



# PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **Seaton Delaval 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 Seaton Delaval First School are using their allocation of **£8610** 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 work strands:

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

## Breakdown of Funding

- Seaton Valley Sports Partnership - £5760
  - SSP Manager, G&T identification and multiskills academy, OSHL coaching, whole year group festivals, transport, leadership training, hula hoop programme.
- Newcastle United Foundation curriculum support package - £2000
- PE resources and equipment - £300
- Subsidised OSHL clubs - £550



**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 <i>Obesity: a plan for action</i> and future PE and sport premium funding.</p> <p><i>Inclusive health check</i></p>	

### Impact

Autumn:	Spring:	Summer:
<p>Seaton Delaval 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>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</p>	<p>Seaton Delaval 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><i>Clubs targeted at SEN pupils. Possibly lunch time clubs with a reading and communication focus e.g active story telling.</i></p>	



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<p>participation and attainment, and how these improvements are sustainable.</p> <p>Recruiting staff centrally has achieved better value for money and a broader range of coaches and programmes being accessed.</p>		
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### Evidence & Sustainability

<p><b>Autumn:</b> PE and sport premium funding statement and impact document published on school website.</p> <p>PE and sport premium SLA between School Sport Partnership and Seaton Delaval First School has been signed.</p> <p>Coach observations.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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### 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

<p><b>Autumn:</b> Newcastle United Foundation coaches have delivered 12 weeks of the Premier League School Sport programme to the R, Y1 and Y2 classes, alongside the class teachers and LSAs. This programme uses the appeal of Newcastle United Football Club to connect with pupils and create healthier more positive futures. It focuses on developing the whole child –improving their physical literacy, enhancing their learning and teaching them relevant life skills and behaviors. This is delivered not just through football but through all areas of the PE curriculum. The programme is also designed to provide CPD, resources and support to teaching staff.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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<p>All staff (and pupils) participated in a hula hooping 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.</p>	<p><i>Follow up hula hooping day in January.</i></p>	
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### Impact

<p><b>Autumn:</b> Pupils enjoy PE lessons more and have increased attainment within PE. Their participation in other sport and physical activity opportunities has also increased. Pupils have developed their personal skills particularly communication, determination and resilience.</p> <p>Staff feedback also indicates that they are enjoying PE more. They are more confident in delivering the unsupported lesson each week and are finding that the pupils are more engaged and making better progress. "It has been good to see age appropriate tasks", "I have been able to gather more ideas for lessons especially lesson openers and warm ups", "Enjoyed talking to an expert".</p> <p>Staff are more confident in leading hula hooping. They are better able to support the young leaders in delivering playground activity.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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### Evidence & Sustainability

<p><b>Autumn:</b> PE curriculum map, sow, lesson plans and resources. Coach, staff and pupil feedback. Pupil assessment data in PE.</p> <p>Sustainable through staff development.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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### 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

<p><b>Autumn:</b></p> <p>PE and sports premium funding has been used to subsidise the cost of after school coaching. A circus skills club was held weekly throughout the first half term. 20 pupils attended. After a warm up pupils played team/ group games. This was followed by skills work with new skills introduced each week (plate spinning, balancing, juggling and magic tricks. In the last week of the block pupils performed a 30 minute show to parents.</p> <p>An after school golf club ran weekly throughout the term with 20 pupils attending. Pupils were introduced to tri-golf which is a mini version of golf designed specifically for children in primary school.</p> <p>Other after school clubs offered this term were fun and fitness, hip hop dance, ball skills and football. All of these clubs were over-subscribed and ran with maximum numbers (20). These clubs were targeted at specific year groups to ensure an even spread of participation across the school.</p> <p>All pupils in Y3 attended a hula hoop festival at Blyth Sports Centre, alongside over 100 children from Partnership schools. They learnt new skills and tricks and were able to interact, work with and compete against pupils from other Partnership schools.</p>	<p><b>Spring:</b></p> <p><i>Circus skills continued into spring term</i></p>	<p><b>Summer:</b></p>
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**Impact**

<p><b>Autumn:</b></p> <p>Pupils have had access to a broader range of oshl sports activities. Increased numbers of pupils engaging in school sport.</p> <p>Circus skills: Pupils accessed a new activity, and were physically active without this being the explicit objective. This engaged some of the 'non-sporty' pupils and contributed to maintaining good attendance figures. Pupils physical literacy improved, particularly hand-eye co-ordination. Pupils' self-confidence was improved,</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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evidenced in their performances to parents. Pupils enjoyed taking part in this activity and experienced a 'feel good factor'

Through golf coaching children have developed new skills and sportsmanship and have engaged in appropriate competition.

Several children have joined community sports clubs after experiencing activities as part of the after school club programme (dance, football, gymnastics). A Y4 pupil recently won a trophy for dance and was proud to show this off in assembly. 2 y4 girls continued their gymnastics outside of school and were selected to participate in a national level competition.

Hulahoop festival: Pupils' enthusiasm for playground hulahooping has been reignited and levels of physical activity within the school day have increased as a result. Pupils were exposed to children from other schools and developed confidence and communication skills in working together. Head teacher has commented that pupils British Values are enhanced through participation in festivals, with increased community awareness and an understanding of it's' diversity.

## Evidence & Sustainability

### Autumn:

Club registers. Coach feedback. Pupil feedback and attendance data. Parental feedback on engagement with community clubs. School Games Mark Silver award.

OSHL provision is only sustainable if cost was passed on to parents which is likely to be prohibitive. However, pupils have developed a love of sport and see participation as the norm. Pupils could access community provision.

### Spring:

### Summer:

**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 a hula hoop experience day. Specialist coaches led sessions with all classes. Pupils were taught basic hula hoop skills, progressing onto more complex skills and tricks. Pupils also practiced group games and other ways to use the hoops. Hula hooping was promoted as a fun easy way to be physically active.

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); Re-cap of hula hoop 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, with support from the class teacher have created a rota of activity. All leaders know on which days they are 'on duty' and also have 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 with different themes (Hula hoop, skipping, ball games etc).

**Spring:**

**Summer:**

**Impact**

**Autumn:**

Increased participation in physical activity.

Pupils have a better understanding of the effects of physical activity on the body.

Playground leaders are skilled and confident in leading lunchtime physical activity. They have developed their

**Spring:**

**Summer:**



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<p>leadership, organisational and communication skills and their confidence has increased. Playground leaders have taken on a mentoring role with reception class pupils. They have given support on what to do at lunchtimes, developing friendships through play, engaging in appropriate activity and have been positive role models. The head teacher has commented that this has had a positive impact on settling the reception class into school life, and having more successful afternoons with fewer lunchtime incidents to deal with.</p> <p>Pupils understand the benefits of physical activity and the importance of being active every day.</p>		
<b>Evidence &amp; Sustainability</b>		
<p><b>Autumn:</b> Playground leader rota and participation data. Feedback from lunchtime supervisors, head teacher, r and Y4 teachers. Pupil feedback. Behaviour log.</p> <p>Sustainable if school staff took over training of sports leaders.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
<p><b>Workstrand: Overall achievement</b></p>		
<p><b>Link to Government priorities:</b> Contributing to pupils' overall achievement.</p>		
<p><b>Aim(s):</b> Use sport and physical activity to promote pupils' social moral and cultural development. Link with other subjects to contribute to pupils' overall achievement.</p>		
<b>Progress</b>		
<p><b>Autumn:</b> Seaton Delaval First School were invited to attend the Cramlington &amp; Seaton Valley School Sports Awards. They were presented with the Silver School Games Mark which reflects the schools commitment to PE and School Sport.</p>	<p><b>Spring:</b> <i>Balance bike programme for Nursery, Reception Y1</i></p>	<p><b>Summer:</b></p>
<b>Impact</b>		
<p><b>Autumn:</b></p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>





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## Evidence & Sustainability

### Autumn:

School Games Mark Silver award.

### Spring:

### Summer:

