

# **Appletree Gardens First School Case study**

## **Developing and maintain 60 active minutes**

### **Introduction**

Appletree Gardens First School is a two form entry school based in Whitley Bay. The school has 32% pupil premium, 9% EAL students and 19% are SEN children. There is a mix of socio economic housing in the close vicinity of the school.

### **Background**

We have a generous sized yard, but at the same time we found there was little structure for playtimes and lunchtimes. We found children became bored and frustrated, and this led to numerous behavioural issues. On a daily basis, teachers were spending a few minutes after break times and lunchtimes dealing with the fall out. This ranged from not sharing equipment, playing too rough, not understanding sportsmanship and gamesmanship, playing unfairly, and not having zoned areas to name a few.

We decided that the PE premium could be used to have both an instant, and sustainable effect.

### **What we did at play times**

Over the past 6 years we have invested heavily in the facilities and opportunities we can offer children at break times. These have included: Updating, extending and replacing some of the trim trail and adding all weather surfacing around it. We found some of the trim trail was inaccessible for 5 months of the year due to poor weather and surface underfoot. We installed a 14tonne sand pit, allowing the children more opportunity to be physically active by using gross motor skills such as digging, moving and building. We zoned areas on the yard using moveable barriers. We had an area specifically for football, where they could be contained and play safely. We installed basketball hoops and zoned an area. We had yard markings with snakes and ladders, hopscotch, driving tracks where children could use their imagination to make up games actively. A large investment was used installing a 16-piece outdoor gym. This area can be accessed all year round due to the surfacing and type of equipment used.

### **What we did for School curriculum PE**

We looked closely at all the units being taught across the year groups. An overhaul was needed as there was too much 'over lap' and not enough skills progression. We looked at the activities on offer and how we could change them to suit different year groups and progressions. After redesigning the yearly overview, we then carried out staff CPD to ensure that teachers were happy teaching their new units needed. We felt this was important so that the children could receive the best PE lessons possible with confident and competent staff.

The daily active mile is something that Appletree installed at the beginning of their journey. Each year group is part of the active mile every day, and this is timetabled into the working day.

We looked at the offer of the EYFS and nursery children. The staff observed that there was a significant lack of upper body strength, grip strength and core strength. We then decided to install large apparatus in the early years to address this. We have already started to see the improvements within a year in this area. The equipment is part of the outdoor area offer and is accessible throughout the day.

Intra class competition is something that we have tried hard to develop. At the end of a block of study, the two classes will 'play' each other. The children are made aware of the event and the purpose of it. At the end there is a class winner announced at it has proven to be a great chance to capture the positive comments and experiences from the children.

### **Target groups**

Over the past 5 years we have closely monitored who attends our extracurricular clubs, and if there are barriers to those who do not attend.

An example of a targeted club would be when we held an SEN invitational only sports club. The emphasis was on fun and enjoyment rather than sport specific coaching. We found this to be very successful and gave those an opportunity to try something, not having to worry about their ability if being compared to competent students. Another example was a lunch time girls only club. Again, this allowed the girls to compete without having to worry about being in a predominantly male environment.

During a study since lockdown we noticed that the behaviours of the KS2 children had changed. This led to the falling out and disruptive behaviour. We employed a sports specific coach to work with the KS2 children at lunchtimes to facilitate play and oversee the activities. The children were all keen to be active but had somehow forgotten how to play fairly and resolve conflict themselves. Since we have had the coach, the children are now able to play freely and fairly and the amount of disruptive behaviour is almost zero. The coach was such a success that we have rolled out the offer to another year group.

During lockdown and the limited time allowed for exercise at the time, we wanted to make sure that children in our school had access to some sort of ball. We asked the children what they would like – football, basketball or rugby ball to take home to keep. The children all got to take the ball away with them, with the understanding being that they had to make best use of the time they had outdoor. This was another example of trying to minimise any barriers our children have to being physically active.

When school restarted and bubbles were put in place, we offered all extra curricular clubs to be free and no cost to parents. We wanted as many children as possible to take us up on this offer. The half term free club was very successful we decided to run it the following half term to really push and trigger being physically active. I involved some pupils and sought their feedback in order for them to inform what went well and which clubs they would like to see in the future.

### **Wider school opportunities**

Throughout the year we promote active travel. We join with Local Authority in promoting walk/scoot to school week and monitor the amount of children engaging. We also have provided a safe bike storage area where bikes and scooters can be stored.

We take part in the bikability programme, and have a rolling 2year programme that we are trying to implement, so that each child will have the opportunity to take part in it.

Inter school competition. As covid restrictions have eased we have been very keen to get back to attending competitions and festivals outside school. We have historically always entered and had positive experiences of these. We have found that the children enjoy the opportunity to represent their school and showcase the skills they have learned in a competitive environment.

### **Sustainability**

We feel that the opportunities and access that the children have to be physically active are sustainable. If the PE premium was to end, we feel that we could continue to achieve 60 physical minutes through: qualified competent staff, a range of large structures and facilities, and a positive physical activity approach to school life.

### **Targets and ways to move forward**

Continue to monitor and track which groups are accessing extracurricular clubs

Monitor PE kits and reasons for absence from PE

Continue to engage with parents – healthy food, healthy lifestyle approach.

Promote active travel more regularly.

