



Sport England Secondary Teacher Training Programme

Phase 1 impact

Summary for project leads

Funded by:



In partnership with:



Context

The overall aim of the Secondary Teacher Training (STT) programme is to increase the number of young people (aged 11-18) who have a positive experience and perception of sport and physical activity. It is based on insight which suggests that:

- Young people's attitudes to sport and physical activity are shaped heavily by their experiences at school.
- Having a bad experience of PE can put them off being active for life.

On behalf of the STT Consortium of partners, Sheffield Hallam University has completed an evaluation of Phase 1 of the programme. **This slide deck showcases their findings and the impact of Phase 1 projects – and the types of activities and interventions which led to this impact.**

**Sheffield
Hallam
University**

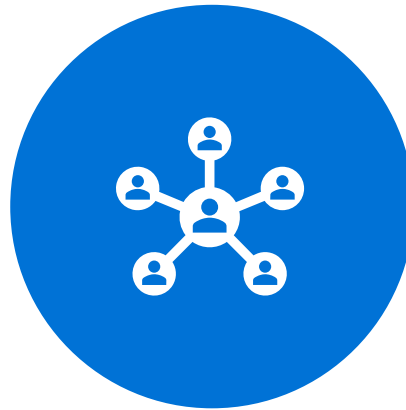




Who was included in this study?



385 Schools



27 TSAs



June 2019 – July 2020



How did we determine impact?

Analysed the impact forms from 19 of the Phase 1 TSAs and 17 case studies to consider:



What **impact** has been reported by TSAs? What is the **theme** of the impact?



How has this impact been **evidenced**?



What are some **examples** of **action** taken to elicit this response?



The primary themes identified:

1.



Greater awareness of the benefits of PE, school sport and physical activity

2.



Increased staff competence and confidence

3.



Changed practice

4.



Better quality PE, school sport and physical activity delivery

5.



A tool for whole school improvement

6.



PE, school sport and physical activity are higher up the agenda

7.



Enhancing student wellbeing

The following slides present each of the themes along with how impact has been evidenced and examples of the interventions that have elicited the response.



1: Greater awareness of the benefits of PE, school sport and physical activity

Evidence

- Permanent health and wellbeing sessions
- Student Health and Wellbeing Councils
- Wider understanding of the barriers to participation
- Whole staff cohorts were involved in physical activity promotion
- Tackling lack of SLT awareness on how to be active throughout the day
- Recognising positive effects on academic performance
- 34% to 80% of students appreciating and understanding benefits of PESSPA

“SLT fully supported the new health and wellbeing activities and highlight the increased participation by students and staff [by 58%]”



1: Greater awareness of the benefits of PE, school sport and physical activity

Examples

- SLT support for timetable changes
- Launch events, knowledge transfer and advocacy
- Non-PE staff trained and leading delivery
- 100 staff members displayed posters to promote PA in classrooms
- Sharing ideas and CPD to non-PE staff
- Steering group created for non-PE staff planning delivery
- Leadership, role models, student voice, choice



What are you doing to educate your staff and students about the benefits of PE, school sport and physical activity?



2: Increased staff competence and confidence

Evidence

- Whole school CPD sessions and cross-curricular delivery
- Healthy School status and Sugar Smart awards result from whole school approaches
- Staff upskilled in 28 different sports

Examples

- Wider school staff trained to increase activity levels outside of PE
- Staff development sessions and workshops
- CPD network (85 sessions) and external coaches used



What are you doing to increase the competence and confidence of your staff, including those not in the PE department?



3: Changed practice

Evidence

- Timetabling of 'Healthy Lifestyle Champions'
- Increased cross-curricular and interdisciplinary activity
- More internal engagement and extra curricular opportunities
- Embedding cross-curricular activity
- Strong collaborative working across the TSA via PE Hub
- Tackling inactivity, targeting disadvantaged pupils
- More inclusive, student-focused delivery
- Enhanced teamwork and systems to drive PE and sport
- CPD offer to Primary Schools to support KS2-3 transition

“There is a real feeling that this project has kick started a new era for PE across the alliance”



3: Changed practice

Examples

- SLT valuing the project
- Launch events, knowledge transfer and advocacy
- Increased enjoyment and enthusiasm from staff
- Increasing knowledge and confidence of staff
- Establishing a TSA-wide PE Hub to pool resources and share best practice
- More inclusive activities for disabled and inactive, tracking via app
- Mapping provision, student voice, workshops
- Good communication, shared resources, collaboration



What are you going to do that is different?



4: Better quality PE, physical activity and sport delivery

Evidence

- Addressing the needs of the disengaged
- Offering a broader variety of activities (non-traditional)
- Enjoyment levels within targeted groups increased by 49%
- Student shaped PE offer led & promoted by engaged students
- 80% of schools reported increased quality of PE
- PE delivery kept innovative and relevant in Y11 (fitness focused)
- Pupil confidence and engagement increased by greater focus on health and life skills
- Confidence, capability & behaviour improved in targeted pupils
- Improved attendance, engagement, and enjoyment



4: Better quality PE, physical activity and sport delivery

Examples

- Student voice to shape design and delivery
- Developing staff skills and confidence
- PE more fun and inclusive with student choice
- Peer-to-peer advocacy
- CPD, improved staff confidence and morale
- New activities introduced (Boxercise and Body Pump)
- PE curriculum more focused on life skills and underpinning knowledge
- Leadership courses were shaped by student voice and choice
- Non-competitive, not mixed classes, friends welcome



What does 'better quality' mean for you and your students?



5: A tool for whole school improvement

Evidence

- Change in ethos of PE
- Creating a culture of health and wellbeing
- Re-designed the PE curriculum (KS4) with a greater mental health and wellbeing focus
- Developing holistic curriculum models to help resilience, critical thinking, analytical skills and communication
- Enhanced inclusivity leading to enjoyment and competence
- Positive behavioural impacts (sims down 40%, detentions 50%)

“A shift towards a curriculum that includes an emphasis on health and wellbeing has increased student enjoyment and engagement in PE, physical activity and school sport ”



5: A tool for whole school improvement

Examples

- Shift from performance to life skills, wellbeing, fun and inclusivity
- Relatable role models; 67% of staff engaged in HWB activity
- Conference to support re-design of PE curriculum, student voice, increased awareness of benefits
- Disadvantaged pupil tracking, more discussion, increased understanding
- Trial of new delivery methods

Have you considered the benefits of your project beyond PE and sport?





6: PE, school sport and physical activity are higher up the agenda

Evidence

- More time for PE lessons
- New health and wellbeing activities
- Greater ownership and accountability
- Alternative curriculum choices in PE lessons
- Governor given lead on Health and Wellbeing
- Interventions (Lifestyle Week) used to influence parliament on benefits of PA
- Increased profile and a change in mindset of how PESSPA is viewed

“Schools reported a change in attitudes at senior level in the school of the importance and perception of school sport ”



6: PE, school sport and physical activity are higher up the agenda

Examples

- SLTs engaged in STT leadership
- Integrated into School Improvement Plans (SIPs)
- Evidencing the value to SLT, SLTs involved in self review
- Staff empowerment beyond the PE department
- SLT engaged in review to assess needs
- Established a collaborative PE & Sport Hub

What are you doing to engage your Senior Leadership Team in your project?





7: Enhancing student wellbeing

Evidence

- Improved staff and student awareness of physical benefits of physical activity
- Improved staff and student awareness of mental health benefits of physical activity
- Teachers with skills and strategies for enhancing student wellbeing
- Healthy role models



7: Enhancing student wellbeing

Examples

- One hour of personal wellbeing for students per week (half practical)
- Promotional material (leaflets & videos) on mental health benefits; 22% accessed the videos
- Staff training on wellbeing (Bright Futures); 100% positive feedback
- Staff trained, student lessons and awareness raising

How will your interventions impact student wellbeing? Don't forget the staff!





Points to consider for your project:

1. What are you doing to educate your staff and students about the benefits of PE, school sport and physical activity?
2. What are you doing to increase the competence and confidence of your staff, including those not in the PE department?
3. What are you going to do that is different?
4. What does better quality mean for you and your students?
5. Have you considered the benefits of your project beyond PE and sport?
6. What are you doing to engage your Senior Leadership Team in your project?
7. How will your interventions impact student wellbeing? Don't forget the staff!

