

#### 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 2017-18 Seaton Sluice First School used our allocation of **£17,210** 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 - 16,155
  - Management and administration
  - Curriculum support and resources
  - Developing intra and inter school competition
  - Premier League Primary Stars programme
  - 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 - £965



#### 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.

**Action:** PE and sport premium funding has been used to purchase a PE and dance resource for curriculum PE – imoves. Staff continued to use these to create innovative, engaging and progressive lessons.

**Impact:** Evaluations from the imoves cpd rated it as excellent. **Teachers are using what they have learned and the resources to improve the quality of PE teaching in the school.**

**Evidence:** PE curriculum map, scheme of work and lesson plans. Pupil PE assessment data. Imoves resource. Teacher feedback and evaluation forms.

**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.

**Action:** 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.** Enhanced life skills including communication, team work, fair play and leadership. **Increased confidence, knowledge and skills of staff teaching PE.**

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

#### 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:** Broader experience of a range of sports and activities offered to all pupils. Approximately 25 children participate each lunchtime.

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

**Action:** PE and sport premium funding has been used to provide a lunchtime sports coach twice per week. In the KS1 club pupils have been introduced to a variety of sports including basketball, tag games, dodgeball, football and tag rugby. In the KS2 club the coach supported play leaders to set up and lead games.

**Impact:** Increased engagement in regular physical activity. Improvement in pupils' skill and fitness levels.

**Evidence:** Pupil feedback. Photographs of performance.

**Action:** PE and sport premium funding has been used to provide pupils with access to competitive sporting events and to make links with community sports clubs. A team of Y4 pupils participated in the level 2 School Games football competition, linked with Cramlington Juniors Football Club.

**Impact:** Increased participation in competitive sport. Pupils have an improved understanding of the skills required to be successful. Pupils were exposed to children from other schools and developed confidence and communication skills in working together.

**Evidence:** School Games Mark Gold Award. Competition entries. Teacher and pupil feedback.

**Sustainability:** Lunchtime activity is sustainable through the development of play leaders.

#### 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).

**Action:** All KS2 pupils attended a Hoopstarz festival at Astley High School along with pupils from the other Seaton Valley schools. Pupils learned new skills and tricks and were able to interact, work with and compete against pupils from other Partnership schools. Pupils were also set 'personal best' challenges, were encouraged to set goals and motivated to achieve them. HulaHooping was used as an example of a fun and easy way to be physical active.

**Impact:** Pupils' communication skills were developed through working with children from other schools. **Pupils aspirations have been raised** both by enjoying a new experience and learning that with perseverance they can achieve their goals.

**Evidence:** Teacher feedback.

**Impact:** Pupils understand the importance of daily physical activity as part of a health lifestyle. **All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day.**

**Evidence:** When asked, pupils are able to articulate the importance of daily physical activity. Active school planner 'heat map' evidences opportunities for physical activity across the school day.

**Impact:** Pupils' enthusiasm for playground activity has been raised and **levels of physical activity within the school day have increased** as a result.

**Evidence:** Play leader and teacher feedback.

**Action:** Following playground leader training, Y4 pupils planned and delivered a playground festival to R and Y1 pupils on the school yard. This launched ongoing playground activity, where Y4 pupils set up and facilitate a variety of playground games every day. All pupils have been taught about the importance of physical activity.

**Impact:** Incidents of poor / remained low. Fewer children are inactive.

**Evidence:** Lunchtime supervisor feedback. Behaviour log. Pupil feedback. School Games Mark Gold Award.

**Action:** Y1 and Y2 pupils completed a 12 week yoga programme led by a specialist instructor. This included action songs and yoga stories through which pupils learned yoga positions and relaxation techniques.

**Impact:** Children have learned how to relax and combat stress. **Teachers have commented that pupils are calmer after the sessions and more productive on return to the classroom.** Teachers have developed their expertise and confidence in leading yoga activities and have put this into practice within lessons.

**Evidence:** Teacher feedback and evaluation forms. Coach and pupil feedback.

**Impact:** The children in both classes thoroughly enjoyed the programme. They engaged well and **improved their listening skills and ability to follow instructions.** Yoga skill level improved across all abilities (flexibility, core strength and balance). This programme engaged both the least active pupils and those who struggle to engage fully in PE lessons.

**Impact:** Coach and teacher feedback and evaluation forms.

**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.

#### 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

**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:** 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. The School Games Mark award was presented at the School Sports Awards where Holywell also won the award for Improving Health and Wellbeing.

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

**Impact:** School Games Mark Gold Award. **Improving Health & Wellbeing Award.**

**Sustainability:** Daily physical activity opportunities are sustainable through developing the role of playground leaders.

#### 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:** Seaton Sluice 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. Seaton Sluice 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:** Seaton Sluice 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 improvements are sustainable.

**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.