

SEATON VALLEY SPORTS PREMIUM

PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **Seghill First School**

In partnership with the other Seaton Valley first and middle schools, in 2014-15 Seghill First School are using £8000 of Sport Premium funding to create and deliver a:

Vision for PE and School Sport in Seaton Valley

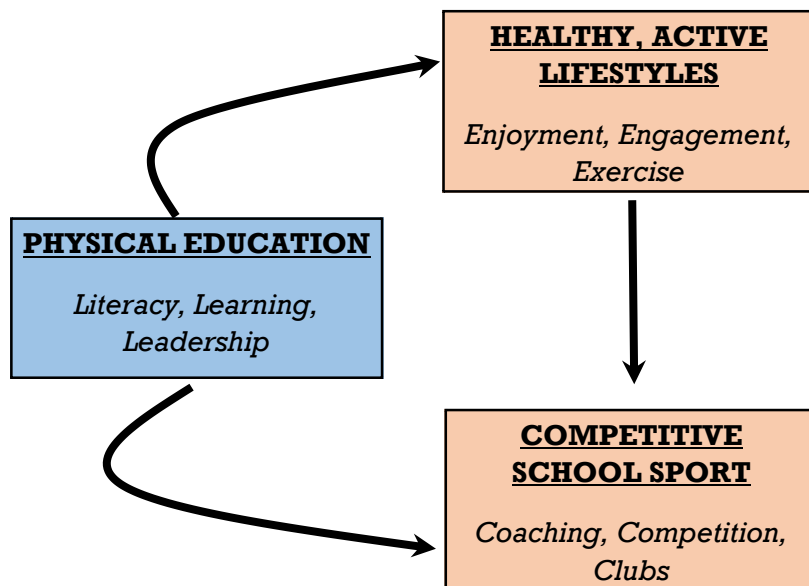
- Ensuring that PE and sport are at the heart of school life to raise achievement for all young people.
- High Quality PE as a universal entitlement of all pupils which promotes the development of healthy active lifestyles and competitive School Sport.

Sport Premium funding is being used to achieve the following in Seaton Valley:

PHYSICAL EDUCATION

A high quality *physical education programme* (education through physical activity rather than sports coaching) focusing on developing physical literacy.

A scheme for training, deploying, recognising and rewarding *young sports leaders*.



COMPETITIVE SPORT

All children 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.

A **competition / festival calendar**, in addition to the School Games offer, with at least one opportunity per year group per year. Support to develop intra school competition.

HEALTHY, ACTIVE LIFESTYLES

A range of appealing opportunities for physical activity which focus on enjoyment and promotes wider health and well being messages.

Lunchtime and play time physical activity supported by young leaders and school staff. Clubs which target the least active young people and offer a physical activity intervention developed specifically for them.

Involvement in **whole year group health / physical activity programmes**.



KEY PRIORITY: Physical Education – High Quality Physical Education as a universal entitlement for all pupils.

STRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE
<p>Deliver a high quality physical education programme, focusing on developing physical literacy. Using specialist staff to raise achievement.</p>	<p>PROGRESS:</p> <p>Specialist PE teacher, NR has led weekly PE lessons to Y3 and Y4, delivering a unit of work on multi skills. Lessons have focused on developing agility, balance and co-ordination, then transferring these skills into sport specific environments.</p> <p>This was followed by a unit of work on gymnastics. Y3 have worked towards understanding and developing pathways, showing different levels and speed. They have created partner sequences and transferred their work onto low level apparatus. Y4 pupils completed work on flight, lessons were adapted to stretch the very talented gymnasts within the group. Pupils created and performed sequences using varying levels, directions and pathways and progressed onto moving these safely onto apparatus.</p>	<p>PROGRESS:</p> <p>NR has again led weekly PE sessions to Y3 and Y4 classes. In ½ term 1 the focus was Dance.</p> <p>Y3 have worked on a Wimbledon/Tennis themed dance, concentrating on:</p> <ul style="list-style-type: none"> • Developing a clear motif using speed and action • Performing showing clear control and balance in shape and action • Performing with an understanding of the mood of the dance • Working in pairs showing clear relationships • Describing the dance using appropriate movement language <p>Y4 have worked on another Sport themed dance-HAKA. They have looked at:</p> <ul style="list-style-type: none"> • Performing dances with control and fluency 	<p>PROGRESS:</p> <p>NR continued to work with Y3 & Y4 throughout the summer term. Pupils completed units of work in striking and fielding and athletics.</p> <p>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.</p> <p>Y3 and Y4 participated in Quad Kids athletics as an intra school competition.</p>	<p>Lesson plans</p> <p>Pupil's assessment data</p> <p>Teacher feedback</p>

- Performing with appropriate dynamics
- Understanding the history and reasoning of the HAKA.
- Performing the HAKA accurately
- Organising small groups to suit the dance idea
- Working collaboratively in small groups.
- Suggesting a way of improving performance and composition.
- Demonstrating a way of getting ready for a dance lesson.

In ½ term 2, the focus has been on Problem Solving and OAA.

Pupils have worked at:

- Teamwork
- Finding a sensible solution to a problem.
- Finding alternative ways to communicate to solve problems.
- Different forms of Orienteering on the School Grounds.

Y1 and Y2 completed the Premier League school sport programme with Newcastle United Foundation. 6 weeks were coach led with the class teacher supporting, the following 5 weeks were teacher led with coach support. A

		<p>scheme of work and lessons plans were produced focusing on developing agility, balance and co-ordination whilst introducing the principles of team games.</p>		
	<p>IMPACT:</p> <p>The quality of PE has improved. Pupils are developing their physical literacy.</p> <p>KS 2 pupils know how to safely move and use low level apparatus and mats. They have shown improvement in running, jumping, throwing and catching in isolation and in combination. KS 2 pupils are now able to link movements into sequences and have improved the precision and fluency of their movements.</p> <p>More able students are better supported to make progress within PE.</p>	<p>IMPACT;</p> <p>Pupils’ physical literacy has continued to improve. Y4 girls in particulare are progressing rapidly. Through dance KS2 pupils have learnt how to use skills such as locomotion and balance in a different way; linking them to make actions and sequences of movement.</p> <p>KS2 pupils have improved their knowledge and understanding of problem solving. They can now think of the best solution to a problem rather than always using their first idea.</p> <p>Teamwork has also improved, although this could be developed further as pupils still find it difficult when they are not grouped with friends or when they are put in mixed ability groups.</p> <p>Y1 have demonstrated improved spatial awareness, agility and movement skills.</p> <p>Y2 show improved understanding of the principles of team games, better sending and receiving skills and</p>	<p>IMPACT:</p> <p>Pupils have become more physically confident.</p> <p>KS2 pupils have developed their understanding of how to improve their skills and are able to evaluate and recognise their own success.</p> <p>The PE curriculum inspires pupils to participate and excel in competitive sport.</p> <p>Pupils are better prepared to participate in intra and inter school competition. Participation in competition has increased.</p>	

		development of their agility, balance and co-ordination. The quality of PE has improved in KS 1. Teacher confidence is increased.		
Plan and develop a PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum.	PROGRESS: The PE curriculum has been reviewed, ensuring it meets the requirements of the new national curriculum.	PROGRESS:	PROGRESS:	PE Curriculum map Schemes of work Lesson plans
	IMPACT: Greater focus on developing physical literacy. A more varied curriculum with a balance of opportunities.	IMPACT:	IMPACT:	
Develop a simple assessment tool to support staff in planning lessons that ensure progress is being made by all pupils	PROGRESS:	PROGRESS: A Partnership assessment tool for KS1 & 2 PE has been developed. In keeping with existing assessment tools pupils are categorised as emerging, secure or exceeding. The National Curriculum has been broken down into 6 aims for KS1 and 6 aims for KS2. The assessment tool, describes at what level an emerging, secure and exceeding pupil would be working at for each aim. In order to assist teachers in assessing pupils, 18 core tasks are detailed for	PROGRESS:	Assessment tool Assessment data

		each year group covering a broad spectrum of activity areas. "Secure" pupils should be able to complete the core tasks.		
	IMPACT:	IMPACT: Consistent method of assessment for PE across Partnership schools (which should aid transition). A PE assessment model which is consistent with other core subjects.	IMPACT:	
Provide professional development opportunities to improve the confidence and competence of staff.	PROGRESS: Seghill has become a Youth Sport Trust member school enabling access to CPD and resources.	PROGRESS:	PROGRESS:	YST membership
	IMPACT: Increased profile of PE and sport.	IMPACT:	IMPACT:	
Implement a scheme for training, deploying, recognising and rewarding young sports leaders.	PROGRESS:	PROGRESS: 16 pupils from Y3 and Y4 received training and support to become playground leaders. These pupils were tasked with developing a proposal for and then delivering hulahooping activity, building on the hulahoop experience day they participated in in the autumn term. Pupils:	PROGRESS: Playground leaders continued to run lunchtime activities, with ongoing support and training.	Materials produced by play leaders: <ul style="list-style-type: none">• Posters• Attendance sheets• Presentation• Coaching cards Teacher feedback Lunchtime assistants feedback.

		<ul style="list-style-type: none"> • Created a name for their group, and assigned roles including selecting project managers. • Considered health and safety – how to reduce the risk of injury and what to do if someone gets hurt. • Discussed what makes a good leader, and how leadership skills would benefit them at school and in work. • Learnt about the benefits of physical activity. • Created a rota for hula hooping activity, and designed the content and structure of their clubs. • Revisited the coaching points for hula hooping skills and games. • Produced promotional materials for their club e.g. posters, assembly presentation. • Agreed expectations of those participating at the clubs and what to do if someone broke the rules. • Created a method of recording participation. • Presented their proposal to the Deputy Headteacher for approval <p>Daily delivery of the hula hooping activity has now commenced.</p>		
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	<p>IMPACT:</p>	<p>IMPACT:</p> <p>The playground leaders have shown enormous improvements in their leadership, communication and organisational skills. Their confidence has increased and they have flourished with the responsibility given to them.</p> <p>Participation in physical activity has increased across the school. Playtimes are more structured and there are fewer inactive children. Pupils understand the importance of physical activity and the health benefits associated with it.</p>	<p>IMPACT:</p> <p>Sustained participation levels in physical activity.</p>	
<p>Offer talented young sports people specific support to help them develop their sporting potential.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p> <p>Y4 pupils completed a range of tests to evaluate their physical literacy (agility, balance, co-ordination) as well as their strength and coach-ability.</p> <p>4 pupils were identified as talented and were selected to attend the Partnership Multi Skills Academy. This took place over 4 weeks and rotated around schools in the Partnership. Pupils completed tasks and drills designed to improve their core strength, co-ordination, agility, reaction time, accuracy and balance.</p>	<p>PROGRESS:</p>	

IMPACT:

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Pupils demonstrated an improvement in 6 of the 7 tests that could accurately be carried out in the final week of the multi skills academy. Co-ordination (measured by tennis ball keep ups) improved on average by 55%. All pupils showed an overall improvement in power (measured by triple hop). Agility and co-ordination measured by basketball and football dribbling improved on average by 16%

Pupils confidence increased, as did their knowledge of what was needed and how to improve their physical literacy. Pupils were able to experience a broader range of activities and receive tailored coaching.

Pupils also commented that the experience of visiting different schools had been exciting, and that working with pupils from other schools would ease their transition into middle school.

IMPACT:





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KEY PRIORITY: Competitive Sport – Ensuring all pupils are appropriately challenged, with focus on achieving personal bests as well as being the best.

STRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE
<p>Increase participation in a range of extra curricular sports opportunities. Use a monitoring tool to track and analyse participation rates.</p>	<p>PROGRESS:</p> <p>A monitoring tool has been produced to track participation in extra curricular sport, intra and inter school competitions.</p> <p>A new extra curricular hula hooping club has been established with 15 children attending weekly.</p> <p>Newcastle United Foundation coaches have led an after school football club for Y3 & Y4, which 12 pupils have regularly attended.</p>	<p>PROGRESS:</p> <p>Newcastle United Foundation coaches have led an afterschool football club for pupils in Y1 and Y2, which 14 pupils have attended. This developed the skills learnt in PE lessons and introduced small sided games.</p> <p>Responding to requests from girls, an afterschool dance club has been established, using community coaches, targeted specifically at increasing girls' participation. 13 Girls have regularly attended.</p> <p>A breakfast sports club has been offered for the first time with maximum uptake. A community Judo coach has led the club building on skills introduced at taster sessions in the Autumn term. Pupils worked to develop stability, movement and control and progressed onto judo specific skills</p>	<p>PROGRESS:</p> <p>OSHL clubs which started in the Spring Term continued into the summer term (football, dance and judo).</p>	<p>Monitoring tool.</p> <p>School Games entries, results and reports.</p> <p>OSHL registers</p> <p>Intra school competition formats and results.</p> <p>Pupil and staff feedback.</p>



	<p>IMPACT:</p> <p>Using the monitoring tool will allow extra-curricular clubs to be targeted at the least active pupils.</p> <p>There has been an increase in the number of KS2 pupils participating in extracurricular sport. Pupils who have never previously attended afterschool clubs have become regular members or the football sessions. – Better school engagement, there has also been a positive impact on behaviour.</p>	<p>IMPACT:</p> <p>Further increase in the number of pupils participating in OSHL activity, particularly amongst KS1 pupils and girls. Pupils are experiencing a broader range of activities.</p> <p>KS1 pupils have received age appropriate holistic coaching which has improved physical literacy, rather than focusing on developing “football skills”.</p> <p>KS2 girls’ self-esteem has improved through participation in activity targeted at them. The coach has been a positive role model, demonstrating that it is “cool” to dance and to be active.</p>	<p>IMPACT:</p> <p>Sustained participation in OSHL sport.</p> <p>Reduced instances of tardiness amongst those attending the breakfast clubs</p>	
<p>Develop competitive opportunities for all pupils in intra and inter school competitions.</p>	<p>PROGRESS:</p> <p>All pupils in Y4 attended the Seaton Valley Racket Sports festival at Concordia Leisure Centre. Pupils experienced a range of activities to develop the skills needed in tennis, badminton and squash (movement, reaction, speed, hand-eye co-ordination, racket skills).</p>	<p>PROGRESS:</p> <p>6 pupils from Y4 were selected to compete at the School Games level 2 gymnastics competition. They were required to learn and perfect 2 routines which involved practice within and outside of PE lessons.</p> <p>All pupils in Y1 attended the Seaton Valley multiskills festival at Blyth Sports Centre. They completed 10 stations with activities designed to improve agility, balance and co-ordination. Pupils were also challenged to work</p>	<p>PROGRESS:</p> <p>All pupils in Y3 and 4 participated in an intra school athletics competition as the culmination of a unit of work in athletics. The results from this also fed into an area inter school competition, Seghill finished in 3rd place.</p> <p>All pupils participated in the School Sports day which was planned by staff and the school council. This included a variety of inclusive, competitive and non-competitive activities as well as a cultural element.</p>	<p>Photographs.</p> <p>Competition reports and results.</p>

		<p>with children from other schools; to try something completely new to them and to work to improve a skill they had already learned.</p>	<p>All pupils in Y2 attended the Seaton Valley basketball festival delivered by Newcastle Eagles. They participated in activities designed to improve dribbling, passing and shooting skills.</p>
	<p>IMPACT:</p> <p>Pupils have been exposed to a broader range of activities and have an improved understanding of the skills required to be successful at racket sports. Pupils know where they can access racket sports within the community. Pupils were exposed to children from other schools and developed confidence and communication skills in working together.</p>	<p>IMPACT:</p> <p>Increased number of pupils participating in inter school competition. Those pupils who took part in the gymnastics competition demonstrated commitment, determination and resilience as well as improving their gymnastics skills. One pupil who attends a gymnastics club took on a leadership role and supported her team mates in learning the routines.</p> <p>Y1 pupils have experienced a broader range of activities and staff have been able to see different teaching methods and practices to improve physical literacy. Pupils travelled to a large community leisure centre, for many this was a new experience, and has broadened their horizons.</p>	<p>IMPACT:</p> <p>Increased number of pupils participating in intra school competition. Pupils experienced both competing against others and also trying to improve their individual results. Pupils have been able to set targets and create strategies for how to achieve their goals. (e.g. better technique, greater effort, tactical awareness, teamwork)</p> <p>Further increase in the number of pupils participating in inter school competition. Greater level of success at inter school competitions due to improved skill level and better preparation of pupils.</p> <p>Y2 pupils have benefitted from specialised coaching in Basketball, this not only improved their physical literacy but also provided strong positive role models.</p>

Ensure that all sports coaches and instructors supporting school sport are quality assured.	PROGRESS:	PROGRESS:	PROGRESS: A coaching agreement policy has been drafted, for implementation in the Autumn Term. This lays out the responsibilities of both the school and coaches including the necessity for quality assurance (level 2 qualifications, DBS, public liability insurance etc)	Draft coaching agreement
	IMPACT:	IMPACT:	IMPACT: Pupils' safeguarding is protected whilst participating in OSHL sports activities.	
Make links with community clubs and promote opportunities for participation in the community.	PROGRESS: Cramlington Squash club was promoted at the racket sports festival, with the club coach leading one of the activities and providing leaflets for pupils. Y4 pupils attended taster sessions of Judo in the Community hall, led by the local club coach. 6 pupils went on to enrol at the club. Judo is now being explored as an option for extra curricular coaching.	PROGRESS: Northern Gymnastics club hosted the Y4 gymnastics competition; showcasing their excellent facilities and the range of coaching available. Pupils were given filers promoting club participation. All pupils have been invited to attend free activities at Astley High school in the Easter holidays.	PROGRESS: Newcastle Eagles coaches delivered both the Y2 basketball coaching and in school sessions. Club links were promoted in the Sports Premium newsletter which all pupils received a copy of.	Newsletter
	IMPACT: Pupils have a greater awareness of where they can participate in physical activities in the community.	IMPACT: Pupils have a greater awareness of where they can participate in physical activities in the community.	IMPACT: Pupils have a greater awareness of where they can participate in physical activities in the community.	



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	Increased number of pupils participating in community sport.	Increased number of pupils participating in community sport.		
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KEY PRIORITY: Healthy, Active Lifestyles – Provide a range of appealing opportunities for physical activity which focus on enjoyment and promote wider health and well-being messages.

SRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE
Use physical activity to improve pupils' health, well-being and educational outcomes.	<p>PROGRESS:</p> <p>Y3 attended a skipping festival, where they were taught basic skipping skills, practiced more complex tricks, and learnt partner and group skills and games. Skipping was promoted as a fun, easy way to be physically active.</p> <p>Y4 completed the six week Match Fit programme offered by Newcastle United Foundation. Pupils took part in physical activity (football fitness) sessions alongside lessons in nutrition and healthy living.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p> <p>Families participated in Family Football – a 5 week afterschool programme delivered by Newcastle United Foundation. This was comprised of 45 minutes of classroom based learning and 45 minutes of practical coaching. Families learnt about staying safe, leading a fit and active lifestyle, as well as skills such as communication, teamwork and leadership.</p>	<p>Festival report and photographs.</p> <p>Pupil and staff comments.</p> <p>Match fit pre and post testing results.</p>
	<p>IMPACT:</p> <p>Y3 pupils learnt about the effects exercise (skipping) has on the heart and how this benefits health.</p> <p>88% of Y4 pupils maintained or improved their knowledge and understanding of nutrition. 81% improved or maintained fitness levels</p>	<p>IMPACT:</p>	<p>IMPACT:</p> <p>Family journals showed an improved understanding of how to lead a fit and healthy lifestyle.</p> <p>Participation in physical activity increased amongst the families,</p>	



	<p>over 6 weeks. 60% of those pupils who were in the unhealthy range for resting heart rate, entered the healthy range by week 6. – Improved health and fitness</p> <p>Increased physical activity at lunch and break times.</p>		<p>particularly amongst the least active in the group.</p> <p>Improved parental engagement with school.</p>	
<p>Support young sports leaders and school staff to develop play time and lunchtime physical activity.</p>	<p>PROGRESS:</p> <p>All pupils were involved in a hula hooping experience day. Coaches delivered sessions to all classes to teach the basics of hula hooping, progress onto more complex skills and tricks and understand how to play group games with the hoops. Hula hooping was promoted as a fun, easy way to be active at break and lunchtimes.</p> <p>Y3 pupils attended a hula hooping festival at Blyth Sports Centre alongside the other Seaton Valley schools. The children were able to showcase how their skills had improved, learn new skills and games and interact with pupils from other schools whilst also being introduced to a community leisure facility.</p> <p>A member of staff attended hula hoop training to equip them with the skills,</p>	<p>PROGRESS:</p> <p>See above re. playground leaders receiving training and support to deliver play and lunch time hula hooping.</p>	<p>PROGRESS:</p> <p>Playground leaders received ongoing support to deliver their lunchtime hula hooping sessions, as well as an additional training session to prepare the new intake of leaders.</p>	

	ideas and confidence to run an extra-curricular club.			
	IMPACT: Increased physical activity within the school day.	IMPACT: Increased physical activity within the school day.	IMPACT: Increased number of pupils involved with leadership and volunteering.	
Identify the least active young people and offer physical activity interventions developed and targeted specifically at them.	PROGRESS	PROGRESS: Lunch time assistants identify inactive pupils and encourage and support them to take part in physical activity through play. Pupils who attend no other sports activities are given priority at sessions they do sign up for.	PROGRESS: The family football intervention mentioned above was promoted to the least active pupils (although was not offered exclusively to them to avoid stigma).	
	IMPACT:	IMPACT: Fewer inactive pupils.	IMPACT: Increased participation in physical activity, better understanding of health and fitness.	