

### PE and Sport Premium Reporting- New Hartley First School 2023-24

In the 2023-24 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 2023 -24 New Hartley First School used our allocation of £16970 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
- Newcastle United Foundation (NUF) coaching
- Early Years motor skills programme
- Active First coaching
- Active First staff CPD sessions
- Playground equipment
- PE equipment
- Installation of playground apparatus
- After school clubs
- Cost of coach travel to KSI multi-skills event

PHYSICAL EDUCATION		
<b>Intent:</b> 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, KSI 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	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	Teacher feedback. Pupil feedback. Observations made by teachers and lunchtime staff PE planning file available for all staff

<p>support for the class teachers.</p>	<p>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.</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><b>EYFS-</b> gross motor control and fundamental skills delivered by external coach and class teachers, yoga delivery by qualified instructor and fundamental movements delivered by NUF coaches (reception only).</p> <p><b>KSI-</b> a range of sports delivered by NUF coaches throughout the year, yoga delivery by a qualified instructor and gymnastics delivery from a qualified coach.</p> <p><b>KS2-</b> a range of sports delivered by NUF coaches throughout the year including yoga, and gymnastics delivered by gymnastics coach.</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 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</p>	<p>File of coaching materials and planning evidence. Athletics scores showing baseline measurements compared to final week. Staff feedback and observations. Pupil feedback. School Games mark (gold)</p>

<p>Year 4 pupils also received skills training from professional bike rider and instructor culminating with several bike rides in the local area.</p> <p>Additionally, in the autumn term, 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>For all pupils, the delivery led by NUF coaches was 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. Staff also received several CPD sessions to develop their confidence and competence when delivering PE. The content was based on questionnaires filled out by staff which highlighted areas they felt needed support and development.</p>	<p>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 (including siblings) from the school were inspired by the adventurous bike rides of year 4 and they have shown a keen interest in biking and bringing their bike to school.</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 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, 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.</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>Furthermore, this contributed to the aim of children completing 60-minutes of exercise on a daily basis.</p> <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>	<p>Club registers and tracking info. Pupil feedback. Coach feedback. Teacher feedback. School Games Mark Award (gold)</p>
<p>Children from years 1-4 all took part in some form of internal and external sporting event.</p> <p>KSI children took part in a multi-skills festival hosted by</p>	<p>Children were able to take part in competitions without feeling unsafe.</p> <p>Children were able to challenge themselves against their own score, their immediate peers and peers in the</p>	<p>Scores submitted to the School Games.</p>

<p>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 a virtual multi-skills competition with schools in the Seaton Valley partnership. Year 3 qualified for the next round and took part in the following event.</p>	<p>partnership.</p>	
<p>In the summer term pupils from EYFS to KS2 took part in sports day.</p>	<p>Children throughout the school took part in a sports day event. All children were active in some way.</p>	<p>Pupil feedback. Parental feedback. Teacher feedback. School/home communication organising the event</p>

## 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>Over the year, all children from EYFS - KS2 have taken part in several yoga workshops.</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</p>	<p>Pupil feedback. Teacher feedback. School Games mark (gold)</p>

	standing yoga balances.	
Money from fundraising and sports premium was used to fund a new outdoor equipment.	Pupils have responded very positively to this addition to the yard. Use of the equipment has allowed children to develop 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 share equipment.	Pupil feedback. Teacher feedback. School Games mark (gold)
In the summer term every pupil from EYFS to KS2 took part in our 4th annual 'MOVE IT WEEK'. It is an initiative to promote the physical and mental benefits to being active and taking part in frequent exercise. As part of this year's 'MOVE IT WEEK' all children from EYFS-KS2 took part in several initiatives to promote active lifestyles including, an assembly with former Newcastle United Women's footballer, morning dancing, yoga workshops, sports day, and an extended break time. On the final morning of the week, parents were invited to join in with dancing on the yard. Parents also joined us in the afternoon after sports day events to take part in games on the field including football, obstacle courses, skipping, running races, egg and spoon races, throwing target practice and basketball. Additionally, the profile of PE was promoted through other areas of the curriculum including maths (gathering data of children's favourite sports and making graphs and charts), English (reading about the history of the olympics and writing sports themed senses sentences) and PSHCE (the importance of sportsmanship and links to our whole-school character virtues).	<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 subsequently more confident and competent following this session.</p>	<p>Pupil feedback. Staff feedback, Parental feedback. Photos and videos. School Games mark (gold)</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 characters from a range of books that classes had been	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>Email communication with parents. Copies of children's completed spotter activities. Parental, pupil and staff feedback. Assembly promoting walking to school. School Games mark (gold)</p>

reading were dotted around for children to look out for and count on their way to school.		
Year 4 children have taken on the role of 'sports leaders' to promote effective active play during break and lunchtimes. Year 4 children have supported younger children when using equipment and organised games and activities for them to join in with.	Children have been more active during playtimes with more variation in their play (not just tagging and chasing games). Children have the opportunity to play similar games from their PE lessons which allows them to practise similar skills and movements.	Observations of break times Conversations with class teachers and lunch time staff Pupil voice

## 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
The profile of PE links directly to our important school virtues of honesty, respect, determination, honesty and empathy. Additionally, links to our core themes of aspirations, equality and sustainability are evident. We have had assemblies promoting the importance of determination and equality in sport including the visit of a former Newcastle United Women's footballer and a Paralympic gold medalist.	Our school virtues are regularly referred to throughout PE lessons as they are very relevant and pertinent.	Walk to school weeks Use of bike sheds Photos from events
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 teachers commented that the children really look forward to the sessions.	Pupil assessment data. Coach feedback. Teacher feedback and evaluation forms. School Games mark (gold)



<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.</p> <p>Additionally, pupils from across the school took part in a 'get off stabilisers' session aimed at those who could not yet ride a bike.</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 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>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.</p>	<p>Pupil and staff feedback. Parental feedback. Photos from the ride shared with parents.</p> <p>Pupil and staff feedback. Parental feedback. Photos from the day.</p>
<p>We enjoyed our fourth annual 'MOVE IT WEEK' where PE and exercise are promoted throughout the week.</p>		
<p>As part of this year's 'MOVE IT WEEK' all children from EYFS-KS2 took part in several initiatives to promote active lifestyles including, an assembly with former Newcastle United Women's footballer, morning dancing, yoga workshops, sports day, and an extended break time. On the final morning of the week, parents were invited to join in with dancing on the yard. Parents also joined us in the afternoon after sports day events to take part in games on the field including football, obstacle courses, skipping, running races, egg and spoon races, throwing target practice and basketball.</p> <p>Additionally, the profile of PE was promoted through other</p>	<p>All children and staff participated in daily exercise. This promoted the value of exercise as part of a healthy lifestyle. The parent involvement was well-attended and further promoted the importance of exercise as children could see their parents as role models for active lifestyles.</p>	<p>Pupil feedback. Staff feedback. Photos and videos. School Games mark (gold)</p>

<p>areas of the curriculum including maths (gathering data of children's favourite sports and making graphs and charts), English (reading about the history of the olympics and writing sports themed senses sentences) and PSHCE (the importance of sportsmanship and links to our whole-school character virtues).</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. Furthermore, a PE audit of the school environment highlighted how prevalent PE was throughout the curriculum and environment.</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, staff and parental feedback. Photos School Games mark (gold)</p>
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MANAGEMENT, ADMINISTRATION AND REPORTING		
<b>Intent:</b> 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
PE coordinator and School Games officer in regular contact throughout the year.	New Hartley First School achieved the gold standard for School Games mark.	Meetings with PE coordinator and School Games officer School Games mark (gold)
Greater emphasis on the delivery of PE has been placed on developing the staff's skills rather than bringing in external coaching. Staff have taken part in several CPD sessions	Children have enjoyed the variation of external coaches alongside their class teacher. Children have enjoyed seeing their teacher a role model for promoting an active	PE coordinator's lesson observations Staff feedback Pupil voice

with the intention of developing and building their confidence and competence when delivering PE.	lifestyle.	
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