



# PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **Holywell Village 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 **£8575** 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
  - Specialist PE teacher 0.5 - £4800
  - I-moves dance resource - £315
  - G&T identification and multi skills academy - £200
  - OSHL coaching - £420
  - ½ day sports leaders training - £100
  - Skipping programme - £500
  - NUFC cross curricular programme - £350
  - Maths of the day resource - £595
- Remaining from school funds*





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**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

<b>Autumn:</b>	<b>Spring:</b>	<b>Summer:</b>
<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><i>School Sport Partnership Manager has updated head teachers on the implications of Obesity: a plan for action and future PE and sport premium funding.</i></p>	

## Impact

<b>Autumn:</b>	<b>Spring:</b>	<b>Summer:</b>
<p>Holywell Village 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>Holywell Village First School is meeting its' statutory requirement to publish details of the amount of PE and sport</p>	<p><i>Holywell Village 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.</i></p>	





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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 Holywell Village School has been signed.

Coach observations.

**Spring:**

**Summer:**

**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:**

Specialist PE teacher NR has supported the Y2 and Y3 class teachers. The focus this term has been on introducing competition into the curriculum, through multi skills and then games, as well as up-skilling the class teachers in the delivery of PE.

NR has demonstrated how to teach these activities, detailing how to incorporate appropriate competition. Pupils have worked to develop their throwing and catching as well as passing and moving on and off the ball. NR created individual challenges which all pupils complete at the start of each lesson, recording their scores and trying to better

**Spring:**

**Summer:**



their personal best each week (ball control, throwing and catching). NR has also introduced small sided modified competitive games, teaching the basic principles of attacking and defending and allowing pupils to apply these skills in different situations.

NR supports the class teachers through jointly planning the scheme of work. NR leads one lesson each week, with each class and the class teachers put what they have learnt into practice in the second lesson each week.

PE and sport premium funding has been used to purchase a dance resource for curriculum PE – imoves dance. This includes progressive planning and assessment with music for each scheme. Various stimuli are available 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. 8 staff members attended.

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.

**Impact**

**Autumn:**

Curriculum support: Staff feedback about specialist PE teacher support has been excellent, both teachers highly rate NR's input and have developed their own teaching expertise. Both the head teacher and PE lead have commented that they have seen more engaging lessons, with higher level of pupil participation and activity. Appropriate competition is woven in to the PE curriculum, both against self and others and in a broader range of formats.

**Spring:**

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Evaluations from the moves dance cpd rated it as excellent. Teachers are using what they have learnt and the resources to improve the quality of dance teaching in the school.

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

## Evidence & Sustainability

### Autumn:

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

Sustainable through increased staff skill levels.

### Spring:

### Summer:

### 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:

OSHL Club have been held weekly throughout the autumn term in Jolly Olly (football story), tchoukball, KS1 and KS2 gymnastics. These clubs are funded through parental contributions with some places subsidised with pupil premium funding.

Parental volunteers run the school football club on Saturday mornings with 18 pupils attending regularly. 2 teams play fixtures in local leagues.

8 pupils from Y3/4 took part in the level 2 School Games Y4 football competition. They won the competition and will go on to represent Cramlington and Seaton Valley at the Northumberland School Games in June.

### Spring:

### Summer:

## Impact





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<p><b>Autumn:</b> Maintained the already high participation rates in OSHL sport.</p> <p>The children enjoyed taking part in the football competition. Self-esteem was raised through being selected to represent the school. The profile of the School Games has been raised, younger pupils are more motivated to take part.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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## Evidence & Sustainability

<p><b>Autumn:</b> Club registers. Competition entry forms and certificates. Gold School Games Mark.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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**Workstrand: Healthy, active lifestyles.**

**Link to Government priorities:** Promoting healthy, active lifestyles.

**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.

## Progress

<p><b>Autumn:</b> All pupils participated in skipping workshops. Specialist coaches introduced basic skipping skills (single and double bounce, forwards backwards and hopping) and progresses onto more complex skills (pretzl, 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.</p> <p>PE and sports premium funding has been used to provide training to 16 Y3 pupils to become playground leaders. This</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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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. Since the training pupils have taken on the role of play ground leaders. With support from the class teacher they have created a rota of activity. All leaders know on which days they are 'on duty' and take 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

**Impact**

**Autumn:**

Maintained 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.

Pupil feedback from the leadership training has also been excellent. "I was taught good skipping skills." "We were given step by step instructions, starting slow to help confidence with the skills." "Good advice to help build leadership." "He gave us really good feedback so we could develop."

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.

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

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**Summer:**





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<p>leadership, organisational and communication skills and their confidence has increased. Leaders have also grown in their ability to coach and nurture younger pupils, and to solve problems and manage conflicts on their own. Some of these leaders are not “sporty” pupils but involvement in this programme has increased their activity levels.</p> <p>Pupils understand the benefits of physical activity and the importance of being active every day.</p>		
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## Evidence & Sustainability

<p><b>Autumn:</b> Photographs, pupil and staff feedback. Playground leader rotas.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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### 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

<p><b>Autumn:</b> Maths of the Day PE and sport premium funding have been used to purchase an active maths resource – Maths of the Day. This is an online resource which uses PE and active learning as a vehicle to raise attainment in mathematics.</p> <p>Holywell Village First School have partnered with Cycling Generation to plan and deliver a schedule of cycling activities. All Y4 pupils took part in a half day ride in the autumn term (split into two groups)</p> <p>Holywell Village First School were invited to attend the Cramlington &amp; Seaton Valley School Sports Awards. They were presented with the Gold School Games Mark which reflects the schools commitment to PE and School Sport.</p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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## Impact

<p><b>Autumn:</b></p>	<p><b>Spring:</b></p>	<p><b>Summer:</b></p>
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Maths of the Day has not a huge impact to date – staff training now planned for the spring term.

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.

## Evidence & Sustainability

### Autumn:

School Games Mark Gold award. Staff and pupil feedback. Photographs.

### Spring:

### Summer:

