



# Evidencing the Impact of the Primary PE and Sport Premium

Ocklynge School



# Evidencing the Impact of the Primary PE and Sport Premium

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](http://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 &amp; 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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	The year 6 children did not all swim due to schools being closed during covid pandemic
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	The year 6 children did not all swim due to schools being closed during covid pandemic
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	The year 6 children did not all swim due to schools being closed during covid pandemic
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?	No, not this year, due to covid pandemic, but had intended to do this in Term 6

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

**Total spend allocated for 2019-20 = £23,991**

**\*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: £24000	Date Updated: September 2019		
<b>Key indicator 1:</b> 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: 3%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure more children are active at lunchtimes</p> <p>To identify those children in year 5&amp;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 6.</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>* 2 x MDSA's to be trained to become play leaders and support sports crew with activities at lunchtime</p> <p>-provide high quality, additional intensive daily lessons for at least 1 week for these children in Term 6</p> <p>-Purchase Skip 2 be fit ropes &amp; CD -Provide staff with HRF activity ideas pack &amp; training workshop -PE SLs to monitor impact of Daily Mile (Daily 30)</p>	<p>Supply budget</p> <p><b>*unspent £200</b></p> <p><b>*£190</b> <b>£460</b></p>	<p>Sports crew were all trained and ran lunchtime activities successfully for 3 terms <b>but no MDSAs trained up yet.</b> PE coordinators supported sports crew at lunchtimes instead. Along with extra equipment being provided, zoning and sports crew providing physical challenges, MDSAs say they feel more children are active than ever before. Some staff report that they are dealing with fewer behaviour incidents after lunch than in previous years</p> <p>Teachers understand the need for physical activity breaks and continue to plan these within their school day. Some are seeking alternative suggestions and are being creative with what they do instead of the Daily Mile on wet days.</p>	<p>Train MDSAs so Sports Crew programme can run independently of PE subject coordinators and to increase likelihood of sustainability</p> <p>Year 6 to swim as soon as pools re-open to get the data and programme running</p> <p>We still need to purchase and book the skip 2 be fit sessions. A Daily Mile Event Day was planned for April with guest runners/members of the community invited to take part. A selection of HRF activities were planned throughout the</p>

				day to give the daily mile a boost but the day didn't happen due to Covid. Continue on to next year, purchase Moki wristbands which are similar to fitbits so children can monitor their activity levels
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve lunchtime provision</p> <p>To involve at least 10% of year 5 &amp; 6 pupils in leadership type activities – either in lessons, at breaktimes or in extra-curricular clubs</p> <p>To plan and deliver Pashley Infant Sports Day and deliver intra-school competitions at lunch times</p>	<p>– (see above) *</p> <p>Elect new Sports Crew</p> <p>–initiate training for sports crew and</p> <p>–purchase T-shirts</p> <p>–apply for grant</p> <p>–Purchase new equipment for lunch time to engage children in sporting activities</p> <p>–publish certificates, newsletters, reports to advertise events/successes</p> <p>–termly sports council meetings to ensure pupil voice in choosing appropriate activities</p>	<p>*£210</p> <p>£5000</p> <p>PTA/grant funded</p>	<p>Sports crew organised activities daily. Registers provide evidence of the number of children who took part. Winners of each challenge enjoyed receiving a certificate and their success was celebrated in assemblies. This also boosted uptake and sports crew felt valued and enjoyed their role.</p> <p>Children who took part in the activities came back regularly and looked forward to the next activity. Teachers say that the children seemed more focused and ready to learn after these active learning breaks.</p> <p>There was a huge amount of interest in being a Sports Crew and the level of applications was</p>	<p>MDSAs allocated, trained and to run Sports Crew programme independently with PE subject coordinators as strategic lead</p> <p>Aim to promote in term 1 2020-21</p> <p>Decide on equipment - Apply for grant</p>

<p>To deliver Infant school PE taster days to aid transition</p>	<p>Sports crew to travel to feeder infant schools to lead activities and support their sports day, transitions days for year 2 coming up to Ocklynge</p>	<p>£100 transport budget</p>	<p>high. More than 10% of year 5 were elected, which means next year we will have at least 20% leading activities when we elect a new group in year 5. All sports crew were enthusiastic, regularly helping and going above and beyond in actually organising their own competitions.</p> <p>No sports days happened due to Covid.</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:
				88%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide CPD for all teaching staff in dance and athletics through working alongside a specialist PE teacher	<ul style="list-style-type: none"> <li>-write new units of work in dance and provide opportunities for teachers to meaningfully assess pupil progress and outcomes</li> <li>-specialist PE teacher teaches units of work alongside class teacher</li> </ul>	£18,506	Specialist PE teacher worked closely with 15 teachers and wrote a dance unit of work for all year groups. Pre & post questionnaires show 100% of teachers say they are more confident in the teaching of dance as a result. By improving teacher confidence and competence to deliver high quality dance lessons, it improves the pupil enjoyment, engagement and attainment in dance. This has led to higher attainment in lessons for girls and boys.	Staff are now more confident and competent to deliver PE without specialist support, which will ensure that in the future, with or without funding, teachers will be able to deliver high quality PE to pupils. During lockdown PE coordinators met with Create Development and aim to buy in their services for the coming year to develop an exciting, innovative PE curriculum where teachers feel empowered to make accurate decisions regarding assessment for learning & feel confident in teaching and learning
To use digital equipment for teachers and pupils to assess their performance and to suggest next steps	<ul style="list-style-type: none"> <li>-purchase equipment/software (ipads)</li> <li>-Training from Ratton in using the equipment</li> <li>-trial with some classes through dance work with specialist PE teacher</li> </ul>	£700 and IT budget	<p>Ipads were purchased for all teachers. Training to follow.</p> <p>Teachers who received dance &amp; gymnastics CPD are now trained in using the slow motion function e.g. during cartwheel, instant feedback to child and helps to explain movement to class</p> <p>Specialist PE teacher and year 4 teachers used filming to enable children to self-evaluate and</p>	Teachers need further training on use of IT equip for AfL

<p>Other external CPD- How to teach inclusive PE lessons, assessment wheel etc</p>	<p>Teacher release time to attend courses &amp; Lead INSET in school</p>	<p>£720 supply budget</p>	<p>suggest improvements to their performance. Children say they feel they have higher attainment as a result. Videos taken have been kept as evidence</p> <p>To be planned for next year as this didn't happen due to Covid</p>	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 5%
<b>School focus with clarity on intended impact on pupils:</b>	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	<ul style="list-style-type: none"> <li>-external agency to provide taster sessions</li> <li>-Purchase equipment</li> <li>-write units of work</li> </ul>	*£750	Tri Golf not introduced yet but children enjoyed learning a new sport - handball has been included in the year 4 curriculum and this now means children are more confident and extremely keen to take part in a L2 competition organised by the Ratton School. Basketball has been introduced in year 6 curriculum in place of Netball and has increased the numbers interested in club and playing basketball at lunchtimes.	Purchase Tri-Golf and include training for teachers
To increase participation in extra-curricular clubs – before school and lunchtime clubs	<p>Pupil voice through sports crew council on clubs wanted-</p> <ul style="list-style-type: none"> <li>-sports coaches/TA costs</li> <li>-once a week before school activities offered to all children</li> <li>-Start a new club based on needs</li> </ul>	£150 (also Self-funded through charging parents for some clubs)	<p>22 sports clubs were offered to children in Terms 1-4 in a range of sports from Yoga to archery. Age specific clubs are offered in football and hockey to cater for all age groups and allow more children to take part. Children report that they enjoy attending clubs and club registers are kept to evidence this. Some children have gone on to attend a community club signposted to them in hockey (Saffrons), football &amp; netball.</p> <p>Before school activities were</p>	<p>Parents pay for extra-curricular clubs and PP children are offered one free club each week. This money is used to help pay for costs involved in running the clubs and so ensures they are sustainable.</p> <p>Establish what will be offered 2020-21</p>

<p>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</p>	<p>Initiate a plan of activities for 12 weeks based on pupil voice Sports coach/Equipment costs/transport/venue hire</p>	<p>*£500</p>	<p>offered by Premier Sport before school and were regularly attended by more than 20 children.</p> <p>Children were identified and letter written. <i>It was ready to roll out in term 5 &amp; 6 so didn't happen due to Covid</i></p> <p>However, teachers were made aware of the less active children and some were actively encouraged to take part in clubs and competitions: Eg – 4 children started dance club and they were extremely committed and took part in the dance festival, they also were signposted to gymnastics club on a Friday which they loved. Deputy Head organised this.</p> <p>-8 of the identified year 4 children took part in yr3/4 multiskills festival in Hailsham and said they enjoyed their experience. One parent commented their child was more confident as a result.</p>	<p>Set up again in 2020-21</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.5%
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 and tournaments run by ESPEA and SGO</p> <p>To increase the number of SEN &amp; disadvantaged children attending inter-school competitions</p> <p>To increase the number of children taking part in high quality inclusive intra-school competition – sports day, swimming gala and other opportunities</p>	<p>Costs-release time for sports coach/transport</p> <p>Membership fees to ESPEA and football association</p> <p>Costs/release time/transport</p> <p>-build in competition at the end of all games units of work</p> <p>-plan termly competitions at lunchtime run by Sports Crew</p> <p>-fortnightly monitoring of success of playground challenges</p> <p>-recognition, rewards, publicity for Sports Crew</p> <p>-Subject release time to plan and prepare for intra-school competitions such as swimming gala and Sports Day.</p> <p>Hire of Sovereign Centre, purchase medals/trophies and engraving, produce resources such as certificates and programmes</p> <p>Costs-release time/transport/costumes</p>	<p>*£960</p> <p>£235</p> <p>*£360</p> <p>*£50</p> <p>£180</p> <p>£300</p> <p>*£240</p>	<p>Excellent results in cross country – over 30 children took part, 2 qualified to county finals, 1<sup>st</sup> place in South Downs girls final.</p> <p>Hockey -Quicksticks and unihockey didn't happen, played Polegate school in a friendly A &amp; B teams match - won both.</p> <p>Football results – boys and girls team played matches and both entered the local tournament with the boys getting to the final.</p> <p>Year 3/4 multi skills competition attended – took less active children. All really enjoyed it.</p> <p>Netball – A&amp;B team attended Eastbourne cluster, narrowly missed out on final</p> <p>Eastbourne Area swimming – first place</p> <p>Sports crew ran an inter class year 6 mini hockey tournament – 25 children took part – 12.5% of year group. Fortnightly meetings enabled sports crew to talk about what was working well and what to include</p> <p>During lockdown we took part in</p>	<p>By accessing all these competitive opportunities, pupils develop the 4 R's from our core values eg the development of resilience and respect through learning about fair play.</p> <p>Enter more B &amp; C teams into inter school competitions, enter all competitions for least active or SEN.</p> <p>Aim for more children taking part than last year in intra &amp; inter sport.</p> <p>Make all intra competitions inclusive &amp; increase no of intra competitions</p>

<p>To run a showcase Eastbourne Dance Festival to raise the profile of dance in the area and to celebrate pupils' achievements</p>			<p>and promoted Sussex Virtual School Games on website and through class dojo – featured in top 25 for participation.          Took part in NSSW and sent letters and emails to parents at home while off due to Covid-photos sent in showed how much children were enjoying the activities</p> <p>School swimming gala planned and ready but cancelled the day before due to Covid.</p> <p>Showcase dance festival a huge success- 56 of our kids took part in this. 9 schools attended.          Useful Links with Ratton school year 9/10 dancers were established. This aids transition and strong links with secondary. Leaders delivered dance lessons at clubs. Also Ratton provided Irish dancing classes for free.          Big Congress show didn't happen due to Covid but we had girls entered. The dance club offered twice a week, at lunchtime and after school, has been hugely popular. Very positive feedback was received from parents attending the dance showcase event.</p>	
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