PRIMARY PE & SPORT PREMIUM

Evidencing the impact. Seaton Sluice Middle School

Primary PE & Sport Premium Funding

In the 2017-18 academic year all schools with 17 or more eligible pupils will receive £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 Middle School are using our allocation of £17,460 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 - £5,140
  - Management and administration
  - Curriculum support and resources
  - Developing intra and inter school competition
  - Showing potential academy
  - Extra-curricular coaching
  - Festivals of sport
  - Transport to sports events
  - Sports leaders training
- Transport to sports competitions and events - £1,145
- Sports equipment and resources - £6,995

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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: Curriculum Support. An additional specialist PE teacher has been funded to work with Y5 during their afternoon of sport at ACHS. This means that pupils are taught in smaller, ability groups so that differentiated and targeted teaching can occur.

Impact: Pupils have developed their fundamental movement skills. **Pupils are more confident in PE, and enjoy movement. They are now more likely to engage in other school sport / physical activity opportunities.** The most and least able pupils are making better progress.

Evidence: Teacher feedback. Pupil assessment data. Pupil feedback. **Pupils talk about their love of PE lessons.**

Impact: External teachers 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.

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

Evidence: Teacher feedback. Lesson observations following the curriculum support demonstrate high quality teaching and leaning. Lesson plans and resources produced by specialist and experienced PE teachers.

Action: Curriculum Support. A specialist PE teacher has worked alongside the KS2 class teachers to deliver the games element of the curriculum. This was identified as an area for improvement by the class teachers and has been achieved with a combination on observed lessons and team teaching.

Impact: Pupils have access to a broader PE curriculum. The quality of PE has improved. The curriculum reflects pupils interest and needs

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

Action: A significant proportion of funding has been invested into PE equipment and resources. This has been to replace old and unsafe equipment; to source equipment that will enable to curriculum to be broad and varied (e.g. to include gymnastics, outdoor athletics); and to purchase primary specific equipment for KS2 (e.g. appropriately sized goals, footballs and netballs).

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

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.

Action: Weekly OSHL sports clubs have been provided free of charge to pupils, led by specialist coaches. Dance was offered rather than traditional sports. Pupils were able to practice and improve their skills, culminating in a performance at the end of the block.

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' interpretive and physical skills have improved. Pupils have better spatial awareness. They also developed their knowledge of dance terminology.

Evidence: Teacher feedback. School Games Mark Gold Award

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.**

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.

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 .

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

Action: Two KS2 teams were entered into the Cramlington & Seaton Valley Y5/6 basketball competition "Thunder in the Valley". This tournament was played prior to a Newcastle Eagles home match at Sport Central with the final played at half time in front of a crowd of 2000. Approximately 75 tickets were sold to pupils and parents who were able to spectate ant both the schools' competition and the Eagles games.

Impact: Through participation in competition pupils have developed sportsmanship qualities and have shown determination to succeed as well as reliance in the face of losing. The profile of competition has been raised thanks to the professional setting and crowd. **Pupils have a sense of pride in representing the school.**

Evidence: Thunder in the Valley trophy. Photographs. Staff and pupil feedback and evaluation forms.

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. Access to School Games is sustainable as this is a free offer to schools.

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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: A weekly Y5 skipping club although open to all Y5 pupils has been targeted at the least active pupils, with certain pupils identified, invited and encouraged to attend. Skipping is promoted as a fun easy way to be physically active and pupils are encouraged to practise outside of the club.

Impact: Pupils have enjoyed what for many was a new experience. **This has boosted self esteem and self-confidence.** Fewer pupils participate in no school based physical activity outside of PE.

Evidence: Pupil feedback. Teacher feedback. School Games Mark Gold Award.

Action: Y5 pupils attended Partnership skipping festival at Blyth Sports Centre competing against local schools. Every child represented the school in at least one event and also performed a skip dance routine.

Impact: **Increase in the number and range of pupils participating in inter school competition.** Increase in self-confidence among participating clubs. Pupils have gone to attend other school sports clubs and have been selected to represent the school in other activities.

Evidence: Pupil feedback. Teacher feedback. Club registers. School Games Mark Gold Award. Competition entry forms, team sheets and results.

Sustainability: Options are being explored for staff CPD around cycling, however it is more likely that the programme would continue to rely on specialist coaches funded either by school or parents.

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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 and staff participated in the annual fun run. This was used as an opportunity to teach children about their moral responsibility to those less fortunate. It was also a bonding experience and is a highlight of the school calendar, reflecting our sporting culture.

Impact: **Pupils are aware and have experienced how sport can be used for the good of the community.** There is a sporting culture whereby, sport is one of the central pillars of our school's ethos.

Evidence: Staff feedback. Lesson Pupil Feedback. Photographs. School Website.

Sustainability: Sustainable through staff development and ownership

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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.

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.

Impact: Seaton Sluice Middle 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 Middle 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: 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 Middle 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

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.

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SWIMMING DATA

For the 2017-18 academic year, there is a new condition requiring schools to publish how many pupils within the y6 cohort are meeting the national curriculum requirements for swimming. The table below reflects swimming assessment data at 20.03.17 and will be updated again at the end of the Summer term.

Meeting national curriculum requirements for swimming and water safety	
% of Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres?	59%
% of Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breast-stroke]?	51%
% of Year 6 cohort who can perform safe self-rescue in different water-based situations?	67%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have Seaton Sluice Middle School used it in this way?	Yes