



PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **Seaton Sluice 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 **£8555** 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
- Curriculum support with Y4 rugby league - £210
- I-moves dance and PE resources - £500
- G&T identification and multi skills academy - £200
- OSHL coaching - £1260
- 4 whole year group festivals - £580
- Transport to School Games competitions - £295
- ½ day sports leaders training - £100
- Skipping programme - £660
- NUFC cross curricular programme - £350
- Cycle Generation programme - £2050
- KS2 British Values programme - £150





PRIMARY PE & SPORT PREMIUM

Evidencing the impact. Seaton Sluice First School

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

<p>Autumn:</p> <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>Spring:</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>Summer:</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

<p>Autumn:</p> <p>Seaton Sluice 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 Sluice 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</p>	<p>Spring:</p> <p>Seaton Sluice 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>Seaton Sluice 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>Summer:</p> <p>Seaton Sluice 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 Seaton Valley Federation Governing Body. The role of the Seaton Sluice First School in shaping the future direction of the provision, as well as demanding a service that</p>
---	--	---



PRIMARY PE & SPORT PREMIUM

Evidencing the impact. Seaton Sluice First School

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.

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.

provides value for money, can be built around this. New Hartley First School can be confident that they will not incur unforeseen costs at the end of the arrangement which previously was a risk.

Seaton Sluice 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.

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 Seaton Sluice First 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:

PE and sport premium funding has been used to purchase a PE and dance resource for curriculum PE – imoves. The dance includes progressive planning and assessment with music for each scheme. Various stimuli are available

Spring:

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

Summer:

LC rugby league coach from Astley High school led 6 sessions for Y4. These covered the fundamental skills of Rugby League, moving with and without the ball, passing and receiving, dodging and tackling (tag). Pupils also

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. 7 staff members attended. The PE resource includes flexible, progressive schemes of work, supporting lesson plans and assessment tools for: gymnastics, football, athletics, rugby, basketball, and Pilates,

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.

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.

learned the rules of tag rugby in preparation for an inter school competition.

Impact

Autumn:

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 PE teaching in the school.

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

Spring:

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.

Summer:

Pupils have developed their understanding of how to 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.

Evidence & Sustainability

Autumn:

PE curriculum map, scheme of work and lesson plans. Pupil PE assessment data. Imoves resource.

Sustainable through increased staff skill levels.

Spring:

PE curriculum map, scheme of work and lesson plans. Pupil PE assessment data. Imoves resource.

Multi skills academy pre and post testing results.

Summer:

PE curriculum map, scheme of work and lesson plans.

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:

Newcastle United Foundation coaches have led a weekly after school club in football. On average 12 pupils have attended each week. Sessions include a warm up, basic skills practices leading on to small sided games. These games are very competitive but always played in the right spirit.

8 pupils from Y3/4 took part in the level 2 School Games Y4 football competition.

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.

Spring:

Newcastle United Foundation coaches have led a weekly after school club in multi skills. On average 14 pupils have attended each week. These clubs encouraged children to: listen to and follow instructions; be confident and safe in the spaces used to play games; explore and use skills, actions and ideas individually and in combination to suit the game they are playing; choose and use skills effectively for particular games.

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.

All Y4 pupils took part in a Paralympic festival at Blyth Sports Centre alongside other Partnership Schools. Pupils were able to try a number of different Paralympic / inclusive activities including boccia, fencing, seated volleyball and new age curling. Children learned about Paralympic sport, individual differences and disability issues in a fun and playful environment.

Summer:

Newcastle United Foundation coaches have led a weekly after school club. These clubs ran at capacity with 16 pupils attending each session. These clubs encouraged children to: communicate and co-operate with their peers; improve the way they co-ordinate and control their bodies and a range of equipment; remember, repeat and link combinations of skills; choose, use and vary simple tactics.

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 won the competition and went on to represent

All Y1 pupils took part in a multi skills festival at Blyth Sports Centre alongside other Partnership Schools. Pupils completed a carousel of 10 activity stations designed to challenge their agility, balance and co-ordination skills. The children had a lot of fun learning what their bodies can do and trying out new skills.

Impact

Autumn:

Football club: The coach has feedback that pupil skill levels have improved over the term as well as noticing increased confidence with the ball at their feet. The quieter, shyer members of the group gradually showed more engagement and enjoyment, evidenced by their increasing excitement at the start of each session. Several of the pupils have gone on to join the community football club which trains at the school on a Saturday.

Spring:

OSHL Clubs: Maintained the already high participation rates in OSHL sport. OSHL more accessible through the free offer.

Skipping: 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

Summer:

OSHL Clubs: Maintained the already high participation rates in OSHL sport. OSHL more accessible through the free offer.

Increase in the number of pupils participating in inter school competitions. Increased success at inter school competitions.

The profile of PE and sport has been raised through clubs



PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **Seaton Sluice First School**

<p>Football competition: Football competition: The children enjoyed taking part in the competition. Self-esteem was raised through being selected to represent the school. "It positive that the children get to experience healthy competition. They have learned how cope with winning and losing".</p> <p>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. Organisers of the festival commented that the skill level shown by pupils was above average and this was down to how much they have been hulahooping at school.</p>	<p>communication skills in working together.</p> <p>Paralympic Festival: Pupils have a greater awareness of disability and inclusive sport. Improved co-operation and empathy with / for others.</p>	<p>and competitions</p>
Evidence & Sustainability		
<p>Autumn:</p> <p>Club registers. Competition entry forms and certificates. Gold School Games Mark. Photographs. Staff and pupil feedback.</p> <p>Sustainable through link to community club.</p>	<p>Spring:</p> <p>Club registers. Competition entry forms and certificates. Gold School Games Mark.</p> <p>Clubs are sustainable only if cost was passed on to parents. Festivals and competitions only sustainable with continued funding.</p>	<p>Summer:</p> <p>Club registers. Competition entry forms and certificates. Gold School Games Mark.</p> <p>Clubs are sustainable only if cost was passed on to parents. Festivals and competitions only sustainable with continued funding.</p>
<p>Workstrand: Healthy, active lifestyles.</p>		
<p>Link to Government priorities: Promoting healthy, active lifestyles.</p>		
<p>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.</p>		
Progress		
<p>Autumn:</p> <p>All pupils participated in skipping workshops. Specialist coaches introduced basic skipping skills (single and double bounce, forwards backwards and hopping) and</p>	<p>Spring:</p> <p>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</p>	<p>Summer:</p> <p>The new cohort of playground leaders had introductory training. This included activities to develop communication, organisation, leadership, safety as well as</p>



progresses onto more complex skills (pretzel, 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 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 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. 12 pupils then volunteered to take on the role of play ground leader. With support from the class teacher and lunchtime supervisors they have created a rota of activity. All leaders know on which days they are 'on duty' and 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 etc) with different year groups targeted each day.

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.

Newcastle United Foundation Coaches also led an after school Family Football Club. This 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.

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.

familiarisation of playground activities.

Impact

Autumn:

Increased 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.

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

Spring:

Improvement in pupils' knowledge of nutrition, increased fitness levels and improved skill level. Improved teacher competence and confidence in delivering football.

Family football journals showed an improved understanding of how to lead a fit and healthy lifestyle. Participation in physical activity increased amongst the families, particularly amongst the least active in the group.

Summer:

Increased self-esteem and self-confidence of play leaders.

leadership, organisational and communication skills and their confidence has increased. Staff have commented that the playground leaders take their roles very seriously and that they are a big help. The combination of the skipping experience day and leadership training has led to daily skipping activity in the yard.

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

Improved parental engagement with school. 100% of participants stated that they had an increased knowledge of healthy eating and keeping fit.

Pupils are engaged in daily physical activity. Incidents of poor / disruptive behaviour at lunchtimes are low.

Evidence & Sustainability

Autumn:

Photographs. Playground leaders rota. Staff and pupil feedback.

Sustainable if school staff took over the training of playground leaders.

Spring:

Match fit work books. Pupils and staff feedback. Playground leader rotas and participation data. Photographs. Sustainable through up-skilling of staff.

Summer:

Photographs, pupil and staff feedback. Playground leader rotas. 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

Autumn:

Seaton Sluice First School have partnered with Cycling Generation to plan and deliver a three term schedule of cycling activities. After assessing pupils' competency in the playground, 4 half day rides were delivered in the autumn term. All children in year participated (split into two groups)

Seaton Sluice 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 schools commitment to PE and School Sport.

Spring:

Y4 have continued their cycling programme with Cycling Generation with two half day rides completed. The children rode competently and with enthusiasm in testing cold and windy conditions.

Y3 completed a 6 week course called Onside led by Newcastle United Foundation coaches. Onside promotes British Values, tackles discrimination and used 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

Summer:

Cycle generation

Seaton Sluice 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 Seaton Sluice 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.



PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **Seaton Sluice First School**

	celebration event at St James Park.	
Impact		
Autumn: Cycle generation: Children were very enthusiastic and excited about the cycling. Their competence on the bikes has improved with each ride. Technical ability in both groups has risen significantly. Listening and ability to follow instructions has also improved.	Spring: Pupils once again loved their cycling experience. On both rides they showed competence, control and excellent group awareness. Pupils have a better understanding and awareness of equality and diversity. They understand the effects of racism, sexism, religion and bullying.	Summer: Cycle generation Recognition of the high quality of PE and school sport at Seaton Sluice First School.
Evidence & Sustainability		
Autumn: Gold School Games Mark Award. Staff and pupil feedback. The enthusiasm for cycling is sustainable through the positive experiences staff have had, however the cost would need to be passed on to parents / other funding sources.	Spring: Staff and pupil feedback. Lesson plans. Pupils' work books and posters. Sustainable through staff development.	Summer: School Games Mark Gold Award. Sustainable as embedded into school culture.

