



# Ocklynge Junior School

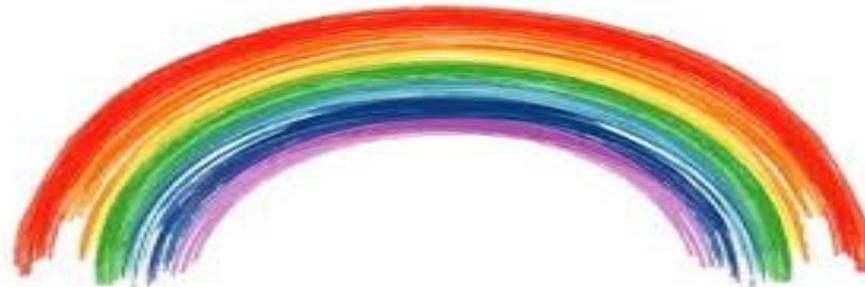
South Downs Learning Trust



## School Self-Evaluation and Raising Achievement Development Plan 2021-22

### Physical Education

Responsibility – Resilience – Reflection - Respect



*Our Learning Journey is to Restoration and Recovery*

The priorities for the year 2021-22 are:

- To The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school
- To The profile of PESSPA being raised across the school as a tool for whole school improvement
- To Increased confidence, knowledge and skills of all staff in teaching PE and sport
- To Broader experience of a range of sports and activities offered to all pupils
- To Increased participation in competitive sport

OCKLYNGE



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Support for review and reflection - considering the 5 key indicators from and your pupils now and why? Use the space below to reflect on previous	Areas for further improvement and baseline evidence of need:
Key achievements to date until July 2021:	
<ul style="list-style-type: none"> <li>* Daily Mile track installed Summer 2021, all classes enjoying using it daily.</li> <li>* Real PE training of all staff and Real PE showcase day to highlight excellent practice Feb to July 2021</li> <li>* New sound system installed in hall &amp; theatre to enable use of visuals &amp; the internet when teaching PE</li> <li>* Exciting new equipment purchased to support PE lessons for ALL children, including bright coloured, soft balls and wobble cushions!</li> <li>* CPD in dance and gymnastics for all teachers with specialist PE teacher working alongside the class teacher to teach one unit of work</li> </ul>	<ul style="list-style-type: none"> <li>*To ensure all children who leave year 6 are able to swim 25m – thus meeting the statutory requirements of the national curriculum. In term 6, less confident swimmers will have extra lessons to help them develop their skills and technique.</li> <li>*To look at more opportunities to implement at least 30 minutes of physical activity per day – travel to and from school, daily mile re-launch, lunchtime provision and before school, purchase of activity trackers</li> <li>*to further embed RealPE approach in our PE curriculum, especially RealPE at home and use of assessment wheels</li> <li>*to develop more reflective learners in PE – self assessment</li> <li>*Engaging the least active children Incl SEND and giving opportunities for intra and inter school competition</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	<p><b>82%</b> of Year 6's are able to swim competently, confidently and proficiently.</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

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## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £24,000		Date Updated: Sept 2021	
<p><b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b></p>					<p>Percentage of total allocation:</p> <p>Approx. 45%</p>
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Develop a more healthy, active school with a greater emphasis on active learning of at least 30 minutes per day through daily Mile, active break times (skipping) or other HR activity on days the children do not have PE lessons	<ul style="list-style-type: none"> <li>- Purchase six class sets of Moki activity trackers</li> <li>-Set up a weekly competition using the trackers &amp; skipping ropes</li> <li>-pre and post activity level questionnaires to pupils – baseline level recorded</li> <li>-newsletter promotion of Moki trackers</li> <li>Achievement celebration assemblies held</li> <li>Create HRF activity ideas pack to give to teachers</li> <li>Support application for Healthy Schools Award</li> </ul>	<ul style="list-style-type: none"> <li>Trackers per class set of 34 and reader x 6 (£4190)</li> <li>Subject release time at £180 per day – 3 days = £540</li> <li>Skipping ropes x 40</li> </ul>	<p>All year 4 pupils trialled the MOKI trackers for at least 2 terms. All enjoyed seeing their daily activity count and were motivated to improve their totals often amazed at how many steps they had managed to achieve. This motivation continued throughout the term of wearing the watches. Most improved their step counts from Week 1 and Their activity levels at breaktimes increased. Some children would jog on the spot continuously if they felt they hadn't been active enough so the trackers also improved awareness. Different competitions were held to motivate pupils to be more active eg girls v boys and inter classes. The competition between the classes was high! This really helped give children an incentive to move more in their break and lunch times which we hope becomes a habit for them.</p> <p>When asked, 98% pupils enjoyed the experience. All Year 4 classes had an average 31-38 minutes of moderate to vigorous physical activity daily. All year 4 classes had an</p>		<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Take part in competitions with the ropes</li> <li>Promote use of skipping ropes at playtime</li> <li>Use Moki trackers with current year 3 when they are in year 4 in Terms 3 &amp; 4</li> </ul>

		<p>average of between 7,700 and 8514 steps in a day. 79 % of Year 4 children gained A or B grade scores.</p> <p>In our pupil voice some of the following comments were given: 'Can we do the daily mile today? I want to get my steps up!' 'Argh it's not as many as yesterday. I'll have to work harder tomorrow' 'I really want to get into the A grade today'</p> <p>All of the school community were aware of the initiative and the pros of the usage of the trackers was reported on in school newsletters. Staff also felt the experience improved activity levels.</p>	
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

Approx. 3%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To plan and deliver successful infant feeder schools competitions to aid transition from infant to junior school</p> <p>To give at least 20% year 5 &amp; 6 children valuable experiences as sports leaders to learn and promote to other pupils the 4 core school values</p>	<p>-liaise with Pashley PE subject leader re their year 2 sports day event</p> <p>-select sports crew through application process from year 5 &amp; 6</p> <p>-train sports leaders to support and help run the sports day</p> <p>-as above for Motcombe year 2 transition day</p> <p>-ensure high profile by awarding certificates, publicising event, inviting key speakers eg Headteacher, newspaper articles</p> <p>- train sports crew to deliver the lunchtime challenges, set up timetable,</p>	<p>PE subject release time – 6 days at £180 per day = £1080</p>	<p>65 children from year 5 &amp; 6 were selected, trained and nurtured to become sports crew. Feedback from both feeder infant schools was hugely positive and the confidence levels of their year 2s was hugely improved in terms of transition to junior school. Parent feedback was also positive despite some being apprehensive about choosing the school due to recent OFSTED result.</p> <p>In term 6 playground challenges were set up and run by the sports crew and many children from year 3 &amp; 4 enjoyed taking part. One MDSA took ownership of overseeing the sports crew activities and it was great to have the adults on board too.</p> <p>The sports crew love their new t-shirts and proudly wear them each time they are leading. 100% of sports crew were punctual, enthusiastic and reliable.</p>	<p>Next year appoint new year 5 sports crew</p> <p>Set up more opportunities to be leaders within lessons too</p>



<p>To set up more active break and lunch times and a sports crew zone in order to build on success of launch of Real PE lessons– to develop self-esteem and promote the schools four core values and thus improve lunchtime behaviour</p>	<p>liaise with all staff so they are aware, purchase equipment where needed, use outdoor display boards to advertise the FUNS of the week, collect results and celebrate achievements, use indoor PE board and assemblies to award results.  -train one MDSA to be the FUNS champion at lunchtimes</p>	<p>Sports Equipment £605.97  T shirts £412.75</p>	<p>Staff have reported much better behaviour among students who were selected to be sports crew as a boost to their self esteem and well being.  Celebration assemblies were held where sports crew were recognised and given their certificates and t-shirts which helped sports crew to feel valued.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			Approx 50%
Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>To further embed the new Real P.E curriculum to develop exciting and innovative lessons where teachers feel empowered to make accurate decisions regarding assessment for learning and feel confident in teaching and learning.</p> <p>To promote life-long learning for ALL children including those with SEND or who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>- purchase extra PE resources</li> <li>-PE subject leaders monitoring and moderating teaching</li> <li>-regularly meet with Create Development support adviser, Phil West, to check in on our practice so far</li> <li>-staff twilight training and showcase day for new members of staff and existing staff as a refresher</li> </ul>	<p>£3495 legacy (over 2 years)</p> <p>Teachers polo shirts £525</p> <p>Equipment -£600</p> <p>Subject leader release time £180 x 4 days (£720)</p>	<p>Staff are incredibly positive about the new PE curriculum and feel it is very inclusive. They like the way it develops the whole child and that success is not based on just physical competency.</p> <p>Observations of PE lessons by subject leaders show that all children are engaged and active and the staff confidence in teaching and assessing PE is growing.</p>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>-staff questionnaire regarding levels of confidence and general non-teaching staff observations/feedback</li> <li>£300 Waterproof Frames for FUNS posters to be displayed outside on playground fences &amp; other display materials</li> <li>put up RealPE displays around the school to ensure high profile</li> <li>Organise twilight training for Teachers on use of IT equip/IPADS for Afl – Ratton ICT department to deliver</li> <li>further staff training on use of RealPE assessment wheels, real gym &amp; dance</li> <li>To use digital equipment for teachers and pupils to assess their performance and to suggest next steps</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Approx. 1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To create opportunities for all children including SEND to experience success when taking part in personal challenges and competition against others	<p><b>(as mentioned in KI 3)</b> set up weekly personal challenges based on FUNS skills from Real PE to be run by Sport Crew at lunchtimes</p> <p>-Introduce new inclusive sports including boccia, New Age Kurling and seated volleyball</p> <p>-Introduce after school club for one of the above sports</p> <p>-plan &amp; prepare Real PE elements into annual sports day, paying attention to achievement for ALL</p> <p>-PE SLs to monitor pupils in lesson time to observe impact of personal challenges incorporated in Real PE lessons, with particular emphasis on SEND pupils</p> <p>-celebrate achievement</p>	<p>6 days subject leader release time at £180 per day - £1080</p> <p>Purchase new equipment £1000</p> <p>Purchase new football goals and cricket nets £4582</p>	<p>It has been brilliant to begin to take part in face to face competitions against other schools this year after two years of virtual competitions.</p> <p>We had our biggest ever numbers participating in the cross country and huge numbers wishing to take part in trials at school. Ten children progressed on to further compete in the Southdown final and then the county final with outstanding performances. Where possible, we have taken children who haven't had much experience of competition to events eg Tri Golf. These children really enjoyed their experience and one went on to attend the Tri-Golf after school club.</p> <p>At school, <u>all</u> children took part in an all inclusive Sports Day and their achievements were celebrated. Many children reported that this was their favourite event of the year. SEND children were supported with adapted activities where appropriate. We had lots of positive feedback from parents who enjoyed watching their children competing.</p> <p>Our new Real PE lessons contain personal challenges and the children have enjoyed trying to progress up the colours to achieve the more difficult FUNdamental skills. They have demonstrated great motivation to improve and, in all lessons observed,</p>	<p>-Introduce new inclusive sports including boccia, New Age Kurling and seated volleyball</p> <p>-Introduce after school club for one of the above sports</p> <p>- Continue to ensure all intra school activities are inclusive for all abilities and continue to take part in competitions where all can compete.</p> <p>Order football goals and cricket nets.</p>

			<p>98% children increased their scores from week 1 to week 6.</p> <p>Sports Crew began to lead personal and group challenges in Term 6 at lunchtimes for the year 3 &amp; 4 children. The results sheets show that these children returned time and again to try and better their score!</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Approx 1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To enter and take part in intra and inter school competitions that are geared towards disadvantaged and SEND pupils	<ul style="list-style-type: none"> <li>-enter competitions if offered</li> <li>-organise a virtual intra-school competition in Health Related Fitness (<b>to link with KI 1</b>) as well as new sports offered (<b>see KI 4</b>)</li> <li>-letter to parents/book minibus/staff release to transport pupils</li> </ul>	<ul style="list-style-type: none"> <li>6 days subject leader release time at £180 per day - £1080</li> <li>Transport costs £200</li> <li>Purchase t-shirts and tracksuits to be worn at competitions</li> <li>£800</li> </ul>	<ul style="list-style-type: none"> <li>Where possible, we have taken children who haven't had much experience of competition to events eg Tri Golf. These children really enjoyed their experience and one went on to attend the Tri-Golf after school club.</li> <li>All children in year 6 took part in a virtual intra-school quadkids competition based on jumping, throwing and running. Some children were selected from this to take part in an inter-school competition in Lewes where we came 4<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>To organise a health related fitness intra school competition.</li> <li>Continue to enter events offered that are inclusive of SEND pupils and disadvantaged pupils.</li> <li>T-shirts purchased for staff to wear at competitions and now need to purchase for children.</li> </ul>

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Subject Leader:	
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