

PE and Sport Premium Reporting- New Hartley First School 2022-23

In the 2022-23 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 2021 -22 New Hartley First School used our allocation of £17,010 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:

1. Physical education
2. School sport and competition
3. Healthy, active lifestyles
4. Overall achievement
5. Management, administration and reporting Expenditure

Expenditure:

- Cycling programme
- NUFC Primary Stars
- Early Years motor skills programme
- Installation of playground apparatus
- Rugby coaching
- Gymnastics coaching
- Yoga delivery
- Skipping workshops
- After school clubs

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
Reception, KS1 and KS2 pupils participated in the Premier League Primary Stars Programme. Qualified coaches supported learning through problem solving and challenge games; providing professional development and	Pupils' physical literacy improved. Increase in pupils' participation, enjoyment and skill level. Enhanced life skills including communication, team work, fair play and leadership. Increased confidence, knowledge and skills of staff teaching PE. External teachers and	Teacher feedback. Pupil feedback. Observations made by teachers and lunchtime staff PE planning file available for all staff

<p>continuing support for the class teachers.</p>	<p>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 lifelong participation.</p> <p>Teachers have broadened their own CPD by observing coaches during PE lessons. Additionally, when delivering their own PE lessons, teachers have been able to use lesson/unit plans provided by coaches containing relevant vocabulary, diagrams, ideas for differentiation etc. From observing lessons and making use of the planning materials, teachers have a greater understanding of how to support children of varying abilities through simple adaptations and variations.</p> <p>We also found that some children were developing the skills taught in PE lessons during break times by recreating and adapting games and activities from the lessons.</p>	
<p>Throughout the year all children from EYFS-KS2 received high quality PE delivery in a range of different sports.</p> <p>EYFS- gross motor control and fundamental skills delivered by external coach and class teachers, yoga delivery by qualified instructor and fundamental</p>	<p>Children from EYFS-KS2 experienced a wide range of sports. This included a variety of different coaches, skills and terminology. Coaches were skilled to teach children age-appropriate vocabulary to supplement their physical learning, coaches were experienced to adapt coaching to support children</p>	<p>File of coaching materials and planning evidence.</p> <p>Athletics scores showing baseline measurements compared to final week.</p> <p>Staff feedback and observations.</p> <p>Pupil feedback.</p>

<p>movements delivered by NUF coaches (reception only).</p> <p>KS1- a range of sports delivered by NUF coaches throughout the year, yoga delivery by a qualified instructor, gymnastics delivery from a qualified coach and rugby delivery by qualified Newcastle Thunder rugby league coaches.</p> <p>KS2- a range of sports delivered by NUF coaches throughout the year, rugby delivered by qualified Newcastle Thunder rugby league coaches and gymnastics delivered by gymnastics coach.</p> <p>Year 4 pupils also received skills training from professional bike rider and instructor culminating with bike rides in the local area.</p> <p>Additionally, we provided a 'Get off stabilisers' workshop for all children who need support riding their bike confidently without the aid of stabilisers. All children were encouraged to bring their bike to school and spent time with Richard developing fundamental skills and confidence to ride their bikes without stabilisers.</p>	<p>based on their age, relative skill and age.</p> <p>Coaches also supported staff CPD with formal and informal advice and sharing of materials.</p> <p>Delivery of yoga in PE lessons has had a direct impact in the classroom environment across the curriculum. With a focus on mindfulness, breathing strategies from yoga have been implemented in the classroom as a means of regulation for children when managing their SEMH needs. This has had a positive impact on children's learning as they are able to self-regulate when upset or agitated, and thus are able to return to a mindset conducive to learning.</p> <p>We found that a number of children from year 4 who previously could not ride a bike, were able to learn to ride a bike and have since been inspired to cycle to school regularly. Additionally, younger children from the school were inspired by the adventurous bike rides of year 4 and they have learnt to ride a bike.</p> <p>As a result of the stabilisers event, a number of children across the school are now able to ride a bike without the aid of stabilisers. This represents a huge</p>	
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<p>For all pupils, the delivery led by NUF coaches built incrementally based on age and ability and children received coaching support to make changes. The focus of the skills changed during the year starting with fundamental movements before building on such skills towards invasion games, net and wall games and athletics.</p> <p>In addition to the external delivery led by professional and qualified instructors, school staff delivered additional PE sessions throughout the year. Staff were supported with materials shared by external providers which staff used to inform their own planning, delivery and implementation of PE.</p>	<p>boost for those children's confidence and potentially their physical health as they have broadened their potential for accessing a new sport and form of exercise. This would also go towards the goal of all children doing at least 60-minutes of exercise a day as they would now be able to cycle to and from school.</p>	
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SCHOOL SPORTS & 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	Impact	Evidence
<p>Throughout the year, classes from reception to year 4 took part in a range of after school clubs. Clubs included rugby (provided by Newcastle Thunder coaches), multi-skills (NUF coaches), several athletics clubs (NUF coaches), gymnastics club, and Commando Joe's club (NUF coaches). All clubs were free of charge to pupils.</p> <p>Children had the opportunity to develop confidence in their sporting ability and pride at being part of a club.</p>	<p>Children developed independence by taking part in an after school club which was not part of the mandatory PE delivery during school time. Children further developed pride, confidence and enjoyment from taking part in the club. The club provided an opportunity for pupils from across the school (many of whom had never previously attended an after school sports club). This provided many children with the confidence and motivation to join sports clubs outside of the school setting.</p> <p>Furthermore, this contributed to the aim of children completing 60-minutes of exercise on a daily basis.</p> <p>Part of the gymnastics after school club, helped children to get experience in a competition style without any pressure that may come with competitions. Children would learn, practise and perform routines. Children received excellent immediate feedback from the experienced coach.</p>	<p>Club registers and tracking info. Pupil feedback. Coach feedback. Teacher feedback. School Games Mark Award.</p>

	Importantly, every club was well attended and children were able to enjoy the experiences which inspired some to take up sports outside of school.	
<p>Children from years 1-4 all took part in some form of internal and external sporting event.</p> <p>KS1 children took part in 2 multi-skills festivals hosted by NUF at a local sports centre. This provided children with the exciting experience of travelling to another venue to take part in sporting activities with a sense of 'competing' against each other and themselves. The aim was engagement and participation without an overt competitive element as no scores were kept or winners announced.</p> <p>All KS2 children took part in an internal rugby competition hosted at the school by Newcastle Thunder coaches. Children spent the morning in teams, competing in a 'round robin' format. Children were split into 3 main groups (using the School Games groupings) of belong, compete and develop.</p> <p>KS2 children also took part in a number of virtual athletics and multi-skills events.</p>	Children were able to take part in competitions without feeling unsafe. Children were able to challenge themselves against their own score, their immediate peers and peers in the partnership.	Scores submitted to the School Games.

In the summer term all pupils from EYFS to KS2 took part in sports day.	Children throughout the school took part in a sports day event. All children were active in some way.	Pupil feedback. Parental feedback. Teacher feedback. School/home communication re organising the event.
In the spring term, children from year 4 took part in a gymnastics competition organised through the School Games.	Children had to learn a routine in advance of the competition. Children practised the routine in PE lessons and after school clubs. Children enjoyed the experience of going to a new environment with new people their age in order to compete in sporting activity.	Trip letter Pictures Parental, staff and pupil feedback.
During the autumn term, children from year 3 and 4 took part in a rugby festival at a local sports centre organised through the School Games.	For many children this was their first experience of external sports competitions or events due to the restrictions of covid. Children enjoyed the experience of getting a coach to a local sports centre and playing games with other children from different schools. coaches/oragnisers. Children benefited from enrichment opportunities outside of the school. They developed good sporting values e.g. congratulating opposing team members, picking up tag belts etc.	Trip letter. Pictures and videos. Parental, staff and pupil feedback.

HEALTHY, ACTIVE LIFESTYLES

Intent: 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
<p>This year we have continued with the daily mile initiative. All pupils from EYFS to KS2 took part in the DM ranging from 3-5 times a week. Children were encouraged to walk, jog, skip or run around the yard/field with the aim of completing a distance of 1 mile.</p>	<p>Children increased their physical stamina as well as their emotional resilience by persevering to complete the distance. The impact varied from some children achieving the goal of running continuously to complete the distance whilst some (who initially refused to even take part) eventually took part by walking and some running and walking. Such was the enthusiastic uptake, many children took the opportunity to do extra laps by choice during break times.</p>	<p>Pupil feedback. Pupil participation. Photos. Parental feedback. Staff questionnaire.</p>
<p>In the autumn term children from EYFS and KS1 took part in weekly yoga sessions with a qualified yoga instructor.</p> <p>Additionally children in EYFS received further yoga instruction in the spring term. Many elements of the yoga focused on mindfulness which sought to teach children a greater understanding of their mind and body connection to help children better understand the physical sensations that accompany thoughts and feelings.</p>	<p>Children had the opportunity to try a new form of exercise which they perhaps had not been able to do or had even been aware of. We found that it had a calming effect on children and it provided strategies and a mindset that could be transferred into the classroom. Children regularly adopted breathing techniques to help self-regulate when upset or frustrated in their learning. Furthermore, in several classes it was used as an opportunity for a calm movement break in the classroom as children adopted standing yoga balances.</p>	<p>Pupil feedback. Teacher feedback.</p>
<p>Money from fundraising and sports premium was used to fund a new outdoor trim-trail on the yard.</p>	<p>Pupils have responded very positively to this addition to the yard. Children have been playing actively on this developing</p>	<p>Pupil feedback. Teacher feedback.</p>

	physical skills such as balance, coordination, strength, agility, jumping and stamina. Additionally, children have developed values such as turn-taking, sharing, waiting, empathy, respect and honesty as they negotiate the various parts of the trim-trail at the same time.	
In the summer term every pupil from EYFS to KS2 took part in 'MOVE IT WEEK'. This was the third year running we had 'MOVE IT WEEK'. It is an initiative to promote the physical and mental benefits to being active and taking part in frequent exercise. In previous years, this was a fundraising event to raise money for playground equipment. As we achieved that goal last academic year, there was no fundraising element this year. However, children still took part in daily dance, yoga, multi-skills, daily mile running as well as their timetabled PE lessons and additional sports day and skipping workshops.	<p>Pupil engagement throughout the school was very positive. Children enjoyed being physically active. Many parents commented on how their child was more motivated and inspired to take part in physical activity.</p> <p>We also experienced positive parental engagement as several parents volunteered to help with our bike challenge day. Several parents also took part in a number of the challenges. We also saw great engagement as almost every child brought a bike or scooter to school that week. That momentum carried on as many children continued to bring their bike or scooter to school for the rest of the term. This also linked to our involvement in Northumberland bike month.</p> <p>Many children who could not previously ride a bike, were subsequently more confident and competent following this session.</p>	<p>Pupil feedback. Staff feedback, Parental feedback. Photos and videos.</p>
In September the whole school took part in 'Walk to School Week'. Children	Children saw the physical health benefits of doing daily exercise. Children	Email communication with parents.

were taught about the health benefits of walking, cycling, scooting or cycling to school. Children took part in a spotting activity to encourage children to walk to school. Throughout the neighbouring streets, pictures of characters from a range of books that classes had been reading were dotted around for children to look out for and count on their way to school.	understood that being active can be as simple and easy as walking. Children were also able to consider the mental benefits of walking as it is an opportunity to take in surroundings and look out for animals etc.	Copies of children's completed spotter activities. Parental, pupil and staff feedback. Assembly promoting walking to school.
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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	Impact	Evidence
EYFS 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.	This has continued to be a success following on from previous years. 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 some children were reluctant to participate, but over the term their confidence increased and they fully engaged. Class	Pupil assessment data. Coach feedback. Teacher feedback and evaluation forms.

	teachers commented that the children really look forward to the sessions.	
Working with an external professional bike rider and instructor (Richard Rothwell), year 4 pupils took part in development of biking skills and took part in several full and half day rides in the local area. 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.	The children benefited greatly from the experience. Those who struggled to ride a bike gained confidence, pride and motivation as Richard took the time to work specifically with some children who lacked confidence and several children who were unable to ride a bike at the start of the week. Several children were so inspired that they got a bike for their birthday and rode their bike to school for the rest of the term. For many children it provided an opportunity to get out of the house and explore their local area whilst being active. Many developed an appreciation for the outdoors.	Pupil and staff feedback. Parental feedback. Photos from the ride shared with parents.
Additionally, pupils from across the school took part in a 'get off stabilisers' session aimed at those who could not yet ride a bike.	The impact was fantastic. A high number of pupils who previously could not ride a bike, were now able to do so without the support of stabilisers. This meant that a number of year 4 children were now able to access the more difficult and longer bike rides planned for outside the school during the course of the year.	Pupil and staff feedback. Parental feedback. Photos from the day.
In the autumn and spring term, KS1 and KS2 pupils took part in rugby sessions	Through a range of games, children developed fundamental skills necessary for rugby (ball control, grip and	Pupil feedback. Teacher feedback. Parental feedback.

led by qualified coaches from Newcastle Thunder.	<p>manipulation, placing the ball down, finding and moving into space, evasion and agility, tackling and playing the ball)</p> <p>Furthermore, the sessions also underlined some of the values of rugby and sport (respect, communication, team work, ethics of winning and losing etc.) which are very important to the coaches and are always an integral part of the sessions.</p> <p>The important values such as teamwork and sportspersonship were effectively put to use during aforementioned internal and external rugby events during the year.</p>	Photos and videos.
<p>As part of this year's 'MOVE IT WEEK' all children from EYFS-KS2 took part in a skipping workshop. The intention was to show children a new skill which they could put to use at break and lunch times and outside of school. Again, this would contribute towards the goal of 60 minutes exercise each day.</p> <p>A PE display showcasing the various sporting events and activities we have done throughout the year has helped to raise the profile of PE in school.</p>	<p>All children and staff participated. Children have used skipping ropes more effectively on the yard at break and lunchtimes as they try to practise some of the skills they learnt during the workshop.</p> <p>Pupils, staff and parents regularly look at the display and comment on the various activities and sports that have been on offer during the year.</p>	<p>Pupil feedback. Staff feedback. Photos and videos.</p> <p>Pupil, staff and parental feedback. Photos</p>

Furthermore, a PE audit of the school environment highlighted how prevalent PE was throughout the curriculum and environment.		
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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.		
Implementation	Impact	Evidence
PE coordinator and school business manager have liaise throughout the year to manage spending and budget.	Spending of sports premium funding has been carefully considered to ensure a breadth of delivery, opportunity and experiences. PE delivery has been spread across the school to ensure all pupils have equal opportunities.	SLAs School Games mark