

PE and Sport Premium Reporting- New Hartley First School 2024-2025

In the 2024-2025 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 2024-2025, New Hartley First School were allocated £17020 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
- Early Years motor skills programme
- Active First coaching
- Active First staff CPD sessions
- Sports Leaders
- Lunchtime Club
- Playground equipment
- PE equipment
- After school clubs

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.		
Implementation	Impact	Evidence
Nursery, Reception, KS1 and KS2 pupils participated in PE lessons delivered by Active Futures coaching. Qualified coaches supported learning through high quality PE teaching; providing professional development through team teaching opportunities and continuing support for the class teachers.	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.	Teacher feedback. Pupil feedback. Observations made by teachers and lunchtime staff PE planning available for all staff School Games Mark

	<p>Teachers have broadened their own CPD by observing coaches during PE lessons. Additionally, when delivering their own PE lessons, teachers have been able to use lesson/unit plans provided by coaches containing relevant vocabulary, diagrams, ideas for differentiation etc. From observing lessons and making use of the planning materials, teachers have a greater understanding of how to support children of varying abilities through simple adaptations and variations.</p> <p>We also found that some children were developing the skills taught in PE lessons during break times by recreating and adapting games and activities from the lessons.</p>	
<p>Throughout the year all children from EYFS-KS2 received high quality PE delivery in a range of different sports.</p> <p>EYFS- gross motor control and fundamental skills delivered by external coach and class teachers, yoga delivery by qualified instructor and fundamental movements delivered by Active Futures coaches</p> <p>KS1- a range of sports delivered by Active Futures coaches throughout the year,</p>	<p>Children from EYFS-KS2 experienced a wide range of sports. This included a variety of different coaches, skills and terminology. Coaches were skilled to teach children age-appropriate vocabulary to supplement their physical learning, coaches were experienced to adapt coaching to support children based on their age, relative skill and age.</p> <p>Coaches also supported staff CPD with formal and informal advice and sharing of materials.</p>	<p>File of coaching materials and planning evidence.</p> <p>Staff feedback and observations.</p> <p>Pupil feedback.</p>

<p>yoga delivery by a qualified instructor and gymnastics delivery from a qualified coach.</p> <p>KS2- a range of sports delivered by Active Futures coaches throughout the year including yoga, and gymnastics delivered by gymnastics coach.</p> <p>Year 4 pupils also received skills training from professional bike rider and instructor culminating with several bike rides in the local area. In the summer term Year 3 participated in a bike skills workshop led by Richard Rothwell to build confidence and skills on the bike with a view to joining in with Year 4 bike rides next year.</p> <p>For all pupils, the delivery led by Active Futures coaches was built incrementally based on age and ability and children received coaching support to make changes. The focus of the skills changed during the year starting with fundamental movements before building on such skills towards invasion games, net and wall games and athletics.</p> <p>In addition to the external delivery led by professional and qualified instructors, school staff delivered additional PE sessions throughout the year. Staff were</p>	<p>Delivery of yoga in PE lessons has had a direct impact in the classroom environment across the curriculum. With a focus on mindfulness, breathing strategies from yoga have been implemented in the classroom as a means of regulation for children when managing their SEMH needs. This has had a positive impact on children's learning as they are able to self-regulate when upset or agitated, and thus are able to return to a mindset conducive to learning.</p> <p>We found that a number of children from Year 4 who lacked confidence and stamina on the bike were able to engage and participate in lengthy bike rides around the local area thanks to the coaching and guidance of the cycle coach. During the summer term the number of children bringing bikes to school in Year 4 increased. This would also go towards the goal of all children doing at least 60-minutes of exercise a day as they would now be able to cycle to and from school.</p>	
--	---	--

supported with materials shared by external providers which staff used to inform their own planning, delivery and implementation of PE. Staff also received several CPD sessions to develop their confidence and competence when delivering PE. The content was based on questionnaires filled out by staff which highlighted areas they felt needed support and development.		
---	--	--

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 reception to Year 4 took part in a range of after school clubs. Clubs included cricket, athletics and multi-skills (delivered at lunchtime by Active Futures). All clubs were free of charge to pupils.</p> <p>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</p>	<p>Club registers and tracking info. Pupil feedback. Teacher feedback. School Games Mark</p>

	<p>many children with the confidence and motivation to join sports clubs outside of the school setting.</p> <p>Furthermore, this contributed to the aim of children completing 60-minutes of exercise on a daily basis.</p> <p>Importantly, every club was well attended and children were able to enjoy the experiences. Talented children were signposted to towards external cub pathways for cricket.</p>	
In the summer term pupils from EYFS to KS2 took part in sports day.	Children throughout the school took part in a sports day event. All children were active in some way.	<p>Pupil feedback.</p> <p>Parental feedback.</p> <p>Teacher feedback.</p> <p>School/home communication organising the event</p>

HEALTHY, ACTIVE LIFESTYLES

Intent: 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).

Implementation	Impact	Evidence
<p>Over the year, all children from EYFS - KS2 have taken part in several yoga workshops.</p> <p>Additionally children in EYFS received further yoga instruction in the spring term. Many elements of the yoga focused on</p>	Children had the opportunity to try a new form of exercise which they perhaps had not been able to do or had even been aware of. We found that it had a calming effect on children and it provided strategies and a mindset that could be transferred into the classroom. Children	<p>Pupil feedback.</p> <p>Teacher feedback.</p>

mindfulness which sought to teach children a greater understanding of their mind and body connection to help children better understand the physical sensations that accompany thoughts and feelings.	regularly adopted breathing techniques to help self-regulate when upset or frustrated in their learning. Furthermore, in several classes it was used as an opportunity for a calm movement break in the classroom as children adopted standing yoga balances.	
In the summer term every pupil from EYFS to KS2 took part in our 5th annual 'MOVE IT WEEK'. It is an initiative to promote the physical and mental benefits to being active and taking part in frequent exercise. As part of this year's 'MOVE IT WEEK' all children from EYFS-KS2 took part in several initiatives to promote active lifestyles including, an assembly with Active Futures coach about his Judo career and aspirations for sport, silent disco activities, den building and nerf gun activities, sports day, and an extended break time. Additionally, the profile of PE was promoted through other areas of the curriculum including maths (gathering data of children's favourite sports and making graphs and charts), English (reading about the history of the Olympics and writing sports themed sentences) and PSHCE (the importance of sportsmanship and links to our whole-school character virtues).	Pupil engagement throughout the school was very positive. Children enjoyed being physically active. Parental Feedback on Move it Week and Sports Day was very positive and it was also pleasing to see parents engage and participate in parent events.	Pupil feedback. Staff feedback, Parental feedback. Photos and videos.

Year 4 children have taken on the role of 'sports leaders' to promote effective active play during break and lunchtimes. Year 4 children have supported younger children when using equipment and organised games and activities for them to join in with. Active Futures also worked with children to support and develop leadership skills and games and activities that they could run themselves.	Children have been more active during playtimes with more variation in their play (not just tagging and chasing games). Children have the opportunity to play similar games from their PE lessons which allows them to practise similar skills and movements. Year 4 children especially have developed confidence and leadership skills.	Observations of break times Conversations with class teachers and lunch time staff Pupil voice Ofsted report praised sports leaders and highlighted how much children valued being sports leaders.
---	---	---

OVERALL ACHIEVEMENT

Intent: 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
The profile of PE links directly to our important school character virtues of honesty, respect, determination, honesty and empathy. Additionally, links to our core themes of aspirations, equality and sustainability are evident. We have had assemblies promoting the importance of determination and equality in sport.	Our school virtues are regularly referred to throughout PE lessons as they are very relevant and pertinent.	Engagement, participation and questioning during assemblies. Photos from events School Games Mark
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,	This has continued to be a success following on from previous years. 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	Pupil assessment data. Coach feedback. Teacher feedback and evaluation forms. School Games Mark

starting with gross motor skills such as posture, jumping, throwing and catching.	the first term there was 100% engagement by pupils. Initially some children 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.	
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 several full and half 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. For the first time, Year 3 children were assessed on their biking skills in a workshop in summer term with a view to preparing them for the Year 4 cycle rides for next year.	The children benefited greatly from the experience. Those who lacked confidence and stamina on the bike were able to fully participate in lengthy (12-18 miles) rides around the local area, guided and motivated by Richard's coaching. 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. The impact was fantastic. Year 4 children accessed long and challenging bike rides and developed confidence and resilience, particularly in challenging weather conditions. Year 3 children took part in a cycle workshop. They learned bike skills and maintenance and developed confidence which will stand them in good stead ahead of their cycling opportunities in Year 4 next year.	Pupil and staff feedback. Parental feedback. Photos from the ride shared with parents.
We enjoyed our 5th annual 'MOVE IT WEEK' where PE and exercise are promoted throughout the week.	All children and staff participated in daily exercise. This promoted the value of exercise as part of a healthy lifestyle. The	Pupil feedback. Staff feedback. Photos and videos.

<p>As part of this year's 'MOVE IT WEEK' all children from EYFS-KS2 took part in several initiatives to promote active lifestyles including, an assembly with Active Futures coach about his Judo career and aspirations for sport, silent disco activities, den building and nerf gun activities, sports day, and an extended break time. Additionally, the profile of PE was promoted through other areas of the curriculum including maths (gathering data of children's favourite sports and making graphs and charts), English (reading about the history of the Olympics and writing sports themed sentences) and PSHCE (the importance of sportsmanship and links</p>	<p>parent involvement was well-attended and further promoted the importance of exercise as children could see their parents as role models for active lifestyles.</p>	
--	---	--

MANAGEMENT, ADMINISTRATION AND REPORTING		
Intent: 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.		
Implementation	Impact	Evidence
PE coordinator and school business manager have liaised throughout the year to manage spending and budget.	Spending of sports premium funding has been carefully considered to ensure a breadth of delivery, opportunity and experiences. PE delivery has been spread across the school to ensure all pupils have equal opportunities.	SLAs
Greater emphasis on the delivery of PE has been placed on developing the staff's skills rather than bringing in external coaching. Staff have taken part in several CPD sessions with the intention of developing and building their confidence and competence when delivering PE.	Children have enjoyed the variation of external coaches alongside their class teacher. Children have enjoyed seeing their teacher a role model for promoting an active lifestyle.	PE coordinator's lesson observations Staff feedback Pupil voice