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## HS PLUS PATHFINDER CASE STUDIES – SUGGESTIONS FOR HEADINGS

### TELL THE STORY OF YOUR HS PLUS WORK

- **Background** to your school and circumstances

Pensans Community School currently has 261 pupils on role. It contains: nursery, infant and junior classes all one site. It is currently in the most deprived 10% in England according to the IMD data. Of the 32482 LSOAs Pensans is ranked as 3409th most deprived. This places pupils in Pensans School as the most deprived in Cornwall. There are currently 91 (34%) children in receipt of Free School Meals this is over twice the national average of 16%. There are currently 92 children on the SEN register this is 34% of the school and the national average SEN register is 19%.

- **Priority Areas** (What priority area(s) did you choose?)

Local Outcomes: Emotional Health and Wellbeing – increase the amount of physical activity children access in the curriculum (KS1)  
School Outcomes: Emotional Health and Wellbeing – increase the amount of physical activity children access in the curriculum (KS2)  
CICC Group: increase children's concentration and motivation

- What was the **need**? Why did you do what you did?

It was identified that the hard to reach families that would benefit from the extra-curricular activities, offered by the school, were failing to access them. Therefore their knowledge and understanding of healthy lifestyles was poor and their general fitness levels were poorer than their peers.

The pupils lacked general fundamental skills to access the broad range of sports and it was felt that their self-esteem was suffering; creating a knock on effect the further they went through the school.

There were a number of children, in school, that were identified as having dyspraxic tendencies. Overall their fine and gross motor control skills were less developed than their peers. This had a direct impact on their learning in class; concentration levels, ability to write etc.

- What did you **do**? Describe the activity.

★ Initially the PE coordinator spent the first set of funding on fine and gross motor skill activities and arranged for a Funfit expert to provide

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in-house training for a number of teachers and TAs. Before school a breakfast club was created with additional funding from the "Give it a Go" scheme. Children could access a healthy breakfast; of slow releasing carbohydrates to increase concentration, and a selection of Funfit activities to develop fine and gross motor skills.

★FUNs was adopted as a scheme of work by the PLT, for key stage 2. It is a progressive scheme where by pupils can self-assess their progression. It addresses the key fundamental skills required to access any sport and provides achievable steps for development. Each child can be individually monitored and assessed. The PLT accessed training and filtered this back through school where it is now delivered during PPA sessions for the whole of KS2. The development of these skills would have a positive impact on the self esteem of these children and encourage them to participate in team sports.

★The second set of funding was spent by the PLT on new playground equipment. A selection of resources were purchased to target: team play, gross motor skill development and overall enjoyment. The PLT had found it increasingly difficult to target the "hard to reach families" to access the additional 2 hours of sport each week supplied through after school clubs. So it was decided that these pupils could be targeted and provided for during their 5 hours of play time during the school week. The teachers and TAs were supplied play training through the Eden project and every child was encouraged and supported to play in their outdoor environment.

★Leap in to Life was already being accessed in EYFS and KS1 and the PLT insured it was being delivered efficiently and training was provided for new staff.

- **Who did you work with** and why did you choose them?  
(Classes? Year groups? Whole school? Who were you Children in Challenging Circumstances (CICCs)?

★The CICC were identified by the teachers in the school. Each teacher was asked to put forward any pupils that they thought would benefit from Funfit. Therefore children that were experiencing barriers to learning through poor fine and gross motor skills and poor concentration and motivation were being targeted.

★The whole of KS2 (Years 3-6) were targeted for receiving FUNs during their PE lessons in an attempt to address any poor fundamental skills that were proving a barrier to accessing team sports and impacting on the pupil's low self-esteem.

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★Years 1–6 were targeted for receiving play during break and lunch time because the after school clubs were primarily accessed by the same pupils and therefore many pupils from “hard to reach families” were not accessing additional sporting/playing opportunities. The majority of the school could be accessed for 5 hours each week during their playtimes. Therefore considerable funding and resources were invested to ensure facilities were adequate and adults were sufficiently trained.

★Leap in to Life was accessed by EYFS and Year 1 this was an age appropriate activity that could be accessed daily.

•Where did you start from? (about your **baselines**)

★We accessed the SHEU surveys on line as a means of assessing the levels of self-esteem.

★Each child was provided with their own assessment wheel for FUNs and once they accessed the activities they were able to self and peer assess their levels, which was agreed upon with an overall teacher assessment. This data was collected at the end of the year and inputted in to a database and then the following year it could be added to and progression would be extremely clear.

★The registers of the extra-curricular clubs were accessed and evaluated.

★Feedback from teachers on participation; concentration and motivation. Examples of handwriting from the CICC group.

- **Describe the steps along the way** that helped achieve the outcomes (about the **ESIs**). Were they useful milestones along the way to achieving your outcomes.

- \* Purchase the Fun Fit equipment and provide in-house training
- \* Create a FunFit Breakfast club
- \* PLT to receive FUNs training and cascade down; ensure that KS2 children were accessing this
- \* Develop a relationship with the Eden Project and appoint them to develop our outside space. They have provided extensive training for both teaching and non-teaching staff to implement more out-door learning and play opportunities.
- \* Out door play equipment was purchased to encourage “physical development” during the play and lunch time sessions.

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- \* Intra-house competitions were set up for lunch times that provided an opportunity for all pupils to access team sports regardless of whether they attend the after school club.
- \* Money raising events in school were linked to physical activity; skipathon for an hour. An opportunity for ALL of the school to work together. It was incredible to see how much children's skipping developed within this hour.

- Where did you get to? (**achieving your outcomes**) What difference did it make to the children? (**impact**) The **So What?** question

- \* A FunFit breakfast club operates daily. Unfortunately many of the children that were initially sign-posted to access this provision; to develop their fine and gross motor skills do not attend. This has been disappointing and has proved difficult to measure the outcome effectively. Teachers, where time possible, have been releasing their TA's during school time to deliver a FunFit session in an attempt to target the individual pupil's needs and requirements.
- \* The Eden Project worked extensively at training the break time and lunch time workers to initiate play and encourage pupils to utilise their outdoor space fully. This training involved all of the staff and pupils of the school and provided opportunities for parents to become involved. It was a hugely successful project and now break time and lunch time sessions provide the school with an opportunity to supply physical activities for all pupils. Therefore we target the "hard to reach families" with their additional 2/3 hours of physical activity each week. More importantly the project has taught the pupils how to "play" in their out door space and these are skills that can be applied at home as well.
- \* FUNs has been successfully taught during the PPA sessions for the last 2 years and has provided pupils with the opportunity to develop key fundamental skills required to access any sport. The programme allows pupils to self-assess, providing them with clear steps for development. The nature in which the programme lends itself to being delivered, encourages healthy peer-competition and the pupils love to work hard at achieving the next step. By developing pupils' fundamental skills, pupils' have increased their self-esteem to participate in team sports. This has been recognised by the increased interest in the after-school team sport clubs. It appears, therefore, that FUNs has successfully increased the self-esteem of our pupils' by ensuring that they have developed the key fundamental skills to access any sport.

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- What went well? **What were the highs and lows?** What could have been different / better? What were the problems and challenges? Were there any unexpected outcomes? (Good or otherwise)

Overall the Healthy School Project has gone very well and we, as a team, have been really pleased with the outcomes.

The most disappointing area that has provided us with the most challenge is the FunFit Club. I am a true believer in the benefit, if delivered consistently and effectively, FunFit can provide for the individuals having witnessed the positive effect it had on pupils in another school.

It is a club that should be accessed before school as a form of "wake and shake". The school has provided the staff and facilities, from 8.30am daily, but this is not accessed by the children that need it most. Once school has started it proves very difficult for adults to be released daily to carry out such activities for all those children requiring it.

I don't think it is something that we should get disheartened by and we must continue to offer it as a provision. However I do believe we need to provide more training in-house, as there have been some staff changes, and we need to ensure that parents are suitably educated on the benefits of such facilities.

- Capture the work in **the words of those that took part** - children, parents, teachers, school staff.

"I run the Funfit sessions during the morning breakfast club and I myself really enjoy them. The children love taking part and are really keen to improve their own skills. Initially it was noticeable that some children were reluctant to try new things, however as they soon realised the sessions were fun, friendly and they soon joined in."

John Stoddern

Teaching Assistant & Breakfast Club

- **Where are you going next** with this work or other priority areas? How will you sustain the work and maintain capacity for the future?

We will annually review and maintain our healthy Schools Award. We will also continue to identify children who will benefit from Funfit type of activities to help develop their gross and fine motor control.

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Training with put in place where required and resources will be kept up to date. The current morning Funfit sessions will continue for the breakfast club children to access daily. We will continue to offer a wide variety of physical activities as extra curricular clubs for all ages of children at Pensans. Clubs will be highly promoted and children will earn certificates through the University for Children Scheme.

- Can you **add photos and artefacts** to enhance the story?

