportunities for all pupils in intra and inter school competitions.</p>	PROGRESS: <p>20 pupils (A and B team) were selected to compete in the Cramlington & Seaton Valley, School Games level 2 football tournament.</p>	PROGRESS: <p>All pupils in Y4 attended the Seaton Valley Racket Sports festival at Concordia Leisure Centre. Pupils experienced a range of activities to develop the skills needed in tennis, badminton and squash (movement, reaction, speed, hand-eye co-ordination, racket skills).</p>	PROGRESS: <p>All pupils in Y3 and 4 participated in an intra school athletics competition as the culmination of a unit of work in athletics. The results from this also fed into an area inter school competition.</p> <p>Y4 pupils received weekly coaching in rugby league with Lee Carbutt from Astley High School. Pupils took part in drills and games to develop the basic skills of tag rugby – throwing, catching, running, dodging; before being introduced to small sided games. The aim of these sessions was to prepare pupils for the School Games Y3/4 Tag rugby competition. A team of 10 pupils represented the school and won the competition for the 4th consecutive year.</p> <p>The Rugby team went on to represent</p>	<p>Competition calendar and results.</p> <p>School Games Mark.</p> <p>Certificates and match reports.</p> <p>Sustainable as entry to School Games competitions is free of charge.</p>

			<p>the area at the Northumberland School Games finals and were bronze medallists.</p> <p>All pupils in Y1 participated in the Partnership multiskills festival alongside over 100 pupils from other first schools. Pupils participated in a range of activities aimed at improving their agility, balance and co-ordination as well as showcasing a variety of ways of being physically active involving minimal equipment.</p> <p>All Y2 pupils participated in a basketball festival led by coaches from Newcastle Eagles.</p>	
	<p>IMPACT:</p> <p>Increased participation in inter school competition.</p>	<p>IMPACT:</p> <p>Pupils have been exposed to a broader range of activities and have an improved understanding of the skills required to be successful at racket sports. Pupils were exposed to children from other schools and developed confidence and communication skills in working together.</p>	<p>IMPACT:</p> <p>Increased number of pupils participating in intra school competition. Pupils experienced both competing against others and also trying to improve their individual results. Pupils have been able to set targets and create strategies for how to achieve their goals. (E.g. better technique, greater effort, tactical awareness, teamwork).</p>	

			KS1 pupils fundamental movement skills have improved. They have experienced an event outside of their normal school environment and were challenged to work with pupils from other schools. This has raised their aspirations and increased self-confidence. Pupils know a variety of ways in which they can be active within and outside of school.	
Make links with community clubs and promote opportunities for participation in the community.	PROGRESS: Opportunities for participation in community sport at the Partnership High school (term time and holiday time) have been promoted to all pupils.	PROGRESS: Community clubs /sessions were promoted in the Sports Premium newsletter which all pupils receive a copy of.	PROGRESS: Pupils have been signposted to community basketball and rugby clubs.	Leaflets Posters School Games Mark Sustainable through strong links with high school.
	IMPACT: Pupils have a greater awareness of where they can participate in physical activities in the community.	IMPACT: Pupils are more aware of opportunities for sports participation within the local community.	IMPACT: Pupils have a greater awareness of where they can participate in physical activities in the community.	
KEY PRIORITY: Healthy, Active Lifestyles – Provide a range of appealing opportunities for physical activity which focus on enjoyment and promote wider health and well-being messages.				
SRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE & SUSTAINABILITY

<p>Use physical activity to improve pupils' health, well-being and educational outcomes.</p>	<p>PROGRESS:</p> <p>All pupils participated in a hula hoop experience day. Specialist coaches led sessions with all classes. Pupils were taught basic hula hoop skills, progressing onto more complex skills and tricks. Pupils also practiced group games and other ways to use the hoops. Hula hooping was promoted as a fun easy way to be physically active.</p> <p>Y3 attended a hula hooping festival at Blyth Sports Centre alongside the other Seaton Valley schools. Pupils were able to demonstrate an improvement in their skills since the in school experience day. They learnt new skills and tricks and were able to interact, work with and compete against pupils from other Partnership schools.</p>	<p>PROGRESS:</p> <p>Tiddlywinks spent the morning in school working with Reception and Nursery.</p>	<p>PROGRESS:</p> <p>All pupils participated in PE week in July. This included taster sessions in a variety of sports e.g golf, cycling, rugby. Assemblies were held focussed on cycle safety and health and fitness. Olympic pole vaulter Sally Scott and Englad rugby player Katy Story inspired pupils with their stories.</p>	<p>Photographs.</p> <p>Newsletter.</p> <p>Sustainability through using hoopstarz day to ignite lunchtime and after school hula hooping</p>
	<p>IMPACT:</p> <p>Pupils' enthusiasm for playground hula hooping has been reignited and levels of physical activity within the school day have increased as a result.</p> <p>Pupils were exposed to children from other schools and developed confidence and communication skills in</p>	<p>IMPACT:</p>	<p>IMPACT:</p> <p>Pupils better understand the importance of being physically active and the benefits of PA on their health and well-being. Pupils are motivated to participate and have experienced a broader range of activities.</p>	



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	working together.			



Identify the least active young people and offer physical activity interventions developed and targeted specifically at them.	PROGRESS: A tracking system has been developed to record participation in physical activity at an individual pupil level. Later in the year opportunities will be targeted at the least active.	PROGRESS:	PROGRESS:	School website Tracking system
	IMPACT: Greater understanding of participation rates across the school.	IMPACT:	IMPACT:	
Use sport and physical activity to promote pupils' social, moral and cultural development.	PROGRESS: Y3 and Y4 pupils have been introduced to the School Games values of respect, determination, passion, honesty, teamwork and self-belief. This is what their experience of school sport and competition should be built around, rather than just a focus on developing skills and winning.	PROGRESS: Y4 pupils completed Bikeability training. 65% of the children completed the level 1 certification. These pupils were able to progress from cycling in the school yard to the roads and paths surrounding the school.	PROGRESS: Pupils were involved in the cultural celebration at the Northumberland School Games. They prepared and practiced djembe drumming and performed this to approx. 800 people.	
	IMPACT: Pupils are developing a range of positive qualities and inter-personal skills through their participation in sport.	IMPACT: Pupils demonstrated great effort, attitude and application throughout their bikeability training. They are now better prepared to use their bikes to explore the local community.	IMPACT: The School Games values have been used outside of sport. Pupils have experienced the cultural component of the Northumberland School Games.	



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