Evidencing the impact. Seaton Delaval First School

#### Primary PE & Sport Premium Funding

SEATON VALLEY

SPENTS PTEMIUM

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.

#### **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 & hulahooping
  - Showing potential academy
- Play ground improvements, PE equipment and resources -  $\pounds 4,010$

#### 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

#### **<u>5 Key Work Strands</u>**

- 1. Physical education
- 2. School sport and competition
- 3. Healthy, active lifestyles
- 4. Overall achievement
- 5. Management, administration and reporting





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#### **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.

SPERTON VALLEY SPERTOS PREMIUM

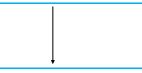
> **EVIDENCE** Teacher feedback. Pupil feedback.

> 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 leaning.

**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.

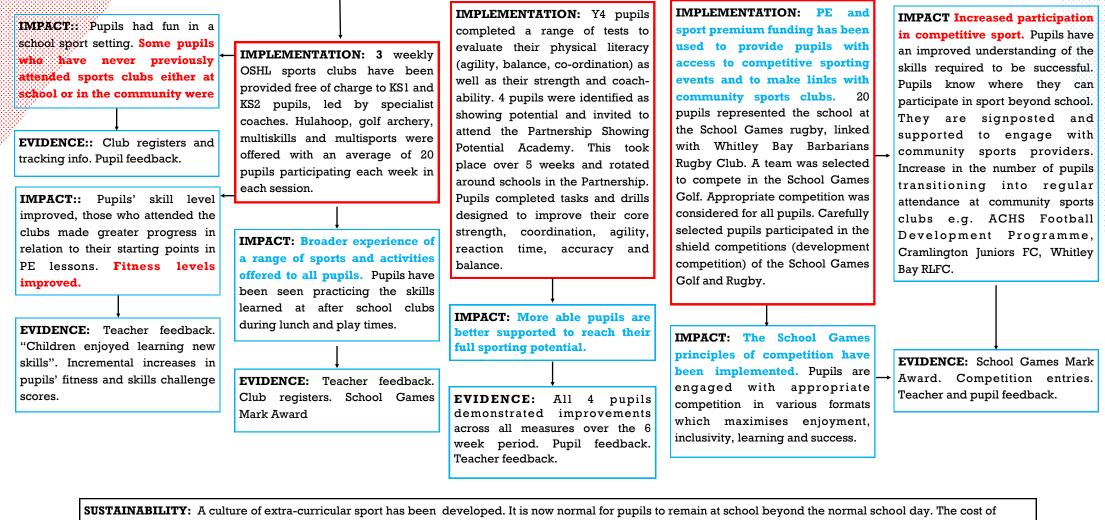
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### **WORKSTRAND 2: School Sport and Competition**

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SPOPTS PPEMIUM

**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.



providing these activities would have to come out of the main school budget, or more likely be passed on to parents. .

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### **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.

SEATON VALLEY

SPOPTS PPEMIUM

**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.

**SUSTAINABILITY:** Staff are aware of a greater variety of competition formats and can incorporate these into PE and intra school competition.

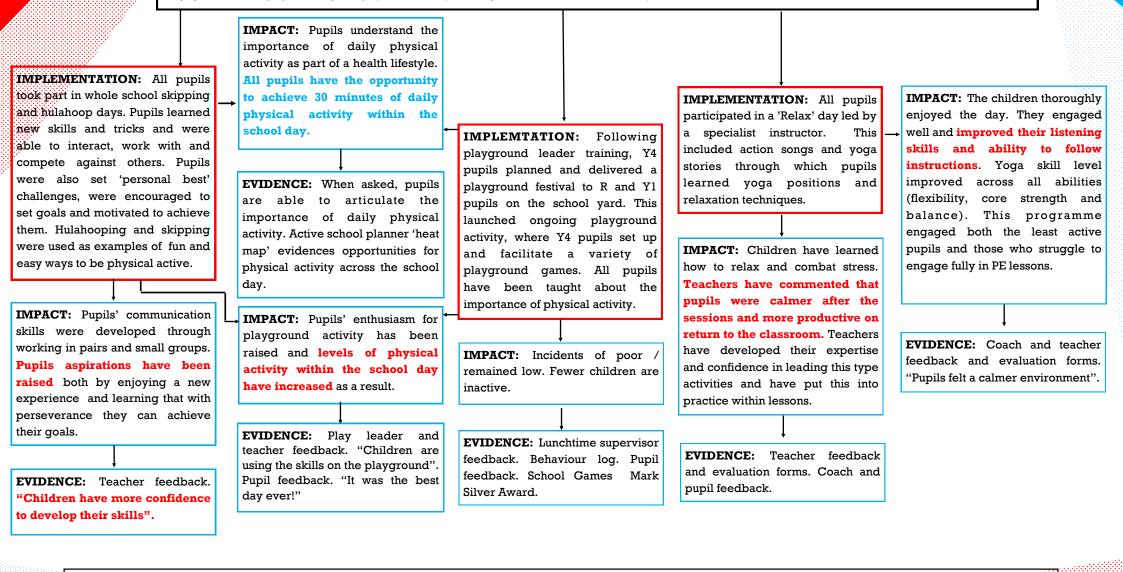
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## **WORKSTRAND 3: Healthy, Active Lifestyles**

SEATON VALLEY

SPONTS PREMIUM

**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).



**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.

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### **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.

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**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 t h e i r l e a d e r s h i p, c o m m u n i c a t i o n a n d 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.

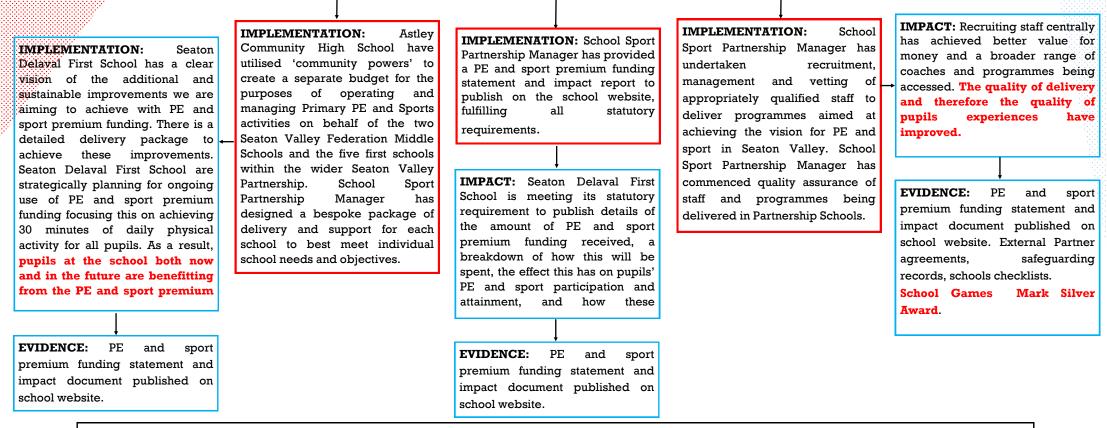
**EVIDENCE:** School Games Mark Gold Award. Staff and pupil feedback and evaluation forms.

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

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## **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.



**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

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SPOPTS PPEMIUM

- 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.