

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 2018 -19 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

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: 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: 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: 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: 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.

IMPLEMENTATION: Curriculum Support. All teachers received CPD in the form of curriculum support from a specialist PE teacher. Teacher's were shown high quality lessons in games 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).

IMPACT: Pupils were able to compare their performances with previous ones and demonstrated improvement to achieve their personal best.

EVIDENCE: Teacher feedback. Pupil assessment data. Pupil

IMPLEMENTATION: Specialist community golf, and rugby coaches taught KS2 pupils; introducing them to the sports and developing the skills involved. Teams were then selected to participate in the School Games level 2 competitions.

IMPACT: Pupils have developed their understanding of how to improve their skills and are able to evaluate and recognise their own success. Seaton Delaval First school uses sports coaches to support school sport delivery which compliments School Games provision. Increase in the number of active links with local community sports clubs.

EVIDENCE: School Games Mark Silver Award. Pupil, coach and teacher feedback. Pupil assessment data. Club feedback.

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. Evaluation forms.

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.

WORKSTRAND 2: School Sport and 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.

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**

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.

IMPLEMENTATION: 3 weekly OSHL sports clubs have been provided free of charge to KS1 and KS2 pupils, led by specialist coaches. Hula hoop, golf archery, multiskills and multisports were offered with an average of 20 pupils participating each week in each session.

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

IMPLEMENTATION: Y4 pupils completed a range of tests to evaluate their physical literacy (agility, balance, co-ordination) 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.

IMPACT: More able pupils are better supported to reach their full sporting potential.

EVIDENCE: All 4 pupils demonstrated improvements across all measures over the 6 week period. Pupil feedback. Teacher feedback.

IMPLEMENTATION: 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. 20 pupils represented the school at the School Games rugby, linked with Whitley Bay Barbarians Rugby Club. A team was selected to compete in the School Games Golf. Appropriate competition was considered for all pupils. Carefully selected pupils participated in the shield competitions (development competition) of the School Games Golf and Rugby.

IMPACT: 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.

IMPACT Increased participation in competitive sport. Pupils have an improved understanding of the skills required to be successful. 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.

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

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 2: School Sport and Competition (Cont.)

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: A qualified athletics coach worked with all KS2 pupils, leading them through a QuadKids competition. This was a 'personal challenge' competitive opportunity in which pupils were encouraged to improve performance and achieve their personal best. Pupils' scores also fed into an intra school competition; with the top 5 boys' and 5 girls' scores being submitted to the 'virtual' inter school competition.

IMPACT: **Pupils are better prepared for competition.** The quality of competition has improved. Competition within school is more inclusive.

EVIDENCE: Competition results. Competition participation data. Staff and pupil feedback.

IMPACT: Pupils enjoyed taking part in competition. Self-esteem was raised among pupils selected to represent the school and the area. **The profile of the School Games has been raised, as have the School Games values.**

EVIDENCE: Pupil and staff feedback. School Games Mark Silver award.

IMPACT: 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).

EVIDENCE: Pupil and staff feedback. School Games Mark award. Competition formats.

IMPLEMENTATION: All Y3 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.

IMPACT: **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.

IMPACT: 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 and developed confidence and communication skills in working together.

EVIDENCE: Teacher feedback and evaluation form.

WORKSTRAND 3: 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: 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!"

IMPLEMENTATION: 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 Silver Award.

IMPLEMENTATION: 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

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.

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.

IMPLEMENTATION: 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.

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

IMPLEMENTATION: 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 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.

IMPACT: **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. All KS2 pupils provided with the opportunity to 'learn to lead'. Maintained the high percentage of pupils involved in leading School Games activity.

EVIDENCE: School Games Mark Gold Award. Staff and pupil feedback and evaluation forms.

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

WORKSTRAND 5: 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: 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.

IMPLEMENTATION: 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.

IMPLEMENTATION: 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 its 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.

IMPLEMENTATION: 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.