

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 2018-19 Whytrig Middle School are using our allocation of £17,130 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 - £12,680
 - Management and administration
 - Curriculum support and resources
 - Developing intra and inter school competition
 - Showing potential academy
 - Extra-curricular coaching
 - Festivals of sport
 - Cycling programme
 - Sports leaders training
 - Relax programme
 - Top Up Swimming
 - Sports leaders training
- Transport to sports competitions and events - £2,000
- Sports equipment and resources - £2,450



WORKSTRAND 1: 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: Curriculum Support. A specialist dance teacher supported Whytrig teachers in delivering KS2 PE, with a combination of observed lessons and team teaching. Pupils explored 'machines' through street dance working individually, in pairs and small groups. They learned and developed choreography culminating in a performance.

IMPACT: Pupils were able to explore dance language and ideas and became more physically competent. Pupils learned to link actions and sequences of movement and enjoyed communicating and collaborating with their peers. **All pupils met the requirements of the National Curriculum for PE in performing dances using a range of movement patterns.**

EVIDENCE: Teacher feedback. Lesson plans. Pupil assessment data. Pupil feedback

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: **Increased confidence, knowledge and skills of staff teaching PE. Teachers are using PE to develop cross curricular links.** Pupils recognise PE as an important part of the curriculum.

EVIDENCE: Teacher feedback. Lesson observations following the curriculum support demonstrate high quality teaching and learning. Lesson plans and resources produced by specialist and experienced PE teacher.

IMPLEMENTATION: KS2 pupils completed a range of tests to evaluate their physical literacy (agility, balance, co-ordination) as well as their strength and coachability. 10 pupils were identified as showing potential and invited to attend the Partnership Showing Potential Academy. This took place over 5 weeks hosted by Astley High School. Pupils completed tasks and drills designed to improve their core strength, coordination, agility, reaction time, accuracy and balance.

IMPACT: **More able pupils are better supported to reach their full sporting potential.**

EVIDENCE: All 10 pupils demonstrated improvements across all measures over the 6 week period. Pupil feedback. Teacher feedback.

IMPLEMENTATION: Two groups of KS2 pupils were identified as weak swimmers and having no / limited access to swimming lessons outside of school due to costs, transport, family support etc. Two weeks of intensive Top-Up swimming sessions were provided at Astley Community High School. Pupils were also signposted to community swimming opportunities.

IMPACT: Broader range of activities offered to pupils. Increased engagement in sport amongst pupils identified as being the least active. 11 pupils have completed the 5 day course. All demonstrated a **clear improvement in water confidence; entry and exit from the pool; movement in the water, and ability to submerge.**

EVIDENCE: Swim assessment data.

IMPACT: Parents and teachers have noted an increased self confidence amongst the participating pupils. Pupils have had a positive experience at what will be their High School, this should ease transition when the time comes. Pupils are more aware of opportunities for continued participation in the community.

EVIDENCE: Parent and pupil feedback. Swim teacher feedback: "(Name) gained lots of confidence during the week. She applied herself and attempted all activities to the best of her ability. She worked very hard during the week and is now looking to take up swimming lessons."

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

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.

IMPLEMENTATION: Weekly OSHL sports clubs have been provided free of charge to pupils, led by specialist coaches. Dodgeball, rugby, dance and fitness were offered. Pupils were able to practice and improve their skills, and experience competition in a variety of formats.

IMPACT: Broader experience of a range of sports and activities offered to all pupils. Physical literacy improved which had a positive impact on achievement within PE lessons. 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. Teacher feedback. Incremental increases in pupils' fitness and skills challenge scores.

IMPLEMENTATION: 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. KS2 girls competed in the School Games football competition, winning the School Games Values Award. This competition was linked with Cramlington United Football Club. A team of Y5 boys participated in the School Games football competition, linked with Cramlington Juniors Football Club. 60 pupils took part on the School Games Athletics. Multiple teams were entered in the School Games Y5/6 rugby, Y5 hockey, Y6 hockey, Y5/6 netball. Several teams won at this level, going on to represent Cramlington & Seaton Valley at the Northumberland School Games Finals. Appropriate competition was considered for all pupils. Carefully selected pupils participated in the shield and personal best competitions

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. 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: Competition entries. Teacher and pupil feedback. Attendance data from community sports clubs. Pupil feedback. School Games Mark Platinum Award.

IMPLEMENTATION: 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 50 tickets were sold to pupils and parents who were able to spectate at both the schools' competition and the Eagles games. The A team won the competition for the 3rd time.

IMPACT: Through participation in competition pupils have developed sportsmanship qualities and have shown determination to succeed as well as resilience 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.

WORKSTRAND 3: 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 Whytrig Middle School partnered with Cycling Generation to plan and deliver a schedule of cycling activities. Y5 pupils completed a skills session, and four half day rides. All rides were completed within the area surrounding the school, so that children could access them outside of the programme. An group of 12 advanced cyclists from Y5 and Y6 prepared for and completed the Sandstone Way—a challenging 120 mile bike ride from Berwick to Hexham.

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 " .

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.

IMPLEMENTATION: All Y5 pupils participated in half termly relax sessions. All Y6 pupils participated in Relax sessions led by external practitioners Relax Kids in the lead up to KS 2 assessment. The Relax sessions incorporated movement and exercise, mindfulness and relaxation games, massage, breathing techniques, affirmations and visualisations. Morning Relax sessions were available to all Y6 pupils in the week of the KS2 assessments

IMPACT: Pupils have reported feeling calmer and less anxious before the SATs. Teachers have noted reduced stress and anxiety amongst some pupils and that identified pupils have learned self calming techniques meaning they have coped better in class. Increase in concentration levels and improved behaviour following

EVIDENCE: Staff and pupil feedback and evaluation forms.

IMPLEMENTATION: Y5 pupils attended Partnership skipping festival at Lakeside Leisure 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 Platinum 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. Skipping is sustainable as teachers are confident to deliver this themselves. Sports Leaders have been trained to support skipping activity.

WORKSTRAND 4: 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.

IMPLEMENTATION: Whytrig Middle School applied for the School Games Mark and were awarded the Platinum 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 Platinum, 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.

EVIDENCE: School Games Mark Platinum Award.

IMPACT: Sports 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. School Games Mark Platinum Award.

IMPLEMENTATION: Selected pupils received training and support to become sports 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. Sports leaders now deliver daily activity.

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.

SUSTAINABILITY: Daily physical activity opportunities are sustainable through developing the staff knowledge and confidence. Resources are being developed which will be available for use in future years.

WORKSTRAND 5: Management, Administration and Reporting

INTENT: 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: Whytrig 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. Whytrig 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 funding.**

EVIDENCE: PE and sport premium funding statement and impact document published on school website.

IMPLEMENTATION: 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.

IMPLEMENTATION: 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: Whytrig 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 improvements are sustainable.

EVIDENCE: PE and sport premium funding statement and impact document published on school website.

IMPLEMENTATION: 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 Platinum 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.

SWIMMING DATA

School are required 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 18.07.19

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?	69%
% of Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breast-stroke]?	63%
% of Year 6 cohort who can perform safe self-rescue in different water-based situations?	96%
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 Whytrig Middle School used it in this way?	Yes