

#### Primary PE & Sport Premium Funding

In the 2018-19 academic year all schools with 17 or more eligible pupils 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 New Hartley First School used our allocation of **£16,950** 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 - £13,270
  - Management and administration
  - Primary Stars programme
  - Developing intra and inter school competition
  - Showing potential academy
  - Extra-curricular coaching
  - Festivals of sport
  - Cycling programme
  - Transport to sports events
  - Playground leaders training
  - Yoga / Relaxation programme
  - Motor skills programme
  - Top up Swimming
- Playground markings and equipment- £2000
- Swim Transport - £1680



**WORKSTRAND 1: Physical Education**

**Aims:** 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.

**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.

**Evidence:** Teacher feedback. Lesson observations following the curriculum support demonstrate high quality teaching and learning.

**Action:** Curriculum Support. KS1 and KS2 pupils participated in the Premier League Primary Stars Programme. Qualified coaches supported learning through problem solving and challenge games; providing professional development and continuing support for the class teachers.

**Impact:** Pupils' physical literacy improved. **Increase in pupils' participation, enjoyment and skill level.**

**Evidence:** Teacher feedback. **Week on week improvement in pupils' skill challenge scores .**

**Impact:** **Enhanced life skills including communication, team work, fair play and leadership.**

**Evidence:** Teacher feedback. **Week on week improvement in pupils' skill challenge scores .**

**Evidence:** Teacher feedback: **"The Primary Stars programme combines teacher knowledge, coaching expertise and the brand of NUFC and it has brought the curriculum to life."** Pupil assessment data. Pupil feedback.

**Action:** PE and Sport Premium funding was used to provide additional swimming lessons for all pupils in Y3. Pupils were assessed and split into ability groups so the teaching could be targeted. Pupils practiced a variety of floats and methods of moving in the water using a range of strokes. All pupils learned about water safety and practiced self-rescue.

**Impact:** All pupils demonstrated a **clear improvement in water confidence; entry and exit from the pool; movement in the water, and ability to submerge.**

**Evidence:** Swim assessment data. Parent, pupil and teacher feedback.

**Impact:** Parents and teachers have noted an increased self confidence amongst the participating pupils. Pupils have had a positive experience at what will be their High School, this should ease transition when the time comes.

**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. Swimming sustainable through links with community swimming programme.

### WORKSTRAND 2: School Sport and Competition

**Aims:** 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 engaged.**

**Evidence:** Club registers and tracking info. Pupil feedback. School Games Mark Gold Award

**Impact: Broader experience of a range of sports and activities offered to all pupils.** Physical literacy improved which had a positive impact on achievement within PE lessons.

**Evidence:** Teacher feedback. School Games Mark Gold Award.

**Action:** A weekly OSHL sports club has been provided free of charge to pupils, led by specialist Newcastle United Foundation coaches. Pupils were able to practice and improve their skills, and experience competition in a variety of formats.

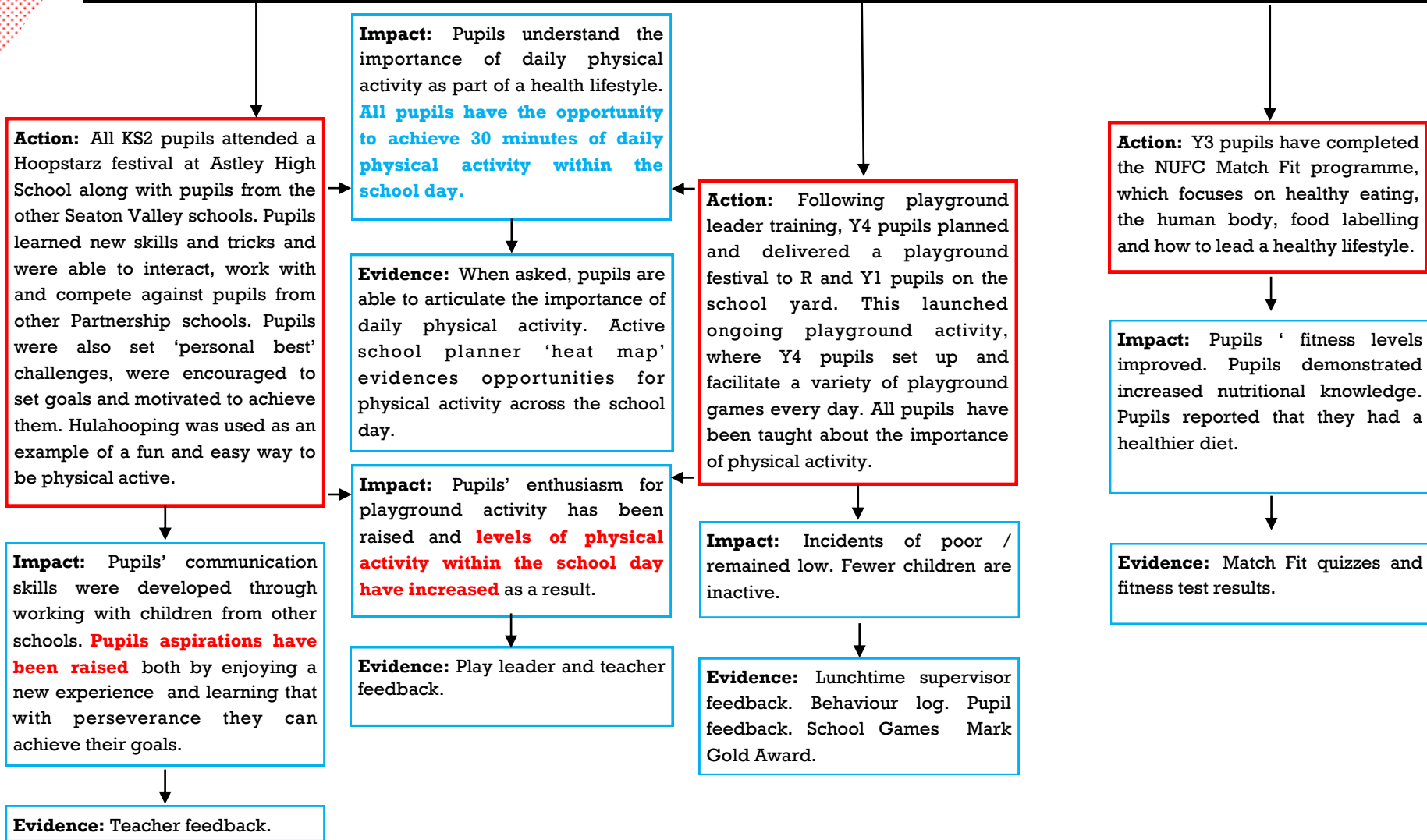
**Impact:** Pupils' self confidence improved. Pupils enjoyed taking part and experienced a 'feel good factor'.

**Evidence:** Pupil feedback. Teacher feedback.

**Sustainability:** The playground improvements are a one off cost, and as such are sustainable. Access to School Games is sustainable as this is a free offer to schools.

**WORKSTRAND 3: Healthy, Active Lifestyles**

**Aims:** 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:** Playground leader training and support is sustainable through staff development.

### WORKSTRAND 4: Overall Achievement

**Aims:** 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.

**Action:** All 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 daily 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.

**Action:** All pupils in Y4 completed the OnSide course delivered by NUFC coaches. OnSide tackles discrimination and uses football to promote awareness of equality and diversity. Pupils explored topics including racism, sexism, religion and bullying.

**Impact:** Pupils have shown an acceptance of and engagement with the fundamental British Values of mutual respect and tolerance of those with different faiths and beliefs. **They have developed skills and attitudes which will allow them to participate fully in and contribute positively to life in modern Britain.**

**Evidence:** OnSide quizzes. 63% of pupils demonstrated an improved knowledge of the topics covered. (12% maintained their excellent knowledge). Teacher feedback "Children's knowledge of sexism racism and equality improved which interlinked well with our school ethos and the PSHE curriculum"

**Sustainability:** Daily physical activity opportunities are sustainable through developing the role of playground leaders. OnSide resources are available online and the programme could be delivered by class teachers.



**WORKSTRAND 4: Overall Achievement (Cont.)**

**Aims:** 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.

**Action:** New Hartley 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, 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.

**Impact:** The profile of PE and School Sport has been raised.

**Impact:** School Games Mark Gold Award.

**Action:** **Nursery and R children have participated in a programme designed to improve gross and fine motor skills.** Initially pupils were assessed on their current ability levels, using a non formal play approach. Sessions were then manipulated to improve identified weaker skill areas, starting with gross motor skills such as posture, jumping, throwing and catching.

**Impact:** The children have shown that they have all enjoyed the sessions. The children now have a love of movement, they feel more comfortable moving. Movement and play have positive associations. By the end of the first term there was 100% engagement by pupils. Initially some children who were reluctant to participate, but over the term their confidence increased and they fully engaged. Class teachers commented that the children really look forward to the sessions.

**Evidence:** Pupil assessment data. Coach feedback. Teacher feedback and evaluation forms.

**Sustainability:** Daily physical activity opportunities are sustainable through developing the role of playground leaders. OnSide resources are available online and the programme could be delivered by class teachers. The motd programme will be sustainable over time through the use of resources and upskilling of staff.

### WORKSTRAND 5: Management, Administration and Reporting

**Aims:** 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.

**Impact:** New Hartley 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. New Hartley 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 funding.**

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

**Action:** 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.

**Action:** 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:** New Hartley First School is meeting our 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.

**Action:** 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 Gold 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.