



## PE and Sport Premium Reporting

### Seaton Sluice First School 2021-22

In the **2021-22 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. Seaton Sluice First School used our allocation of **£17,220** 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

*A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (National Curriculum for PE Key Stages 1 and 2).*

### ***The National Curriculum for physical education aims to ensure that all pupils:***

- ✓ *develop competence to excel in a broad range of physical activities*
- ✓ *are physically active for sustained periods of time*
- ✓ *engage in competitive sports and activities*
- ✓ *lead healthy, active lives.*

At Seaton Sluice First School, we are committed to raising the profile of physical education and sport, to improve fitness and raise achievement for all young people. High quality PE is 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:

1. Physical education
2. School sport and competition
3. Healthy, active lifestyles
4. Overall achievement

### **Expenditure**

Details of activity	Classes	Expenditure
Yoga coaching	Reception, Year 1	£1962
Shape Performance- Multi-skills delivery	Year 1, Year 2, Year 3 and Year 4	£4050
Newcastle United Foundation- Silver service level agreement	Reception, Year 1, Year 2, Year 3 and Year 4	£6500
Fizzy Dance Studios- dance club after school	Years 1 and 2	£480
Next Generation NE Sport's Coaching- after school clubs	Year 1, Year 2, Year 3, Year 4	£1170
Loud Arts Empower Delivery	Year 2 and Year 3	£2450
Coach Hire- NUFC 1892 Cup Competition	Year 3 and Year 4	£250
Ocean Youth Trust Sailing Experience	Year 4	£1500
Coach Hire- OYT Sailing Experience	Year 4	£390
<b>TOTAL EXPENDITURE:</b>		<b>£18,752</b>
<b>Overspend:</b>		<b>£1532</b>

### **PHYSICAL EDUCATION**

**Intent:** 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.

Implementation	Impact	Evidence
Children from Reception to Year 4 have participated in a progressive skills based programme designed to improve gross	The children have shown that they have all enjoyed the sessions. The children now have an enjoyment of movement	Pupil assessment data. Coach feedback. Teacher feedback and evaluation forms.

<p>and fine motor skills. This has been delivered by a specialist Sport's teacher with Class teachers supporting. 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.</p>	<p>and 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 some 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.</p>	<p>Feedback from parents/carers indicating that the children were practising skills out of school.</p>
<p>NUFC Primary Stars SILVER Service Level Agreement. This has included weekly Physical Education based on various areas including: Fun Moves, Multi-Skills, Team Games, Gymnastics, Dance, Attack and Defence Skills, Athletics and Striking/Fielding Skills. There was also a weekly after school club that delivered football skills and develops multi-skills. The NUFC involvement supports the school's 'Fit Friday' initiative.</p>	<p>The children enjoy a range of sporting activities and develop different skills within the session delivered by a sport's specialist coach. The class teachers and support assistants receive high quality continuous professional development that they can practise in other sessions across the week.</p>	<p>Parents and Carers speak enthusiastically about 'Fit Friday' with increased participation and attendance. Pupils look forward to the competitive nature of some of the lessons, which also include in school house competitions.</p>
<p>Ocean Youth Trust North planned and delivered three whole days of sailing experience for the Year 4 class. The pupils were based on The James Cooke Yacht in groups of 10 pupils per day. They sailed from Royal Quays Marina, North Shields and sailed down The River Tyne to Newcastle quayside, reaching the Millennium Bridge. They then sailed back.</p>	<p>The children experienced life onboard a yacht for a full day- working within a team, planning, preparing- whilst making sure that they were safe at all times. This included wearing their lifejacket and making sure they were clipped onto safety ropes whilst navigating themselves around the yacht. The learnt how to steer the yacht and 'take the helm' as well as use the correct language whilst instructing peers with tasks.</p>	<p>This was a memorable, exciting experience for all of the children which gave them a taste for outdoor water sports of an adventurous nature. The day involved effective teamwork, excellent communication and listening to/following instructions. For many of the pupils, they talked about when they would be able to do something similar in the future- opening their minds and aiming high. It was a very aspirational experience for the pupils and staff.</p>

<p>Pupils from Key Stage 1 accessed a dance club, led by 'Fizzy Dance Studios'. This provided them with the opportunity to learn dance routine to popular music which were then shared with their families as part of a final performance.</p>	<p>A large group of pupils attended the club for the full Summer term- for one hour each week. The sessions were energising, built confidence and encouraged the pupils to work together. They learnt sequences which they had to memorise and perform together. They then had a final performance for their parents and carers at the end of the term.</p>	<p>Many parents and carers commented on the improved confidence demonstrated by their child across the term. The pupils were keen to know when sessions would commence again as they had enjoyed them so much. High expectations were evident for the performance in terms of dancing ability and working effectively as a team.</p>
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**SCHOOL SPORT & COMPETITION**

**Intent:** 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.

<b>Implementation</b>	<b>Impact</b>	<b>Evidence</b>
<p>As a result of the pandemic, cross-partnership competitions have not been possible. Therefore, this has been limited to in school events, organised by external organisations facilitating activities in school both during the school day and for a limited period, some after school clubs.</p>		
<p>Coaches from NE Generation have provided after school clubs including archery, golf, gymnastics and multi skills.</p>	<p>All children from Key Stage 1 will have weekly opportunities to access after school provision with their peers and experience increased fitness whilst enjoying a range of team games and practising of multi skills.</p>	<p>Pupils will be able to apply their skills from Physical Education lessons to extra-curricular clubs. Parents and carers will feedback positively on the impact of attending an additional club, which will also develop their resilience and independence skills.</p>
<p>NUFC Multi-Skills After School Clubs have been organised each week for Key Stage 1 and 2 pupils.</p>	<p>All children from Key Stage 2 will be able to participate in football and multi-skills after school clubs. This will increase levels of participation, fitness and stamina. Pupils will have access to more</p>	<p>A greater percentage of pupils will be able to access football, who may not be able to play with a club at weekends. Team work will improve and relationships will be more effective. Parents and</p>

	team games that will develop more effective peer relationships.	Carers will feel reassured that extra time after school is being prioritised for increasing fitness.
The school was selected to take part in a multi-school competition-The NUFC 1892 Cup by the Newcastle United Foundation.	A team of pupils from Years 3 and 4 were selected to represent the school in a multi-school competition based at the NUFC training ground. They were also asked to invite a parent/carer with them. It was a very exciting experience for them- even though it generated feelings of apprehension and nervousness, playing against other schools from the North East. They were also visited by the Manager of Newcastle United and the leading coaches. They received their own new season full kit, a medal and everyone enjoyed a barbeque after the event together.	Parents, carers and pupils were extremely positive about the experience. It provided the chance to meet children from other areas and backgrounds- the children were encouraged to support one another. Team spirit was high and the day gave all pupils the chance to compete against each other in a fun, exciting atmosphere that was much busier than an average day within school. The highly trained and experienced NUFC coaches/staff supported the school staff and encouraged the pupils to perform well. Parents and Carers spoke very positively about the day and how memorable it will be for the pupils who were involved.

### HEALTHY, ACTIVE LIFESTYLES

**Intent:** 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).

Implementation	Impact	Evidence
All pupils from Years 1 to 4 received their own skipping rope as well as a group skipping rope. They then attended weekly coaching sessions to develop and practise a range of skills, have the opportunity to learn, practise and improve	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' enthusiasm for playground activity	When asked, pupils are able to articulate the importance of daily physical activity. Pupil and teacher feedback. The children naturally choose to spend time in the playground, skipping individually or with friends, finding

<p>their skipping skills and technique.</p>	<p>has been raised and levels of physical activity within the school day have increased as a result. 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.</p>	<p>enjoyment by means of keeping fit and improving stamina.</p>
<p>In the summer term, Y3 pupils had their first experience of play leadership, with specialist training. Pupils learnt 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.</p>	<p>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.</p>	<p>Staff and pupil feedback and evaluation forms. When asked about sport's leadership training, the pupils speak with confidence about their ability to lead activities with the younger pupils in the school.</p>
<p>All Reception and Year 1 pupils completed a yoga programme led a specialist instructor. This included flexibility and focus exercises, action songs and yoga stories through which pupils learned yoga positions and relaxation techniques.</p>	<p>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. Children's focus and flexibility has improved.</p>	<p>Teacher feedback and evaluation forms. Coach and pupil feedback.</p>
<p>Y3 pupils have completed the NUFC</p>	<p>Pupils' fitness levels improved.</p>	<p>Match Fit quizzes and improved fitness</p>

<p>'Match Fit' programme, which focuses on healthy eating, the human body, food labelling and how to lead a healthy lifestyle.</p>	<p>Pupils demonstrated increased nutritional knowledge. Pupils reported that they had a healthier diet.</p>	<p>test results. Pupils now have a much better awareness of healthy lifestyles and decisions that they can make as well as their own responsibility towards living a healthy, fit life.</p>
<p>'Fit Friday'- pupils attended school every Friday wearing PE kit, ready for more active learning. As well as NUFC PE sessions, the class teachers planned and encouraged more active themed learning, including the daily mile.</p>	<p>Attendance is boosted on a Friday as pupils see this day as a 'treat' and look forward to wearing sports kit and take part in a range of physical activities. Concentration and focus is improved which impacts on standards of work across other curriculum areas. There are more opportunities for problem solving and team work, and as a result, relationships improve with their peers.</p>	<p>Parent feedback about how their child looks forward to 'Fit Friday'. Teachers speak positively about how active learning can be naturally planned with an even greater focus being on a Friday. Pupils are enthused about their more active learning and they speak with excitement about their more active day.</p>
<p>Forest School sessions offered as part of weekly after school clubs for targeted groups of pupils.</p>	<p>Targeted pupils benefit from team-building sessions as part of a block of lessons encouraging them to take risks, listen to instructions and complete outdoor activities including climbing and accessing a sensory-rich outdoor learning environment.</p>	<p>Parental feedback, conversations with pupils based on diary entries, including photographs capturing their experiences. Pupils speak positively about their experiences and what they have learnt/gained.</p>

## OVERALL ACHIEVEMENT

**Intent:** 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.

<b>Implementation</b>	<b>Impact</b>	<b>Evidence</b>
<p>All pupils in Y4 received training and support to become playground leaders. This covered: The qualities of a good</p>	<p>Pupils have developed their leadership, communication and organisational skills. They have demonstrated an</p>	<p>Teacher and pupil feedback. Lunchtime supervisor feedback. Behaviour log. Reduction in the number</p>

<p>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. School Ambassadors take a lead in facilitating games and activities on the school playground.</p>	<p>understanding of the importance of being committed to a role and fulfilling their responsibilities for the benefit of the whole school community. 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. 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.</p>	<p>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. Playground leader rotas and monitoring.</p>
<p>All pupils in Y4 completed the 'On Side' course delivered by NUFC coaches. On Side tackles discrimination and uses football to promote awareness of equality and diversity. Pupils explored topics including racism, sexism, religion and bullying.</p>	<p>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.</p>	<p>Pupil workbooks- detailed responses reflecting a good level of understanding- and their understanding of equality. A culture of diversity and the importance of everyone being unique in their own way is celebrated and promoted as a result of the programme. Teacher feedback is highly positive and keen to deliver with their class next year as a result of the impact.</p>
<p>All KS2 pupils completed the 'Primary Stars' literacy programme. This programme aims to interest and</p>	<p>Pupils' interest and enthusiasm for writing had been ignited. Pupils demonstrated progress in</p>	<p>Very positive pupil and staff feedback. High quality work produced during the programme based on content delivered.</p>

<p>engagement in literacy as well as improving pupils' attainment using the brand of Newcastle United as a stimulus for writing.</p>	<p>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.</p>	<p>Teacher assessments.</p>
<p>All pupils participated in weekly 'Empower' sessions led by a specialist instructor. Empower are practical sessions incorporating music, movement and Makaton. The sessions are designed to engage children and support development through dance and song whilst also learning the communication vehicle of Makaton.</p>	<p>Pupils' self-esteem and confidence has been raised.  Pupils are able to convey positive messages around well-being and self-affirmations  Pupils have developed coordination, cooperation, memory, and gross motor skills.  Fitness levels have improved.  Makaton signing has helped to develop hand-eye coordination, fine motor skills and dexterity.  Children are promoting the importance of inclusion, learning signing that may assist communication with people experience communication boundaries.</p>	<p>Highly complementary coach feedback about pupil participation and level of competency using Makaton signing. Teacher feedback and assessment data. Pupil feedback.</p>

## 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.
- Health & Well-Being - the development of Sports Leaders, skipping and multi-skills targeted sessions have increased physical activity in school playgrounds. Schools have the resources necessary, with teachers able to deliver these programmes, creating sustainability for the future.