



Summer Term 2026 PE and Sport Review

Building on previous successes (School Games Gold Award for four consecutive years leading to the Platinum award 2018-), the Merseyside Sport Primary School of the Year Award in 2016, and achieving the AfPE Quality Mark with Distinction in 2017 and 2022), we have continued to look for new and innovative ways of further improving our PE and school sport. Our aim is to provide as many positive opportunities for our young people as possible and to promote lifelong health and wellbeing. The summer term has been culmination of the year's plans with areas such as inclusive practice, mental health and enrichment activities being further celebrated.

PE, Sport, Mental Health and Wellbeing

Mental health is closely linked with physical health and so a holistic approach has been taken, making use of some of the PE sport premium funding to help. This has been more poignant over recent years given the impact of Covid-19 on life, both in school and across wider society. A bespoke health and well-being survey for pupils in Year 3 and above was carried out back in the Autumn Term, 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 once again 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.

Health and Wellbeing Interventions

Using data covering a wide range of lifestyle areas from the SHEU survey, positive health and fitness programmes were put in place for children. Wellbeing programmes included: Sports Hall Athletics, Leadership, Gross Motor & Physical Me, Least Active and Well-Being Boost. This has complimented work within PE lessons which school staff have targeted to meet children's specific needs.

In consultation with Mr Saul and Mr White, PE assistant Miss Patten has led tailor-made sessions for children across the whole-school with an aim of making activities enjoyable, accessible and raising physical fitness levels. 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 children have chosen from a range of resources and activities to take ownership of their own physical activity. The children have loved the programme and have reported positive attitudes towards movement and activity. By taking part, children developed their physical skills but have also grown in confidence and have learned vital skills, such as teamwork and resilience.

The sessions have gone brilliantly, using the resources and sessions in consultation with Mr White at Clare Mount. There have been fun and motivating activities in agility, balance and coordination for Miss Patten to work with the students on. Each session's aim was primarily enjoyment but also had 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 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 interventions were designed to be short, enjoyable and appropriate for the age and stage of the young people. The aims of our physical activity and PE interventions were for targeted pupils to meet their needs around mental and physical health and to support attainment in PE and in the wider curriculum. PE interventions were also based on student voice and feedback. Children were selected for this intervention based on a range of data sources or recommendation. Some children were selected based on their baseline data in Sportshall Athletics activities; some children were selected based on their response to the SHEU survey; and some pupils were identified by teachers on the basis that physical activity can support their needs.

Impact (2025-26): 16 pupils were selected as the core group for interventions. Pupils have reported better confidence, increased self-esteem and more enjoyment in PE lessons:

- ✓ 94% enjoyed the sessions
- ✓ 88% think they are now doing well in PE
- ✓ 75% think they are physically fit
- ✓ 88% think they are getting better at physical activity and sport
- ✓ 82% now feel confident in PE
- ✓ 100% feel PE and physical activity is important



Being Healthy and Safe Week

As part of our 'Keeping Healthy and Safe Week', the whole school enjoyed a range of activities including:

- yoga
- litter picking
- art and mindfulness
- healthy eating workshops
- making healthy snacks
- 'super soul sanctuary'
- problem-solving circuits (and Y6 high-school transition)
- health and fitness circuits
- dental hygiene
- drug education
- water safety and lifeboat visit
- wake and shake
- multi-skills sessions



Barnstondale Residential Trip June 2026



Year 6 had an unforgettable adventure on a 3-day residential visit to Barnstondale. It was an action-packed trip full of outdoor and adventurous activities such as climbing, abseiling, archery, rifle-shooting, problem-solving, orienteering and search and rescue.

The different groups of children mixed really well and both worked and played with a co-operative and collaborative spirit. The children showed a growing resilience - particularly when the weather was varied and the obstacle courses were long and challenging. Friendships were made and the children grew in confidence, independence and maturity. Responsibility was encouraged with children taking up roles such as cleaners, waiting staff and even making their own beds! Teamwork was encouraged when den-building, lighting fires or facing the dark peril of 'nightline'!

Social activities such as the campfire, adventure playground, sports and movie night helped to add to the fun had throughout the daytime activities. Since returning to school, the children have been more positive towards all aspects of school life and most regard Barnstondale as the best experience of their school lives so far.





Future Action Programme and RISE Up



Our school has partnered with 'Future Action', a health education company which offers teacher training courses and consultancy aimed at transforming children's mental wellbeing through physical education.

The 'Trauma Informed PE' course provides a seven-step process guiding educators to implement trauma-informed practices in PE, enhancing relationships, wellbeing, engagement, behaviour, and progress.

Orrets Meadow teaching staff have received the Trauma Informed PE training from Mr Saul and have conducted some independent study to complement their learning.



RISE Up is a sustainable early intervention programme for students aged 8-18.

This is phase 1 of a 3 phase approach that is best practice for schools to follow:

Phase 1 - Early Intervention for all young people, and identify those who are struggling as early as possible for phase 2 support.



Feedback has been overwhelmingly positive from both staff and children. They have found the topics covered and the content within extremely useful and thought provoking. The children have begun to use the theory of the programme to design their own RISE Up support plans. Teachers also use the toolkits either at a class level or tailored for individual children, when appropriate throughout the school day.

Examples of strategies included in their toolkits include:

- gratitude journals
- body scanning
- breathing techniques
- 'reverse bucket list'
- positive affirmations
- controlling our inner voice
- planning and goal-setting
- mindful and grounding activities



Some of the lessons covered have included:

- The Mental Health Continuum
- Depression
- Anxiety
- OCD
- Building Confidence
- Developing Self-Kindness
- Worries as a Positive
- Creating a Vision
- Sleep
- Exercise



The acronym RISE gives a range of physical activities which can complement the toolkits:

R REPEATERS Calm • Regulate Reduce Anxiety Purpose: Create predictability, calm and emotional regulation. EXAMPLES - Mindful walk - Yoga & stretching - Repetitive movement - Sensory circuits - Breathing & mindful movement Best for: Children who need calm, routine and time to regulate.	I INCLUSIVE TEAMS Connect • Belong Communicate Purpose: Build relationships, belonging and teamwork. EXAMPLES - Cooperative challenges - Team games - Problem solving activities - Parachute games - Partner activities Best for: Children who benefit from connection, cooperation and support.	S STRESS BUSTERS Release • Reset Regain Control Purpose: Safely release tension, frustration and strong emotions. EXAMPLES - Boxercise - Tug of war - Sprint activities - Power & resistance activities - Throwing challenges Best for: Children who need to release energy and reset.	E ENERGISERS Boost • Engage Build Confidence Purpose: Increase energy, motivation and positive mood. EXAMPLES - Dance - Active breaks - Fitness games - Quick challenges - Music activities Best for: Children who need a boost in energy, mood and motivation.
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#	STATEMENT	AGREE	NOT SURE	DISAGREE	% AGREE
1	I know activities that help me feel calm when I need them.	100%	0%	0%	100%
2	I know activities that help me feel happier when I feel low.	100%	0%	0%	100%
3	I feel better at calming myself down than I did before RISE.	93%	5%	2%	93%
4	I enjoy working with other children during activities.	89%	7%	4%	89%
5	I feel more confident taking part in physical activities.	89%	8%	3%	89%
6	I enjoy being active more than I did before RISE.	93%	5%	2%	93%
7	I understand that different activities can support different feelings.	100%	0%	0%	100%
8	I have used a RISE activity outside of a RISE session.	100%	0%	0%	100%
9	I have used a RISE activity to help myself feel better.	70%	20%	10%	70%
10	I would recommend RISE activities to another child.	96%	3%	1%	96%

When we analysed teacher perceptions of Year 6 wellbeing using a WEMWBS-aligned 1-5 Likert scale, the shift was clear and measurable. Before RISE Up, staff consistently described pupils as feeling optimistic, relaxed, connected and able to cope only "some of the time." This placed the group at an average score of 3 out of 5 across all eight wellbeing indicators, 60% of the maximum possible score.

Following intervention, perceptions changed:

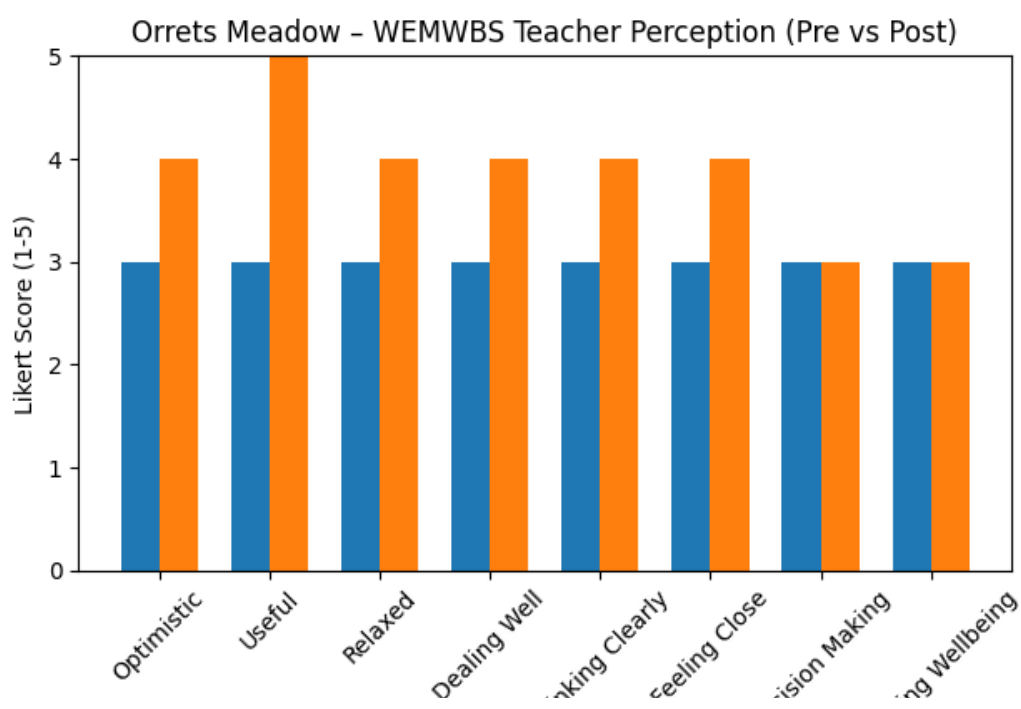
- Five indicators moved from "some of the time" to "often."
- One indicator, feeling useful, moved to "all of the time."
- Two areas (decision making and managing wellbeing) remained stable, highlighting where we will focus next.

Overall, teacher perception scores increased from 24 to 31 out of 40, representing:

- A rise from 60% to 77.5% of maximum wellbeing score
- A 29% improvement in overall wellbeing indicators

In a specialist SEND setting, that movement from "some of the time" to "often" is significant. It reflects children who are more optimistic, more relaxed, more able to cope and more connected.

Staff also reported improvements in engagement, mental health, personal development and attendance. Conversations around sleep, hydration and screen time became more thoughtful. Pupils began recognising what they needed to regulate.



Extra-Curricular Leadership Opportunities and Planet Competitions

Based on insights from the SHEU wellbeing survey, we have continued to tailor lunchtime sports clubs to align with our students' interests and needs. Our comprehensive intra-school programme has continued this term with 'Planet' competitions and clubs in sports such as hockey, boccia and basketball. These competitions are designed to follow blocks of curriculum lessons and lunchtime club enrichment, ensuring students gain experience and confidence before competing. The 'planets' events help to create a sense of community and belonging which makes a significant impact on children's wellbeing.

The relaunch of explicitly-taught leadership opportunities for the children. Year 5/6 children have been taking on leadership roles during our intra-school planets competitions e.g. coaches, referees, media, judges, equipment managers. Leadership opportunities create clear benefits for children with SEND:

- ✓ Builds confidence and self-esteem by giving pupils responsibility and a valued role within sporting activities.
- ✓ Develops communication skills, as pupils learn to explain rules, demonstrate activities, and encourage others.
- ✓ Promotes independence and responsibility through organising equipment, helping set up activities, and supporting younger pupils.
- ✓ Improves social skills by encouraging teamwork, cooperation, and positive interaction with peers.
- ✓ Supports emotional development, helping pupils feel trusted, capable, and proud of their achievements.
- ✓ Enhances understanding of rules and fair play, reinforcing positive behaviour and sportsmanship.
- ✓ Encourages engagement in physical activity, as pupils often become more motivated when they take on leadership roles.
- ✓ Develops transferable life skills, such as problem solving, organisation, and decision-making.

These opportunities allow SEND pupils to experience success in roles beyond participation, helping them feel included, valued, and empowered within school sport.





Sports Days

The summer term saw two highly successful sports days - the first for Wolves, Bears and Lemurs, followed by a second event for the older classes. The format involved an inclusive carousel of activities, where children take part to contribute points for their planet. Activities included javelin, discus, shot put, tennis, football, Speed Agility Quickness ladders and even a quiz! This was followed by optional competitive races such as the obstacle race, the egg and spoon race and a sprint. The culmination of the sports day was a thrilling planet relay race involving all children.

Dance Festival

shadow



The annual dance festival at the Floral Pavilion Theatre in New Brighton was hugely successful once again. Our children showed outstanding courage and passion for dance during their performance. A huge thank you to Mrs Walsh who led dance club and choreographed the routine so brilliantly. The children had all worked hard over a number of weeks to perfect their routine and they were absolutely amazing.



Summer term saw the popular return of taekwondo. Year 5 children enjoyed a 6-week block of inclusive taekwondo. They have learned discipline, respect and responsibility, which all align with our school values. Club links are well established and there is a growing group of Orrets Meadow children participating in taekwondo outside of school.



The impact of the PE and sport premium has been monitored and evaluated during the course of the year using measures such as the SHEU survey, staff and pupil voice, learning walks and lesson observations. It is reported on a separate tool (AfPE and YST Evidencing the Impact) and will be available on the school website.

Development Targets for 2026-27

1. Validation of the AfPE Quality Mark application
2. Embed RISE Up Programme for children across the school
3. Fact find about new sports partnerships which will replace the current PE Premium Funding