PE and Sport Premium Reporting - Seaton Delaval First School 2019-20

In the 2019-20 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 2018 -19 Seaton Delaval First School used our allocation of £17,480 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

- Management and administration of School Sport Partnership: £3800
- PE Equipment and resources: £2925
- Contribution to eligible School Games costs: £100
- Showing potential Y4 multiskills academy: £200
- Curriculum support: £3,920
- Extra-curricular clubs: £3,900
- Playground leaders training: £300
- Transport to sports events: £400
- Hoopstarz day: £300
- Relax days: £525
- Skipping day: £220
- Festivals of sport: £890

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**
Teachers received CPD in the form of curriculum support from a specialist PE teacher. Teachers were shown high quality lessons in games, dance, gymnastics and athletics. Appropriate progressions were explored and assessment for learning took place throughout the units of work. Pupils' skill levels improved and they were able to participate in appropriate competition (against others and self).	Increased confidence, knowledge and skills of staff teaching PE. Pupils recognise PE as an important part of the curriculum. 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. Pupils were able to compare their performances with previous ones and demonstrated improvement to achieve their personal best.	Teacher feedback. Pupil feedback. Week on week improvement in pupils' skill challenge scores. Pupil assessment data
KS2 pupils completed a range of tests to evaluate their physical literacy (agility, balance, coordination) as well as their strength and coachability. 4 pupils were identified as showing potential and invited to attend the Partnership Showing Potential 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, coordination, agility, reaction time, accuracy and balance.	More able pupils are better supported to reach their full sporting potential.	All 4 pupils demonstrated improvements across all measures. Pupil feedback. Teacher feedback.

SCHOOL SPORT & 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**
Weekly OSHL sports clubs (4 per week) have been provided free of charge to pupils, led by specialist coaches in a range of activities. Pupils were able to practice and improve their skills, and experience competition in a variety of formats.	Broader experience of a range of sports and activities offered to all pupils. Physical literacy improved which had a positive impact on achievement within PE lessons. 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. Pupils'self-confidence improved. Pupils enjoyed taking part and experienced a 'feel good factor'.	Club registers and tracking info. Pupil feedback. Teacher feedback School Games Mark Silver Award.
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. KS2 teams were entered into golf, athletics and rugby competitions. All School Games competitions had a community exit route. Appropriate competition was considered for all pupils. Carefully selected pupils participated in the shield competitions (development competition) of the School Games Golf and Rugby.	Increased participation in competitive sport. Pupils have an improved understanding of the skills required to be successful. Pupils were exposed to children from other schools, developed confidence, and communication skills in working together. 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, Whitley Bay RLFC. The School Games principles of competition have been implemented. Pupils are engaged with appropriate competition in various formats, which maximises enjoyment, inclusivity, learning and success.	School Games Mark Silver Award. Competition entries. Feedback from clubs. Teacher and pupil feedback.

	The profile of the School Games has been raised, as have the School Games values.	
All KS2 pupils participated in a Personal Challenge festival alongside pupils from the other Partnership first schools. Pupils were introduced to 10 personal challenges designed to improve agility, balance, strength, stamina and reaction time. These were led by sports leaders from Whytrig Middle School. Children were given a booklet to record their best scores in each challenge at the festival and were encouraged to continue practising back at school / home and to record their progress. Each challenge was also linked to one of the Schools Games values.	Pupils enjoyed taking part in competition. The profile of the School Games has been raised, as have the School Games values. Pupils are engaged with appropriate competition in various formats which maximises enjoyment, inclusivity, learning and success. Competitive activities recognise pupils' personal achievements. Pupils feel that they are making progress and are getting satisfaction from this. The focus is on the process rather than the outcome (on the learning and values development of pupils, rather than purely the result). Pupils developed their physical competence alongside skills in goal setting, resilience and determination. Pupils have a greater awareness and understanding of the School Games values and how to apply these. Y8 sports leaders from the Partnership Middle School were excellent role models for the Y2 pupils. This has given them something to aspire to and an awareness of different roles in sport. Pupils were exposed to children from other schools, developed confidence, and communication skills in working together.	Competition formats. Pupil and staff feedback. School Games Mark Silver award.

HEALTHY, ACTIVE LIFESTYLES		
Intent: 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).		
Implementation	**Impact**	**Evidence**
All Y2 pupils attended a Hoopstarz festival 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 physical active.	Pupils understand the importance of daily physical activity as part of a healthy lifestyle. All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day. Pupils' enthusiasm for playground activity has been raised and levels of physical activity within the school day have increased as a result. 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.	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. Pupil and teacher feedback.
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 every day. All pupils have been taught about the importance of physical activity.	Pupils understand the importance of daily physical activity as part of a healthy lifestyle. All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day. Pupils' enthusiasm for playground activity has been raised and levels of physical activity within the school day have increased as a result. Incidents of poor / remained low. Fewer children are inactive.	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. Pupil and teacher feedback. Lunchtime supervisor feedback. Behaviour log. School Games Mark Silver Award.
In the summer term, Y3 pupils had their first experience of play leadership, with specialist training. Pupils learned about the qualities of a good leader and developed the basic leadership skills needed to lead fun activities	Pupils understand the importance of physical activity for health and well-being, and are aware of the other benefits of participation. Improved leadership skills e.g. communication, co-operation.	School Games Mark Silver Award. Staff and pupil feedback and evaluation forms.

during play times. This culminated in leading a short session to their peers in Y1 and Y2 and will be followed up with further training in the autumn term.	All KS2 pupils provided with the opportunity to 'learn to lead'. Maintained the high percentage of pupils involved in leading School Games activity.	
All pupils took part in whole school skipping and hulahoop 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. Hulahooping and skipping were used as examples of fun and easy ways to be physical active.	Pupils' enthusiasm for playground activity has been raised and levels of physical activity within the school day have increased as a result. Pupils understand the importance of daily physical activity as part of a healthy lifestyle. All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day. 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.	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. Teacher and pupil feedback.

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**
All 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 daily activity. Pupils have created a rota and have	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. 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	Teacher and pupil feedback. Lunchtime 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 do not waste time dealing with the consequences of lunchtime behaviour. Playground leader rotas and monitoring.

assigned roles and responsibilities.	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. 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.	
All pupils participated in termly 'Relax' days led by a specialist instructor. This included action songs and yoga stories through which pupils learned yoga positions and relaxation techniques.	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 of activities and have put this into practice within lessons. The children thoroughly enjoyed the days. 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.	Coach and teacher feedback and evaluation forms.
Seaton Delaval First School applied for the School Games Mark and were awarded the Silver level. This highly prestigious award reflects the importance placed on PE and sport, as well as the hard work of pupils and staff. To achieve Silver, schools must demonstrate a commitment to developing PE, sport and competition within school and the community. It also focuses on the number of children participating in 2 hours of PE every week as well as regular extra curricular	The profile of PE and School Sport has been raised.	School Games Mark Silver Award

sporting activities regardless of ability.		

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

	sport participation and attainment, and how these improvements are sustainable.	

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.