

Primary PE & Sport Premium Funding

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 Holywell Village First School used our allocation of £17,140 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 - £17,140
 - Management and administration
 - Curriculum support and resources
 - Motor skills programme
 - Developing intra school competition
 - Showing potential academy
 - Extra-curricular coaching
 - Festivals of sport
 - Cycling programme
 - Premier league Primary Stars
 - Transport to sports events
 - Playground leaders training
 - Staff CPD



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 the dance resource (2nd year) and also accessed the PE element which was introduced with a staff CPD session.

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.

Action: A specialised rugby coach from local club, Whitley Bay Barbarians, taught Y4 pupils; introducing them to tag rugby and developing the skills involved. A team was then selected to participate in the School Games level 2 rugby competition.

Impact: Pupils have developed their understanding of how to improve their skills and are able to evaluate and recognise their own success. **Holywell First school uses sports coaches to support school sport delivery which compliments School Games provision.** Increase in the number of active links with local community sports clubs. Increased number of children joining sports clubs locally.

Evidence: School Games Mark Gold Award. Pupil, coach and teacher feedback. Pupil assessment data. Club feedback.

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. Evaluation forms.

Impact: As a result of building skills and confidence, **teachers are more able to deliver high quality PE and school sport.**

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

Action: Curriculum Support. KS1 & KS2 pupils participated in the Premier League Primary Stars Programme. Qualified coaches supported learning through modified games, providing professional development and continuing support for the class teachers.

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.

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

Evidence: Teacher feedback; **“The children’s hand eye coordination and throwing and catching skills have significantly improved. The children were thoroughly engaged throughout and loved the range of games on offer. The progression each week developed their skills”.**

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

Evidence: Teacher feedback. **“The children learned about working as a team and how to be a good team player”.**

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.

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.

Impact: Pupils' skill level improved, those who attended the clubs made greater progress in relation to their starting points in PE lessons. **Fitness levels improved.**

Evidence: Teacher feedback. Incremental increases in pupils' fitness and skills challenge scores.

Action: Weekly OSHL sports clubs have been provided free of charge to pupils, led by specialist coaches. Hula hooping, and archery were offered along with more traditional sports (e.g. rugby). Pupils were able to practice and improve their skills, culminating in a performance / competition at the end of each block.

Impact: Pupils' self confidence improved, enabling them to perform in front of others. Pupils have been inspired to continue hula hooping outside of the club, with many being active every day on the school playground. **Increase in the number of children participating in school sport.** Pupils have experienced a broader range of activities.

Evidence: Pupil feedback. Photographs of performance. School Games Mark Gold Award

Action: All pupils in Y4 participated in a 'Paralympic' festival, alongside pupils from the other Partnership First Schools. Pupils experienced new sports e.g. new age curling, boccia, seated volleyball and fencing. Pupils learned about how to make sport inclusive .

Impact: Pupils' have experienced a broader range of activities. Class teacher has incorporated some of the ideas shared at the festival into PE lessons. **Pupils have an increased understanding of inclusive sport.**

Evidence: Teacher feedback and evaluation form. Pupil feedback.

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. In the summer term A and B teams participated in the level 2 School Games golf, rugby (linked with Whitley Bay Barbarians) and tennis (linked with Cramlington Community Tennis Club) competitions.

Impact: Pupils know where they can participate in sport beyond school. They are signposted and supported to engage with community sports providers. Increase in the number of pupils transitioning into regular attendance at community sports clubs e.g. ACHS Football Development Programme, Cramlington Juniors FC.

Evidence: Attendance data from community sports clubs. Pupil feedback. School Games Mark Gold Award.

Impact: Increase in the number of pupils participating 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: A culture of extra-curricular sport has been developed. It is now normal for pupils to remain at school beyond the normal school day. The cost of providing these activities would have to come out of the main school budget, or more likely be passed on to parents.

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.**

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. Holywell first school won this competition and went on to represent Cramlington & Seaton Valley at the Northumberland School Games Finals.

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, co-ordination, 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.

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 Y3 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 physically 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 healthy lifestyle. **All pupils have the opportunity to achieve 30 minutes of daily physical activity within the school day.** Pupils are more active.

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

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

Evidence: Play leaders have noted an increase in the number of children being active on the school yard. Teacher feedback; "Playtimes are much more organised now and there are games being organised by the play leaders for other children to join in. Staff have seen children being more independent in setting up activities and running them".

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 / disruptive behaviour at lunchtimes have decreased. Fewer children are inactive. **Fewer children report being left out or having no-one to play with.**

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

Action: In the summer term, Y3 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.

Action: Y3 pupils have completed the NUFC Match Fit programme, which focuses on healthy eating, the human body, food labelling and how to lead a healthy lifestyle.

Impact: 93% of pupils ' fitness levels improved. 63% of pupils demonstrated increased nutritional knowledge. 56% of pupils reported that they had a healthier diet.

Evidence: Match Fit quizzes and fitness test results.

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.

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.**

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).

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 there were 3 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. Pupil feedback.

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 motor skills programme will be sustainable over time through the production of resources and upskilling of staff.

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.

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: Holywell Village 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.

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

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.

Action: Holywell Village 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.

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: Holywell Village 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. Holywell Village 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**

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: Holywell Village 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.