

Oakhill School Sports Premium 2016-17

Context of the report:

This report outlines the effectiveness of PE provision and the impact of the Sports' Premium at Oakhill Primary School. Since 2013, the government has provided additional funding of £150 million per annum for the academic years 2013 to 2016, with the key aim of improving the provision of active healthy lifestyle learning within primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport – is allocated to primary schools across the country. The money is ring-fenced and must be used to improve the application of P.E. and school sport within both curricular and extra-curricular environments. This report outlines PE provision at Oakhill and the impact of the funding.

Links with UNICEF UNCRC:

- Article 28: You have the right to a good education. You should be encouraged to go to school to the highest level you can.
- Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Oakhill School receives £9,035 of sports premium money

Leadership and Management:

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

- The primary sports funding (£9,035) is used efficiently to make sure that all pupils benefit from a wide range of extended sporting activities in lessons. More pupils engage in regular physical activity, including competitive sports. Pupils know what a positive impact this has on their health. Oakhill's expenditure on developing sport provision is approx. £10,287 per annum (2016-17). Money is spent on: specialist tutors, membership of the Waltham Forest competitive sports network and staff training and wellbeing sessions.
- The specialist PE tutor model is effective in further developing staff subject knowledge and teaching of the subject; therefore ensuring outstanding provision for all.
- The above approach is ensuring that the school is planning for sustainability as teachers are learning from specialists.
- The PE curriculum is broad and balanced, with pupils firstly developing skills and techniques and then having opportunities to practise these skills in a wide range of sports: hockey, tennis, swimming (Y5), football, tag rugby, gymnastics, dance, games etc. This approach ensures that pupils acquire the adequate technical skills, thus allowing them to participate in a wide variety of sports.

Next Steps:

- Bronze Healthy Schools Award accreditation

Teaching, Learning and Assessment:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

- The specialist PE tutor model is effective in further developing staff subject knowledge and teaching of the subject; therefore ensuring outstanding provision for all.
- The above approach has developed the quality of PE teaching with the specialist tutors graded as consistently ‘outstanding’.
- Behaviour during PE lessons is outstanding with all pupils engaged during all parts of the lesson.
- PE is taught through a skill based curriculum. These are progressive and there are opportunities for pupils to apply their skills to a variety of sports.
- There have been no reported incidences of derogatory language or stereotypes within PE lessons.

Next Steps:

- Increase the amount of pupils who attain the expected level for swimming
- Increase the number of girls attending competitive sports clubs

Personal development, behaviour and welfare:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.
- The engagement in after school and lunchtime sporting clubs demonstrates pupils’ abilities and commitment to keeping themselves healthy.
- Pupils learn about how to keep themselves safe and healthy through other curriculum areas- Science, PSHE and assemblies.

Next Steps:

- Develop a pupil ‘sports coach’ model across the school.

Outcomes for Pupils:

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.

- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.

- At Oakhill, pupils enter competitions on a regular basis. This academic year (2016-2017) the numbers of pupils choosing to take part in the Waltham Forest Cross Country in March rose from 16 in October to 29. Pupils who ran both races improved on their positions in the spring event.
- Pupil attainment and progress in P.E. is assessed by the specialist coaches who are supporting teachers in making judgements.

Next Steps:

- Monitor PP and SEND progress and attainment