

PE and Sport Premium Reporting- New Hartley First School 2021-22

In the 2020-21 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
- PE equipment
- Early Years motor skills programme
- Changes to the outdoor area

- Rugby coaching
- Gymnastics coaching
- Yoga delivery
- Dance 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
EYFS, 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 continuing support for the class teachers.	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 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.	Teacher feedback. Pupil feedback. Week on week improvement in pupils' skill challenge scores.
Throughout the year all children from EYFS-KS2 received high quality PE delivery in a range of different sports.	Children from EYFS-KS2 experienced a wide range of sports. This included a variety of different coaches, skills and terminology.	File of coaching materials and planning evidence. Athletics scores showing baseline measurements compared to final

<p>EYFS- motor control skills in autumn, spring and summer term, yoga delivery in autumn term, fundamental skills delivered by NUF coaches throughout the year,</p> <p>KS1- a range of sports delivered by NUF coaches throughout the year, yoga delivery in autumn, gymnastics in spring term, rugby delivered by qualified Newcastle Thunder rugby league coaches in spring term and dance taught by professional dancer in summer term.</p> <p>KS2- a range of sports delivered by NUF coaches throughout the year, rugby delivered by qualified Newcastle Thunder rugby league coaches, gymnastics in spring term</p> <p>Additionally, year 4 pupils received skills training from professional bike rider and instructor culminating with bike rides in the local area.</p> <p>In addition to the external delivery led by professional and qualified instructors, school staff delivered additional PE sessions throughout</p>	<p>Coaches were skilled to teach children age-appropriate vocabulary to supplement their physical learning, coaches were experienced to adapt coaching to support children 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>Several children across the school were also targeted to take part in a lunch club which aimed to support and develop gross motor control including balance and coordination. Several of the children chosen have shown a clear improvement in their balance and coordination.</p>	<p>week.</p> <p>Staff feedback and observations.</p> <p>Pupil feedback.</p>
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<p>the year. Staff were supported with materials shared by external providers which staff used to inform their own</p> <p>planning, delivery and implementation of PE.</p> <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>		
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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
Throughout the year, classes from KS1 and KS2 took part in a range of after school clubs. Clubs included rugby (provided by Newcastle Thunder coaches), multi-skills (NUF coaches), several athletics clubs	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	Club registers and tracking info. Pupil feedback. Coach feedback. Teacher feedback. School Games Mark Gold Award.

<p>(NUF coaches), gymnastics club, Commando Joe's club (NUF coaches) All clubs were free of charge.</p> <p>Children had the opportunity to develop confidence in their sporting ability and pride at being part of a club.</p>	<p>taking part in the club.</p> <p>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>Whilst government guidance meant that in-person competitions did not take place, KS2 pupils took part in virtual multi-skills and athletics competitions through the School Games.</p>	<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.</p>	<p>Scores submitted to the School Games.</p>
<p>In the summer term all pupils from EYFS to KS2 took part in sports day.</p>	<p>Children throughout the school took part in a sports day event with parents present.</p> <p>Children also saw adult participation in events modelled as staff and parents took part in races.</p>	<p>Pupil feedback. Parental feedback. Teacher feedback. School/home communication re organising the event.</p>
<p>In the summer term, KS1 children took part in dance classes taught by a professional dancer and qualified dance teacher.</p>	<p>Over the weeks, children learnt a routine which they performed to parents at the end of the term. This provided children with opportunities to be active and try new activities.</p> <p>There were several members of the group who were initially reluctant to dance, but by the end were far more engaged and enthused. Children were able to see the improvement as they had a very clear start and</p>	<p>Pupil feedback. Parental feedback. Staff feedback. Videos and pictures of the practice and performance.</p>

	end point which was noticeable in their performance.	
In the spring term, year 3 and 4 children took part in a rugby festival organised by Newcastle Thunder at Kingston Park.	For most children this was their first experience of external sports competitions or events due to the restrictions of covid. Children were visibly awed by the spectacle of the stadium, the number of other children from different schools and the coaches/oragnisers. Children benefited from enrichment opportunities outside of the school and out of their comfort zone. 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
Daily mile Following the successful re-launch of the Daily Mile initiative in spring 21, we continued this in the autumn term throughout the year. All pupils from EYFS to KS2 took part in the DM ranging from 3-5 times a week. Children were encouraged to walk,	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	Pupil feedback. Pupil participation. Photos. Parental feedback. Staff questionnaire.

<p>jog, skip or run around the yard/field with the aim of completing a distance of 1 mile.</p>	<p>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>In the autumn term children from EFYS and KS1 took part in weekly yoga sessions with a qualified yoga instructor.</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 was invested in buying PE equipment for each class to have their own box of playtime resources (balls, skipping ropes, cones, bean bags etc.).</p>	<p>Children were guided in how to use the boxes appropriately, children worked with lunch time staff and class teachers to come up with games they could play using the equipment provided. Pupils became more active and also developed a greater range of physical skills (such as throwing, catching,</p>	<p>Pupil feedback. Teacher feedback.</p>

	<p>problem solving, strategic game tactics etc.) than when playing role play and running and catching games. The communal equipment, existing play markings and the daily mile contributed to children being active for in excess of 30 minutes per day.</p>	
<p>In the summer term every pupil from EYFS to KS2 took part in 'Move it Week'. This was the second 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. Every day of the week, each class took part in a range of different exercise and activities including: clubbercise aerobic dance class, cycling challenges, multi-skills day, dance workshops linked to our whole school theme of equality, skipping workshops and a whole-school 'big breaktime' to raise money for NSPCC.</p>	<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. Many children who could not previously ride a bike, were</p>	<p>Pupil feedback. Staff feedback, Parental feedback. Photos and videos.</p>

	subsequently more confident and competent following this session.	
<p>In September the whole school took part in 'Walk to School Week'. Children 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 the school house mascots were dotted around for children to look out for and count on their way to school.</p> <p>Furthermore, in spring and summer terms children took part in walk to school month and Northumberland bike month. Children were again given different activities to encourage walking to school (a-z of what they spotted, I spy and a checklist of items to look for). Northumberland bike month also coincided with our 'Move it Week' and which included biking events.</p>	<p>Children saw the physical health benefits of doing daily exercise. Children 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.</p>	<p>Email communication with parents. Copies of children's completed spotter activities. Parental, pupil and staff feedback. Assembly promoting walking to school.</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.

Implementation	Impact	Evidence
<p>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.</p>	<p>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 teachers commented that the children really look forward to the sessions.</p>	<p>Pupil assessment data. Coach feedback. Teacher feedback and evaluation forms.</p>
<p>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. This took place</p>	<p>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</p>	<p>Pupil and staff feedback. Parental feedback. Photos from the ride shared with parents.</p>

<p>during our 'Move it Week' and during Northumberland bike month.</p>	<p>provided an opportunity to get out of the house and explore their local area whilst being active. Many developed an appreciation for the outdoors.</p>	
<p>In the autumn and spring term, KS1 and KS2 pupils took part in rugby sessions led by qualified coaches from Newcastle Thunder.</p>	<p>Through a range of games, children developed fundamental skills necessary for rugby (ball control, grip and manipulation, placing the ball down, finding and moving into space, evasion and agility, tackling and playing the ball) 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. This also provided opportunities for children to take part in a rugby festival (mentioned above).</p>	<p>Pupil feedback. Teacher feedback. Parental feedback. Photos and videos.</p>
<p>In the summer term, all children from EYFS-KS2 took part in a dance workshop based on the whole school theme of equality.</p>	<p>Not only did children enjoy the dance element of the day, it was used as a vehicle for discussion back in the classroom. Children listened back to the lyrics of each song used in the session and thought about the meaning and how it was pertinent to the theme of equality.</p>	<p>Pupil feedback. Staff feedback. Photos and videos.</p>

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