



PRIMARY PE & SPORT PREMIUM

Evidencing the impact. **Seghill First School**

In partnership with the other Seaton Valley first and middle schools, in 2015-16 Seghill First School are using £8395 of Sport Premium funding to create and deliver a:

Vision for PE and School Sport in Seaton Valley

- Ensuring that PE and sport are at the heart of school life to raise 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.

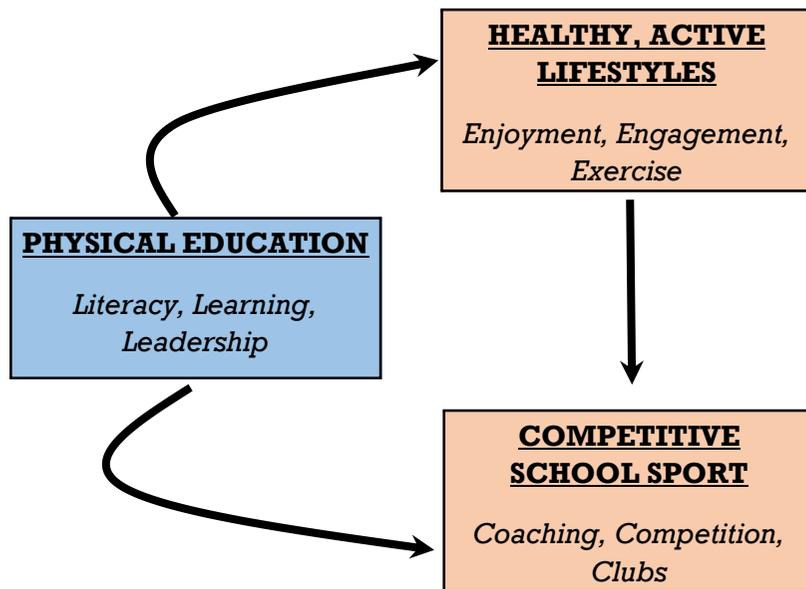
Sport Premium funding is being used to achieve the following in Seaton Valley:

PHYSICAL EDUCATION

A high quality *physical education programme* (education through physical activity rather than sports coaching) focusing on developing physical literacy.

A scheme for training, deploying, recognising and rewarding *young sports leaders*.

Professional Development Opportunities to improve the capacity of teachers / practitioners.



COMPETITIVE SPORT

All children being appropriately challenged, focusing on achieving personal bests rather than being the best. A programme offering regular *club participation opportunities* where pupils can learn about specific sports, receive age appropriate coaching and improve their skills.

A *competition / festival calendar*, in addition to the School Games offer, with at least one opportunity per year group per year. Support to develop intra school competition.

HEALTHY, ACTIVE LIFESTYLES

A range of appealing opportunities for physical activity which focus on enjoyment and promotes wider health and well being messages.

Lunchtime and play time physical activity supported by young leaders and school staff. Clubs which target the least active young people and offer a physical activity intervention developed specifically for them.

Involvement in *whole year group health / physical activity programmes*.





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KEY PRIORITY: Physical Education – High Quality Physical Education as a universal entitlement for all pupils.

STRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE
<p>Deliver a high quality physical education programme, focusing on developing physical literacy. Using specialist staff to raise achievement.</p>	<p>PROGRESS:</p> <p>Specialist PE teacher NR has worked with Y3 and Y4 throughout the autumn term. NR has delivered a unit of work with each class on gymnastics. The focus has been on understanding and developing pathways, showing different levels and speed. Pupils have created partner sequences and transferred their work onto low level apparatus. Pupils were supported to evaluate the quality of their sequences and to improve their performances.</p>	<p>PROGRESS:</p> <p>Specialist PE teacher NR has worked with Y2 and Y3 throughout the Spring term. NR has delivered a unit of work with Y2 centred around basketball/netball. The focus has been on understanding and developing catching, throwing, passing and shooting techniques. Pupils have also shown a greater understanding of how to play invasion games.</p> <p>Year 3 have had a half-term of gymnastics and dance, focussing on symmetric and asymmetric shapes and how they can be used in a sequence with a partner. Unison and Cannon have also been introduced as a way of improving performance.</p> <p>Year 3 also have had lessons based on problem solving and team-work and how they can solve these in a practical format.</p>	<p>PROGRESS:</p> <p>Specialist PE teacher NR has supported the Y1 and Y4 class teachers. The focus this term has been on introducing competition into the curriculum for Y4 and also developing Multi Skills in Y1.</p> <p>Y4 have also been developing their net/wall skills with a unit of work on tennis in preparation for the School Games Level 2 competition. In this unit the pupils worked on their shot quality and selection, basic grip, stance and delivery as well as how to play different formats of the game-singles, doubles etc. NR also introduced a ladder format of competition during games to help motivate pupils.</p> <p>NR has demonstrated how to teach multi skills with Y1, detailing how to incorporate appropriate competition. Pupils have worked to develop their throwing and catching as well as developing key skills on how to move with the ball. NR created individual challenges which all pupils complete at</p>	



			<p>the start of each lesson, recording their scores and trying to better their personal best each week (ball control, throwing and catching). NR has helped pupils improve their knowledge and understanding of the principles of movement- ABC's (Agility, Balance and Co-Ordination). Pupils have worked individually, in pairs and small groups to help improve in this area.</p> <p>In the final weeks of the Summer term, Year 1 worked on their striking/fielding skills with lessons centred around cricket and rounders. Small games, hand-eye-co-ordination activities and group competitions were introduced and delivered.</p>	
	<p>IMPACT:</p> <p>The quality of PE in KS2 has improved due to specialist teaching.</p>	<p>IMPACT:</p> <p>The quality of PE in KS2 has improved due to specialist teaching.</p>	<p>IMPACT:</p> <p>The quality of PE has improved. Teacher confidence and competence has</p>	

	<p>KS2 pupils have developed their physical literacy. Agility, balance and co-ordination have improved. Through gymnastics they have also improved their flexibility, technique and control. They know how to safely move and use low level apparatus and mats. Most pupils are now able to link movements into sequences and have improved the precision and fluency of their movements.</p>	<p>KS2 pupils have developed their physical literacy. Agility, balance and co-ordination have improved. Through gymnastics they have also improved their flexibility, technique and control. They know how to safely move and use low level apparatus and mats. Most pupils are now able to link movements into sequences and have improved the precision and fluency of their movements. They have also improved their knowledge and understanding of how to approach a simple physical problem and solve this as part of a team/pair.</p> <p>Year 2 pupils' basic invasion game skills have improved rapidly with weekly sessions. They have also shown a great improvement in their fundamental skills and how they can apply these in an invasion game situation.</p>	<p>increased, thanks to better knowledge and understanding.</p> <p>All pupils in Y4 pupils have participated in intra school competition both against self and others in a range of situations. Pupils better understand the principles of attack and defence and have developed their agility, balance and co-ordination.</p> <p>Pupils' skill level has improved, evidenced by the improvement in personal challenge scores over the term (all pupils demonstrated progress and some pupils showed huge improvements in scores).</p> <p>Y1 pupils' basic skill levels have increased rapidly due to their multi-skills work. They have enjoyed their games/challenge based activities where they can apply the skills shown to them.</p>	
<p>Provide professional development opportunities to improve the confidence and competence of staff.</p>	<p>PROGRESS:</p> <p>The Y4 class teacher attended a course on inclusion within PE. This workshop was designed to help teachers embed inclusive practice in their planning, delivery and assessment within curriculum PE. This included theory and practice and supported the teacher in having a clearer understanding of the</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	

	<p>needs of all pupils. They also explored teaching strategies to ensure all pupils are engaged and make good progress.</p>			
	<p>IMPACT:</p> <p>Y4 teacher has increased competence and confidence. The quality of PE has improved. Teaching strategies have been implemented which have resulted in better engagement in PE from some pupils.</p>	<p>IMPACT:</p>	<p>IMPACT:</p>	
<p>Develop a scheme for training, deploying, recognising and rewarding young sports leaders.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p> <p>PE and sports premium funding has been used to provide training to all Y4 pupils to become playground leaders. This covered:</p> <ul style="list-style-type: none"> • The qualities of a good leader. • Benefits of participating in physical activity (physical and social). • Re-cap of hula hoop skills, and how to teach these skills. <ul style="list-style-type: none"> ○ Introducing skills, how to break them down, how to ensure safety, and how to support pupils who are struggling with a skill. • How to lead playground games (emphasising safety) 	<p>PROGRESS:</p> <p>Y3 pupils received playground leaders training. This included activities to develop communication, organisation, leadership, safety as well as familiarisation of playground activities.</p> <p>A new area of the school (inner garden) has been identified for the playground leaders with support from lunchtime supervisors to lead activities in. Equipment has been made available and the playground leaders have led their peers in a range of activities at lunchtimes.</p>	

		<p>As part of the training the playground leaders practised what they had learned with a group of Y1 pupils.</p> <p>Since the training pupils have created a rota for their playground sessions which involves leading activity (hulahooping / general playground games / equipment games) on a daily basis. Both KS1 and KS2 pupils join in.</p>		
	<p>IMPACT:</p>	<p>IMPACT:</p> <p>Playground leaders are skilled and confident in leading lunchtime physical activity. They have developed their leadership, organisational and communication skills and their confidence has increased.</p> <p>Pupils understand the benefits of physical activity and the importance of being active every day.</p> <p>Increased participation in physical activity.</p>	<p>IMPACT:</p> <p>Increase in the amount of physical activity undertaken at lunchtimes with a reduction in incidents of anti-social behaviour. Fewer delays in starting afternoon lessons. Increased self-esteem and self-confidence of playground leaders.</p>	
<p>Offer talented young sports people specific support to help them develop their sporting potential.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p> <p>Y4 pupils completed a range of tests to evaluate their physical literacy (agility, balance, co-ordination) as well as their strength and coach-ability.</p>	<p>PROGRESS:</p>	

		<p>4 pupils were identified as talented and were selected to attend the Partnership Multi Skills Academy. This took place over 5 weeks and rotated around schools in the Partnership. Pupils completed tasks and drills designed to improve their core strength, co-ordination, agility, reaction time, accuracy and balance.</p>		
	<p>IMPACT:</p>	<p>IMPACT:</p> <p>Pupils demonstrated an improvement in 5 of the 6 tests that could accurately be carried out in the final week of the multi skills academy. Co-ordination (measured by tennis ball keep ups) improved on average by 35%. All pupils showed an overall improvement in power (measured by triple hop). Agility and co-ordination measured by basketball dribbling improved on average by 17%. Core strength measured by the sit up test improved by 6%.</p> <p>Pupils confidence increased, as did their knowledge of what was needed and how to improve their physical literacy. Pupils were able to experience a broader range of activities and receive tailored coaching.</p>	<p>IMPACT:</p>	

		<p>Pupils also commented that the experience of visiting different schools had been exciting, and that working with pupils from other schools would ease their transition into middle school.</p>	
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KEY PRIORITY: Competitive Sport – Ensuring all pupils are appropriately challenged, with focus on achieving personal bests as well as being the best.

STRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE
<p>Increase participation in a range of extra curricular sports opportunities. Use a monitoring tool to track and analyse participation rates.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p> <p>PE co-ordinator, head teacher and SSP manager met to discuss how to increase participation in extra-curricular sport. A plan is now in place to link clubs to curricular delivery from September. Specialist PE teachers supporting lessons will also lead weekly clubs in the same activity. The activity and year groups target will change on a half termly basis.</p>	
	<p>IMPACT:</p>	<p>IMPACT:</p>	<p>IMPACT:</p> <p>Impact to be seen 2016-17</p>	
<p>Develop competitive opportunities for all pupils in intra and inter school competitions.</p>	<p>PROGRESS:</p> <p>Working with the School Sport Partnership the PE co-ordinator has selected which (inter) school competitive opportunities will be most</p>	<p>PROGRESS:</p> <p>All pupils in Y4 attended the Seaton Valley Racket Sports festival at Concordia Leisure Centre. Pupils experienced a range of activities to</p>	<p>PROGRESS:</p> <p>A Level 2 Rugby coach from local club – Cramlington Rockets worked with pupils in Y3 and Y4. Pupils took part in drills and games to develop the basic</p>	



suitable and has committed to entering enough competitions to meet the criteria for the 2015-16 School Games Mark at Silver Level. (Y4 Racket Sports, Y3/4 Athletics, Y4 Golf, Y3/4 Rugby and Y1 multiskills)

develop the skills needed in tennis, badminton and squash (movement, reaction, speed, hand-eye co-ordination, racket skills).

skills of tag rugby – throwing, catching, running, dodging; before being introduced to small sided games. The aim of these sessions was to prepare pupils for the School Games Y3/4 Tag rugby competition. A team of 10 pupils represented the school, finishing joint 3rd – the schools best ever result in this competition.

All pupils in Y3 and Y4 competed in intra school competition in athletics. The quad kids approach allows all pupils to participate in run, throws and jumps. It encourages pupils both to improve their personal best scores and add points to their team scores. The results were submitted as part of the inter school athletics competition.

IMPACT:

Plan in place to increase participation in Inter school competition.

IMPACT:

Pupils have been exposed to a broader range of activities and have an improved understanding of the skills required to be successful at racket sports. Pupils were exposed to children from other schools and developed confidence and communication skills in working together.

IMPACT:

Pupils are better prepared for competition, their skills have improved and they have an increased understanding of the rules and tactics for tag rugby.

Greater success in school games competition.



			<p>Increase in the number of pupils participating in intra and inter school competition.</p> <p>School Games Mark – silver award.</p>	
<p>Make links with community clubs and promote opportunities for participation in the community.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p> <p>Community clubs /sessions were promoted in the Sports Premium newsletter which all pupils receive a copy of.</p>	<p>PROGRESS:</p> <p>Following on from the curriculum coaching and School Games competition, pupils were signposted to local Rugby League clubs to continue their participation in the sport.</p>	
	<p>IMPACT:</p>	<p>IMPACT:</p> <p>Pupils are more aware of opportunities for sports participation within the local community.</p>	<p>IMPACT:</p> <p>Pupils are more aware of opportunities for sports participation within the local community.</p>	

KEY PRIORITY: Healthy, Active Lifestyles – Provide a range of appealing opportunities for physical activity which focus on enjoyment and promote wider health and well-being messages.

STRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE
<p>Use physical activity to improve pupils' health, well-being and educational outcomes.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p> <p>All pupils participated in a hula hoop experience day. Specialist coaches led sessions with all classes. Pupils were taught basic hula hoop skills, progressing onto more complex skills and tricks. Pupils also practiced group games and other ways to use the hoops. Hula hooping was promoted as a fun easy way to be physically active.</p>	<p>PROGRESS:</p> <p>See above – Increased physical activity at lunchtimes contributing to health, well-being and educational outcomes.</p> <p>All pupils in Y1 participated in a Partnership multiskills festival alongside over 100 pupils from other first schools. Pupils participated in a range of activities aimed at improving their agility, balance and co-ordination as well as showcasing a variety of ways of being physically active involving minimal equipment.</p>	
	<p>IMPACT:</p>	<p>IMPACT:</p> <p>Pupils' enthusiasm for playground hula hooping has been reignited and levels of physical activity within the school day have increased as a result.</p>	<p>IMPACT:</p> <p>See above – Increased physical activity at lunchtimes contributing to health, well-being and educational outcomes.</p> <p>Y1 pupils fundamental movement skills have improved. They have experienced an event outside of their normal school environment and were challenged to work with pupils from other schools.</p>	

			This has raised their aspirations and increased self-confidence. Pupils know a variety of ways in which they can be active within and outside of school.	
Use sport and physical activity to promote pupils' social, moral and cultural development.	PROGRESS:	PROGRESS: Playground leaders have taken on the responsibility of running lunchtime activities. They have learnt about the importance of rules and applying these fairly. After a difficult start where the play leaders found it difficult to keep control, pupils have developed a respect for them and both leaders and participants enjoy taking part more now.	PROGRESS:	
	IMPACT:	IMPACT: Pupils have developed a greater sense of what is right and wrong in the playground. They understand that rules must be followed for safety and enjoyments and they demonstrate mutual respect to their peers.	IMPACT:	