Sports Premium - overview

The PE department at TreeHouse School is currently made up of 1x Fully Qualified PE Teacher and 2 x Unqualified PE teachers who teach across the 4-19 years age range. We also employ a Yoga teacher to deliver Yoga in the school. Outdoor adventure is provided through various residential trips during the year, and Dance & Performing arts are currently delivered by the Music & Dance teacher alongside external Dance providers.

The PE curriculum runs from EYFS through to the Sixth Form, and aims to develop physical competence and fundamental movement skills through activities which focus on Agility, Balance, Co-ordination and Gross motor skills. There is a real focus on developing Group learning skills for students where this is appropriate, whilst incorporating individual IEP targets into each lesson for all students.

PE facilities include a small sports hall (suitable for teaching groups up to 7 / 8 pupils), a high quality artificial grass Outdoor Games Area (OGA), and an outdoor space known as the ' Turning Circle' where cycling is delivered. The department has also overseen the installation of an outdoor gym area, and 2 x Outdoor table tennis tables in the secondary playground, as well as sourcing of indoor gym equipment for use in the sports hall.

We deliver these aims through a variety of Games, Athletics, Gymnastics, Dance and Outdoor Adventure. The PE department also run a comprehensive community sport programme where students have access to Swimming, Bowling, Gym, Skiing, Squash, Cycling, Walking/ Running, Ice Skating, Horse Riding and more. Finally the PE department deliver the 'Healthy Living' curriculum, which provides opportunity for students to gain entry level qualifications through OCN London.

Identified Strengths

- The PE curriculum offering is broad and varied. Students have access to a range of experiences and activities as part of their PE curriculum at TreeHouse School, and this year has seen this continue.
- We have an outstanding community sport programme which motivates and inspires pupils to participate in sport. This judgement is drawn from registration statistics for 2017-18 where students who found it difficult to attend PE lessons in school, showed significantly improved attendance on the community sport programme.
- Students who excel are given opportunities to be stretched and further challenged through competition and sporting events.
- Observations of teaching are mainly good, and sometimes outstanding.
- Students that regularly attend PE lessons make outstanding, or at least expected progress in PE lessons which is backed up by pupil assessment.

% of Pupils making 0 sub levels of progress in PE	28.57%
% of Pupils making 1 sub level of progress in PE	24.67%
% of Pupils making 2 sub levels of progress in PE	13 %
% of Pupils making 3+ sub levels of progress in PE	32.46%

There is a strong correlation between poor attendance at PE lessons and students who do not meet with, or only Part meet with their targets making 0 sub levels of progress. One third of all students make better than expected progress, with two thirds of students making at least expected progress or better.

This data has provided the department with two key pieces of information;

1: When Students attend they make good progress, and we are teaching the right way

2: Despite an already broad and balanced PE curriculum, a curriculum review should be undertaken in order to try and further engage students who find it difficult to attend PE. We will try and introduce activities which prove more motivating to the cohort who find it difficult.

(We are also aware that there are other mitigating factors that contribute to students with SEN being unable to attend sessions as a result of their behaviour support plans)

Progress against last year's development priorities (2017-18)

1. **A consistent approach to curriculum planning for all PE, Healthy Living and Community lessons where each member of the PE team has a lesson leader folder with the same structure/ content for their lessons.**

Each member of the PE department have their own lesson leader folder in place, which has the yearly and termly plans and supporting / target information for each group they teach. It also contains additional information such as behaviour support plans and lesson plans for cover teachers should they fall sick / be unable to teach their session. This has proved a big success.

2. **The team embed the SWPBS and school values into all lessons.**

The School values have featured in all department MTP's and visuals are present in the sports Hall. Lesson leaders adopt the values to form the basis of their rules for PE lessons. Students are aware of expectations around doing their best, making responsible choices and staying safe, and are always supported to meet these values. SWPBS is being adopted across the school and the PE department are working towards applying the SWPBS model into their teaching. More work needs to be done in this area and the department to adopt a clearer approach to what falls under the 'SWPBS' model. The PE department staff should seek to familiarise themselves with the SWPBS concept and how it is applied in PE.

3. **PE department are reporting in the same format and including IEP targets in all lessons.**

At the start of the year the PE steam were given guidelines for report writing, which included incorporating students IEP targets into their reports. During the middle of the year a review was carried out by the PE subject Leader and there were inconsistencies in reporting formats within the department. Despite using the same template, team members has a slightly different take on the information and structure of their reports. The subject lead carried out a review exercise which involved the whole team, and from this clarity was achieved and reporting has become consistent and the team are approaching them in the same way. The team are aware of the planned move to Classroom monitor in the near future, so this will again change the way we report.

4. **Assessment should transition from Excel to the new classroom monitor system by the 2018-19 Academic year.**

This did not happen due to Classroom Monitor not being rolled out in the school in time. This will happen next academic year.

5. **Develop the extra-curricular sports clubs to offer a variety of activities over lunchtimes for our pupils.**

The PE department delivered regular sports clubs throughout the year. Activities included, Fitness, Yoga, Badminton, Cycling, Football, Table Tennis, Bowling, Fitness and Tennis. The PE department also took lead on the Reverse Inclusion Project with Muswell Hill Primary School. This took place over lunchtimes, and saw TreeHouse school pupils have structured 'Play' sessions with mainstream pupils.

6. **Continue to develop school sport fixtures, and for THS to participate in panathlon and friendly sport fixtures this year.**

Our participation at External sporting events was fantastic this year. TreeHouse participated in Panathlon Football, Swimming and Multi-Sports, and progressed to the Finals at Swimming and Multi Sport for the first time, with pupils from TreeHouse school representing Haringey in these competitions.

The school had their first ever football fixture against another school. This was a hugely successful event which took place on the TreeHouse school Outdoor Games Area facility. The day saw 2 x teams of pupils compete against the Bridge School, who have a similar cohort of SEN pupils.

7. **Develop the PE departments skillset in leading learning for Panathlon based activities (Swimming, Boccia, Football)**

A Boccia training day was delivered to all members of the PE department in order to equip them with the skills and knowledge of the game. The PE department leader qualified as a Level 2 swimming teacher, and another member of the department achieved their Level1 Swim teacher qualification. We will be able to utilise these in the coming years and further support our Panathlon athletes.

8. **Introduce inter-school sport competitions**

The department ran a handful of inter-school events this year. We planned a mutli- sport event, where classes participated in sports (Including Boccia as part of our training initiative), Scores were recorded against each event, and participants awarded with certificates for their achievements. 3 x School sports days were also run during the year, with a 'World Cup' theme. Classes competed against other classes in their Key Stage as part of the competition.

9. **Aim for 100% Good or Outstanding lesson observations in PE**

As part of the school wide observation cycle, the PE department were observed a total of 11 times across 3 PE department members. All lesson observations were either Good or Outstanding. Point of note: Some lessons were graded, and others not. The school observation cycle has tried to go away from 'grading' the lessons, although observers have typically given comments or a grade based on the old terminology.

Priorities for Development next year 2018/19

1. Re-Create TH PE Assessment levels and form new ' Sport Pathways' which cater to our diverse range of learners.
2. Increase the amount of inter-school competition (Last year we had 3 x sports days and 1x Inter School sport relief competition).
3. Increase the number of competitive sporting fixtures to at least 3 x separate fixtures across at least 2 x different sports.
4. To reach the London regional Panathlon finals in at least one sporting event.
5. Focus on quality swim teaching during swimming lessons. (Emphasis should be on learning to swim instead of fun / water confidence style sessions for students who have the ability to learn to swim). Students who are new to the water continue to access water confidence sessions.
6. SWPBS focus – PE team to develop further understanding of the SWPBS approach and understand how it fits into PE.
7. Conduct a curriculum review with the aim of making the curriculum more relevant to learners, and offer new activities which engage students and support increased participation.
8. To increase the amount of overall Physical Activity across the school.