



Spring Term 2021 PE 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. 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

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 than ever this year 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 has 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 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.

On returning in March, the whole school have engaged children with lessons designed to help children settle back into school after a prolonged time away. They have focussed on building back social and personal relationships, gratitude, hope, dealing with anxiety and creating a sense of community. In addition to these lessons, PE lessons included a focus on relaxation and mindfulness with the whole-school having access to yoga.



Health and Fitness: 'Start To Move', 'FUNs', 'All Star Challenge'

Using data from the SHEU survey, positive health and fitness programmes were put in place for some of our physically less active children and those who have challenges around obesity, developmental milestones or co-ordination linked to their additional needs. In consultation with Mr Saul and Mr White, PE assistant Mr Willets has led tailor-made sessions for 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.

With many children's physical activity levels dropping during lockdown, school has been in a very strong place to address this challenge using the return to school. During the previous school year, Liverpool John Moores University data showed that some children at school really needed extra support to access their PE lessons on an equal level with their peers. This year Orrets Meadow has

moved a step further by selecting pupils for a package of extra support across a range of health and fitness 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.

The sessions have gone very well, 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 Mr Willets to work with the students on. Each lesson 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 'Start to Move' approach is a nationally recognised high quality COVID recovery intervention and has been 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 also accessed a resource which gave him access to 160 new 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.





The LFC Foundation is the official charity of Liverpool Football Club. Building on the LFC's work in the community over the past 20 years, the charity was formed in 2010 as a financially independent organisation to harness the power and passion of fans and supporters to improve the lives of others. LFC Foundation's mission is to create life-changing opportunities for children and young people. Working in areas of high need and deprivation across the Liverpool city region, it aims to deliver sustainable and long-term change for communities and ensure that its work continues to benefit future generations.

Starting in January, Orrets Meadow was very fortunate to receive the opportunity for virtual health and fitness sessions delivered by coaches from LFC Foundation. The majority of children who were in school during lockdown took part in the sessions and those who were learning from home will soon be able to join in with face-to-face sessions as we build a partnership for the future.

The sessions were held twice a week with classes joining in via Zoom. Despite the remote nature of delivery, the children were very excited to take part in sessions led by LFC coaches. The levels of engagement remained high throughout the 8 week period. The focus was on health and fitness with some fundamental and multi-skills included. The workouts were challenging but fun and the presenters mixed up physical activity with fun quizzes and Q&A's about LFC. The coaches were excellent, building positive relationships with the children and inspiring them to do the best they can. We are excited about the face-to-face sessions and hopeful they will begin in the summer term.



Enrichment Activities



Military Education

Orrets Meadow has continued to use some of its PE and Sport premium to provide our children with activities led by Military Style Education. The tutors use British values to deliver a programme of study for mental and physical well-being. MSE have developed this course to comply with the recommendations from the Government's recent green paper 'Transforming Children and Young People's Mental Health Provision' and from consultations with local headteachers.

Team building will encourage children to become self-aware by identifying their own skills and attributes as well as their classmates and together build upon them. Through working together children will excel in their listening skills, understand and respect that everyone has a voice, be able to manage conflict, share and explore one another's ideas and in a combined team effort be able to problem solve effectively. Every child will experience leadership which will boost their confidence. Activities will include building shelters, bushcraft, art using natural materials, campfires and team games.

'Little Lifesavers' and 'Young Lifesavers Award' are certificated first aid qualifications available for primary aged children. Little Lifesavers Award is for KS1 and Young Lifesavers Award is for KS2. The courses teaches children the skills, knowledge and builds the confidence to be an effective first aider through a step by step guide of how to handle different life-threatening situations.

Teaching the ethos and values the tutors learned in the military and by being positive role models for pupils they will also improve the following:

- Mental health
- Well-being
- Behaviour
- Attendance
- Attainment
- Teamwork
- Resilience
- Confidence
- Self-awareness
- Soft skills
- Respect
- Empathy
- Tolerance
- Self-discipline
- Social and motor skills
- Problem solving
- Self Esteem
- Healthy living



SHaDoW Dance and ParaDance UK

During the autumn term Giraffe class took part in an exciting virtual dance project with a number of other Wirral schools. The children enjoyed 6 online live dance classes via Zoom which culminated in a virtual dance performance in late December. The children loved both the dancing and the opportunity to socialise virtually and celebrate their performances at an event. The project was led by Lucy Poynton from Clare Mount Specialist Sports College as part of her work with ParaDance UK and director of SHaDoW Dance (Social, health and dance wellbeing). Staff reported high levels of pupil engagement and increases in children's confidence and physical fitness. Their enjoyment of dance and physical activity has continued since full return to school in March. There are plans to follow up the programme in the summer term.



My Personal Best



YOUTH
SPORT
TRUST

YST MY PERSONAL BEST PRIMARY



Despite the barriers created by Covid-19, staff at Orrets have continued to be offered a programme of CPD and support. This included twilight INSET led by John White (Clare Mount Specialist Sports College), focusing on the YST programme 'My Personal Best'. The pilot for this project has been integrated into curriculum PE lessons and the feedback has continued to be extremely positive from staff and children. Orrets Meadow is the first primary special school in the UK to be delivering this programme as a part of their curriculum using their own staff and PE specialist support (rather than an external agency delivering all lessons).

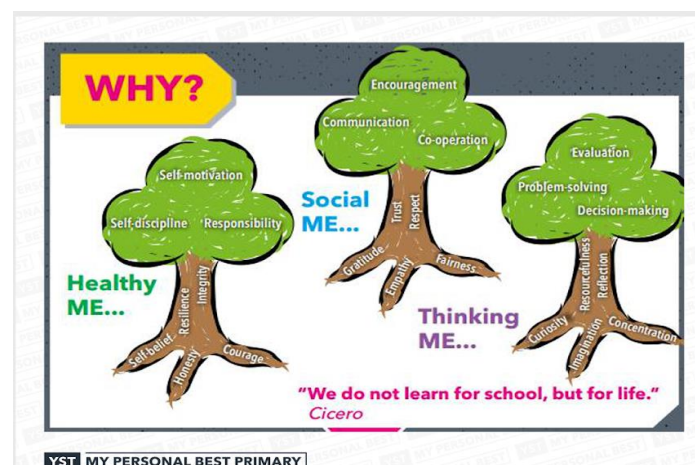
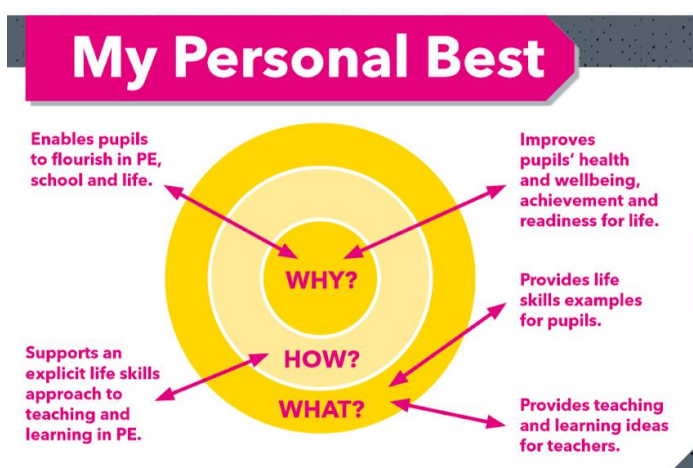
My Personal Best uses an explicit life skills approach to teaching PE. It supports every child and young person to flourish and to achieve their personal best in PE, school and life.

My Personal Best life skills are grouped into three areas:

Healthy Me - supports pupils to develop the personal traits that underpin good health and wellbeing and their personal achievement.

Social Me - supports pupils to develop the traits that help them to understand others and work well with other people.

Thinking Me - supports pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices.



My personal best suggests teaching and learning methods that maximise - and make explicit - the development of pupils' life skills. These are based on a process that supports pupils to become more independent - whatever their ability. It recognises that pupils with complex and additional needs may need more support or take longer to adopt these learning methods but supports school and families to have high aspirations for all children and young people.

Methods include:

- Leading
- Reciprocal Teaching
- Peer-coaching
- Personal goal-setting
- Self-review
- Peer-review
- Problem-solving
- Creating
- Team roles
- Whole-part-whole
- Big task





This year Orrets Meadow has trained all staff in how to teach life skills (such as honesty, responsibility and communication) in lessons using PE activities. The training has been led by Mr Saul and Mr White (our specialist PE teacher from Clare Mount Specialist Sports College using the PE and Sport Premium Funding). At the beginning of the autumn term, Mr White delivered four sessions of training to help staff understand the programme and to stress its importance to school. Teaching assistants have also had full access to the training so that they can, as ever, support pupil progress effectively.

During the spring term, Mr White has begun working with Mr Campbell to 'upskill' him in how to teach My Personal Best (My PB). Other teachers have continued to consult with Mr White on planning, delivery and impact. Staff teach their My PB lessons and then complete a reflection on their teaching. Teaching and support staff from both classes have reported that the programme is enjoyable to teach and is making a huge impact to the life skills of their children. Staff have also reported how refreshing it is to focus on a single character trait such as 'resilience' and to teach this through a fun practical lesson. The feedback from children has also continued to be positive.

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.