PE Intervention at Arnside National Primary School

A rational for the introduction of targeted PE intervention for children who are recommended by their teachers as requiring extra support.

At Arnside School, we recognise and support the need for all pupils to participate in regular Physical Education. We also except that improvements in the development of PE can and should be an ongoing process. Consequently, by general consensus and after discussions with teachers in school we feel that there are a number of children who would benefit from PE intervention.

WHO ARE THESE CHILDREN?

Teachers professional judgment from their observations in PE and their general knowledge and understanding of individual children’s needs and personality traits were used to decide which children would benefit from extra PE intervention. Furthermore, the School’s SENCO teacher is consulted and asked to provide help and advice regarding which children would benefit from PE intervention, and exactly what type of activities would help them? For example, are we targeting low esteem, emotional difficulties, cardiovascular fitness, motor movement, balance, coordination or supporting mental well-being?

We have looked at research which suggests that PE intervention has and will improve both physical and mental health for our children at Arnside School. For example, Graf et al, (2008) advocate using PE interventions ‘to establish a long-lasting healthy lifestyle and improving their motor performance’. Furthermore, a study by Yu-fei Qi (2019) concluded that ‘the physical education intervention adopted in this study have been proven to be effective in improving self-confidence and self-esteem’.

HOW LONG WOULD THE SESSIONS LAST

We are flexible with time, there’s considerable pressure to fit all the curriculum requirements into the day. Consequently, we sometimes have 20 minutes, other times we have 30 minutes, it depends what slots are available. For example, this year Covid19 procedures have has an impact on the available time, so we have had to adapt our session times. The group sizes will be small (5 - 12) so this will increase the amount of one to one time with individuals. The sessions will be ongoing throughout the school year. After evaluation and consultation with all parties we will decide if participation in the intervention sessions is valid for another academic year.

REFLECTING ON THE IMPACT ON CHILDREN

We started the intervention sessions in September 2019, as of writing (2nd December 2020, we ( SENCO, Class teachers, School Leadership, Children and Parents) are in agreement that these sessions are having a positive impact on children. The children’s feedback over the last year, is that they really enjoy the sessions and that they value the feeling that they are part of a group of children who share special times together. From the adults (teachers and parents) point of view, we have noticed children displaying more confidence to take an active part in their learning, increased esteem and self-belief, and children now valuing and enjoying exercise, which we hope will become a life-long appreciation.

POTENTIAL BARRIERS TO PARTICIPATION

The main barriers to children attending the sessions will be children’s commitment to other lessons, parental objection or children not willing to participate. We will work hard to make sure that priority lessons such as Maths and English are not sacrificed. All parents of chosen children will receive a letter to explain the object of the intervention and that their approval and support is obtained. Children will be encouraged and supported to attend and they will receive lots of positive feedback. ( As of 2nd December 2020) we have had no objections to children taking part or any children not wanting to take part).

MONITORING PROGRESS

Children are assessed by Steve Hoare ( PE Teacher) and both the class teachers and children are questioned using informal conversation. This allows us to gauge how the children feel about the sessions and if the teachers are seeing any positive improvements which can be attributed to the Intervention Sessions.

We have a flexible and fluid approach to which children are going to attend the sessions, if we feel there are some children in school that need to added, even if it’s just to get through a difficult time, then we will add them just for the short term. If some children have shown great progress and we have a shortage of spaces, we may prioritise the most needy and swap some children around.

HOW ARE THE SESSIONS FUNDED?

The sessions are to be funded by the Sports Premium Funding. According to Gov.com funding can be used to:

* develop or add to the PE, physical activity and sport activities that your school already offers.

* support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
* hire qualified sports coaches to work with teachers to enhance or extend current opportunities

Reference List .

Maria Chiara Gallotta , Gian Pietro Emerenziani , Sara Iazzoni , Luigi Iasevoli , Laura Guidetti and Carlo Baldari (2017) JOURNAL OF SPORTS SCIENCES, 2017 ’Effects of different physical education programmes on children’s skill- and health-related outcomes: a pilot randomised controlled trial’ Open University.

Yu-fei Qi (2019) Department of Sports Teaching and Research, central University, Changsha, China. ‘Strengthen the application of physical education intervention. Open University.