



PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **Holywell Village First School**

Primary PE & Sports Premium Funding

In the 2016-17 academic year all schools with 17 or more eligible pupils will receive £8000 plus £5 per primary aged pupil in the form of PE and Sports 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 schools' statutory reporting whereby they must publish details of how the Primary PE and Sports 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 2016-17 Holywell Village First School are using their allocation of **£8575** of PE and sports premium funding to create and deliver a:

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 workstrands:

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

Breakdown of Funding

- SSP Manager - £2100
 - Specialist PE teacher 0.5 - £4800
 - I-moves dance resource - £315
 - G&T identification and multi skills academy - £200
 - OSHL coaching - £420
 - ½ day sports leaders training - £100
 - Skipping programme - £500
 - NUFC cross curricular programme - £350
 - Maths of the day resource - £595
- Remaining from school funds*





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Workstrand: Management, administration and reporting

Link to Government priorities: Developing partnerships

Aim(s): 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.

Progress

Autumn:	Spring:	Summer:
<p>School Sport Partnership Manager after consultation with schools has developed a vision for PE and sport in Seaton Valley.</p> <p>School Sport Partnership Manager has designed a bespoke package of delivery and support for each school to best meet individual school needs and objectives.</p> <p>All schools in the Partnership have been provided with PE and sport premium funding statements to publish on their websites, fulfilling all statutory requirements.</p> <p>School Sport Partnership Manager has undertaken recruitment and management of appropriately qualified staff to deliver programmes aimed at achieving the vision for PE and sport in Seaton Valley.</p> <p>School Sport Partnership Manager has commenced quality assurance of staff and programmes being delivered in Partnership Schools.</p>	<p>School Sport Partnership Manager has updated head teachers on the implications of Obesity: a plan for action and future PE and sport premium funding.</p> <p>School Sport Partnership Manager has undertaken recruitment and management of appropriately qualified staff to deliver programmes aimed at achieving the vision for PE and sport in Seaton Valley.</p> <p>School Sport Partnership Manager has continued quality assurance of staff and programmes being delivered in Partnership Schools.</p>	<p>An alternative model to the current arrangements for the Seaton Valley School Sport Partnership have been proposed, developed and confirmed for 2017 – 2020. Astley Community High School will utilise ‘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.</p> <p>School Sport Partnership Manager has undertaken recruitment and management of appropriately qualified staff to deliver programmes aimed at achieving the vision for PE and sport in Seaton Valley.</p> <p>School Sport Partnership Manager has completed quality assurance of staff and programmes being delivered in Partnership Schools.</p>

Impact

Autumn:	Spring:	Summer:
<p>Holywell Village First School has a clear vision of the additional and sustainable improvements they are aiming to achieve with PE and sport premium funding. They have a detailed delivery package to achieve these improvements.</p>	<p>Holywell Village First School can strategically plan for ongoing use of PE and sport premium funding and can focus this on achieving 30 minutes of daily physical activity for all pupils.</p> <p>Holywell Village First School is meeting its’ statutory</p>	<p>Holywell First School can now plan effectively for ongoing use of the PE and sport premium funding.</p> <p>The formal statutory framework within which the community powers arrangement will operate allows for appropriate oversight by the LA and governance by the</p>





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Holywell Village 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 improvements are sustainable.

Recruiting staff centrally has achieved better value for money and a broader range of coaches and programmes being accessed.

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Seaton Valley Federation Governing Body. The role of the Holywell Village First School in shaping the future direction of the provision, as well as demanding a service that provides value for money, can be built around this. Holywell Village First School can be confident that they will not incur unforeseen costs at the end of the arrangement which previously was a risk.

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Evidence & Sustainability

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

PE and sport premium SLA between School Sport Partnership and Holywell Village School has been signed.

Coach observations.

Spring:
Sport Premium update Jan 2017 (shared at Partnership Head teachers' meeting).

Sport Premium impact report published on school website.

Coach observations.

Summer:
PE and Sport Service Level Agreement.

Sport Premium impact report published on school website.

Coach observations.

Workstrand: Physical Education

Link to Government priorities: Achieving high quality PE. Developing leadership, the curriculum and subject profile.

Aim(s): 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.

Progress

Autumn:
Specialist PE teacher NR has supported the Y2 and Y3 class teachers. The focus this term has been on introducing

Spring:
Specialist PE teacher NR has supported the R class teacher in delivering a unit of work in multi skills, designed to

Summer:
Specialist PE teacher NR has supported the Y3 and Y4 class teachers in delivering units of work in athletics and



competition into the curriculum, through multi skills and then games, as well as up-skilling the class teachers in the delivery of PE.

NR has demonstrated how to teach these activities, detailing how to incorporate appropriate competition. Pupils have worked to develop their throwing and catching as well as passing and moving on and off the ball. NR created individual challenges which all pupils complete at the start of each lesson, recording their scores and trying to better their personal best each week (ball control, throwing and catching). NR has also introduced small sided modified competitive games, teaching the basic principles of attacking and defending and allowing pupils to apply these skills in different situations.

NR supports the class teachers through jointly planning the scheme of work. NR leads one lesson each week, with each class and the class teachers put what they have learnt into practice in the second lesson each week.

PE and sport premium funding has been used to purchase a dance resource for curriculum PE – imoves dance. This includes progressive planning and assessment with music for each scheme. Various stimuli are available online e.g. videos, flash cards. Styles and topics are cross linked to the National Curriculum. This was introduced to staff with a CPD session which covered a demonstration of how to use the resource and some advice on how to teach dance. 8 staff members attended.

All staff (and pupils) participated in a skipping day, led by external coaches. They were able to practice individual and group skills and see how to plan sessions for progression and pupil enjoyment.

improve pupils' fundamental movement skills. NR has demonstrated how to teach multi skills, detailing how to incorporate appropriate competition. Pupils have worked to develop their throwing and catching as well as developing key skills on how to move with the ball. NR has helped pupils improve their knowledge and understanding of the principles of movement- ABC's (Agility, Balance and Co-Ordination). Pupils have worked individually, in pairs and small groups to help improve in this.

NR also supported the Y1, Y2, Y3 and Y4 teachers to design and deliver OAA lessons. Pupils had to work co-operatively to solve paired / group challenges. They demonstrated understanding of the concept of a basic map and were able to navigate around a planned route within the school grounds.

Staff have continued to utilise the imoves dance resource.

Y4 pupils completed a range of tests to evaluate their physical literacy (agility, balance, co-ordination) as well as their strength and coach-ability. 4 pupils were identified as talented and were selected to attend the Partnership Multi Skills 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.

cricket. Pupils practised running, jumping and throwing, in isolation and combination, and were physically active for sustained periods of time within these lessons. They engaged in competitive activities and compared their performances with previous ones, aiming to improve on their personal bests. Y3 and Y4 participated in Quad Kids athletics as an intra school competition.

NR supported the class teachers through jointly planning the scheme of work. NR leads one lesson each week, with each class and the class teachers put what they have learnt into practice in the second lesson each week.

Specialist Rugby Coach LC worked with Y4 pupils introducing them to the game and developing the skills involved. A team was then selected to participate in the School Games level 2 rugby competition.

Impact

<p>Autumn: Curriculum support: Staff feedback about specialist PE</p>	<p>Spring: Teacher confidence in delivering PE has improved with the</p>	<p>Summer: Pupils have developed their understanding of how to</p>
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teacher support has been excellent, both teachers highly rate NR's input and have developed their own teaching expertise. Both the head teacher and PE lead have commented that they have seen more engaging lessons, with higher level of pupil participation and activity. Appropriate competition is woven in to the PE curriculum, both against self and others and in a broader range of formats.

Evaluations from the imoves dance cpd rated it as excellent. Teachers are using what they have learnt and the resources to improve the quality of dance teaching in the school.

Staff are more confident in leading skipping. They are better able to support the young leaders in delivering playground activity. Pupils skill level improved.

support of a specialist teacher. Pupils have accessed a broader curriculum and are appropriately challenged within PE.

The quality and range of curriculum dance lessons has improved. PE has been linked to other areas of the curriculum through dance.

More able pupils are better supported to reach their full sporting potential. All 4 pupils demonstrated improvements across the full range of tests over the 6 week period.

improve their skills and are able to evaluate and recognise their own success. Staff have a better awareness of how to incorporate competition into the curriculum. Pupils are better prepared to participate in competitions. More pupils have taken part in intra and inter school competitions. Pupils' level of activity within PE has improved.

Evidence & Sustainability

Autumn:
PE curriculum map, scheme of work and lesson plans. Pupil PE assessment data. Imoves recourse.

Sustainable through increased staff skill levels.

Spring:
PE curriculum map, scheme of work and lesson plans. Pupil PE assessment data. Imoves recourse.

Multi skills academy pre and post testing results.

Sustainable through increased staff skill levels.

Summer:
PE curriculum map, scheme of work and lesson plans. Pupil PE assessment data. Imoves recourse.

Competition entries and results.

Sustainable through increased staff skill levels.

Workstrand: School Sport

Link to Government priorities: Increasing participation and inclusion. Providing competitive school sport.

Aim(s): All pupils being appropriately challenged, focusing on achieving personal bests rather than being the best.
A programme offering regular club participation opportunities where pupils can learn about specific sports, receive age appropriate coaching and improve their skills.
All pupils participating in festivals / competitions in addition to the School Games, support to develop intra school competition.

Progress

Autumn:
OSHL clubs have been held weekly throughout the autumn term in Jolly Olly (football story), tchoukball, KS1 and KS2 gymnastics. These clubs are funded through parental contributions with some places subsidised with pupil

Spring:
OSHL clubs have been held weekly throughout the spring term in fencing, KS1 and KS2 gymnastics. These clubs are funded through parental contributions with some places subsidised with pupil premium funding.

Summer:
OSHL clubs have been held weekly throughout the summer term in KS1 and KS2 gymnastics. These clubs are funded through parental contributions with some places subsidised with pupil premium funding.





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<p>premium funding.</p> <p>Parental volunteers run the school football club on Saturday mornings with 18 pupils attending regularly. 2 teams play fixtures in local leagues.</p> <p>8 pupils from Y3/4 took part in the level 2 School Games Y4 football competition. They won the competition and will go on to represent Cramlington and Seaton Valley at the Northumberland School Games in June.</p>	<p>PE and Sport premium funding was used to provide a free cricket after school club for pupils in KS2.</p> <p>Parental volunteers run the school football club on Saturday mornings with 18 pupils attending regularly. 2 teams play fixtures in local leagues.</p> <p>10 pupils from Y4 participated in the level 2 School Games Y4 Golf competition at Arcot Hall Golf Club.</p> <p>All Y2 pupils took part in a skipping workshop at the beginning of the Spring Term. This introduced them to different skipping skills and challenges. The class teacher then worked with pupils over the following weeks to develop these skills. All Y2 pupils then attended a Y2 skipping festival at Blyth Sports Centre competing against local schools. Every child represented the school in at least one event and also joined in the mass skipping opportunities.</p>	<p>PE and Sport premium funding was used to provide free cricket and athletics after school clubs for pupils in KS1 & KS2.</p> <p>Parental volunteers run the school football club on Saturday mornings with 18 pupils attending regularly. 2 teams play fixtures in local leagues.</p> <p>8 pupils from Y4 represented the school at the level 2 School Games tennis competition held at Cramlington Tennis Club.</p> <p>20 KS2 pupils participated in the A and B team competitions at Astley High School in the School Games level 2 rugby tournament. The A team reached the final finishing in 2nd place overall.</p> <p>The Y4 football team represented Cramlington & Seaton Valley at the Northumberland School Games (level 3) achieving silver medals (2nd in the County).</p>
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Impact

<p>Autumn:</p> <p>Maintained the already high participation rates in OSHL sport.</p> <p>The children enjoyed taking part in the football competition. Self-esteem was raised through being selected to represent the school. The profile of the School Games has been raised, younger pupils are more motivated to take part.</p>	<p>Spring:</p> <p>Maintained the already high participation rates in OSHL sport. OSHL more accessible through the free offer.</p> <p>Pupils have been exposed to a broader range of activities and have an improved understanding of the skills required to be successful. Pupils were exposed to children from other schools and developed confidence and communication skills in working together</p>	<p>Summer:</p> <p>Maintained the already high participation rates in OSHL sport. OSHL more accessible through the free offer.</p> <p>Increase in the number of pupils participating in inter school competitions. Increased success at inter school competitions.</p> <p>The profile of PE and sport has been raised through clubs and competitions</p>
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Evidence & Sustainability

<p>Autumn:</p> <p>Club registers. Competition entry forms and certificates. Gold School Games Mark.</p>	<p>Spring:</p> <p>Club registers. Competition entry forms and certificates. Gold School Games Mark.</p>	<p>Summer:</p> <p>Club registers. Competition entry forms and certificates. Gold School Games Mark.</p>
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Workstrand: Healthy, active lifestyles.

Link to Government priorities: Promoting healthy, active lifestyles.

Aim(s): A range of appealing opportunities for physical activity which focus on enjoyment and promote wider health and well-being messages.

Lunchtime and playtime physical activity supported by young leaders and school staff.

Clubs which target the least active pupils and offer a physical activity intervention developed specifically for them.

Involvement in whole year group health / physical activity programmes.

Progress

Autumn:

All pupils participated in skipping workshops. Specialist coaches introduced basic skipping skills (single and double bounce, forwards backwards and hopping) and progressed onto more complex skills (pretzl, cross over). Pupils were able to work in pairs and small groups to explore how to link and extend skills. Finally pupils played long rope games. Skipping was promoted as an easy, fun way to be physically active and an ideal activity for break and lunchtimes. Pupils learnt about the effects of skipping on their body (increased heart and breathing rate) and about appropriate recover.

PE and sports premium funding has been used to provide training to 16 Y4 pupils to become playground leaders. This covered: The qualities of a good leader; Benefits of participating in physical activity (physical and social); Recap of hula hoop and skipping skills, and how to teach these skills; Introducing skills, how to break them down, how to ensure safety, and how to support pupils who are struggling with a skill.; How to lead playground games (emphasising safety). As part of the training the playground leaders practised what they had learned with a group of younger pupils. Since the training pupils have taken on the role of play ground leaders. With support from the class teacher they have created a rota of activity. All leaders know on which days they are 'on duty' and take responsibility for sectioning off an area of the yard and distributing equipment. They encourage other pupils to take part and lead a variety of skills practices and games

Spring:

R and Y1 pupils participated in a 'Get off Stabilisers' session in the school yard led by Cycle Generation. This uses a novel but proven method of removing stabilisers and pedals. Pupils learned how to balance on their bike using only two wheels and progressed onto cycling by themselves for the first time.

Y4 completed Newcastle United Foundation's 6 week Match Fit programme. This fitness, football and nutrition course involves an hour in the class room followed by an hour of physical activity. Delivered by Newcastle United Foundation coaches who use examples of the first team diet and fitness regime to reinforce the key messages of eating well and being active. The class teacher was supported to build their capacity for delivering PE with access to lesson plans and an online teaching resource.

Playground leaders have continued to lead playground activities and encourage other pupils to join in. Activities vary over the week and participation rates are high.

Summer:

The new cohort of playground leaders had introductory training. This included activities to develop communication, organisation, leadership, safety as well as familiarisation of playground activities.



with different themes.		
Impact		
<p>Autumn: Maintained participation in physical activity. Staff have commented that the skipping experience day was excellent. They saw massive skill development across the day, culminating in a skipping showpiece at the end. Gifted pupils were selected to perform.</p> <p>Pupil feedback from the leadership training has also been excellent. "I was taught good skipping skills." "We were given step by step instructions, starting slow to help confidence with the skills." "Good advice to help build leadership." "He gave us really good feedback so we could develop."</p> <p>The combination of the skipping experience day and leadership training has led to daily skipping activity in the yard.</p> <p>Pupils have a better understanding of the effects of physical activity on the body.</p> <p>Playground leaders are skilled and confident in leading lunchtime physical activity. They have developed their leadership, organisational and communication skills and their confidence has increased. Leaders have also grown in their ability to coach and nurture younger pupils, and to solve problems and manage conflicts on their own. Some of these leaders are not "sporty" pupils but involvement in this programme has increased their activity levels.</p> <p>Pupils understand the benefits of physical activity and the importance of being active every day.</p>	<p>Spring: Pupils have gained a valuable life skill in cycling. They can now engage in this form of physical activity safely. There has been an increase in the number of pupils cycling to school. Pupils' self-esteem has grown.</p> <p>Improvement in pupils' knowledge of nutrition, increased fitness levels and improved skill level. Improved teacher competence and confidence in delivering football.</p> <p>Pupils are engaged in daily physical activity. Incidents of poor / disruptive behaviour at lunchtimes are low.</p>	<p>Summer: Increased self-esteem and self-confidence of play leaders.</p>
Evidence & Sustainability		
<p>Autumn: Photographs, pupil and staff feedback. Playground leader rotas.</p>	<p>Spring: Match fit work books. Pupils and staff feedback. Playground leader rotas and participation data. Photographs.</p>	<p>Summer: Photographs, pupil and staff feedback. Playground leader rotas.</p>





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Sustainable through culture of physical activity.	Sustainable through up-skilling of staff.	Sustainable through culture of physical activity.
Workstrand: Overall achievement		
Link to Government priorities: Contributing to pupils' overall achievement.		
Aim(s): Use sport and physical activity to promote pupils' social moral and cultural development. Link with other subjects to contribute to pupils' overall achievement.		
Progress		
<p>Autumn: PE and sport premium funding have been used to purchase an active maths resource – Maths of the Day. This is an online resource which uses PE and active learning as a vehicle to raise attainment in mathematics.</p> <p>Holywell Village First School have partnered with Cycling Generation to plan and deliver a schedule of cycling activities. All Y4 pupils took part in a half day ride in the autumn term (split into two groups)</p> <p>Holywell Village First School were invited to attend the Cramlington & Seaton Valley School Sports Awards. They were presented with the Gold School Games Mark which reflects the school's commitment to PE and School Sport.</p>	<p>Spring: School Sport Partnership Manager led CPD to all teaching staff on the Maths of the Day resource. This covered the importance of physical activity and the benefits of active lessons as well as how to use the resource.</p> <p>Y3 completed a 6 week course called Onside led by Newcastle United Foundation coaches. Onside promotes British Values, tackles discrimination and uses football to promote awareness of equality and diversity. Each week pupils participated in both theory and practical sessions, discussing topics such as racism, sexism, religion and bullying. At the end of the 6 week course children were asked to design a poster to promote the Onside ethos. The winning group were invited to present their poster at a celebration event at St James Park.</p>	<p>Summer: Holywell Village First School applied for the School Games Mark and were once again awarded the Gold level. This highly prestigious award reflects the importance placed on PE and sport at Holywell Village First School, as well as the hard work of pupils and staff. To achieve Gold, 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 sporting activities regardless of ability.</p>
Impact		
<p>Autumn: Maths of the Day has not a huge impact to date – staff training now planned for the spring term.</p> <p>Pupils have hugely enjoyed the cycling experience. There is a real buzz when they come back in to school. Their horizons have been broadened both in terms of what is accessible local to them and in terms of what they are able to achieve.</p>	<p>Spring: Staff are confident and enthusiastic about using the Maths of the Day resource. The number of active lessons has increased. Children have engaged with the new style of learning.</p> <p>Pupils have a better understanding and awareness of equality and diversity. They understand the effects of racism, sexism, religion and bullying.</p>	<p>Summer: Recognition of the high quality of PE and school sport at Holywell Village First School.</p>
Evidence & Sustainability		
<p>Autumn: School Games Mark Gold award. Staff and pupil feedback.</p>	<p>Spring: Staff and pupil feedback. Lesson plans. Pupils' work books</p>	<p>Summer: School Games Mark Gold Award</p>





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Photographs.
Only sustainable with continued funding.

and posters.
Sustainable through staff development.

