

Primary PE, School Sport & Physical Activity- Sheffield Case Study

Name of School	Phillimore Primary School
Area of Focus	Physical Activity & Ensuring 30 Minutes Per Day for All: Physically Active Learning (across the curriculum), Active Interventions, Active Travel, Targeted Groups, Active Environments in school, System for monitoring activity of pupils

Intent: What did you set out to achieve? Why was this needed?

- 95% of pupils come from minority ethnic groups, the majority of which are of Asian or Asian British heritage and pupils from Roma and Slovak backgrounds are our fastest growing group. Most do not have English as their home language. Making inroads to improving health has driven the PE curriculum and School Sport since 2013 and is now well established throughout the school
- **Improve Physical health** - Five years ago, concern that our overall health was not as good as it could be and the school no longer achieved success in competitions such as Sportshall Athletics. Baseline assessment September 2015 demonstrated fitness levels far below national average for each year group including data from NCMP
- **Improve Nutrition and Food Education** – understanding of eating healthily was lagging behind the understanding of the need to be physically active. Lunchboxes revealed unhealthy choices
- **Improve Oral Hygiene** - high levels of tooth decay
- **Improve Mental Health and Wellbeing** – change in whole school priorities particularly at a time of separation anxiety, trauma and grief
- **Improve links with the Wider Community** – ensure all stakeholders working in partnership

Implementation: What did you do and how have you done this?

- Establish with whole school community that responsibility to ensure wellbeing of every pupil, their family and staff sits at the heart of all that we do
- Use of many and varied external and internal initiatives to kick start improvements in physical activity, healthy eating, mental wellbeing within the wider community and ensure there is a joined-up approach
- Invested in termly fitness assessment for every pupil provides data and an ability to monitor particular groups (age, gender, EAL, SEND...). Targeted support for specific groups in the form of physical activity initiatives
- Improved individual fitness achievement shared with parents/carers with individual login to website and time allocated each half term for pupils and their class teacher to share and discuss fitness scores and targets along with academic attainment, attendance and effort as part of the assertive mentoring process
- A non-negotiable fitness focus at the beginning of every PE lesson forms part of the warm up. Pupils perform a HIT (high intensity training) exercise (eg practise a fitness assessment exercise, skipping or pupil/teacher choice) aiming to raise heart beat for at least 30 seconds and to improve on a self-assessed personal best
- Invest in playtime equipment to improve levels of activity at playtime particularly at a time when bubbles meant restricted space
- Rolled out the Daily Mile for all KS2 classes with CPD for staff and entered various Daily Mile competitions
- Used the School Games Inclusive Health Check to ensure PE and school sport is as broad and balanced as possible to appeal to all interests, using Pupil Voice to guide us. Y5 PE lessons focus on Paralympic sports. Interventions targeting fine/gross motor skills to build confidence and self-esteem are delivered to those who need it
- Learning skills for life while undertaking physical activity needs to be fun to motivate pupils to become lifelong partakers. Whole school biking programme starts in EYFS with balance bikes and is delivered to every year group including Y5 Bike Ability and Y6 Mountain Bike Adventures. Those not yet confident are targeted with extra support through close work with our SSP, Sustrans, PWLCProjects and Cycle North.
- Use active outdoor lessons to teach other subject areas eg scooters incorporated into Maths lessons to teach equivalent fractions
- Listen to Pupil Voice. Our Y6s requested boxercise as an activity as many are unable to attend clubs due to other after school commitments. The PE and Sport Premium paid for a SIV instructor to create and teach a programme suitable for Y6 pupils

- Building up stamina is part of every aspect of school life. Y4s received a swimming lesson every week for a year as we recognise the importance of this vital life skill and use the opportunity of swimming lengths (with or without aids) to build up stamina to ensure our pupils are eventually strong enough to swim at least 25m.
- Offer First Aid through St John's Ambulance interventions
- Support all Active Travel initiatives
- Since 2017, Food Education is taught as a discrete subject with cross curricular links in a purpose-built room. Follow national initiatives such as 'Healthy Eating Week' (British Nutrition Foundation) and Vegetarian Week (National Vegetarian Society) enabling a whole school focus on preparing, cooking and trying new healthy foods culminating in open afternoons for the wider community
- Run an after-school cooking club and since September 2018, a school gardening club with family members assisting school staff
- February 2020, the school hosted two days of family 'Get Together' workshops during half term with a community lunch prepared and cooked by children and their families as part of the Holiday Hunger initiative
- Include the promotion of dental care in regular parent and child workshops. Staff receive training from Sheffield Teaching Hospitals NHS Foundation Trust
- Developing Excellence Plan includes mental health for all stakeholders. Developed a comprehensive package of activities and interventions to provide support where needed
- Staff trained as adult mental health first aiders and children as mental health champions
- Involved in Healthy Minds initiative linking CAMHS and schools
- Bereavement training completed by several members of staff
- 'Mighty Minds' intervention targets pupils needing specific support and the newly formed 'Lunchtime Narnia' is open for pupil self-referral for any reason. Friendship, Anger Management, Sibling Sessions, Actions and Consequences are a few of the groups offered and pupils know where key staff are at different points of the day if they need to talk
- Transitioning Y6 and those moving between year groups able to talk about any feelings they may have of the impending change. For children moving within school, a booklet to take home with photos of a new class and any changes may alleviate concerns
- Staff survey to assess mental health and wellbeing and actions for improvements are currently underway
- Working closely with SIV, we opened the school to the community for the first time to run an evening class called 'Ladies Fit'. The class is completely female orientated to build up trust and confidence of attendees
- Aim to start an additional class when circumstances allow, for mums who are unable to attend the evening class due to childcare issues using an exercise programme suitable for mums and young children
- Since September 2019, we are a centre for 'Zest' to run Weight Management evening classes. Local families and those from further afield are free to attend. We want parents and carers to be in the best possible position to support their children's health, so we signpost and advertise community classes, upcoming wellbeing events and entitlement to benefits. Staff trained to carry out a measurement programme
- Whole school sign up to 'Travel to Tokyo' before lockdown (Get Set's online engagement programme). During lockdown, each class and their families in teams have continued to log their physical activity whether indoors, in the garden or around the local area
- Supported by our SSP, community groups and national organisations, post motivational activities, ideas and challenges on online learning platforms to keep pupils and families active during lockdown. Also posted nutritional advice and ways for example to boost the immune system: healthy eating, exercise and sleep.

Impact: What were the results and how did you know?

- Termly fitness assessment has demonstrated annual average whole school improvements of 22% since 2015. Just before March 2020 lockdown, our results after assessment two, were already at 25% improvement. Five classes were performing at above national fitness average for their age and our Athletics team qualified for the SSP finals
- Y4 class won Yorkshire Sport's 'Hit the Ground Running Challenge'
- Parents/carers/pupils understand the benefits that improved health brings (no more complaints about being out of breath and sweaty)

- Pupil Voice indicates that 95% of pupils choose to be moderately to vigorously active at playtimes and can describe how they play
- With improved confidence, fitness and muscle memory at swimming, our pupils face the annual School Swimathon challenge and find (sometimes to their surprise) they can clock up 1,000m during a 30 minute lesson made all the more impressive due to non-swimmer starting points for all.
- August 2019, the school was awarded the Inclusion Quality Mark (PE and sport were part of the assessment process)
- 2019 and 2020 saw teams qualifying for the South Yorkshire School Games finals, enabling pupils with SEND to represent Phillimore.
- An inclusive national dance programme culminated December 2018, with third place awarded in the Royal Opera House's Create and Dance competition with all 62 Y3s performing two dances about Sheffield's steel industry
- Received silver 2019 for National School Travel Award and applied for Platinum 2021 due to increased levels of walking journeys to school year on year from 56% to 65% while car journeys reduced from 39% to 23%
- 95% of Y5s rated Maths lessons on scooters as 5 (scale 1-5) and 5% rated it as 4
- September 2019, awarded first place in the Sheffield City Council Green Fingers schools' cooking and gardening competition having cooked a two course meal with produce from the garden for the judges. We also became one of EatSmartSheffield's target schools looking at school food in its widest remit
- May 2020, received the 'Food For Life' Bronze award (held only by one other school in Sheffield at time of writing)
- Our case study on Holiday Hunger initiatives can be found at: [https://www.learnsheffield.co.uk/Partners/Eat-Smart Sheffield/Communications](https://www.learnsheffield.co.uk/Partners/Eat-Smart%20Sheffield/Communications)
- Awarded national Beacon status with 'Get Set' <https://www.getset.co.uk/> to create a programme aimed at inspiring the local community to get fit
- National recognition from Get Set Travel to Tokyo as school teams continue to beat their targets
- Awarded Gold for the Government's Healthy Schools Rating Scheme

3 Top Tips for Other Schools to Implement Something Similar?

1. Joined up approach with all stakeholders and all areas of health
2. Constant reminders to pupils, families and staff about initiatives to use
3. Quantitative evidence to demonstrate need provided by systems of assessment

Please could you also provide us with an image that we can share alongside your case study on the Learn Sheffield Website as we would like to share this good practice across the city.

