

## **Impact of PE funding 2015-2016**

Each year we evaluate the impact of the PE and Sports premium as a part of the funding requirements, but also in order to develop and provide the best experiences for our student's year on year. The projects and objectives for the year 2015-16 have been similar to that of the previous year, but with a greater focus on sustainability.

We looked at how well we met our original objectives with our spending;

- Ensure there is the opportunity for all OHS students to participate in physical activity whilst attending the school.
- Broaden the sporting opportunities and experiences available to pupils.
- Improve staff confidence and expertise in the delivery of sports and physical activity.
- Promote physical activity as a tool for holistic well-being.
- Create a sustainable model for delivering physical activity and health education across all settings within the Hospital School.

In order to measure the impact of the activities provided within the PE offer we look at pupil progress in areas of development such as self-esteem, confidence and the numbers of pupils involved in sporting activities in school. We gain feedback from students regarding their experiences of PE at OHS and observe PE lessons and physical activity being delivered. Staff and parents are also invited to give their feedback.

The academic year 2015-16 has been the third year of an initial 3 year funding stream. The focus of this allocation has been to continue to improve the sport and physical activity offer across the whole school through quality coaching. Sustainability was also at the forefront of planning as, although the government has pledged further Physical Education funding beyond year 3, there is no indication of how long this funding stream will be available for.

<b><u>Item/project</u></b>	<b><u>Objectives</u></b>
<b>Funding for additional coaches</b>	-Provide pupils with broad sporting opportunities. -Provide pupils with quality sporting opportunities. -Provide pupils with non-traditional sporting opportunities.
<b><u>Impact</u></b>	Students were able to access quality coaching throughout the year as well as access new sports. A key provision in the mental health setting was that of a Yoga instructor; this allowed those who were unable to participate in moderate to vigorous PE activity to access light activity during the week.
<b>Funding for local and inclusive sports facilities – OXSRAD, and Hill End</b>	-Provide pupils with broad sporting opportunities. -Ensure children have access to outdoor learning and venues outside of the classroom. -Increase pupil confidence in attending public venues. -Usage of facilities which school cannot provide – hall, fitness suite.
<b><u>Impact</u></b>	OXSRAD is an excellent facility on the outskirts of Oxford. Its location and provision has enabled young people with medical conditions to access a sports hall for activities such as indoor football, volleyball and badminton, as well as try non-traditional sports such as boccia, indoor curling and 360ball. Staff at the facility have also supported the school with adapting sports for specific medical conditions. Where students have not been able to travel to the facility, OXSRAD have allowed the school to borrow equipment in order to offer a wider range of sports to students within the hubs and hospitals. Hill End is a local outdoor education centre. Opportunities opened up through this site have included sports such as archery, orienteering and team building as well as the other sports offered across the school. The site has also allowed cross-curriculum physical activity in the form of learning outside the classroom.

Funding towards transport costs to venues	<ul style="list-style-type: none"> <li>-Provide pupils with broad sporting opportunities.</li> <li>-Usage of facilities which school cannot provide – hall, pool and fitness suite.</li> </ul>
<p><b>Impact</b></p> <p>A small amount of funding was set aside to cover transport to and from OXSRAD for pupils. It also covered increased staff travel costs due to the school being multi-site across Oxfordshire; this allowed a qualified coach to deliver sport and physical activity in 4 out of 5 hubs plus 2 hospital settings.</p>	
<p><b>Dedicated PE coaching / assigned PE lead</b></p>	<ul style="list-style-type: none"> <li>-Enhance PE provision through specialist coaching for pupils 1 hour a week.</li> <li>-Provide pupils with broader experiences in PE.</li> <li>-Provide in house CPD for staff.</li> <li>-Develop a syllabus of physical activity and health education appropriate for the students of OHS and their medical needs.</li> <li>-continue to provide and develop competitive opportunities for students</li> </ul>
<p><b>Impact</b></p> <p>Yearly feedback and planning has identified that although non-qualified staff are increasing in confidence when it comes to the delivery of short sporting activities or cross-curricular physical activity. In order to deliver quality physical and health education the greatest impact has been gained through the use of a qualified member of the staff team. During approximately half of this academic year OHS had access to a highly qualified coach with a range of sports and fitness qualifications, including exercise for special medical conditions. By the end of the year each setting was able to offer 1hr of timetabled PE with this coach. This has allowed a huge variety of both traditional and non-traditional sports to be delivered as part of the school's PE offer, with the added assurance of suitability for specific medical conditions through partnership with the NHS and setting specific school staff.</p> <p>Through the experiences of this year the assigned PE lead has begun to develop an active theory scheme of work suitable for non-qualified staff delivery in order to improve long term sustainability. Where there is not the scope to provide afterschool clubs, the PE lead was a point of contact to assist staff in finding out of school participation opportunities for students that wanted them. The most challenging aspect of this item was to deliver competitive opportunities across the school. As such this will be a key objective for development during the 2016-17 academic year.</p>	
<p><b>CPD and supply cover</b></p>	<ul style="list-style-type: none"> <li>-PE CPD for staff – attendance at outsourced courses.</li> <li>-PE CPD for staff – the development and provision of in house CPD specific to school needs.</li> <li>-Supply cover for staff to attend PE CPD.</li> </ul>
<p><b>Impact</b></p> <p>At the start of the academic year the PE lead delivered in-house inset training showing physical activities to use in the classroom – these could be used as opportunities for stand-alone physical activity or as active learning on a cross-curricular basis.</p> <p>Individual staff have completed or begun training in the following:</p> <ul style="list-style-type: none"> <li>- Level 3 personal trainer</li> <li>- Forest school leader</li> </ul> <p>Some of which was subsidised by the premium in order to increase the offer for students.</p>	
<p><b>Equipment</b></p>	<ul style="list-style-type: none"> <li>-Provide suitable adapted equipment for the medical needs of students.</li> <li>-Provide pupils with broad sporting opportunities.</li> <li>-Provide access to sports identified as desirable by the students.</li> </ul>
<p><b>Impact</b></p> <p>The equipment purchased through the premium last year largely covered traditional curriculum sports. Feedback gained from students regarding sports and activities they enjoyed the most or would like to try identified a number of non-traditional sports that would be worth investing in. As such the school purchased equipment for boxing, soft archery, Boccia, Goalball and virtual activity (X-Box Kinect). These were all well received and will form part of a regular yearly active scheme of work in the future.</p>	

At the start of the academic year, common limitations across the school were a lack of indoor space onsite with limitations to travelling offsite. As such, the Sports premium funding has been vital in securing local facilities within walking distance and gaining equipment for a wide range of sports that can be adapted for play in smaller spaces. An ongoing challenge will be to address sustainability through training other school staff to deliver sporting activities. Our main primary age teaching site is the JR. Staff at this site have provided the following feedback:

*“Sports teaching at the JR has enabled pupils to have first-hand experience of, and participation in, full inclusion in sports. Pupils with a diverse range of physical, emotional and cognitive needs have been able to work to inspire and motivate together; for example, a physically able pupil learnt archery alongside a pupil in his bed following a road traffic collision; a pupil with Duchens Muscular Dystrophy learnt how to spin plates in the circus skills workshop. The excellent variety covered has taught pupils a host of new skills and introduced them to exciting and unusual sports e.g. boccia, circus skills, and muggle quidditch. The sports curriculum has also helped to develop core skills important to all pupils, but particularly for those in hospital; skills such as resilience, perseverance and determination. Most of all, sports has been a really fun and engaging activity which has created an environment of normality; a place where pupils have worked together, made new friends, built confidence, raised their self-esteem and smiled!”*

Looking at the impact from 2015-2016, we have been able to identify important areas for development and sustainability:

- ✓ Identify successful projects and events from 2015-16 and develop these further.
- ✓ Develop the use of purchased equipment through imaginative activities that continue to promote opportunities and inclusive sport.
- ✓ Continue the provision of dedicated teaching from a PE/ physical activity specialist for 1 hour a week on all main sites.
- ✓ Ensure there is the opportunity for all OHS students to participate in physical activity whilst attending the school – development of a travel pack for home teaching.
- ✓ Improve staff confidence and expertise in the delivery of sports and physical activity through CPD, supported delivery, resource provision and challenge weeks.
- ✓ Continue to promote physical activity as a tool for holistic well-being; linked in with a values based learning approach.
- ✓ Develop greater opportunity for competition within the school.

Please see the PrimaryPESportGrant 2016-2017 doc for more information on the key objectives for the next academic year.