

Evidencing the impact. Seaton Sluice First School

#### Primary PE & Sport Premium Funding

SEATON VALLEY

SPOTTS PTEMIUM

In the 2017-18 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 2017 -18 Seaton Sluice First School used our allocation of  $\pounds$ 17,180 of PE and sport premium funding to deliver the vision for PE and sport in Seaton Valley.

#### **Breakdown of Expenditure**

- SLA with Astley Community High School £14,125
  - Management and administration
  - Curriculum support and resources
  - Developing intra school competition
  - Showing potential academy
  - Extra-curricular coaching
  - Festivals of sport
  - Cycling programme
  - Transport to sports events
  - Playground leaders training
  - Yoga / Relaxation programme
- Contribution to Forest School programme £2050
- Equipment and resources £1005

#### 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



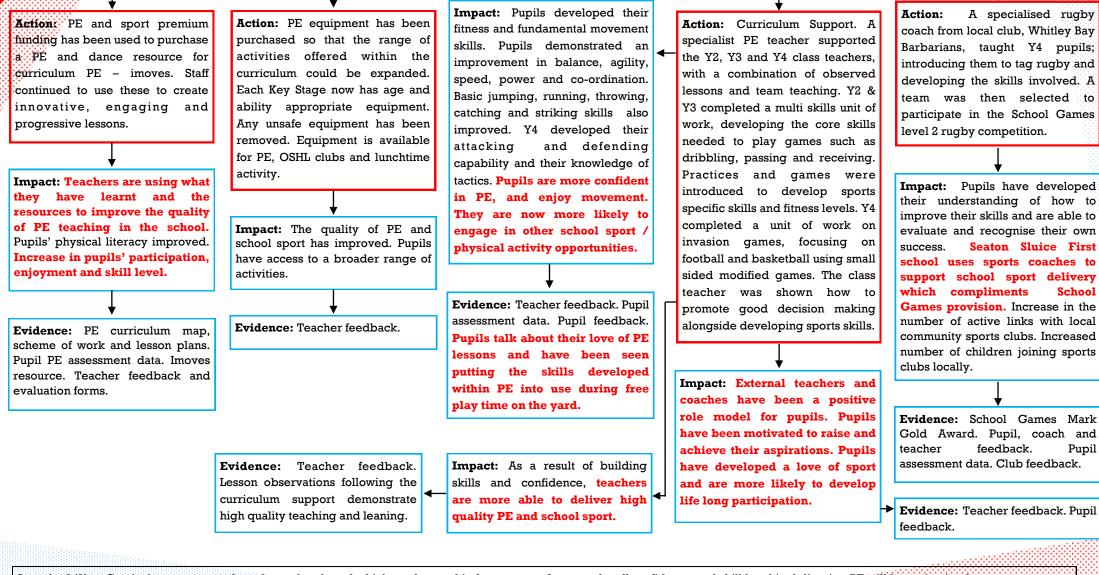


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#### **WORKSTRAND 1: Physical Education**

SPORTS PREMIUM

**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.



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.

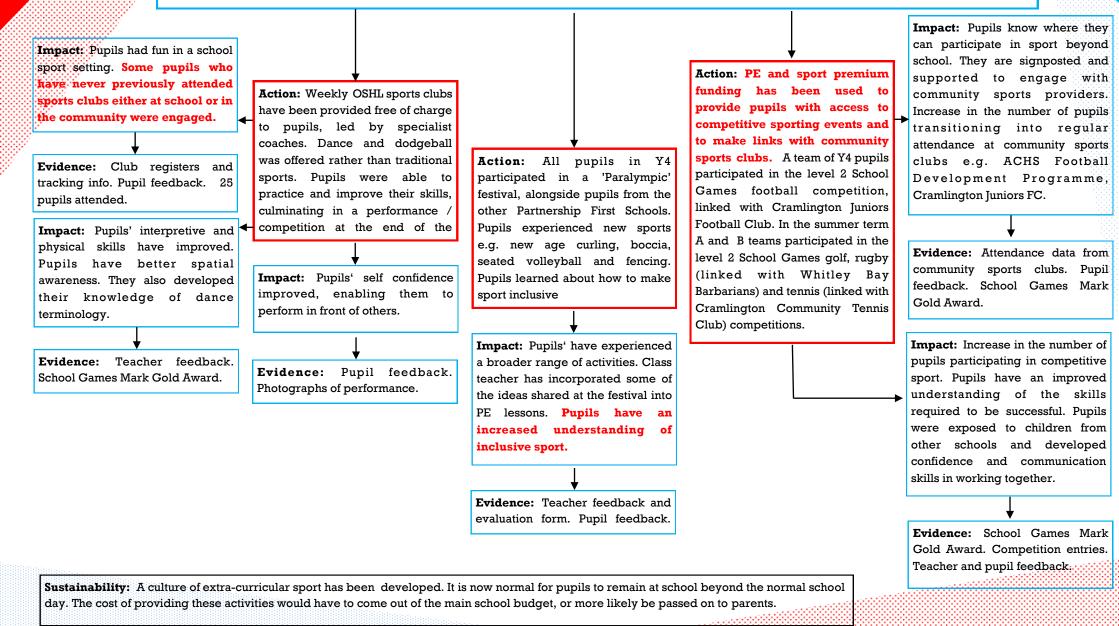
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### **WORKSTRAND 2: School Sport and Competition**

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**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.



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### WORKSTRAND 2: School Sport and Competition (Cont.)

**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 enjoyed taking part in competition. Self-esteem was raised among pupils selected to represent the school and the area. The profile of the School Games has been raised, as have the School Games values.

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**Evidence:** Pupil and staff feedback. School Games Mark Gold award.

Impact: Competitive activities recognise pupils' personal achievements. Pupils feel that they are making progress and are getting satisfaction from this. The focus is on the process rather than the outcome (on the learning and values development of pupils, rather than purely the result).

**Evidence:** Pupil and staff feedback. School Games Mark Gold award. Competition formats.

Action: A qualified athletics coach worked with all KS1 and KS2 pupils, leading them through a QuadKids competition. This was a 'personal challenge' competitive opportunity in which pupils were encouraged to improve performance and achieve their personal best. Pupils' scores also fed into an intra school competition; with the top 5 boys' and 5 girls' scores being submitted to the 'virtual' inter school competition.

**Impact: Pupils are better prepared for competition.** The quality of competition has improved. Competition within school is more inclusive.

**Evidence:** Competition results. Competition participation data. Staff and pupil feedback. Action: All Y2 pupils participated in a multiskills festival hosted by Astley Community High School, and delivered by sports leaders from Whytrig Middle School. Pupils completed a circuit of activities designed to develop their speed, balance, coordination, agility and strength, as well as several sports specific skills (e.g. golf putting and basketball dribbling etc.). Although non-competitive pupils were encouraged to achieve their 'personal best' at each station. Impact: Y8 sports leaders from the Partnership Middle School were excellent role models for the Y2 pupils. This has given them something to aspire to and an awareness of different roles in sport. Pupils had a positive experience at what was for many their first visit to what will be their Middle and High school site. This should ease transition. Pupils were exposed to children from other schools and developed confidence and communication skills in working together.

**Evidence:** Festival programme. Teacher and pupil feedback.

**Impact:** Pupils have experienced a broader range of activities and have an improved understanding of the skills required to be successful in sport. The class teacher has new activity ideas to incorporate into PE lessons. Through appropriate competition, pupils have developed their personal, social, creative thinking and physical skills.

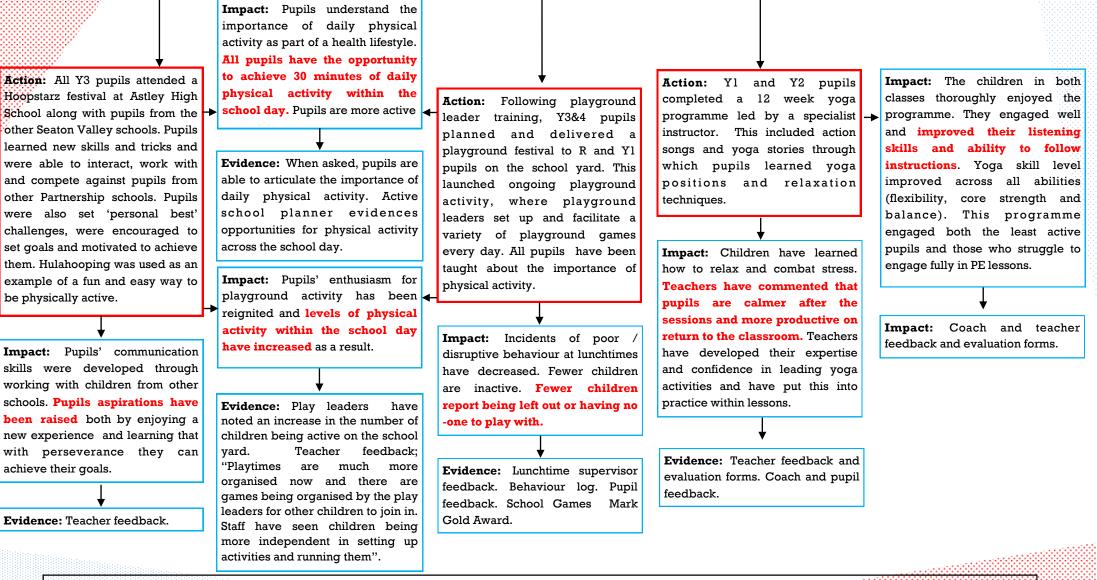
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### **WORKSTRAND 3: Healthy, Active Lifestyles**

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SPOPTS PPEMIUM

**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: The hoopstarz festival is sustainable through continued partnership working with ACHS. Resources have been developed which can be used in future years to deliver leadership training and the playground festival. Increased staff confidence and skill level in delivering PE will be maintained. NUFC resources are available online.

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### **WORKSTRAND 3: Healthy, Active Lifestyles (Cont.)**

**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).

Action: All pupils participated in Relax sessions led by external practitioners Relax Kids. The Relax sessions incorporated movement and exercise, mindfulness and relaxation games, massage, breathing techniques, affirmations and visualisations. Each session was based on a theme e.g. super heroes, monsters, fairy tales and followed a 7 step process from high to low energy.

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Impact: Pupils have reported feeling calmer. Teachers have noted reduced stress and anxiety amongst some pupils and that identified pupils have learned self calming techniques meaning they have coped better in class. Increase in concentration levels and improved behaviour following the sessions.

**Evidence:** Staff and pupil feedback and evaluation forms.

**Action:** PE and sport premium funding has been used to provide a lunchtime coach on 2 days per week throughout the school year. These coaches promote physical activity in a variety of formats, support the playground leaders and encourage the least active children to participate.

**Impact:** Pupils understand the importance of daily physical activity as part of a healthy lifestyle. All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day. Increase in the number of children who are active at lunchtimes.

**Evidence:** School Games Mark Gold Award. Coach and pupil feedback. "I used to have nothing to do but now I love joining in all the games". Action: In the summer term, Y2/3 pupils had their first experience of play leadership, with specialist training. Pupils learned about the qualities of a good leader and developed the basic leadership skills needed to lead fun activities during play times. This culminated in leading a short session to their peers in Y1 and Y2 and will be followed up with further training in the autumn term.

Impact: Pupils understand the importance of physical activity for health and well-being, and are aware of the other benefits of participation. Improved leadership skills e.g. communication, co-operation. All KS2 pupils provided with the opportunity to 'learn to lead'. Maintained the high percentage of pupils involved in leading School Games activity.

**Evidence:** School Games Mark Gold Award. Staff and pupil feedback and evaluation forms.

Sustainability: Resources have been developed which can be used in future years to deliver leadership training and playground activity. Increased staff confidence and skill level in delivering relaxation sessions will be maintained.

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### **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: Selected pupils in Y3 & 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.

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**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.

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. **Impact:** Pupils ' confidence and competence on the bikes increased hugely . Their listening skills and ability to follow instructions has improved. Pupils have demonstrated excellent team work skills, as well as empathy and the ability to motivate and encourage their peers.

**Evidence:** Pupil and staff feedback: "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**. Pupils are developing a 'Can do' attitude ". Action: Seaton Sluice First School partnered with Cycling Generation to plan and deliver a schedule of cycling activities. All Y4 pupils completed a skills session, two half day rides and a full day ride. The skill and fitness level required increased throughout the programme. All rides were completed within the area surrounding the school, so that children could access them outside of the programme.

**Impact: Pupils' confidence and self esteem has soared.** They have a great deal of pride in challenging themselves and exceeding their expectations of what they could achieve.

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 Forest School programme will be sustainable over time through the production of resources and upskilling of staff.

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### **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.

Action: All pupils have benefitted from Forest School, with weekly sessions led by a Forest School trained instructor. Each session lasts for two hours and involves working outdoors, building, climbing, moving, responding to music and venturing down to the local Holywell Dene.

Impact: Increased levels of confidence, promotion of speaking as part of a group, leading a small group, awareness of what constitutes a safe risk, increased levels of attendance/participation. The provision of Forest School very much supports the schools belief that emotional well-being through a nurturing setting is of paramount importance for children to academically flourish. **Evidence:** Photographs, school website. Extremely positive parent feedback (leading to PFTA partner funding to support the project). Teacher and pupil feedback. Head teacher feedback: "The focus for the sessions is confidence building, teamwork and taking informed risks. The sessions are practical, fun and highly engaging. The natural environment also links perfectly with the Science Curriculum and environmental issue".

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Action: 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, 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. Evidence School Games Mark Gold Award.

**Evidence:** Pupil and staff feedback. Work produced during the programme. Teacher

Action: KS2 pupils completed the Newcastle United Foundation's Junior Reporters programme. This project aims to inspire interest and engagement in literacy as well as improving pupils' attainment using the brand of Newcastle United as a stimulus for writing. Pupils practiced interview skills, report writing, commentating and descriptive writing. The highlight of the programme was a visit to St James' Park where pupils had the opportunity to interview a player in the media suite and enjoy a stadium tour.

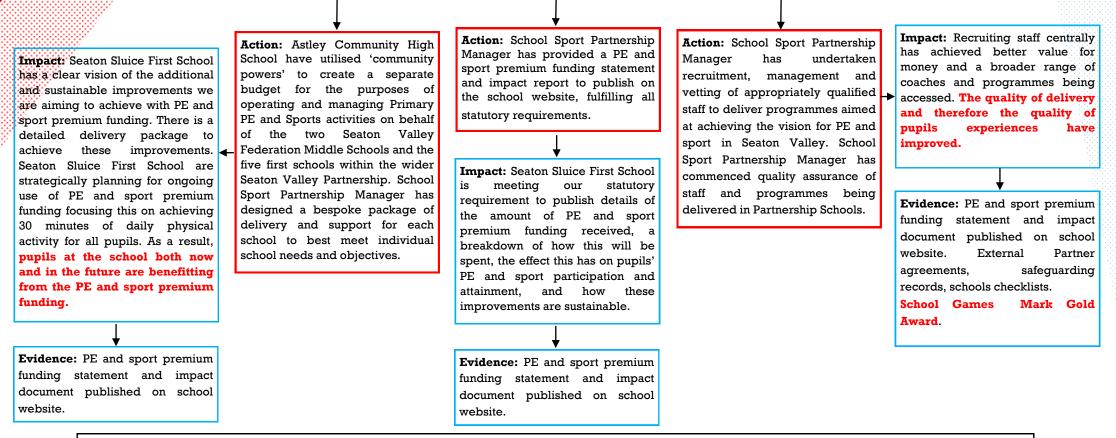
**Impact:** Pupils interest and enthusiasm for writing has been ignited. **Pupils demonstrated progress in speaking, listening, reading and writing.** External teachers and coaches have been a positive role model for pupils. Pupils have been motivated to raise and achieve their aspirations.

Sustainability: Daily physical activity opportunities are sustainable through developing Forrest School. Junior Reporters resources are available online and the programme could be delivered by class teachers. The Forest School programme will be sustainable over time through the production of resources and upskilling of staff.

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### **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.



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

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- 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.