

Sport and PE is an important part of life at Oriol Academy, it forms a central part of our curriculum. We have strong links with the Harlequins and London Irish Rugby Clubs, Brentford Football Club and Feltham Airparcs Swimming Baths. We are part of the Feltham Partnership Schools Sports Association (FPSSA).

We have a number of very active sports teams including football teams, a netball team, athletics squad and a cricket team. We take part in borough and FPSSA events.

The Sports Premium

Press Release - Department for Education, Health, Culture, Media and Sport

The Government is providing funding of £150 million per annum for academic years 2013/14, 2014/15 and 2015/16 to provide 'new, substantial primary school sport funding'. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

Who is eligible?

Funding for schools will be calculated by the number of primary-aged pupils (between the ages of 5 and 11) as at the annual schools census in January 2013.

All schools with 17 or more primary-aged pupils will receive a lump sum of £8000 plus a premium of £5 per pupil. Smaller schools will receive £500 per pupil.

Funding period

The sport premium will be paid for the three academic years 2013/14, 2014/15 and 2015/16. How will the funding be spent?

Schools will have to spend the sport funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

We work to ensure that the teaching and learning opportunities afforded by the Primary PE and Sports Funding meet the largest possible number of pupils in order to ensure the maximum benefit.

To maximise the benefit our pupils' gain from the limited resources available to us we first assess the needs of all groups within the school. Primary PE and Sports Funding like any other funding is then allocated based on priority of need and where it will have the greatest impact in meeting our aims.

The evaluation of the effectiveness of the use of the Sports Premium is based on the impact of the grants use to meet the objectives as outlined in this report.

Aims

Our PE Policy States and the National Curriculum State:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for

pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The current national curriculum for physical education for each key stage is outlined below.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The school has the responsibility for using the PE and School Sports funding to:

- Improve PE and sport provision
- Facilitate pupils' access to education,
- Facilitate pupils' access to the curriculum,
- Provide additional teaching and learning opportunities

National Priorities Identified as starting point for all schools

Priority 1: To address common weaknesses identified by OfSTED National review of PE and Sport

Schools should also expect that Ofsted will be mindful of the way they are tackling common weaknesses, as identified in the most recent inspection survey report of the overall effectiveness of PE (Beyond 2012 - outstanding physical education for all 2013). Whilst this report found that PE was good or outstanding in two thirds of the 120 primary schools visited, it identified a number of common weaknesses in primary PE.

Of the National Priorities we have audited provision at Oriel and judged that none of the following common weaknesses are present in PE and Sport provision at Oriel Academy:

- superficial lesson planning and limited use of assessment;
- not enough opportunities for pupils to participate and compete in school sport;
- insufficient focus on promoting pupils' physical fitness;

The following however are and appear in our action plan:

- teachers' lack of detailed subject knowledge is variable, with gymnastics and dance needing a whole school focus and other aspects needing a 1:1 or targeted CPD focus*
- no strategy to improve the health and well-being of all pupils;*
- not all pupils could swim 25 metres unaided by the end of Key Stage 2.*

Our priority for 2015_16 were focused on improving pupils' lifestyles and physical well-being and aimed to:

- Increase teaching and learning within PE lessons across the school (EYFS, KS1 and KS2)
- After School / Holidays - Range of after school clubs for PE is small, increase to include more specialist /new sports and increase the participation in clubs overall.
- Increase the participation of specific groups of pupils - Girls particularly in KS2 seem to be disillusioned with competition and not as enthusiastic as boys

PE Coordinators Responsibility:

It will be the responsibility of the PE Coordinators to update this report annually and provide an annual update (presentation) for the LAB on:

- achievement in weekly PE lessons (evidenced through observations and TA);
- increased participation in competitive school sport (evidenced through annual audit);
- pupils' personal health and well-being (evidenced through surveys, observation and weight checks);
- improved attitudes and behaviour towards learning (evidenced through behaviour log).
- improve PE and sport provision (improve the quality of PE and Sports Teaching (CPD)),
- provision of additional teaching and learning opportunities (evidence through annual audit).
- an outline of the provision that was made during the year since the last report;

- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- action plan in place for September of each year
- coordinators Presentation to LAB and Action Plan Autumn II/Spring I
- full Report and Analysis (Summer II) + Website update (minor changes ongoing)

Sports Premium 2015_16 - how we plan to spend it

In 2015_16 we will be:

Primary PE and Sports Funding used for:	Amount Allocated (£):	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale.	What will it achieve if successful? How will success be evidenced? How will this activity be monitored, when and by whom?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
CPD To improve the quality of teaching / to transform PE into a cross curricular subject with a focus on fundamental skills, rather than subject specific skills	£2100	PE co-ordinators to attend PE course to help with planning and assessment of PE using the new curriculum	PE co-ordinator to attend Real PE training ready for introduction of Real PE to KS2 in Autumn 2015 Whole school Real PE training needed for Summer 2016, to be delivered by Real PE	KL attended real PE inset for Year 5/6. Inset for whole school has been set for December 2016
Buying into Local Partnership events which allowed us to compete with other schools these include running, football, tennis and rugby as well as athletic events	£150 sub per year plus any additional costs	To increase participation in a range of different sports.	Funding enabled the school to travel and participate in a range of competitions organised by the FPSSA.	
To improve the school's participation in		Collaborate with Sunita Singh (PE co-	Students from Rivers Academy coming to Oriel Academy to be PE skills	Students attended a wide range of clubs

inter-academy competitions and improve the collaboration between Oriiel and other academies in the Aspirations Academies Trust.		ordinator at Rivers Academy) Half termly inter academy competitions for KS2 to be organised from Autumn 2015	mentors and work with children across the school Half termly attendance of Year 5 and 6 girls at Rivers Academy to increase confidence and participation in PE (HAPS programme)	organised by the Aspirations Trust. Collaboration will continue into 2016/17.
Use of PE self-assessment audit to identify strengths and areas for improvement		To understand the strengths and weaknesses of all staff in teaching PE	Monitoring of assessment & levels Improved confidence in staff Improved quality of teaching Improving levels & progress of pupil	Learning walks and observations to identify strengths and CPD need
Employing a PE specialist teacher one day a week to work with pupils, run clubs and train teachers	£5500	Use Chris Baxter (formerly of London Broncos) to deliver high quality lessons in Foundation and KS1 and after school clubs in KS1 / KS2 classes	Improve teaching for NQTs and class teachers in curriculum areas with outlined weaknesses. Develop confidence of children via teaching by a specialist coach.	As a result of the action plan the standard of fundamental skills in KS1 significantly increased. This will continue into next year.
CPD: All teachers have a detailed subject knowledge of the PE relevant to their year group and can deliver Good+ lessons				Class teachers given support via KL and AL. Real PE inset for December 2016 set to help deliver Good+ lessons
Continue to develop our Sports Week and Sports Day events.			Monitoring by PE co-ordinators and SLT Organise a wider variety of taster sessions for Sports Week	
To ensure physical fitness is promoted across the curriculum and by all staff			Continue running club in Key Stage 2 and Fitness to be delivered as a unit of teaching within PE (KS2)	KS2 teachers taught fitness both explicitly through PE and Science. Fitness promoted during Sports week

Using Sport Premium money as and when is required to provide transport in order to support our increased participation.	£150	As some fixtures are a distance to travel or unsuitable for public transport travel, PE co-ordinator to use the new minibus (Autumn 2015?) shared with Oak Hill Academy or Rivers Academy minibus for these fixtures.	Increased participation of A, G and T children in sporting events and fixtures.	Children participated in a variety of events. Many of which would not have taken part without the opportunity.
Improve strategy to improve the health and well-being of all pupils			Resources, ideas for deliverers to run a C4L club in school / C4L to be delivered by class teachers in a cross curricular format (Science / PSHE / Maths)	KS2 teachers taught fitness both explicitly through PE and Science. Fitness promoted during Sports week

Impact

Schools are required to include details about their sporting provision on their school website, alongside their curriculum details, so parents can compare sports provision between schools, both within and beyond the school day.

For Impact 2015_16 please see the table above.

Identified Key Focus for 2016_17:

- To transform PE into a cross curricular subject with a focus on fundamental skills, rather than subject specific skills via the Real PE programme
- To improve the school's participation in inter-academy competitions and improve the collaboration between Oriel and other academies in the Aspirations Academies Trust.
- Improve the strategy to improve the health and well-being of all pupils;

Sports Premium 2016_17 - how we plan to spend it

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		involved, and the timescale.		result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
CPD To improve the quality of teaching / to transform PE into a cross curricular subject with a focus on fundamental skills, rather than subject specific skills	£2100	PE co-ordinators to attend PE course to help with planning and assessment of PE using the new curriculum	PE co-ordinator to attend Real PE training ready for introduction of Real PE to KS2 in Autumn 2015 Whole school Real PE training needed for Autumn 2016, to be delivered by Real PE	Real PE inset has been set for first day back in September.
Buying into Local Partnership events which allowed us to compete with other schools these include running, football, tennis and rugby as well as athletic events	£150 sub per year plus any additional costs	To increase participation in a range of different sports.	Funding enabled the school to travel and participate in a range of competitions organised by the FPSSA.	Participation in: -Football event - Intend to attend Osterley
To improve the school's participation in inter-academy competitions and improve the collaboration between Oriel and other academies in the Aspirations Academies Trust.		Collaborate with PE department at River Academy Half termly inter academy competitions for KS2 to be organised	Students from Rivers Academy coming to Oriel Academy to be PE skills mentors and work with children across the school Half termly attendance of Year 5 and 6 girls at Rivers Academy to increase confidence and participation in PE (HAPS programme)	-Collaboration has not happened. -Use of outside agency.
Use of PE self-assessment audit to identify strengths and areas for improvement		To understand the strengths and weaknesses of all staff in teaching PE	Monitoring of assessment & levels Improved confidence in staff Improved quality of teaching	Learning walks and observations to identify strengths and CPD need

			Improving levels & progress of pupil	
Employing a PE specialist teacher one day a week to work with pupils, run clubs and train teachers	£5500	Use Chris Baxter (formerly of London Broncos) to deliver high quality lessons in Foundation and KS1 and after school clubs in KS1 / KS2 classes	Improve teaching for NQTs and class teachers in curriculum areas with outlined weaknesses. Develop confidence of children via teaching by a specialist coach.	<ul style="list-style-type: none"> - Use of Chris for CPD in year 1 and multi-skills development in KS1. <p>Lower KS2 to be targeted in summer 1</p>
CPD: All teachers have a detailed subject knowledge of the PE relevant to their year group and can deliver Good+ lessons				<ul style="list-style-type: none"> - CPD provided for S in year 3 - CPD dance provided for Y4 - More CPD to be provided for gymnastics
Continue to develop our Sports Week and Sports Day events.			Monitoring by PE co-ordinators and SLT Organise a wider variety of taster sessions for Sports Week	
To ensure physical fitness is promoted across the curriculum and by all staff			Continue running club in Key Stage 2 and Fitness to be delivered as a unit of teaching within PE (KS2)	
Using Sport Premium money as and when is required to provide transport in order to support our increased participation.	£150	As some fixtures are a distance to travel or unsuitable for public transport travel, PE co-ordinator to use the new minibus (Autumn 2015?) shared with Oak Hill Academy or Rivers Academy minibus for these fixtures.	Increased participation of A, G and T children in sporting events and fixtures.	<ul style="list-style-type: none"> - Increased clubs - led to an increase of participation in clubs also
Improve strategy to improve the health and well-being of all pupils			Resources, ideas for deliverers to run a C4L club in school / C4L to be delivered by class teachers in a cross curricular format (Science / PSHE / Maths)	

