

PE and Sport Premium Funding and Impact Reporting- Seghill 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. Seghill First School used our allocation of £16,720 of PE and sport premium funding to deliver the vision for PE and sport in Seaton Valley.



Vision for PE and Sport in Seghill First school: 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:

Physical education

School sport and competition

Healthy, active lifestyles

Overall achievement

Management, administration and reporting

Expenditure:

• Cycling programme	£1000	Carry forward	£ 720
• NUFC Primary Stars	£3350		
• Commando Joe's Programme	£1900		
• Skip4fit	£300		
• Milly Performance Academy	£1200		
• Shape performance sports coaching	£4600		
• All Stars rugby coaching	£600		
• New & replaced PE equipment	£1500		
• Playground equipment	£500		
• Buses	£700		
• Bluetooth Speaker	£350		

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
<p>EYFS, KS1 and KS2 pupils participated in a programme of skills development and sports with a qualified coach from Shape Performance who supported learning and provided professional development and continuing support for the class teachers.</p> <p>Age appropriate games and challenges to develop planning and team skills.</p>	<p>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. Male coaches in school 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>Teacher feedback. Pupil feedback.</p> <p>Week on week improvement in pupils' skill challenge scores.</p>
<p>EYFS, KS1 and KS2 pupils participated in the Premier League Primary Stars Programme. A qualified coach supported learning through problem solving and challenge games; providing professional development and continuing support for the class teachers.</p> <p>Age appropriate games and challenges to develop planning and strategic team skills.</p>	<p>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. The young male NUFC 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>Teacher feedback. Pupil feedback.</p> <p>Week on week improvement in pupils' skill challenge scores.</p>

<p>All pupils from EYFS to KS2 took part in the Commando Joe's (CJ's) Programme. Delivered by qualified coaches from the Newcastle United Foundation (NUF), the programme aimed to develop a range of skills including teamwork, communication, resilience, problem solving and determination.</p>	<p>CJ's is an effective programme to support children with the development of their social and emotional interaction and build their internal resilience when things do not work out in the way they hope it will.</p> <p>The RESPECT curriculum of CJ's linked to the ethos of the school. The vocabulary used in the delivery and content links to the school's curriculum themes of 'aspirations, sustainability and equality'</p> <p>The same coach throughout the year provided children with stability and consistency as well as being a very well-liked and respected role model to the children.</p>	<p>Staff training. CJ's equipment in school. Pupil feedback. Teacher feedback. Development in children's resilience, team work, cooperation, communication and problem solving. Feedback from Dukeshouse Wood staff about our children's teamwork skills compared to other schools.</p>
<p>All pupils from EYFS to KS2 took part in a session of Skip4fit as part of a designated Sports Week in school during the summer term.</p>	<p>The trained instructor effectively matched the children's ages and abilities to the skills being taught. The sessions developed basic skipping skills, ticks and playground games the children could do independently. Once they understood the physical demands of skipping, their perception changed and they embraced the challenge.</p>	<p>Staff feedback Pupil feedback Parent feedback</p>

<p>Children in KS2 took part in a tag rugby block delivered by All Stars Rugby.</p>	<p>In the sessions some of the children (some participated last year) were introduced to a new sport, learnt the basic rules of tag rugby and developed the skills needed to play effectively.</p> <p>The programmes developed the children's ability to instruct others, teamwork skills and all round communication during the team elements.</p> <p>The coaching also hopes to encourage involvement in the sport.</p>	<p>Staff feedback Pupil feedback</p>
<p>All pupils from EYFS to KS2 took part in two half term programmes of dance delivered by Milly Performance Academy (MPA).</p>	<p>The highly trained instructor effectively matched the children's age to the style dance and music used. Much of the programme for younger children was delivered through games and fundamental movements. The programmes supported the development of balance, coordination and memory sequencing as well as basic fitness.</p>	<p>Staff feedback Pupil feedback Parent feedback</p>

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 EYFS, KS1 and KS2 took part in an after school multi-skills club delivered by coaches from NUF.</p> <p>The club was part of the Primary Stars delivery. 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.</p> <p>Children further developed pride, confidence and enjoyment from taking part in the club. It is 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>Club registers and tracking information.</p> <p>Pupil feedback.</p> <p>Coach feedback.</p> <p>Teacher feedback.</p> <p>School Games Mark Silver Award.</p>
<p>KS2 pupils took part in a multi-skills and gymnastics competition through the School Games.</p>	<p>Children were able to challenge themselves against their own score, their peers and peers within the partnership. Six children participated in the gymnastics festival and a marked increase in one child's general confidence in school was noticed by staff following the competition.</p>	<p>Scores submitted to the School Games.</p> <p>School Games Gold award.</p>
<p>In the summer term all pupils from EYFS to KS2 took part in sports day.</p>	<p>The events were held in class PE lessons. Children were encouraged to work together and motivate each other. A prize for each year group was given for the best all round sporting attitude; someone who tried hard, encouraged team mates and had a positive attitude.</p>	<p>Pupil feedback.</p> <p>Teacher feedback.</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>Money was invested in buying PE equipment for each key stage to have their own box of playtime resources (balls, skipping ropes, cones, bean bags etc.)</p> <p>Other larger pieces of PE equipment for general break time use and PE lessons such as new basketball posts and Large football nets.</p>	<p>Children were guided in how to use the equipment appropriately.</p> <p>Pupils became more active and also developed a greater range of physical skills (such as throwing, catching, problem solving, strategic game tactics etc.) than when playing role play and running and catching games. The equipment has contributed to children being active for in excess of 30 minutes per day because there are significantly more children actively engaged in physical activity for the duration of each break time than there was previously. The range of the activities have also increased providing more choice.</p> <p>The larger equipment being left outside during break times has allowed children to practice skills and techniques taught in lessons in their own time. They have also offered opportunities to play semi structured team games.</p>	<p>Pupil feedback. Teacher feedback.</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>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 3 full 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>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 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>Pupil and staff feedback. Parental feedback. Photos from the ride shared with parents.</p>
<p>In the summer term all pupils from EYFS to KS2 took part in an athlete visit events. The school received a visit from the local Paralympian Stephen Miller, who has Cerebral palsy. Stephen worked with the children to complete challenges throughout the afternoon, he also held a question and answer session.</p>	<p>The physical challenges and competitive aspect of the afternoon fully engaged all the children and pushed many of them to their limit. They all worked to encourage and motivate each group as they completed the challenge, again demonstrating their teamwork skills. The Q & A session that followed inspired many to work harder in their sports when they saw the challenges Stephen had encountered in his pursuit of his dream.</p>	<p>Pupil feedback. Teacher feedback. Parental feedback.</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

This is completed in-house by the PE subject lead.

Impact

Hands on with coaches, experiences the sessions delivered, can evaluate, challenge and adapt the provision regularly throughout the year.

Evidence

Discussions with staff, children, coaches.
Amended timetables and planning.