



Evidencing the Impact of the Primary PE and Sport Premium

Ocklynge School



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Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>* lunchtime provision has improved thanks to playground zoning and equipment being provided. Sports crew enjoy leading playground challenges. Behaviour has improved and activity levels have increased due to these implementations.</p> <p>*Staff are very committed to teaching PE and the Daily mile.</p> <p>*Being awarded the Bronze Games Mark Award.</p> <p>*Quality first teaching of gymnastics, CPD led by PE specialist and continuing with new strands of PE and for new staff.</p> <p>*Success in numerous inter-sports competitions: Boys were Eastbourne league and cup winners and qualified for the National Cup final; Winners of the Kwik Cricket Year 6 open competition in Eastbourne and went to the finals day at Blackstone, Brighton; Runners up in the Southdown Area tennis tournament; Boys & girls winning the Eastbourne Cross Country and then 10 children running at The South Downs Finals and 4 then running at the Sussex Cross Country finals in Brighton; winners of the South Downs quadkids and going to the Sussex Games Final at the K2 in Crawley. Winners of the inclusive event Boccia and going to sussex Games Final</p> <p>*The introduction of more intra-sport within and across year groups with children enjoying the competition in their classes and year groups and at lunchtime.</p> <p>*The introduction of more personal best challenges in skipping and the Daily mile</p> <p>*setting up and running the first ever Eastbourne Primary Dance Festival held at Ratton School</p>	<p>*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.</p> <p>*CPD in dance and athletics for all teachers by specialist PE teacher</p> <p>*Further develop sports crew as pupil voice (student council)and in intra school competition</p> <p>*To look at more opportunities to implement daily 60 – travel to and from school</p> <p>*Engaging the least active children</p> <p>*to develop more reflective learners in PE – self assessment</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	

NB Some of Subject Leader release time is funded through a separate budget

***Total unspent due to school closures due to Covid pandemic = £3,920**

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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £3920 (underspend)	Date Updated: September 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure more children are active at lunchtimes & improve provision	Train 2 x MDSAs trained to become play leaders so Sports Crew programme can run independently of PE subject coordinators and to increase likelihood of sustainability PE coordinators to be strategic leads and oversee	Supply budget	It was decided to postpone this training until bubble restrictions were over.	Move to academic year 2021-22
To involve at least 10% of year 5 & 6 pupils in leadership type activities – either in lessons, at breaktimes or in extra-curricular clubs	Elect new Sports Crew -initiate training for sports crew and -purchase T-shirts -publish certificates, newsletters, reports to advertise events/successes -termly sports council meetings to ensure pupil voice in choosing appropriate activities	£210	As above – However, in term 5 pupil voice took place across the whole school with a focus on what we do as a school to ensure children are given opportunities to be fit and healthy. Within this it gave the children an opportunity to discuss activities they would like to take part in throughout the school day, particularly lunch times, that sports crew could lead and develop.	

<p>To identify those children in year 6 not yet meeting National Curriculum swimming requirements and to aim for 100% of children to be able to swim 25 metres by end of Term 4.</p>	<p>-provide high quality, additional intensive daily lessons for at least 1 week for these children in Term 3&4</p>	<p>£200</p>	<p>Pool closed all year due to lockdown restrictions</p>	
<p>To ensure all children are doing either Daily Mile, skipping or other HR activity on days they do not have a PE lesson</p>	<p>-Purchase Skip 2 be fit ropes & CD pack & training workshop -Provide staff with HRF activity ideas -PE SLs to monitor impact of Daily Mile (Daily 30)</p>	<p>£190 £460</p>	<p>Skip to be fit ropes purchased and Health Related Activities unit of work was written for teachers. Children are really enjoying using them and are very motivated to improve their personal best. Sports coaches have taught skipping lessons alongside the class teacher and in a survey of one class – 100% enjoyed their lessons and improved in skill level. Loss of fitness in children was noted by teachers after Lockdown 2. Those classes taking part in at least 15 minutes extra daily exercise reported an increase in fitness level by the end of Term 6.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Key indicators 1 & 2 combined in K.I 1</p>				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduce tri-golf and handball into the curriculum and as an extra-curricular club	-external agency to provide taster sessions -Purchase equipment -write units of work	£750	All classes benefitted from new tri-golf and handball equipment, new units of work written and all staff and sports coaches report a greater confidence in teaching a class tri-golf and handball through teachers working alongside premier sport coaches.	
To identify a group of children not regularly participating in sporting activities and provide a change for life club which at least 90% attend regularly	Initiate a plan of activities for 12 weeks based on pupil voice Sports coach/Equipment costs/transport/venue hire	£500	Due to Covid restrictions and second full lockdown returning in January 2021 this was unable to happen. Instead teachers focussed on getting all children as active as possible on a daily basis either through the Daily Mile or in a variety of fun movement activities.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to participate in all Key Stage 2 inter-school competitions run by ESPEA and SGO</p> <p>To increase the number of children (including SEN & disadvantaged children) attending inter and intra-school competitions</p>	<p>Costs-release time for sports coach/transport</p> <p>-Subject release time to plan and prepare for intra-school competitions such as swimming gala & other virtual competitions.</p> <p>-ensure all intra competitions are inclusive</p>	£1610	Ocklynge school took part in virtual sports events run by the SGO. In October every pupil (including SEN pupils) completed a cross-country distance and all results were collated and updated to the master excel sheet and submitted for scrutiny to the SGO. The results show that Ocklynge fared well competitively and although lockdown 2 subsequently happened, many of our pupils had been selected to take part in the next round. During pupil voice sessions through our Rainbow Class Council many classes expressed their enjoyment of such	

			<p>virtual events and wanted more of these type of opportunities. Some were planned for Term 3 & 4 but unfortunately, due to the second lockdown, they did not happen.</p> <p>In May 2021 a selection of year 6 children took part in quadkids virtual event where results were measured in 4 different athletic events.</p>	
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