

Primary PE & Sport Premium Funding

In the 2018-19 academic year all schools with 17 or more eligible pupils will 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 2017-18 Seaton Delaval First School used our allocation of **£17,390** 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 - £13,380
 - Management and administration
 - Curriculum support and resources
 - Developing intra and inter school competition
 - Extra-curricular coaching
 - Festivals of sport
 - Transport to sports events
 - Playground leaders training
 - Yoga / Relaxation programme
 - Whole school skipping & hula hooping
 - Showing potential academy
- Playground improvements, PE equipment and resources - £4,010



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: Curriculum Support. Gymnastics. KS1 pupils completed a gymnastics unit of work delivered by a specialist teacher, supporting the class teachers. Pupils learned and practiced a variety of basic and some more advanced floor skills including jumps, rolls, balances and travelling actions. They progressed onto developing individual and partner sequences, including partner balances. Finally pupils developed their skills and fitness using the gymnastics apparatus.

Impact: 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 life long participation.

Evidence: Teacher feedback. Pupil feedback.

Impact: Pupils' flexibility, strength, technique, control and balance improved. Pupils were able to compare their performances with previous ones and demonstrated improvement to achieve their personal best.

Impact: Increased confidence, knowledge and skills of staff teaching PE. Teachers are using PE to develop cross curricular links. Pupils recognise PE as an important part of the curriculum.

Evidence: Lesson plans. Teacher feedback. "I'm more confident in using the correct terms and teaching sequences". Lesson observations following the curriculum support demonstrate high quality teaching and learning.

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' skill level improved, those who attended the clubs made greater progress in relation to their starting points in PE lessons. **Fitness levels improved.**

Evidence: Teacher feedback. "Children enjoyed learning new skills". Incremental increases in pupils' fitness and skills challenge scores.

Action: Weekly OSHL sports clubs have been provided free of charge to KS1 and KS2 pupils, led by specialist coaches. In the autumn term archery, multiskills and multisports were offered with an average of 20 pupils participating each week.

Impact: **Broader experience of a range of sports and activities offered to all pupils.** Pupils have been seen practicing the skills learned at after school clubs during lunch and play times.

Evidence: Teacher feedback. Club registers. School Games Mark Award

Sustainability: A culture of extra-curricular sport has been developed. It is now normal for pupils to remain at school beyond the normal school day. The cost of providing these activities would have to come out of the main school budget, or more likely be passed on to parents.

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 pupils took part in whole school skipping and hula hoop days. Pupils learned new skills and tricks and were able to interact, work with and compete against others. Pupils were also set 'personal best' challenges, were encouraged to set goals and motivated to achieve them. Hula hooping and skipping were used as examples of fun and easy ways to be physical active.

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.

Evidence: 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.

Impact: Pupils' communication skills were developed through working in pairs and small groups. **Pupils aspirations have been raised** both by enjoying a new experience and learning that with perseverance they can achieve their goals.

Evidence: Teacher feedback. **"Children have more confidence to develop their skills".**

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

Evidence: Play leader and teacher feedback. "Children are using the skills on the playground". Pupil feedback. "It was the best day ever!"

Action: 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 a variety of playground games. All pupils have been taught about the importance of physical activity.

Impact: Incidents of poor / remained low. Fewer children are inactive.

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

Action: All pupils participated in a 'Relax' day 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 were calmer after the sessions and more productive on return to the classroom.** Teachers have developed their expertise and confidence in leading this type activities and have put this into practice within lessons.

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

Impact: The children thoroughly enjoyed the day. 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.

Evidence: Coach and teacher feedback and evaluation forms. "Pupils felt a calmer environment".

Sustainability: Daily physical activity sustainable through training and support of staff and play leaders. Resources have been developed which can be used in future years to deliver leadership training and the playground festival.

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.

Impact: 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.**

Evidence: Teacher feedback. Lunch time supervisor feedback. Behaviour log. Reduction in the number of incidences of poor behaviour on the playground. Teachers have commented that they are able to start lessons promptly after lunch and don't waste time dealing with the consequences of lunchtime behaviour.

Action: Selected 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 playground activity. Pupils have created a rota and have assigned roles and responsibilities.

Impact: 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 **contributed to their social, moral and cultural development.** **The profile of PE and sport has been raised as a tool for whole school improvement.**

Impact: **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.

Evidence: Teacher feedback. Pupil feedback. Playground leader rotas.

Action: With the support of the SGO Seaton Delaval First School applied for the School Games Mark and achieved the Bronze Award.

Impact:: **The profile of PE and sport has been raised as a tool for whole school improvement.** Increase in the number of pupils engaged in sporting activity. Increase in the number of sports played and competitions entered. Increase in the number of pupils involved in leadership activities. Increase in the number of links with community clubs.

Evidence: School Games Mark Bronze Award.

Sustainability: Daily physical activity opportunities are sustainable through developing the role of playground leaders.

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: Seaton Delaval 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. Seaton Delaval 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**

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: Seaton Delaval 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 Silver 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.