



Summer Term 2021 PE Review

Building on previous successes (School Games Gold Award for four consecutive years leading to the Platinum award, 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. 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 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.

After returning in March and adopting a 'recovery curriculum' approach until classes were more settled, there has been a priority of getting children back in to whole-class formalised PE lessons. Children had missed out on the social and moral opportunities that playing with groups of other children gives them. Within these lessons, PE lessons continued to include a focus on relaxation and mindfulness with activities such as yoga and dance. The month of May saw the re-introduction of our extra-curricular provision with a range of sports clubs for our children to choose from including tennis, volleyball, football, basketball/netball and cycling. It has been wonderful to see large groups of children back enjoying physical activity and making friends.

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 our 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 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 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 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: 18 pupils were selected for these interventions. A range of different approaches were used in terms of physical activity (Sporthall Challenges, 60 second challenges, FUNS cards, individual sensory circuits (mornings), Get Set challenge, school designed circuits). Pupils have reported better confidence, increased self-esteem and more enjoyment in PE lessons:

- ✓ 100% enjoyed physical activity intervention sessions
- ✓ 85% enjoy PE and sport
- ✓ 77% think they are now physically fit
- ✓ 100% feel they are better at physical activity
- ✓ 100% now feel PE and sport are important



St Helens Rugby



As part of our 'Keeping Healthy and Safe Week', the whole school enjoyed a fantastic day of rugby coaching from St Helens Rugby League FC. The coaches shared their passion for the game and put our children through their paces with agility drills, ball skills and even some rugby matches!



Health and Fitness Circuits



During the same week, Year 6 children also benefited from using the gym and outdoor facilities at Clare Mount. Mr White ran an inclusive high-intensity fitness circuit based on Underground Training Station activities. Mr Willetts ran adapted versions of the circuits back at Orrets Meadow for our younger children.



Yoga and Dance

Also as part of 'Keeping Healthy and Safe Week', all of our children took part in yoga and dance classes with trained instructors. They learned about the meditative, calming nature of yoga and the expressive qualities of a variety of dances. These were widely regarded as the highlights of the week.



MLB - First Pitch



Healthy pupils are more likely to be effective learners. PE, physical activity and sport are fundamental to the development of children and young people's health and wellbeing, and their ability to lead healthy, active lifestyles. They are also a powerful way to develop pupils' wider skills, personal qualities and character development, along with opportunities to develop aspirations as participants, leaders and organisers - which all improve the overall school environment. MLB First Pitch provides innovative, inspiring and exciting resources to support this. MLB First Pitch offers a sense of achievement for all participants with opportunities for clear physical and personal skill development. It is designed to give young people the opportunity to experience baseball themed activities, create excitement and increase confidence around a new sport. The MLB First Pitch resources can be used flexibly to meet your schools' needs, including;

- To integrate the activities into a multi-skills club.
- To plan new sequenced PE lessons selecting appropriate activities to meet National Curriculum programme for PE in KS2.
- Use as an intervention activity for a targeted of pupils.
- To create vibrant out of school clubs featuring baseball skills for pupils in KS2.
- To support the intra- school competition offer.

MLB First Pitch is a grassroots resource introducing young people all over the world to baseball. MLB First Pitch offers fun and inclusive resources to spark an interest in physical activity and sport through play and basic skill development. The MLB First Pitch resource is set out as an 8 week programme, but can be viewed as a range of tools to dip into and integrate elements of, into existing schemes of work in PE, a multi skills or baseball out of school club opportunity.



MLB First Pitch follow playful learning principles

Joyful

Fun first and foremost without the need for direct technical instruction or coaching.

Purposeful

Tangible signs of progress across skills applicable beyond baseball.

Immersive

Deliver playful learning experiences via free play, guided play and games.

Continuous

Skills are revisited and built upon in each session.

Connected

Focus on social play, teamwork and collaboration.

MLB First Pitch will also nurture a number of personal skills

Critical thinking

Ability to evaluate information and determine appropriate response.

Leadership

Ability to motivate a group to move toward achieving a common goal.

Resilience

The ability to bounce back from adversity, failure or challenge.

Self-esteem

How individuals value themselves and their abilities.

Teamwork

Working together to achieve a desired result.

We decided to pilot the programme with Tigers class, cascade to other classes next year and then look to form a lunchtime club next year. The feedback has been highly positive from staff and children who have taken part so far. With the inclusive plans and equipment offered by the programme all children have been able to access and enjoy the sport of baseball and develop a range of social and physical skills.

LFC Foundation Health and Fitness Sessions



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.

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. 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.

Since May the LFC sessions have become weekly face-to-face for our year 6 children. The focus has been health and fitness and multi-skills delivered through the vehicle of football. A balance between skill development, fun and competition has proved extremely popular with children and staff. The coaches have again been excellent, building positive relationships with the children and inspiring them to do the best they can.





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. Following a successful spring term from March onwards as the children were re-introduced to whole-class sessions, the rest of the school has now benefited from the Military Education programme.

Team building has encouraged 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 have developed their listening skills, understanding and respecting that everyone has a voice, become more able to manage conflict and share and explore one another's ideas to problem solve effectively. Activities will include building shelters, bushcraft, art using natural materials, campfires and team games.

Following the military education programme, each child has received first aid training. '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 teach children the skills, knowledge and 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



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).

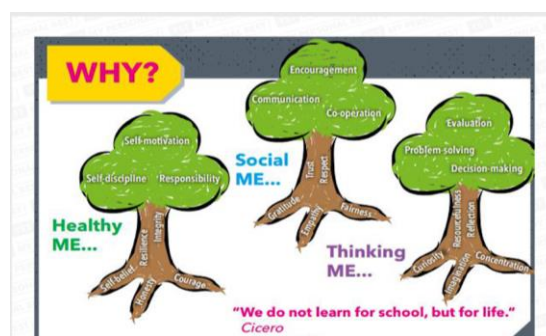
My Personal Best uses an explicit life skills approach to teaching PE. It supports every child and young person to flourish and to achieve their personal best in PE, school and life.

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:

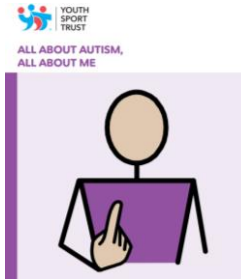
- Leading
- Reciprocal Teaching
- Peer-coaching
- Personal goal-setting
- Self-review
- Peer-review
- Problem-solving
- Creating
- Team roles
- Whole-part-whole
- Big task

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 and summer terms, 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 all 3 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. My PB will be rolled out to the whole-school from Autumn 2021.



All About Autism Training



TA's have completed the Youth Sport Trust certificated CPD - 'All About Autism, All About Me'. It is a resource that supports practitioners with strategies and tips on how to design calm and purposeful environments to benefit the needs of all learners and to adopt principles of inclusion in PE and wider school life. The course is designed to be a practical toolkit, building knowledge of autism and some of the key considerations for making PE and sport inclusive to all. The key factor throughout this process is to know the young person you are working with, which includes familiarising ourselves with their Individual Education Plans and motivators.

Physical activity optimises learning, helps emotional regulation and is the 'Spark' for the brain (Dr John Ratey, 2017). Delivered in an inclusive manner, PE and sport can be enabling and give autistic young people a means of managing their emotions and behaviours through both structured PE lessons and sports clubs, as well as through movement breaks and sensory circuits built into their daily routines and schedules. Delivered in this way, 'sport has the power to change the world' (Nelson Mandela, 1995), and to 'inspire' young autistic people and their families to raise their aspirations and adopt 'I can' approaches to achieving their goals. Sadly, this is not everyone's experience of PE and sport. By contrast, a more traditional perception is that PE and sport are about winning and losing, 'survival of the fittest' and natural selection (Desmond Morris, 1987). Regardless of whether we have a special educational need or not, how many of us have become anxious at the very thought of getting changed in front of others or having to demonstrate a skill or perform in front of others? And how many of us become hypersensitive when asked to pick out the right pass when there are lots of people running around us and making noise in a game situation? To help understand misconceptions about young autistic people taking part in PE and sport, we must first of all challenge the cultural and social barriers preventing ALL people from participating. We can do this by creating safe, nurturing environments that recognise 'it's OK to have a bad day or fail' as long as we learn from it. 'There is no such thing as CANNOT, you CAN, only sometimes NOT right now.' (Ros Blackburn, 2010) PE and sport can be used as a

powerful tool to support the autistic child to develop physically, emotionally and socially. Our philosophy is about 'sport for all'.

Barnstondale Residential Trip June 2021



Unfortunately due to the limitations and disruption caused by COVID-19, we were unable to go on our usual 3-day residential to Barnstondale. However, our Year 6 children were able to go for day visits. It was an action-packed trip full of outdoor and adventurous activities such as climbing, abseiling, archery, problem-solving, trailer rides and fire-lighting. The children mixed really well and both worked and played with a co-operative and collaborative spirit. The children showed a growing resilience - particularly when challenges such as the obstacle course were hard going! Memories were made and the children showed confidence, independence and maturity. Social activities such as the den-building and the adventure playground helped to add to the fun had throughout the daytime activities. Since returning to school, many of the children regard Barnstondale as the best experience of their school lives so far.



Cycling Update and Bikeability



Orrets Meadow used some of the PE and Sport Premium and sugar tax money to invest in cycling facilities and equipment. The legacy of the spending will be to maximise the number of children who can ride bikes and promote lifelong healthy lifestyles. In conjunction with the HSBC Ready to Ride programme the focus will be on preparing our younger children to be able to ride bikes in time to participate in Bikeability, when in Year 6. Level 1 is taught in a traffic-free environment, and children learn the basics of how to control their bike and make an off-road trip, for example on cycle paths. Level 2 is covered on quiet roads but in real traffic conditions. Children achieving level 2 will be able to make a trip to school or elsewhere on small roads. Our current Year 6 children enjoyed the 2-day Level 1 and 2 courses and are looking forward to using the theory they have learned on bike rides in school, over the summer holidays and after transition to high school.

The Ready Set Ride programme has been running everyday during lunchtime clubs for Y4-6 children and during daily additional needs groups for Y1-3 children. Staff used CPD from last year to deliver and cascade to other staff. The Ready Set Ride task cards and website help children to ride a bike. Feedback and progress so far has been very positive.



School Games Day

The School Games is a unique opportunity to motivate and inspire millions of young people across the country to take part in more competitive school sport. Our participation in the games has built on our existing work to offer pupils a year-round programme of regular intra and inter-school competition in a number of sports. Sadly due to COVID-19 the usual calendar of events has not been possible to recreate. Instead virtual competitions, either at home online or in school have been supplemented with school-based School Games activities using the traditional formats (and challenge/play formats) in classes or extra-curricular clubs.

Staff were trained in using the School Games resources to lead activities including:

- Rounders
- Golf
- Badminton
- Lacrosse
- Football
- Golf
- Handball
- Tennis
- Cycling
- Cricket
- Tag-rugby
- Table-tennis



There has been a focus placed on a set of values developed by young people called the 'Spirit of the Games'. The values are self-belief, honesty, teamwork, respect, determination and passion.

Impact of the 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.