



Spring Term 2022 PE, Sport and Wellbeing Review

Building on previous successes (School Games Gold Award for four consecutive years, the Merseyside Sport Primary School of the Year Award in 2016, and achieving the AfPE Quality Mark with Distinction in 2017), we have continued to look for new and innovative ways of further improving our PE and school sport. We are extremely proud to have achieved the School Games Platinum Award in 2019 and 2020 (award on hold 2021-22). Our overall aim is to provide as many positive opportunities for our young people as possible and promote lifelong health and wellbeing.

PE, Sport and Mental Health

In the autumn term, a bespoke health and well-being survey for pupils in Year 3 and above was been carried out in partnership with the SHEU (Schools Health Education Unit). The survey was completed online and questions covered a range of aspects of life including:

- levels of physical activity
- emotional health and wellbeing
- diet
- sleep habits
- levels of worry
- use of technology
- attitudes towards school
- safety and bullying
- leisure time

The data from the survey has been analysed and has been used to inform and plan education programmes, identify pupils at risk of mental health difficulties and plan interventions. Some of the data has also helped to inform and plan PE and school sport activities and initiatives.

Leeds Beckett University Carnegie Mental Health Award



As part of our overall health and wellbeing strategy, in the autumn term Orrets Meadow began the application process for the Leeds Carnegie School Mental Health Award. This award takes a community approach to mental health providing a framework to evidence policies and initiatives that work towards improving mental health and wellbeing for both staff and pupils within the wider school community. Using a development framework, we have evaluated current mental health practices, identified gaps, developed and strengthened these and are working towards building an emotionally healthy community for all.

Beginning in January, a team of mental health support staff have volunteered to offer themselves as someone to talk to for colleagues about mental health, professional issues or personal issues. The conversations are on a confidential basis but normal safeguarding procedures apply. Following on from the Mental Health Champions training which our Year 6 children enjoyed in the autumn term, a 'happiness club' was set up and largely led by one of our pupils. The club is child-led and they enjoy a variety of activities from arts and crafts, games to using the sensory garden.

Magic Mile



In January we launched 'The Magic Mile' across school to help promote positive physical and mental health. Classes have freedom of when and how to use the

magic mile but the recommendation is for at least 3 times per week for approximately 15 minutes with no time spent changing, setting up or tidying up. This allows flexibility for teachers to adapt to meet different children's needs. The focus is on a fully-inclusive social walk or run where children can enjoy being outside and being active. They can chat to their friends as they run along enjoying the experience together. Weather is treated as a benefit, not a barrier. Children enjoy being outside in the different types of weather, connecting with nature and being aware of the seasons. The children decide their own pace. Feedback so far has been extremely positive.

Health and Wellbeing Programmes

Using perception data from the SHEU survey, mental and physical health programmes have been put in place for children targeting a wide range of different needs. In consultation with Mr Saul, Mr White and PE assistant Mr Willets have led tailor-made sessions for 22 children across the whole-school (minimum of two sessions per week per child) with an aim of making activities enjoyable, accessible and raising physical fitness levels.

Through our partnership with Liverpool John Moores University, data also showed that some children at school really needed extra support to access their PE lessons on an equal level with their peers. The pupils selected have been given a package of extra support across a range of areas. These have included fun circuits to increase fitness, sensory circuits with more variety of activities to help the pupils be ready for their learning and essential activities (such as skipping, hopping and balancing). The programme is largely based on an initiative called 'Start to Move' from the Youth Sport Trust. Alongside these established programmes we are running bespoke programmes under our 'Boost' categories of: Sports Hall Athletics, Leadership, Gross Motor & Physical Me, Least Active and Well-Being Boost.

The sessions have gone brilliantly. Each session has an intervention focus (such as agility, balance or coordination). These areas are important for young people to develop both in a PE context and in terms of linking in with the wider school curriculum e.g. strength in handwriting activities or using exercise circuits to fire neural pathways. The children who have been selected to take part have enjoyed the sessions and this will hopefully lead to increased activity levels going forward. The 'Start to Move' approach has been a nationally recognised high quality COVID recovery intervention and was shared with the DfE National Inclusion 2020 Steering group by Mr White.

Other resources used to have a focus on strength, speed and coordination were the Get Set circuit activities. These were activities to support the development of basic strength and stamina as evidenced by the young people's perceptions of themselves in the relevant sections of the SHEU survey which they had answered.

The interventions were designed to be short, enjoyable and appropriate for the age and stage of the young people. Mr Willets has continued to use a resource which gave him access to 160 sensory circuit activities. Mr Willets thought it would be a good development to link the sensory circuit activities with the intervention resources to give other students access to the approach he was taking.

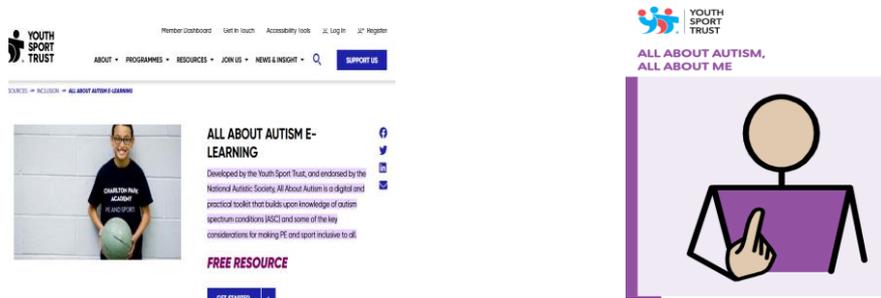


Staff CPD

(All About Autism - follow up)

Mr White has continued to work with our teaching assistants in their PE lessons on how to support all our pupils to achieve in PE. The teaching assistants have been applying the strategies from their 'All About Autism' e-learning so that all our pupils can fully access PE lessons. The modules were developed by the Youth

Sport Trust and The National Autistic Society and were based on the guide written by Mr White and his colleagues at Clare Mount.



Staff have been encouraged to reflect on their learning and knowledge from the accredited e-learning. Staff have reflected on what strategies they have used to support a pupil or pupil's to achieve in the lesson, using their All About Autism learning, the Inclusion Spectrum teaching model and STEP tool. Each member of staff is encouraged to reflect on 'what went well' and 'even better if' after each lesson. Teaching assistants and staff have also been trained in the idea of a sensory sanctuary and a sport sanctuary so that pupils can be supported in moving from sensory activities to PE lessons.

Disney Inspired Shooting Stars by England Football



Orrets Meadow was amongst the first schools to test this new exciting resource, as the Youth Sport Trust looked to engage up to 50 schools in its pilot with England Football. The training aims to introduce the new SEND resources, which have been designed in consultation with a number of YST Lead Inclusion Schools to ensure the FA Shooting Stars programme is more accessible for girls with SEND. This course will support adapting learning for girls with autism to help access the Wirral School Games girls' football offer coming soon to Wirral.

The FA Shooting Stars programme, inspired by Disney, is made up of two initiatives: Active Play Through Story Telling and Girls' Football Clubs. These initiatives have been developed to engage 5-11 year old girls in sport both at school and home. Active Play Through Story Telling:

- Supports the development of fundamental movement skills and physical literacy
- Delivered through creative play and storytelling
- Specifically targets girls who are inactive or have low levels of physical literacy
- Opportunity for girls to reflect on behaviours and understand their impact on self and others
- Provides opportunities to practise at home

Active Play Through Storytelling has been developed to support girls aged 5-8 to develop their fundamental movement skills, subsequently supporting the development of: physical literacy, speaking and listening, confidence and competence.

Using the inspiration of Disney stories, sessions are facilitated via a storybook where girls get lost in play. As they engage with the storyline, children become physically active through thoughtfully designed activities which support the development of their social skills, creativity, teamwork, communication and confidence as well as increasing their emotional awareness.

Girls Football Club - KS1 + 2

The other part of the programme - Girls Football Club - helps to build on their sporting confidence and competence of fundamental movement skills developed in Active Play Through Storytelling. Using Marvel storytelling, girls are introduced to basic football movements. Girls develop basic understanding and competence in invasion game principles. There is also an opportunity for girls to reflect on behaviours and understand their impact on self and others. It also provides opportunities to practise at home.

The programme inspired by Disney and Marvel uses superhuman powers, high-tech gadgets and superheroes to truly capture the imagination of primary-aged girls. Whether rescuing Groot the Root or flying across New York as Captain Marvel, girls will be inspired to get active and engage with their friends while learning how to play football. Through the activities, girls will develop their problem solving, decision making, leadership and confidence - all of which are transferable to other settings. There are six weeks of activities for every Girls Football Club resource, and this is tailored for either a KS1 or KS2 cohort.

Movement Matters and the Physical Activity Exchange



In the autumn term, Owls class worked with Mr White and Durham University to consult on the new physical activity guidelines for physically disabled children and young people. They created posters which have now been signed off by the Chief Medical Officers of all four nations of the UK. The guidelines have also now been published and are accessible on the government website:

[Government Physical Activity Guidelines](#)

Following on from last term's consultancy work for the Movement Matters research project, we are delighted that we will be part of the final programme for the summer term. The Movement Matters programme aims to improve the movement competence and physical activity levels of children with learning disabilities in the Liverpool City Region aged 8-10 years. It is designed to be delivered for 5-6 weeks, starting in April 2022. The programme has been co-

produced by a group of local stakeholders (including Orrets Meadow!) and is a collaborative approach with partners from Merseyside Sport (MSP), LFC Foundation, and Special Olympics all involved. As part of the programme Orrets Meadow will receive:

- Teacher CPD and Training
- Classroom Resources
- Community activity opportunities for your pupils
- Parent resources for at home activity
- Attendance at an exclusive sporting celebration event held at Liverpool John Moores University's brand new sports centre

Expected Outcomes and Impact of Movement Matters:

- Increased competence (skills and knowledge) of classroom and PE teachers in delivering inclusive activity for pupils
- Increased opportunities for activity both within school and the local community for pupils, impacting on their overall physical activity levels and movement competence
- Strengthened school to local providers links

Fit Fun Fest

In March, 10 children from Year 6 enjoyed the fantastic opportunity to attend the Clare Mount Specialist Sports College Paralympic Learning & Discovery Festival. The festival was a carousel of sports related activities, with each station focusing on a different Paralympic sport. The activities on offer were designed to support personal development through exploring team building, communication, confidence, self-esteem and resilience. The inclusive event intended to:

- challenge perceptions of disability sport
- foster social connections
- develop physical skills

The children had an amazing time and demonstrated some of our key values including respect, independence, resilience and friendship.



Inclusive Football

Spring term has seen the start of a fantastic new initiative to bring together children with SEN to meet and enjoy inclusive football sessions at Clare Mount Specialist Sports College. It has been a great opportunity for children to develop physical skills but also social skills and make friends. So far 15 of our children are regular attendees. The children love the sessions and report feeling more confident.



Impact of PE and Sport Premium

The impact of the PE and sport premium will be monitored and evaluated during the course of the year using measures such as the SHEU survey. It will be reported on a separate tool (AfPE and YST Evidencing the Impact) and will be available on the school website.