

HOW YOUNG PLAY LEADERS TRAINING HAS A POSITIVE IMPACT continued.

The main aim of the course is to develop pupils leadership skills, but there are other benefits of this course. The leaders all recognise the importance of being organised, planning the sessions well, knowing the activities they want to play with the younger children and making sure the equipment is sorted before the start of the session. The leaders ensure they keep their activities **SOCCER – Safe, Organised, with good Communication**, whilst Co-operating with their partner, making the sessions **Enjoyable** and acting in a **Responsible** manner.

The play leaders learn how to lead lots of different activities which they then deliver during playtime and lunchtime to help to keep younger children active.



They also learn about the **STEP** principle:

the **Space** in which they will lead
the amount of **Time** they will lead
the **Equipment** they will need
the number of **People** they will lead

Being meaningfully engaged can help young people build skills such as reasoning, decision-making, self-regulation, self-esteem, leadership, but most significantly, they have fun! In summary, the play leaders course benefits the leaders, the younger children, the lunchtime supervisors, the teachers



and, probably in the long run, society as a whole.

SCHOOL SPORTS ORGANISING CREW TRAINING DAY
19th OCTOBER 2024, AT THE HOWARD SCHOOL

GAIL HALLS – SSCo HSSP

We invited our primary schools to bring 8 pupils (year 4/5/6) to give them training, inspiration and ideas on how to volunteer together as a team to support their P.E. teachers and school to help deliver more school sports/physical activity opportunities for all pupils and help keep pupils and staff physically active and involved in school sport.

Each School Sports Organising Crew, 9 primary school sports crews in total attended a morning or afternoon of training. The session included how to lead fun games, work as a team together on one project and learn more about what the specific roles assigned which were: 2 Sports Captains, 2 Sports Reporters, 2 Sports Statistician and 2 Sports Designers.

Each of these roles work together to raise the profile of school sport and physical activity across school through producing sports event and match reports/ articles for social media/school newsletters, promotion of school sports events/clubs/competitions through artwork such as: posters/certificates etc. And gathering of data from school sports competitions to show that all pupils have taken part/improved/boys and girls from various classes have performed well personally and as a class/house/team. Each member of the Crew work well together with their P.E. teacher overseeing everything, to ensure 'school sport is put at the heart of their primary school culture in 2023-24'.

CLAIRE MOORE – SGO and PDM



Academy of Woodlands Sports Crew planning their feedback



Team building game on the bench, October 2023

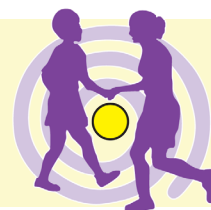
OUTCOME 5: Advocate to key stakeholders how the School Games makes a meaningful difference to the lives of children and young people, including engaging and educating their parents Participation in physical activity and competition will impact on young people's physical, emotional, and social wellbeing and influence the likelihood of continued engagement both at school and in the community, creating habits for life.

Watch this space for a project we plan to start with a primary school involving their parents and children and how important being physical active together benefits families in many different ways as well as raising parents awareness on the importance of children being active for at least 30 minutes every day.

CLAIRE MOORE – SGO and PDM



Claire Moore - Partnership Development Manager
The Howard School,
Derwent Way, Rainham, Gillingham, Kent ME8 0BX
Tel: 01634 361315 Mobile: 07725 724393
Email: moorec@thehowardschool.co.uk
www.howardssp.org.uk @SGOGillingham



active partners Newsletter
The Howard School Sport Partnership

Issue 36
Spring
2024

WELCOME AND UPDATE

Welcome to all our HSSP Primary and Secondary Schools this academic year. We hope your students are enjoying being physically active every day for at least 60mins per day (30 mins at school and 30 mins at home/in their leisure time) for their own well-being.

As the role of the local School Games Organiser (SGO's) evolves across the country, we continue to work towards 5 School Games outcomes and to prioritise our work in helping to facilitate (with help from HSSP staff, P.E. and primary teaching staff, sports coaches and student sport leaders/volunteers) those physically inactive young people to become more active, as these interventions should help to re-address inequalities.

The School Games 5 outcomes (also linked to Ofsted, Evidencing the Impact Primary P.E. Premium funding action plan and the national School Games Mark Award) are important and so we have re-formatted this newsletter to reflect these 5 outcomes and will be writing articles on certain projects under each outcome.

Many congratulations to the following 10 HSSP primary and secondary schools and all their hard work in the area of school sport and physical activity, as well as: 'pupil voice, parent voice' and regularly asking/surveying pupils to find out how physically active they are and what activities they would like to take part in the future, to be responsive to their needs.

Nationally recognised School Games Mark Awarded HSSP schools in 2022-'23:

BRONZE	SILVER	GOLD
Elaine Primary School Miers Court Primary School Rainham School for Girls	Napier Community Primary Academy Hempstead Juniors St. Margarets Junior Thames View Primary	Swingate Primary Brompton Westbrook Primary Hundred of Hoo Secondary Academy

The **5 x School Games outcomes** continue to be embedded in the national School Games Mark Awards of 2023-24 (window to apply 1st May – 26th July 2024). The criteria is now available and this academic year there is a chance of an external verification visit in summer 2024. If any schools would like some support in applying for this Award and gathering evidence/proof, then please do get in touch. The additional emphasis for this academic year to be the awareness and understanding of: **'Physical Literacy'** (our relationship with movement and physical activity throughout life) and **'Positive Experiences'** these will help influence a young person's positive relationship with movement and physical literacy, which impacts on their physical activity levels now and into adulthood.

Plus helping to create a **'Culture'** where as leaders of P.E. and physical activity/movement your school Senior leaders and all staff, parents/carers and governors, local sports clubs are aware that it is not just about: the 'fastest/strongest/tallest' achieving excellence, *but more about inclusive practice where young people are being given opportunities to achieve their personal best in sport/physical activities.*

Plus whilst the School Games Mark Award is not focused on curriculum P.E. Schools Games Mark Award applications are asking for impact and asking about the **equal opportunities** for both girls and boys and what this looks like within your curriculum. Schools are tasked with showing intent to improve your equality of opportunity to access P.E. over time. Gathering evidence of 'student and parent voice' as feedback is also a very important part of school's evidence when they meet their SGO to internally verify their evidence.

We are keen to support the **P.E. subject 'Medway P.E. Hub'**, which has been set up to help support all Secondary School P.E. Dept's (largely through the Thames Gateway Teaching School hub). This website helps to share resources and information such as: CPD opportunities (informal and formal) for Medway P.E. Teachers, P.E. resources, exam resources (P.E. GCSE/BTEC sport, Secondary Sports leagues and their ongoing results, Medway Secondary School Games (SSG) information and ongoing results, links to other important websites. This is a positive example of Medway Secondary P.E. teachers being able to share their subject expertise and help to fill a gap in P.E. subject resources. Thank you Mr. Mundie (P.E. Dept. Hundred of Hoo Academy) for this website for the mutual benefit of P.E. professionals in Medway.



The HSSP staff are providing targeted support for 4 Primary Schools and their SEN pupils with a fun Paris 2024 Festivals in March 2024, with help from student sport leaders. We have also delivered a large amount of Primary P.E. CPD workshops to date. We are also working on a transition project to help primary girls in year 6 (particularly SEN pupils) settle into and feel more confident about P.E. into their new school in September 2024 - Rainham School for Girls.

The HSSP has been working closely with Saxons Orienteering club volunteers to grow the new SSG Orienteering Festival (Healthy and Social Me outcome) at Capstone Country Park which in May 2024, this will be for year 7,8 and 9 instead of year 8's only, like last year.

We have also trained some student sport leaders (at the Howard School and Rainham Girls School) through their attendance at a Dodgeball Coach level 1 course and we also plan to work closely with the Hundred of Hoo Academy P.E. Dept. to train up some Orienteering student sport leaders, to assist in the running of the new SSG Orienteering Festival in May 2023.

CLAIRE MOORE SGO and PDM

Page 1: Welcome and Update.
Page 2: **Outcome 1:** Active 30/60 Brompton Academy case study
Outcome 2: Medway PSG Sports Hall Athletics Festival for year 5 & 6.
Page 3: **Outcome 2:** OSF Funding after-school sports clubs.
Medway PSG Tri-Golf Festival for year 3 & 4.
Page 3: **Outcome 3:** Kent Transition Sports Hall Athletics Festival for year 6&7.
Outcome 4: How Young Play Leaders Training has a positive impact.
Page 4: **Outcome 4:** How Young Play Leaders Training has a positive impact cont.
Outcome 4: School Sports Organising Crew training day.
Outcome 5: Advocate to key Stakeholders

Designed by DA. PRINTERS LTD. 01634 684243

OUTCOME 1: Schools will need to demonstrate how they are/have; Maintaining and growing their school's engagement in the School Games and their delivery of 60 active minutes for every child. Supporting schools to prioritise the delivery of 60 active minutes (30mins at school and 30 mins at home/in leisure time) as an entitlement for every child to support improvements in their physical literacy, social, emotional and physical wellbeing.

Last academic year we worked closely with **Brompton Academy** to try and raise the profile and benefits to students and staff of being physically active (**Active 30/60**) every day. We worked together and wrote a case study across the year of our findings, so that other schools could learn from the difficulties and how to address some of these in Secondary Schools:

- Brompton Academy is a Co-Ed School ages 11-19yrs, and part of the University of Kent Academies Trust and is located amongst 40% of the most deprived neighbourhoods in the country.
- The Academy has a strong P.E. Dept. and good track record of securing external/additional funding to enable their students to take part in a wide range of after-school sports clubs/activities and take part in competitive opportunities. The School gained: the School Games Mark Bronze Award in 2021-22.
- Unsure about the wider staff teachers, SLT and students fully understand the benefits and importance of students keeping physically active every day. Such as the physical/mental/social/emotional and behavioural benefits for students and staff.

This case study aimed to: assess with a baseline and end of year survey how physically active students are every day at school (including questions about out of school sports/leisure activities) through 2 surveys (autumn 2022 and summer 2023) to find out levels of activity (before and after) barriers as to why they are not physically active every day and also to raise the level of awareness/importance about being active every day in school culture.

- To possibly assess levels of student participation increasing throughout the year?
- To undertake interviews for students view face to face and discuss wider health benefits.
- To raise the profile and importance of students being physically active every day (student rewards/competitions with houses/colleges) across the whole school, promote the national school sports week and walk to school campaign and the new OSF programme of after-school clubs/activities.

Impact of work:

- Baseline student survey results and OSF survey
- End of school year student survey: 80% of students walk/cycle to school, 72% are aware of the need to be physically active for at least 60 mins. every day,
- Since the introduction of the school after school sports programme in Sept. '23, do you think you are more or less active than before: 34% more active and 57% about the same
- Do you belong to a sports, dance or activity club outside of school - 52% yes. Since September have you attended an after school sports/dance club at Brompton Academy - 54% yes. How does it make you feel after taking part in after school sports clubs - please think about how it makes you feel Mentally, Physically and Socially:
- *'It makes me feel mentally and physically amazing' 'Helps me clear my mindset' 'It improves my mental social and physical health and is a distraction from stress' 'It makes me feel happy, makes me active more and it makes me play with other friends' ' Lets me meet new people who enjoy the same things as me' 'It makes me feel better about myself' 'More energetic feels like my head is clear' ' Happy and feeling like I'm part of a team' 'It makes me feel happy and calms me down'.*
- Programme of OSF funded sports clubs set up after-school: Basketball (2 with community club coach's including one where students from 4-5 outside schools attend at 4pm) Dodgeball, Gym and fitness and Table Tennis clubs delivered (as per survey feedback) and participation monitored.
- NSSW Walk to school campaign and competition with year 7's promoted across the school.

Challenges: Targeting young people who do not enjoy being physically active in the first place - to start to change their mindset... Many social pressures with students this is why they do not participate. Need posters/whole school staff briefing might have helped to widen the campaign/awareness across whole school? Ideally need a competition of some sort (carefully managed) at the end of the 5/6 week block of sports coaching in the after-school club - keeps motivation/attendance up with rewards. Need continuity with after-school sports club coach's weekly i.e. regular/same coach every week (staff strikes/changes to club timetable/late coaches, puts students off).

CLAIRE MOORE – SGO and PDM and MARTIN MAY (P.E. Dept. Brompton Academy)

OUTCOME 2: Creating positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of their young people and has a clear intent. Schools will need to demonstrate how they are targeting young people who need the intervention most (particularly but not exclusively those from low socio economic backgrounds, minority ethnic groups and SEND) to improve their physical literacy, social, emotional and physical wellbeing.

MEDWAY PRIMARY SCHOOL GAMES SPORTS HALL ATHLETICS FESTIVAL FOR YEARS 5 AND 6 'COMPETITIVE ME',

THURS. 25TH JANUARY 2024, AT MEDWAY PARK.

Twenty six Medway Primary School teams took part in the Medway PSG Sports Hall Athletics Festival (yrs 5 and 6) at Medway Park.

School teams enjoyed many indoor track and field Athletics events and were supported by student sport leaders from Rainham Girls School and Rochester Independent College.

The Fair Play Awards were won by: Fairview Primary and Parkwood Primary and Parkwood Primary won the event overall.

CLAIRE MOORE – SGO and PDM



Parkwood Primary Fair Play - Winners PSG Sport Hall Athletics. Yrs 5 and 6 - 25th January 2024

OSF FUNDED AFTER-SCHOOL CLUBS FOR 2 SECONDARY SCHOOLS 2023-24

Both the Howard School and Brompton Academy applied for OSF (Opening School Facilities) funding and undertook extensive work with their students to find out what type of activities and sports they would like to take part in after-school. These funded after-school clubs now include a range of sports activities delivered by community sports coaches and are attracting those students from a range of target groups: BAME, Pupil Premium, Free School Meals and SEN: Boxing, Fitness, Dodgeball, Basketball and Racket Sports. To help support their social, emotional and physical well-being.

MEDWAY PSG TRI GOLF FESTIVAL for YEARS 3 and 4 'SOCIAL ME'

THURSDAY 28TH SEPTEMBER 2023, AT THE HOWARD SCHOOL

It is always wonderful to welcome pupils in Year 3 and 4 to our first event of the academic year held on Thursday 28th September; Tri Golf at the Howard School. The 'Social Me' event is an inclusive and affirming occasion which allows pupils who may otherwise struggle to meet the Government recommended 60 minutes of activity a day, the chance to try a new and exciting sport and allow them to feel positive about their potential.

With 15 schools and approximately 180 young people in attendance, the excitement levels were high and it was a joy to witness the Sports Leaders from The Howard School lead confidently and encourage enthusiastically. With accuracy games, chipping activities and even a water hole, pupils learnt a plethora of new skills, whilst gaining confidence and making new friends.

Hilltop Primary and New Road Primary were awarded the Fair Play prizes, chosen by the Sports Leaders, and Hilltop Primary won the overall competition. All school pupils were the real winners with lots of physical activity in an individual sport with team scores, teachers having a go and many smiling faces on show and enthusiasm shown – including the student sport leaders.

HELEN CHARLES - SSCo

OUTCOME 3: A clear focus on particular transition points (Yr.3 and Yr.6/7 as well as those in 3 tier systems) and how secondary schools are engaging in the School Games We want to continue to prioritise the engagement and delivery in secondary schools in the Schools Game's, but we also want to recognise the impact in early KS2 and other transition points.

KENT TRANSITION SPORTS HALL ATHLETICS FESTIVAL for YEARS 6 and 7 'SOCIAL ME' 4TH DECEMBER 2023 AT MEDWAY PARK

Pupils in year 6 at Temple Mill Primary were delighted to be invited to the Kent School Games annual year 6 and 7 sports hall athletics transition event on Monday 4th December 2023 at the Medway Park.

This 'Social Me' event aimed to help pupils develop teamwork, cooperation and leadership skills. It also provided a great opportunity for the year 6 pupils to forge new friendships with those in Year 7 at the Hundred of Hoo Academy (Secondary), as the 2 schools created one united team, together. The event focussed on indoor athletics and it was wonderful to see the pupils at Temple Mill run, jump and throw, whilst being encouraged by their peers in year 7. The event enabled the year 6 pupils to feel more confident about the transition from primary to secondary school. It was great to see former pupils at Temple Mill, and also wonderful to see Charlie enjoying himself so much at the event which fell on his birthday.

Many thanks go to the Active Kent and Medway staff for organising this Festival and to Craig Paton the P.E. Teacher and SSCo from the Hundred of Hoo Academy who managed the year 7 students.

Some pupils quotes: 'Amazing day, really enjoyed the different events' ' Best day ever' 'enjoyed working with the year 6 from Temple Mill primary' 'Today's event, what a day'.

HELEN CHARLES SSCo - HSSP

OUTCOME 4: Create positive experiences that support the character development of their young people. This includes opportunities across the full breadth of the School Games which incorporates the delivery of high quality, inclusive leadership and volunteering.

HOW YOUNG PLAY LEADERS TRAINING HAS A POSITIVE IMPACT ON 3 OF THE 5 SCHOOL GAMES OUTCOMES.

There are 5 School Games outcomes that all Schools are encouraged to work towards as examples of good practice and are embedded in the School Games Mark Award applications 2023-24. As part of the HSSP offer/package, we deliver a play leaders training course to all of our primary schools and it is very popular amongst our schools. This course impacts some of the requirements of 3 of the School Games outcomes: -

- it creates positive experiences that support the character development of targeted young people,
- helps to deliver part of the 60 active minutes for every child,
- and will impact on young people's physical, emotional, and social well-being when they are physically active.

The play leaders course not only develops leadership skills, in a group of pupils, but also helps to give structure in the playground during lunchtime. The photos were taken during a play leaders course at Cedar Children's Academy.

Engaging young people in leadership offers opportunities for them to contribute and makes a positive difference to their schools. Having organised these courses for several years, I hear about lots of positive effects: -

- The play leaders develop leadership skills such as organisation, communication, cooperation and a sense of responsibility. Whilst working with younger children, they learn about social inclusion and citizenship.

- Many lunchtime supervisors tell me that the leaders carry out a very important role, because they help to ensure that the younger children enjoy a happy and productive lunchtime.

- Teachers say that the younger children have lots of fun, become more physically active and return to lessons with increased concentration which helps to raise achievement.