



INSPIRE

LEADING INNOVATION IN PE AND SCHOOL SPORT



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YST 2020 CONFERENCE

Getting to the Heart of a Well School

27 February 2020 – Ricoh Arena, Coventry



To drive change and improve the wellbeing of a generation we need to work together.

The Youth Sport Trust 25th Anniversary Conference and awards dinner will focus on the power of Physical Education, sport and play to build connections and strengthen communities within and beyond the school gates.

At a time when communities have become more divided, the power of sport and play to bridge those divides could not be more important.

Experts will share examples of how PE, sport and play can equip young people with the tools needed to find their place in the world. Speakers will demonstrate the links between sport, health and education in ensuring the wellbeing of young people in our schools and communities.

We are delighted to be able to offer a free place for Premium members and discounted places for Core and Plus.

Please join us and support our movement to help every school to become a 'Well School'.

Book now: www.youthsporttrust.org/YST-conference

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WELCOME

Hello and welcome to your first edition of INSPIRE for 2020. I hope the year has started well for you and your school.

It is now 25 years since the Youth Sport Trust was founded back in 1995. We'll be marking this special anniversary for our charity throughout the year by celebrating, connecting and campaigning on the issues which sit at the heart of our mission.

As ever, one of the highlights will be the 2020 Youth Sport Trust Annual Conference and Awards Dinner, taking place at the Ricoh Arena in Coventry on 27 February.

This year's conference promises to be one of the best yet and will be a timely opportunity to consider human skills in the digital age and what it means to be a well school.

We have themed our 2020 conference 'Getting to the Heart of a Well School' and throughout the day we'll be hearing from a range of expert speakers and leaders about the power of physical education, sport and play to build connections and strengthen communities within and beyond the school gates, while giving young people a better sense of belonging.

This theme of connectedness runs through this latest edition of INSPIRE. We bring you a piece from one of this year's keynote speakers, leading academic Professor Rosie Meek. She will be discussing the power of sport to help the rising number of boys and young men who are being excluded from school. Get a taster of some of the insight she will be sharing at conference on page six.

Throughout the rest of this edition of the magazine I'm delighted to bring you insights from a range of different partners and school leaders, who share their insight and stories – from developing health and social wellbeing in the wider school community to using physical activity to support social connectedness.

We also bring you updates on some of our own key projects including Active Across Ages, our intergenerational programme building community links between schools and care settings through play to connect generations and tackle isolation.

We started this anniversary year with the publication of our annual impact report, which details in the most comprehensive way yet the impact we were able to have on the lives of 630,000 young people and 26,000 adults in the last academic year. Reaffirming our commitment to championing insight, our improved approach to evaluation has helped us evidence more strongly than ever the impact that good quality sport and play can have on improving young people's wellbeing, equipping them with important life skills and improving a range of school outcomes.

I hope you have had the chance to see some of the findings already, but if not, you can read more on page five.

Whether you have been working with us for all of our 25 years or you have joined the Youth Sport Trust family more recently, thank you for being a part of this journey with us and for your commitment to improving young people's wellbeing.

Enjoy this edition of INSPIRE and I hope to see you at our annual conference later this month.




ALI OLIVER
Chief Executive
Officer
Youth Sport Trust

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Have you subscribed to YST News – our monthly round up of young people, health, sport and education stories, commentary and blogs? If not, head to our website to sign up: www.youthsporttrust.org

News

YST PROUD TO SUPPORT EMPATHY WEEK

Over 100,000 students across the UK are projected to take part in 'Empathy Week' - a free secondary school resource that will empower a generation of conscious and action-focused youth to tackle society's toughest challenges.

Founded and created by Ed Kirwan, a former science teacher, Ed has spent the past two years travelling, filming and using visual storytelling to champion social causes.

The Youth Sport Trust is supporting the aims of the week which takes place from 24-28 February and is keen to raise awareness of the role that sport and play can have in developing empathy in young people.

The week includes five bespoke cinematic stories, deep discussion and creative thinking activities to explore how empathy can create a better world. It provides educators with experiential and collaborative programmes that can translate empathy into action.

It culminates in a nationwide social action project where students, in groups, tackle a social issue in their own communities. To help students start their own social action projects, they will receive an abundance of resources and guidance. Stand-out projects will be entered into the 'Young Changemaker Awards', which takes place in June, with the chance for schools to win prestigious awards as well as funding to expand or implement their project in the 2020/21 school year.

Empathy Week is a free resource which is easy for teachers to download and use right away.



**EMPATHY
WEEK
2020**

ACTIVE ENGLISH READING PLANS LAUNCHED!

Teach Active has been supporting schools with active learning for the past 4 years. Initially focusing on incorporating physical activity into maths lessons – and more recently launching Active Writing – Teach Active's highly commended and award-winning website is supporting the attitudes and attainment of hundreds of thousands of pupils across the UK.

2020 will see the launch of Teach Active reading plans – 1000+ plans and resources for teachers to use to help teach curriculum reading skills through physical activity.

These plans have been carefully written by national literacy consultants and will support outstanding teaching and learning.

Divided into sections, each section will focus on a different text – each with lesson plans and resources to cover key reading skills.

Plans will be launched throughout 2020. January will see the launch of the first 160 plans, covering stories for years 1 to 6 and covering all aspects of reading skills (meaning of words in context, explanation of key facts, sequence of events, summarising, inferring, predicting, how content is related/layout, author word choice, making comparisons).

SCHOOL FACILITIES ANNOUNCEMENT

On 26 January the government announced a £2.4m fund to support schools to keep their sport facilities open year-round, something that as a united sport sector we have been calling for through the sector events and our letters to Ministers based on the urgent need to tackle inactivity and the decline in young people's wellbeing. We are encouraged by the announcement and that the government has listened to our united voice with funding to support schools. We will now focus our efforts on the evidence based around the approaches taken and ensuring that the investment has a long-term impact, especially in those areas where young people too often miss out on the life-changing benefits of sport and play.

CHAMPIONING INSIGHT

Youth Sport Trust Annual Impact Report – 2019

In the 2018/19 academic year we helped over 630,000 young people benefit from training and opportunities to take part in high quality inclusive sport and play. This couldn't be more important when national research is finding that young people are chronically inactive and struggling with obesity, mental health, lack of confidence and feelings of isolation.¹

Sport and play are integral to young people's wellbeing, and in 2018/19, we used these mediums to help young people become more confident, empathetic and resilient.

In January we launched our 2019 Impact report. Thanks to your support, our projects and programmes are increasing young people's health and wellbeing by:

Improving attainment, attendance and behaviour in school...

77%

of teachers said they had seen a positive change in attainment, attendance or behaviour of pupils because of our support.

Supporting young people to be more resilient...

80%

of young people said they felt more resilient.



Increasing young people's confidence...

77%

of young people reported improved confidence.

18,420

schools reached through our programmes (figure includes School Games).

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The Youth Sport Trust is built on a passionate belief in the power of sport to impact positively on young lives and empower young people to tackle life's big challenges. The world young people are growing up in has changed considerably since we were founded in 1995. As our charity enters its 25th year, I firmly believe play, sport and physical education are more important today than at any time in our history. Increasingly sedentary lifestyles, the digital age and an ever-growing turbulent world are contributing to a wellbeing crisis for this generation.

"The impact we have achieved on young people's lives in 2018/19, working in partnership with a range of complementary organisations and funders, reaffirms our long held belief that when delivered in the right way, sport can equip young people with the skills to succeed, contribute to their overall health and happiness and empower them to become leaders of tomorrow."

Ali Oliver, Youth Sport Trust Chief Executive

¹ Sport England (2019). Active Lives: Children and young people survey 2018/19



To read the full 2019 YST Impact Report, go to: www.youthsporttrust.org/our-impact

What about the boys?

Ahead of her appearance at the YST Annual Conference on 27 February, **Professor Rosie Meek** outlines how integrating sport into work with our most disaffected, disenfranchised and disengaged youth groups can be so effective and the lessons we can take into the world of PE and sport.



For the last 15 years the Youth Sport Trust has been driving change in the area of gender inequalities with a much-needed focus on girls.

Providing young females with equal access and opportunities to the life-changing benefits of PE and sport is necessary. But, has there now come a time to consider if we have left the issues of boy's disaffection, wellbeing and participation behind?

Ten years ago, there were 3,000 children detained in prisons, young offenders' institutions and pupil referral units. However, while figures show that these numbers are falling overall (to in the region of 800 today), the disproportionality among the Black, Asian and Minority Ethnic (BAME) population and those from low socio-economic backgrounds is increasing.

Statistics also show that 42% of all children reoffend within one year of release. This rises to 77% in children who have 11 or more previous offences.

As well as the overarching physical, social, emotional and psychological impact of crime on the victims, perpetrators and whole communities, there are severe financial repercussions, with reoffending costing the country between £9.5 and £13 billion a year¹.

"When you consider it costs more to send a child to prison than it does to Eton, we have to think of what we can do differently."

Engaging prisoners in sustainable sport and physical activity programmes can have far-reaching benefits for offenders and the communities they live in.

The advantages of sport and physical activity are particularly relevant for those in the criminal justice system. Children in conflict with the law already suffer the greatest inequalities with pre-existing health conditions, mental health problems and learning difficulties.

Using sport as a way of motivating and supporting reluctant learners to re-engage with education is the biggest route into desistance from crime and reintegration into the community.

Sport and physical activity programmes that are designed and delivered properly and reliably can help circumvent the deep-rooted perception of learning that those with a negative experience of classrooms and teaching have.

"These programmes are as much about the positive change that happens through building relationships as they are about the sport itself," adds Professor Meek.

"Engaging in a programme could be the first positive thing they have done in prison and the first positive relationship they have formed with someone in a teaching role or position of authority."

YST will be basing their approach to the issues surrounding boys' wellbeing on this insight and impact. Through evidence reviews and co-creation activities we have found that we need to take early action to prevent the upsurge in boy's mental health issues.

We are in danger of losing empathy towards boys. We are forgetting how boys develop, learn and engage and what motivates them to achieve better outcomes.

Understanding the work of Professor Rosie Meek and how sport can be used in the criminal justice system is a big step towards addressing a potentially new gender inequality.

Professor Rosie Meek is the leading scholar on the positive benefits that sport-based programmes can have on offenders. Having been commissioned to undertake an independent review of sport in prisons by the Ministry of Justice, Professor Meek is the author of the Ministry of Justice's Sporting Chance Review².

Rosie will be delivering an interactive keynote at the YST 25th Anniversary Conference on 27 February 2020 in Coventry. Book now at <http://bit.ly/YSTConf-reg>

1. http://bit.ly/nao_report

2. http://bit.ly/YST_Rosie_Meek

Developing health and social wellbeing in the wider school community

According to the Active Lives Survey only 6 out of 10 adults achieve the suggested 150 minutes a week. **Katy Rogers, YST Development Manager** tells us how Sparken Hill Academy in Worksop, Nottinghamshire, have used school-based running programmes to improve the health and social wellbeing of its staff, students and parents.



Sparken Hill Academy are a YST Premium member school with a gold standard YST Quality Mark. It is a stand-alone primary academy, with approximately 500 pupils on roll. The school has a high percentage of social service referrals for the county and children starting in the Early Years Foundation Stage have lower than average development levels.

Staff led by PE leads, Chris Johnson and Mary Paton, are committed to providing pupils at the school with a wide range of sporting extra-curricular opportunities. The headteacher is very supportive and appreciates the power of physical education, school sport and physical activity (PESSPA) for wider benefits. As a result, it is truly embedded across the school playing a key role in supporting pupil behaviour, personal development and whole school priorities. Chris is also a PE CatalYST and works to advocate the work of YST and the role of PE and Sport both in and outside of the school. An example would be utilising the School Games Values in school life including for Sports Awards where pupils' achievements, under the headings of passion, self-belief, respect, honesty, determination and teamwork, are celebrated.

Chris and Mary had the idea of extending their sporting provision to provide opportunities for staff. They discussed their idea collectively and a staff running club was born. This has proven to be a real success with 24 staff completing the programme over three courses. Many staff are now running independently including parkrun, 10k races and three staff members have completed half marathons.

After the success of the staff running club, a pupil club was set up. Staff further promoted the benefits of running by encouraging pupils to take part in the Worksop College junior parkrun and to link to Worksop Junior Harriers Athletics Club. Whilst this has physical benefits for pupils, it also helps the school with social connectivity.

Staff are continually finding new ways to increase parental engagement. They questioned parents to gauge their interest in attending a running club and in September 2018, funding was obtained from Get Set www.getset.co.uk to deliver a parent and child running project. There were 16 parents and children who took part. During the sessions parents and children would complete fun warm-up activities together before splitting the group with parents going off site. At the end of the session they would meet back up to cool down, stretch and evaluate the session.

The school have adapted the model due to parent feedback and now offer both a 9am and after school session. To sustain the programme, they are currently working with one parent to complete her British Athletics Run Leaders Award and are hoping to develop a Sparken Hill Parents Running Group.

Parents speak highly of the programme and how it has enabled them to be better role models to their children by becoming more active and generally healthier. It has also helped them connect with the local community through parkrun and joining local running groups.

These running programmes are helping to make the whole school community more active. Pupils can see adult role models in their teachers and parents which will hopefully help them lead more active and healthier lives. This also creates great local links to help them continue once they leave the school.



Running makes you feel healthy, physically and mentally."

Staff



Parkruns are amazing, people really encourage you."

Parent



For more information on expanding extra-curricular activities see the YST's resources for Power of Enrichment www.youthsporttrust.org/power-enrichment

This Girl Can... Create Change

**THIS
GIRL
CAN**

This article takes a look at the latest campaign from Sport England and YST. YST Girls Active Research 2019 revealed:

- Nearly a quarter of secondary aged girls (23%) do not do any sport or physical activity outside of school.
- Girls in year 10 are most likely to be concerned about body image and have negative feelings about the way they look.
- Girls who are coaches, leaders, administrators or organisers are more likely to feel confident, happier and like taking part in physical activity, PE and learning at school. (YST Girls Active Research, 2019)

Secondary schools in England will by now have received through the post copies of the **This Girl Can... Create Change!** resources which Sport England commissioned YST to develop. These resources put girls front and centre, requiring them to design and arrange activities based on research that they themselves undertake within the school setting.

The campaign recognises that friends are the greatest influencers on adolescent girls and that positive encouragement and support from their peers is the most effective way to get girls active at school and at home. It supports girls to lead campaigns in their own school. By taking ownership of the campaign girls can help each other to get active in ways that are right for them. The school campaign is part of the national This Girl Can campaign that supports and encourages women and girls to get active.

Rhian Lilley of the Erewash School Sport Partnership trialed the resources at a number of schools

who are previous supporters of our girls' programmes.

Here is what happened...

"As a School Sport Partnership, engaging girls in our activities has been a consistent priority and we have been avid supporters of the This Girl Can and Girls Active initiatives.

"We were approached by the Youth Sport Trust to review the This Girl Can school resources. The girls were really honoured to be chosen and were great role models with their honesty and feedback. They ensured that the new resource cards reflected what girls who were new to the campaign would need to help them create positive change. Through this opportunity our This Girl Can Ambassadors were invited to be part of the new film clips available to support other girls wanting to create change in their school.

"Schools participating in the This Girl Can campaign offered different activities based on what the girls requested: the ambassadors used different ways of researching what their peers thought about physical activity and what they might like to do including; tutor group talks, a Google classroom group and lunchtime meetings.

"It was during these discussions that we found girls wanted to do activities with their friends and that a choice of activities, either in the club or over a couple of weeks would keep them interested.

"We also rewarded the girls with trips to a climbing wall and

the velodrome for continuing to come to the club. The girls that came more than five weeks were invited to the trip. Our PE teacher helped run the clubs and organised the trip for us too.

"The ambassadors really enjoyed leading the sessions for the younger girls. They put on some badminton sessions, cheerleading and even a glow in the dark session! They said they would really like to run some activities in their old primary schools.

"The icing on the cake was being asked by YST to be part of the new campaign film and 'bite-sized' video clips to support the resources. The girls were incredibly excited, as well as a little nervous."

We would like to thank the girls who were involved in the development of this resource. Girls were consulted on the content, design and imagery and their input was invaluable. Our thanks to girls and staff at;

- John Spence Community High School, North Shields
- Blessed George Napier School, Oxfordshire
- Friesland School, Derbyshire
- Kirk Hallam Community Academy, Derbyshire
- Saint John Houghton Catholic Voluntary Academy, Derbyshire
- Wilesthorpe Community School, Derbyshire
- The Long Eaton School, Derbyshire
- Capital City Academy, London
- Erewash School Sport Partnership, especially Rhian Lilley



HERE ARE SOME COMMENTS FROM THOSE INVOLVED...



The This Girl Can group has provided our girls with a supportive environment for them to not only plan but also take the lead in what activities they do and how they are delivered. The girls have loved the wide range of activities that have included gymnastics, cricket, football, benchball, fitness, dodgeball, rounders, basketball, team building, dance, cycling and climbing."

Kim Bird, PE Teacher



This Girl Can has helped me make new friends and create new experiences. I really enjoyed having the interviews and playing sports with people from different schools. If you have the chance to take part in This Girl Can I recommend you do!"

Anya



This Girl Can has inspired me with different sports and helped me discover new things about myself. These are new skills in life that have given me the confidence to do this interview with you!"

Reeya



It is the best initiative I have ever experienced which has increased participation in our school for so many girls because it is led by girls for girls."

Vic Daly, Head of PE

All the resources are available to download at www.youthsporttrust.org/this-girl-can/teachers

The resource includes:

- Social media films – short film clips to promote This Girl Can to girls and teachers
- Guide for teachers – teachers can use this as an advocacy tool to promote This Girl Can across the school and to support girls to run their own campaign
- Cards for girls – girls can use these to get ideas and examples for their own campaign
- Posters – to raise awareness in school.



Visit www.thisgirlcan.co.uk and sign up to the supporters' hub to access further resources for you and your girls.

Active Across Ages – Connecting generations through physical activity

When we think about loneliness, we tend to think about older people. While it's true that there are 1.2 million chronically lonely older people in the UK today (Age UK 2016) we also have an increasingly lonely younger population, with nearly half of 10-15 year-olds feeling lonely often or some of the time (ONS 2018).

This comes at a time when generations are increasingly age-segregated through family circumstances, disparities in housing costs resulting in a disconnect, mistrust and a blame culture between generations.

This may sound disheartening but there is a shining light in the form of intergenerational activity. Anyone who watched Channel 4's 'Old People's Home for 4 Year Olds' could not have failed to be moved by the friendships which developed between the elderly residents and pre-school children, and the joy experienced by all involved.

In response to the challenges, YST's founder Sir John Beckwith, with Youth Sport Trust International, have funded YST to develop our own intergenerational project. Active Across Ages uses sport and play as the catalyst to bring children and older adults together to develop new friendships, increase physical activity and build understanding between the two age groups.

The pilot is being delivered with 10 schools who have partnered with eight older adult settings including care homes, a day centre, church and community groups. Young people from primary, secondary and special schools take part in YST-led training to become Activity Buddies.

The Activity Buddies then visit the older adult partners weekly to lead physical activity sessions, learn new activities from their partners and plan what further activities they would like to do together.

The impact has been heart warming. At the interim stage, survey data has shown that among the Activity Buddies:

- 99% have improved their skills
- 95% have better views of older people
- 94% have improved empathy
- 91% have improved resilience
- 88% feel more confident.

The golden thread running through each of the schools' projects is social connectivity and wellbeing, but the flexible nature of the pilot has enabled each school to focus on additional outcomes to meet local needs.

Bincome Valley Primary School and Wey Valley Academy in Weymouth have worked together to create a positive transition experience for last term's Year 6 pupils. Clare Mount Special School, Wirral, have used the project to develop their students' employability skills, and Hartington C of E Primary, in Buxton, have embedded Active Across Ages into their curriculum and enhanced links within their small rural community.



As project manager for Active Across Ages, it's been a real privilege working with a team of enthusiastic lead practitioners and seeing first hand just what a difference this intergenerational physical activity programme is making to the lives of children and older adults." Ali Goodall, Senior Innovations Manager.

It is, however, in the stories of the participants that the impact is most tangible:

"I've been totally surprised by children in general – they are so fresh. I've seen how good children of this age are; we're in safe hands for the future." (Mark, Resident)

"It's all humbling and warms you in a way. You're now the role model, getting looked up to – it changes you to be like that, you act responsibly and give it more." (Activity Buddy)

"I am lonely outside school and I only do stuff with my family. This was the best day I have had at school and I am going to be a leader when I leave school" (Activity Buddy)

"This is just an amazing project and I'm so pleased we've been given this opportunity to be part of it." (Janice Price, Lead Practitioner, Anthony Gell School, Derbyshire)

Here, **Annabelle Parkin**, Year 9 Activity Buddy from Anthony Gell School, Derbyshire, writes about her Active Across Ages experience.



I decided to get involved with the Active Across Ages project because I thought the opportunity to interact and work with elderly people would be interesting. I realised that other than my grandparents I don't know many older people and I can be a bit shy when talking to them. So, I signed up with my friend Henry and we hoped to have some fun along the way.

First, we had to do a day of training at a local primary school. The main aim was to think about games that would be suitable for older people and to think about how their experience of being young was different to ours. It's quite difficult for us to imagine not having things like the internet or social media.

I feel as if I may have pre-judged older people. I didn't expect them to be so sociable and enthusiastic. I think that older people play a very important role in the community as they can educate us about times past and have good stories to tell. It is important to have this project in schools as it helps both generations dispel myths and stereotypes about the other and enjoy each other's company whilst participating in activities that are beneficial for our physical and mental health.

It has given us young people an insight to the challenges that come with getting older but perhaps most importantly, it has helped people (young or old), just to see people as people.



We worked with residents at a local care home called Waltham House. Sessions started by doing warm-up exercises that increase stability because many of the residents have poor mobility that has lessened as they have aged. We then moved on to play games with a focus on hand-eye coordination. To encourage creativity and teamwork we asked the residents to make up their own games and then challenged them to improve them.

I am most proud of the impact the project has had on the residents. During our session they seemed very happy and enthusiastic about the activities we were doing. One of the ladies we were working with told Henry how much she enjoyed the project and the positive impact of interacting with all the young leaders made on her. It was good to know that a small effort on our part could make quite a big difference in somebody else's life.

The project has made me much more confident when talking to older people. It has been fun. Getting to know more about their past and how much life has changed since they were children has been very interesting. I also saw a great impact on Henry. He became more and more confident when talking to the residents and would ask them questions about their lives. We definitely left the sessions happy and energised.



➤ If you would like to become an Active Across Ages school or would like further information please contact Ali Goodall, alison.goodall@youthsporttrust.org or visit www.youthsporttrust.org/active-across-ages. We are currently seeking funding to extend this programme and hope to be able to offer it to more schools next academic year.

Introducing the YST Youth Board 2019/20

We are a group of young people who believe sport has the power to change lives. We have our own journeys to share and personal missions on the Board. We are all very different, but we are held together by our collective mission: **'To represent and communicate the views of all young people, to inform and enhance the work of the Youth Sport Trust. We aim to represent and provide a voice for young people from every corner of society'**.



Lauren Asquith, 25, Midlands
Youth Board Chair and YST Trustee

I am the chair of the Youth Sport Trust Youth Board, an evolving skills-based board which represents and provides a youth voice for young people. We are truly at the heart of an organisation that aims to improve young people's lives the way young people want. The YST has had a huge positive influence on my life. I've been involved with the Youth Board from day one and now am a Trustee, the first young person to step onto the main board of governance.

I'm delighted to be involved with a pioneering organisation who truly listens to what we have to say. Across the world young people are growing up in a society where adults are superior, adults have the power and adults make the choices that can affect our future for many years to come. Being pigeonholed into lifestyles because that's what society dictates. I believe that everyone is born unique. But through the years perceived perfection is thrust upon us.



Charlie Williams, 22, Dorset
Disability sport and inclusion

I am quite a complicated chap; I have Cerebral Palsy, which affects my whole body. On top of that, I also have many severe food allergies, and that can be much more of a problem than my disability. However, the power of sport in trying to overcome those challenges should not be underestimated. The confidence that sport has given me has allowed me to do so many things that I couldn't imagine doing before.



Lauren Holloway, 24, Cardiff
Deprived communities

I applied to join the Youth Board this year as I was previously an employee for YST and when moving on to work for the Welsh Rugby Union, I wanted to stay involved. As part of the Youth Board my main aim is to use my knowledge to help bring my ideas to the table. Sport changes lives and I am a strong believer that everyone should have the opportunity, no matter their background. I hope I can inspire people to take part in sport, but also to coach, as without coaches sport would not be possible.



Kieran Matthews, 24, London
New perspectives and hard to reach groups

I have coached basketball since I was sixteen. Our club gives young athletes a chance to grow and develop, not only as athletes but as people too. I also coach American football which I have been using as a tool for behaviour management and mentoring. I want to use my place on the Youth Board to implement real change and give a different outlook on ways to deal with certain issues and target key groups through the work the YST does.



Elodie Fleet, 18, Nottinghamshire

Sport for education and breaking barriers

Sport gave me confidence, support from the team was more than just on the pitch. It was an outlet for all my frustration and anxiety. This is why I am so passionate about promoting physical education to improve young people's wellbeing. Campaigning for mental health provision is something I feel very passionate about, having already been interviewed for BBC national news and delivered a speech in Parliament in front of MPs. You can read more from Elodie on page 16.



Dylan Conti, 24, Glasgow. Ability to achieve and empower.

There are two reasons I wanted to be on the YST Youth Board. Firstly, to change people's perceptions of someone's ability to achieve. Secondly, to investigate how empowerment can be life-changing for individuals who've struggled with confidence and self-belief. At school I really enjoyed and excelled in sport due to my ability in a variety of sports and qualities that I could transfer across different sports. My journey to the Youth Board has been varied with loads of different experiences; from volunteering within my local community, to working and coaching abroad and delivering within some of the communities in Scotland.



Jess Lonnen, 15, Cambridgeshire. Increasing sport participation within schools

Sport has always been an essential part of me. Being involved in horse riding changed my life, having such a large group of like-minded people around me has provided me with great friendships, role models and a safety net I can fall back on. The opportunity to get involved in a sports club should be available to all young people so they can experience that fantastic wealth of support and knowledge – providing a welcoming atmosphere around sports in schools can really help.



Lipa Nessa, 21, Bedford. Local voice

I found my love for sports when my parents bought me a character football from a toy store at the age of three. When I was younger watching sport, there was a lack of people at professional playing and coaching level that 'looked like me', so I decided to be the role model I wanted to see as a child. Today, I am co-founder of the podcast 'I Think She's Offside' talking all things women's sports, which aims to stay connected to the local community and give a voice to underrepresented individuals. My catchphrase is "I'm going to change the world with a hijab on my head and a ball at my feet".



Keziah Gilbert, 22, Northumberland
Sport for education and in rural communities

As a child I struggled in school and always felt behind my peers. From failing my SATs at nine years-old, I went on to achieve good GCSEs and A-levels due to finding sport. I attribute this to the resilience I developed in fencing. As a member of the YST Youth Board I aim to be an advocate for physical activity for all young people. I appreciate the power sport possesses to change lives; it has changed my life and will continue to change many more.

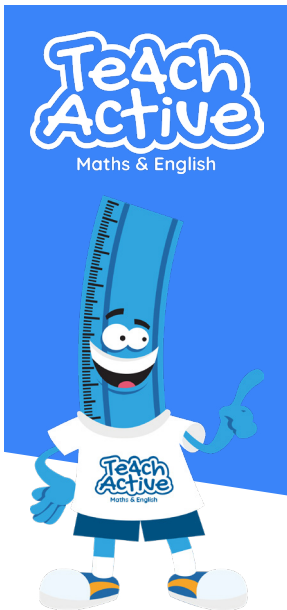


Jemima Browning, 18, North Yorkshire

Breaking barriers and changing perspectives

Having a long-held passion to ensure young people feel empowered, ready to make change for the future and have the opportunity to do anything they set their mind to, I am determined to do whatever I can to positively affect this. I am particularly driven to give voice and opportunity to young people with disabilities, both physical and intellectual. Being on the YST Youth Board and being a member of Inclusion 2020 are amazing opportunities for me. It is a chance for me to influence how the world sees individuals with disabilities.

➤ Now that we have introduced ourselves, please introduce yourself to us at the Youth Sport Trust 25th Anniversary Conference on the 27 February 2020, in Coventry. We look forward to meeting you soon!
Book now: <http://bit.ly/YSTConf-reg>



Duckmanton Primary School, Derbyshire

RAISING ENGAGEMENT AND ENJOYMENT IN ENGLISH

Teach Active is an online resource that provides teachers with lesson plans and resources to deliver the primary maths and English curriculum through physical activity. We are passionate about making the school day more active.

Rationale

Through pupil voice, it became quite clear that maths was preferred across school over English. This was due to the diverse activities and topics covered, the range of practical sessions and children feeling they were learning through games. Teachers felt that, particularly in spelling and grammar sessions, ideas for exciting English lessons were stale and repetitive.

Actions Taken

Our school has used Teach Active Maths for the past three years and this has had a very positive impact within the school. The news about the launch of Teach Active English was well received by staff and was exactly what we had hoped. Knowing the high quality of the maths resource, we jumped at the chance to use Teach Active English... we were not disappointed.

“ Teach Active helped us raise the engagement of students in maths across the school. Active English has helped us achieve the ultimate goal. Lessons are engaging, active and diverse...students love them! ”

- Joel Beeden,
PE Coordinator, SENCO, Year 6



Impact on attitudes and attainment

Not only do children feedback positively about their active English lessons, but English as a whole. Confidence in the subject has grown, as has the independence within lessons, particularly with our lower ability children who relish the opportunity to learn through active sessions that they can confidently access.

The best measure of progress can be seen through our 98% pass rate in this year's spelling and grammar test. The sessions were used with the Year 6 class for revision and it definitely had the right impact!

Try Active Maths and English in your school.

Sign up at Teach Active for your free trial: www.teachactive.org

Includes access to 42 Teach Active lesson plans and resources which are mapped to the Maths and English curriculum, covering Foundation to Year 6.

Young Athlete Mentor in the YST Inclusion 20:20 Programme

Alfie Crane (18), is a Young Athlete Mentor who has used his progress in cricket to inspire younger students to take part in sport.

Alfie arrived at Watermill School in Stoke-on-Trent as a very challenging six year-old. He was diagnosed with ASD, EBD and needed medication to subdue his hyper-activity and sometimes violent behaviour. One teacher recognised his possible potential to thrive in the Watermill environment away from the mainstream school system. It was soon realised he could 'catch' and he was taken to a Sports Festival at Burton-on-Trent where the Staffordshire Cricket Disability Officer, Steve Lightfoot, was delivering an introductory Kwik Cricket competition for Special Schools from the county. Alfie delighted all staff by trying everything - bowling, wicket keeping and catching in the slips and on the boundary all at the same time. A natural all-rounder.

Steve immediately invited him to county training sessions. Fortunately for Alfie, he has supportive parents who recognised this opportunity. Without a doubt, this was the most important ingredient for Alfie engaging and fulfilling his potential. Since then Alfie has been playing for the County team and crucially acting as a junior leader.



This potential in leadership and volunteering got him nominated to be the YST Young Athlete Mentor for the County Step into Sport Camp. Youth Sport Trust Athlete Mentor, Jenna Downing, visited Watermill, talked to Alfie and invited him to share his story with other young emerging leaders. He was so good at it he returned two years later with an even more inspiring story to tell the audience.

Despite on-going learning difficulties with his literacy and numeracy, Alfie is now at the local Further Education College on their GNVQ Level 1 Sports and Public Services course. Probably the most exciting development came when his Head teacher at Watermill School offered him two days a week employment as a Teaching Assistant in the PE department and in other classrooms where needed. He is highly regarded by the staff and students and seen as a role model.

At a recent annual North Stoke Area Leadership Academy Presentation Evening, he was one of the guests of honour sharing his amazing journey from taking part in sport, to leading, volunteering and getting paid to help others. Without a doubt, Alfie was heading towards a behavioural unit but now is in part time employment in an environment he loves. All of this is a direct result of his early and consistent involvement with the Cricket Chance to Shine Programme, then YST Lead Inclusion School Network and School Games programmes, combined with the support from his parents and other agencies.

An inspiring story created by a 'have a go' attitude with brilliant backing at home, school and sport organisations.

HOW HAS BEING INVOLVED WITH YST CHANGED YOUR LIFE?

"It has improved me massively. I used to lack confidence and did not feel part of any group. Then after playing cricket, I am now keen to speak to anyone. I feel more engaged at college and I get stuck into anything that is offered to me. I am happy to teach others the knowledge I have gained in basketball, football, hockey and cricket.

I feel better mentally than I ever have. I was very shy but now I am happy to speak to friends, teammates, strangers, children and adults. I am now a role model in my old school Watermill and kids are coming up to me saying, "I want to do what you're doing".

YST Lead Inclusion School Network, School Games and Inclusion 2020 have allowed to really enjoy my sport and has given me extra experiences. After being nervous, I am less so now. Working with Jenna Downing has taught me how to be a role model for younger children."



To find out more about our Lead Inclusion School Network and Inclusion 2020, a grant provided through the DfE, please see www.youthsporttrust.org/lead-inclusion-schools

Five Ways to Wellbeing – Elodie's story

We talk to **YST Youth Board Member Elodie** about her battle with mental health while at school and how sport and the support of her teachers played a crucial role in saving her life.



I had always been a perfectionist and strived to achieve the best future possible. However, being tagged as an A star in all classes and being pressured to achieve this quickly became all too much. My perfectionism developed into anxiety and my bedroom felt like the only safe place, which was where I stayed for months on end.

In one of the largest secondary schools in the country with approximately 2,500 pupils, there was only one counsellor. One which I wasn't allowed to see as she was stretched, and my needs weren't dire enough. I had been trying to be seen since Year 8, just 13 years-old, but I had not tried to harm myself like many of my friends so my needs weren't deemed urgent enough to be seen.

It all came to a head when I went to the doctors for anti-depressants on my 16th birthday. I tried everything else and this was the last resort. However, I was turned away as the doctor couldn't give them to me unless I had been referred by a counsellor; the very same counsellor who was full to capacity and hadn't been able to see me for years!

I remember driving home that night. Distraught, I turned to my Mum and said, **"The only way I can get help is if I try to kill myself."**

Luckily, I had supportive teachers who helped me through this

difficult time - in particular, my PE teachers. I'd always loved sport and would try anything – except rugby! However, a PE teacher encouraged me to participate in a tag rugby tournament and I accepted purely for the afternoon out of classes; little did I know the impact this would have on the rest of my life! If it wasn't for that teacher, I wouldn't have participated in the sport which has now taken over every waking moment of my life. When I was at my lowest and wanting to leave school all together, rugby gave me a purpose and allowed me to be a part of a community that is bigger than myself. This is why I'm so passionate about promoting physical education to improve young people's wellbeing.

I was given the opportunity to attend the Girls Active Leadership Academy, ran by the Youth Sport Trust, in 2015. I can vividly remember sitting there at 14 years-old, listening to the inspirational speakers and thinking **"I want to be you"**. This programme was the first stepping stone in the rest of my career.

With the support of my teachers and eventually the school counsellor, I was able to sit my GCSEs. I will forever be disappointed with the results I achieved, as I knew that I could have done so much better if I'd received help sooner, but with these results and a fire in my belly lit by the sporting heroes around me, I started an apprenticeship as a primary school PE and Sports Assistant.

From this, I then applied to be a college rugby academy coordinator. At just 18 years-old, I was in a position coaching male competitors of my own age.

All of this wouldn't have been possible without the support of my PE teachers, the school counsellor and being given YST opportunities to realise my full potential. My story has a happy ending but how many other people like me can say the same? In a society where mental health issues is on the rise, funding shouldn't limit student's access to counsellors and opportunities to engage with physical activity.

The YST's Journey to Wellbeing Education Programme provides you and your school with FREE resources to improve your young people's wellbeing and encourage them to have a healthy and active lifestyle. Sign up at: www.the401challenge.co.uk/usa2020



Challenge
USA 2020

And if you are wondering how it would benefit your school, we spoke to one of our amazing member schools, St Breock Primary School in Cornwall, who have already signed up to the programme and are taking the first steps on their journey.

WHY DID YOU SIGN UP TO TAKE PART IN THE JOURNEY TO WELLBEING?

We first became aware of the Journey to Wellbeing (a project jointly led by YST and The 401 Foundation) when we heard Ben Smith speak so inspirationally at the 2019 YST Conference Awards Dinner. We knew straight away that our school needed to be part of this.

We subsequently met Ben when he spent the day at our school during YST's National School Sport Week – we had been chosen to host a sand sculpture that he unveiled. The day left us all buzzing as Ben was so fabulous with the children and inspired them all. This made us more determined to be part of this new project.



HOW HAS YOUR SCHOOL BROUGHT THE RESOURCES TO LIFE?

At the beginning of every school year we have week one of our Wellbeing Fortnight. This year, each day was themed on one of the Five Ways to Wellbeing – Give Back, Connect, Learn, Take Notice and Be Active. We have embedded the Five Ways to Wellbeing into our Personal Development Curriculum and we intend to have involvement at each key stage, whole school and at a wider community level, as well as exploring the possibilities for the broader curriculum. We are currently reviewing our PE curriculum and intend to use these words as themes and activities throughout the year. The second week of our Health and Wellbeing Fortnight will be in March, when we intend to extend the children's learning and understanding of the Five Ways. The lead up to this will include a series of assemblies for the children and an information pack for parents to enable their involvement.

WHAT ARE YOU PLANNING FOR YOUR FUNDRAISING ACTIVITIES?

At St Breock we are planning to use the significant numbers around Ben's USA 2020 Challenge to raise funds for YST. We have allocated each class a significant number. Our FS2 class will have 50, for the number of US state capitals. They will run 50 miles through Fun Runs. Key Stage 1 will be aiming to reach a cumulative 104 miles on wheels. This will represent the number of days Ben's adventure will take. Year 3/4's magic number will be 401 and they will be challenged to complete a danceathon lasting 401 minutes. Year 5/6's massive number is 14,001, the miles Ben will cover during his adventure and they will be rowing that distance. As a school we will ensure we complete 2020 minutes of being active as part of our Health and Wellbeing Week.

GIVE US A BRIEF HISTORY OF YOUR INVOLVEMENT WITH THE YOUTH SPORT TRUST

We have been part of the Youth Sport Trust family for eight years. In that time, we have won two awards with them: Excellent PE in Primary School and Excellence in School Sport Primary. We have become a YST Ambassador School, our Head of School is a YST Headteacher Ambassador and is part of the MAT Advisory Board. We also have a PE Catalyst, Cluster Co-ordinator and have piloted many projects as a school, cluster or MAT. YST has supported and enabled us to become the stakeholder we are today, holding PE, school sport and physical activity at our core.

WHAT DO THE YOUNG PEOPLE THINK OF THE RESOURCES?

00

I really thought the 10-minute fundraising ideas competition is fabulous as it will get everyone involved to find some weird and wonderful competitions which will be enjoyable, and everybody can have a go at the challenge."

Jemma Y6

00

I love the active maths challenge as I think it will encourage students to enjoy maths and it gets children outdoors."

Isabelle Y6



Make a difference and join us in the fight for greater wellbeing for all young people by signing up today www.the401challenge.co.uk/usa-2020

Using Physical Activity to Support Social Connectedness

Focusing on our partnership work with People's Health Trust, **Development Manager, Emma Mackenzie-Hogg**, shines a spotlight on the Local People project in Hull to look at the powerful role physical activity can play in building social connectedness.



The Local People programme is a People's Health Trust's initiative which supports its vision of a world without health inequality. The role of the YST concentrates on connecting schools and communities and empowering local people to create, implement and own physical activity interventions that make their local community a better place to grow, live and work.

Health inequalities in England mean that people living in neighbourhoods experiencing the highest levels of disadvantage will, on average, die eight years younger, and will spend nearly 19 years more of their shortened life in ill-health. The Local People project in Hull is centred within the Marfleet and Southcoates wards, which are areas experiencing some of the highest levels of disadvantage in England. But these statistics most definitely do not define the residents of this truly inspiring community.

The Local People project is led by a local steering group of residents who, directed by the voice of the community, have the following priorities:

- bringing families together
- reducing loneliness
- improving health and wellbeing.

The role of physical activity in supporting these priorities is fundamental, with residents of all ages embracing ways to build physical activity into the everyday. Discussions of local priorities sparked the

creation of several groups and activities. For example, a weekly 'Time for You' group brings together over 55s to socialise and connect, with one such mechanism being physical activity through chair aerobics. These sessions provide valuable motivation and incentive to get local residents out of the house to be together, one elderly person said: **"It gets lonely sometimes, but I look forward to Thursday afternoons!"**

Physical Activity has the power to enhance inter-generational connections. Four students from local secondary school, Archbishop Sentamu Academy, joined the 'Time for You' group as part of their leadership journey through the YST Youth Sport Award. They participated in chair aerobics alongside elderly residents, sharing the experience, a common goal and even moments of laughter. Through this shared experience, conversation across the generations flowed more easily, and the leaders listened to stories from the residents about their past, understanding their interests and appreciating some of the challenges they currently face. The students then went away to plan their own physical activity session to deliver in future weeks. Showing true empathy and consideration of the needs and interests of the elderly participants, they differentiated the exercises, took note of any mobility issues and chose music that the residents would be familiar with and enjoy (including many numbers from Frank Sinatra!). One of the students quoted, **"I wanted to be a part of the Local People Project as I knew it would take me outside of my comfort zone in working with elderly residents"** Another stated, **"I got to understand how the programme I planned would need to change to help others enjoy it."**



Partnership working is key to the success of the Local People programme, aligning local priorities and collaborating to achieve the best outcomes for local residents. Through consultation with local parents from one of the primary schools in the focus area, cycling was identified as an area of interest, in ensuring children could develop this key life skill and in providing structured physical activity during the school holidays.

Connecting with key partners including Hull City Council Healthy Lifestyles team, East Park Area Team, Child Dynamix and Police Community Support Officers, a community cycle event was organised for October half-term. The event engaged six families, who were brought together through the draw of cycling, but the gains were much broader than just the physical. Parents and children were able to interact together and connect with fellow families (some for the first time). Normally they may spend the holidays at home, or struggle to find cheap activities to engage with. They were able to access the event for free, in the familiar setting of the school, getting active together alongside local Police Community Support Officers and local Councillor, Hester Bridges. One little girl learnt to ride her bike within the two-hour event, and her mum gushed, **"She couldn't balance or anything at the start and now she's off! I'm so proud of her"**.

The cycle event has proved to be a catalyst in driving future activities, with the new connections that residents have made with each other, empowering them to take the lead on similar events. Plans are already being drawn up for another cycling event, a walking bus before and after school on set days of the week, a parent running club and a 'Playing Out' event.



The key lessons we have learnt from Local People project in Hull, in terms of effectively responding to local priorities and fostering wider social connectedness, are:

- Listen to the views of the local people. What are their biggest challenges and key priorities and how can physical activity play a role?
- Consider the environment in which the physical activity sessions are held, is it somewhere they are familiar with and feel safe to attend?
- To successfully engage residents, the focus doesn't always need to be on the physical aspect of the activity, it could be centred on making friends, learning a new skill and having fun.
- Create opportunities for residents of all ages to participate together.
- Give local residents the ownership and confidence to take a lead on activities.
- Ensure opportunity during the activity for participants to socialise and connect and consider how this can be maintained beyond the activity or event.

We all know that physical activity is a vital component of good physical and mental health, but when it is positioned as a vehicle for wider change, that's when the impact can be truly life-changing. The Local People project in Hull continues to learn and evolve through its residents, responding to priorities and tackling the issues that matter most to local people.



➤ To find out more about the Local People project visit: www.youthsporttrust.org/localpeople and follow what Hull is doing via Facebook [@localpeoplehull](https://www.facebook.com/localpeoplehull) or Twitter [@LP_Hull](https://twitter.com/LP_Hull)

Moving the goalposts: The FA, YST and Barclays



**GIRLS' FOOTBALL
SCHOOL PARTNERSHIPS**
Supported by **BARCLAYS**



**YOUTH
SPORT
TRUST**

Football is the most played sport in the world – but one which, in the past, has largely been seen as a male occupied domain. The FA, supported by Barclays and the Youth Sport Trust, has a vision to change this by giving every girl equal access to football in school by 2024.

To help achieve this exciting ambition, November saw the re-launch of the www.girlsfootballinschools.org a place where all schools in England can access free resources, ideas, useful information and links to help grow and develop girls' football.

To get full access to the updated platform, visit the site and re-register using your school email address. You can then check out the new resources, which include The FA Shooting Stars programme, inspired by Disney, using stories to inspire girls to get active and engage in sport with their friends.

For secondary schools, as well as the simple joy of the game, football can be used as a vehicle to develop the confidence, enthusiasm and leadership skills girls need to make a change and succeed in life. The Game of Our Own programme and resources help teachers to adopt a life skills approach to the delivery of PE lessons through football.



WORKING IN PARTNERSHIP

The FA Girls' Football School Partnerships (GFSP), supported by Barclays, is a nationwide scheme that aims to mainstream girls' football in schools. The initiative currently has a network of 100 school hubs, each with a dedicated education expert overseeing the delivery of girls' football programmes to over 6,000 primary and secondary schools.

The 100 school hubs have been selected based on their knowledge and understanding of education and girls' football. These hubs are best placed to deliver and co-ordinate girls' football activity for other schools across their local area.

Over the next three years, the Barclays investment will give girls the opportunity to experience football in their PE lessons at school, giving them the same access to football that most boys currently have.

National evaluation of Game of Our Own found that:

- 77% of Football Activators are now confident or very confident in their ability to lead or influence their peers in football. This compares to just 31% of all girls surveyed at the start of the programme (and 49% of boys)
- More than 85% of Activators reported that their role has helped them to improve their communication and leadership skills
- 80% of teachers said that the programme had a positive or very positive impact on the amount of time young people spent volunteering through football
- 67% of teachers felt the programme had a positive impact on young people's ability to reach their potential.

Sarah Lawson – Teacher of PE/Assistant SENCO at Accrington Academy, Lancashire, talks about the success of their girls' football programme.



THE IMPACT AT ACCRINGTON ACADEMY

In our school, girls' football has gone from strength to strength over the last couple of years. We have focused both on increasing levels of participation in extra-curricular clubs and raising ability levels through delivery on the national curriculum.

There are weekly sessions held on the 3G for girls' football training, and a block of lessons on the programme of study so all girls get the opportunity to be involved in the sport.

The response from the girls in our school has been fantastic! From weekly turnouts of over 25 girls to extra-curricular sessions, to tournaments and events being independently led by the girls' football players.

Having the opportunity to take part in girls' football has helped to build self-confidence, technique and leadership skills.

STUDENT IMPACT

The girls' football sessions and Game of Our Own project has allowed students to take on a variety of responsibilities. This has ensured that the students are acting as role models for the rest of the participants and acting appropriately at all times. The girls were given an aspect of the event to lead and were each responsible for a group of girls. All those involved displayed outstanding behaviour and were extremely professional throughout. This event had a great impact as the pupils involved led on other events across school (e.g. netball, other primary school events, etc).

OPPORTUNITIES

The girls have had many opportunities as a result of developing girls' football. This has impacted on participation levels in girls football sessions, ability to plan and lead sessions/ events, and building self-confidence and technical skills in lesson time.

Some of the opportunities include: planning and leading Girls' Football Events for other schools, coaches coming in from our local club Accrington Stanley to take sessions and raise awareness of the local girls' football teams in the area, involvement in refereeing local primary school leagues and events, participation in the running of inter-school tournaments for Hyndburn and Ribble Valley and more!

The ACctivators and the rest of the team have taken huge steps for girls' football at our school!



GAME OF OUR OWN

The Game of Our Own programme was introduced over a year ago to the school. A group of 10 students were given the opportunity to take part in the training to become 'Girls Football Activators' for the school. The self-named 'ACctivators' gained knowledge and understanding of how to plan and deliver sessions, as well as marketing strategies to help raise participation levels of girls in football.

This training inspired the ACctivators to implement their ideas when they were back at school. The girls were involved in setting up an Instagram account (@acctivators) which was aimed at promoting the football sessions, as well as communicating with a wide range of people about all the great things that were happening!

The Game of Our Own programme has become fundamental in the development of self-confidence, leadership, planning and organising skills for the students involved.

Nearly three quarters of teachers involved with Game of Our Own last year felt that the programme had contributed to sustainable growth in girls' football within their school, creating a year on year culture of girls' football.

Find out more by visiting www.girlsfootballinschools.org and pledge to be part of growing and developing girls' football in schools.

Active in Mind programme tackles issues with bereavement

In this article, **Sarah Johnson** Lead PE CatalYST, Director of PE at Redhill Academy, Nottingham, tells her personal story of how Active in Mind has helped her students work through their issues with family terminal illness and bereavement.



In 2017 when I agreed to pilot Active in Mind for the YST, little did I know the extent of the impact the project would have on our students but also on me personally.

During the pilot we saw a rapid improvement in confidence and happiness of the students taking part in Active in Mind, in particular those that had been referred to the project due to a family bereavement. Without making bereavement or grief a specific focus of ours, we have accidentally ended up with over 20% of the nurture group in 2017, 2018 and 2019 being referred for exactly that reason and the resulting emotional stress.

In February this year when I was diagnosed with breast cancer, my fears were mostly around how my two daughters would cope while I was ill and how they would continue to be happy, young children if their mummy didn't get better. Through my work with the project, I knew that Active in Mind worked and helped to support young children affected by this, but only if those young people are lucky enough to be in a school providing it or similar support.

When you have a serious illness it certainly makes you evaluate your life. After having a mastectomy and whilst waiting for results I turned to my love of running to take my mind off the situation. Actual running was not an option, so reading about it would have to do in the short-term. The author of the book I was reading (The Pants of Perspective

by Anna McNuff) had run the length of New Zealand and it sounded incredible. An idea started to form: 'What if I could set a running challenge that helped me recover and could also address the lack of professional support for children coping with cancer in their family?'



Run the Wall quickly came to life, I would run from the west coast to the east coast of England along 92 miles of Hadrian's Wall. As well as this being a huge physical challenge, our aim is to also raise £50,000 for a cancer support centre in my local town, the Aurora Wellbeing centre, to develop and trial services specifically to support children in families affected by cancer.

If Active in Mind can work so well for young people in a school setting, perhaps we could use a similar model and physical activity for young people in a community setting. Harnessing the positive impact that we know physical activity has, towards dealing with a prominent issue present for some of our young people.

Right now I feel blessed that I'm well (and running) and my children can go back to being happy and carefree, but every day more families are forced into that terrible situation and the children in those families are expected to cope without professional help. I hope that through our fundraising and the support of the YST we will provide hope for these young people and make a dreadful time in their lives a little easier to cope with.

ACTIVE IN MIND AT REDHILL:

At Redhill we train between five and ten mentors each year to support the delivery of this project. Over the years, these mentors have developed into such wonderful leaders with empathy and, for some, it has even shaped their next steps in education.

Around 20 students each year are referred for the project and these referrals are done in collaboration with heads of house and the student support centre in school. This results in us targeting the correct students and achieving success.

Our project takes place after the school day and is planned and led by the Active in Mind (AIM) mentors. They use the AIM resources to conduct a peer discussion at the start of each session, where students discuss their health and wellbeing, and their habits. It then leads into a practical session and these include activities such as problem solving, soft archery, fitness, trampolining, team sports and racket sports.

Student (Year 8): "Active in Mind gave me confidence when I started at Redhill in Year 7. I didn't have any friends and felt sad at school but by coming to the sessions I made friends and felt happier."

Student (Year 10): "The project gave me more confidence in school and helped me to think about my health and make changes."

In terms of Active in Mind, this is such an important project which can be used to support grieving children with their mental health in the absence of community services and we will continue to provide this for the students at The Redhill Academy, I would urge other schools to do the same.



WHAT IS THE ACTIVE IN MIND IMPACT?

70%



of mentees said that they felt more relaxed

67%



of mentees said that they were more confident in building social relationships

62%



of mentees said that they felt more positive

60%



of mentees said that they were generally coping better

73%



of mentees were more confident in trying new things

Physical activity levels in both mentees and peer mentors increased

95%



of the young people said that they were more aware of the value of physical activity in promoting and maintaining good mental health

Overall, being part of the project had a positive impact on the mental health and wellbeing of the mentees

(62%)

> If you'd like to support Run the Wall 22-24 May 2020, please go to our website www.runthewall.co.uk or to our Facebook page (Run the Wall). There are lots of ways you can help and maybe you will get inspired to pull on your trainers too.



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- Chris Frankel
TRX Director of Human Performance

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Contact **Nathan D’Rozario** Education & Training Manager ndrozario@trxtraining.com

REMOVING BARRIERS TO SPORT

Performance Parent

Here we look at how the Youth Sport Trust is using its talent programme to provide parents with more support in protecting their child's wellbeing.



We are currently working with parents of young athletes to get a better understanding of their needs and the role that YST can play in helping them. This will help us to identify key areas and potentially develop content to address this need. Our interactions with parents as part of this research are integral in order to support us to fully understand how we can support parents moving forwards. We are incredibly thankful to those parents who have engaged with the research to date and look forward to producing our final report in March 2020.

"It is great that there is an organisation that looks at the whole athlete and parent experience. Governing bodies are great at the performance side, but the journey as a whole can be less than perfect (or even haphazard)." - Parent

WHAT ARE PARENTS SAYING

"Every day is a journey, sometimes it's a good one and sometimes it can be bad."

"Parents have a different understanding of the game from the coach and come at it with a different view/opinion."

"Parents are often the forgotten member of the TEAM YOU."

"There is no support for parents. I feel alone in supporting my child."

"There isn't enough understanding or support in schools for talented athletes. Their peers don't understand their commitments and it leads to them becoming isolated."

The YST in partnership with Fiveways Research¹ Consultancy is currently conducting work to better understand the sporting parent audience. YST has developed an online and face to face education offer targeting parents of young talented athletes. This aims to support parents in a crucial phase of talent confirmation, when the combination of sporting, education and social pressures can take their toll on the young athlete and their wellbeing. Parents are an integral part of the support mechanism for young people, and YST wants to understand how we can better support them and in turn, support young people.

Throughout Summer 2019, YST provided an athlete education support package across 11 different sports as well as creating a new 'Performance Parent' App.

Placing the wellbeing of athletes firmly centre stage, the app is designed to support parents and guardians of young athletes using knowledge and insights from industry leading sports professionals, academics, athletes and more. The app is free to download now on App Store and Google Play.

Our research to date has found that most parents of talented athletes enjoy their role and like seeing their children enjoy themselves, progress, achieve their goals and grow and develop as individuals. Most parents also feel capable and confident to generally support their children, however there are some areas that they feel are more challenging and where they would like more support. Parents feel a big challenge is being able to balance their time between family, work and supporting their child to compete and train. They also feel a need for more information to make decisions and would like a more collaborative approach with all stakeholders.

¹ www.fivewaysnp.com

To find out more about the programme and the app visit www.youthsporttrust.org/yst-talent

Primary PE and Sport Premium impact

Ian Wood PE Co-Ordinator, Kirk Ella St Andrew's CP School tells us what impact the Primary PE and Sport Premium funding has had on his school.



AIM:

100%

of children to be involved in competitive sport.

100%

of KS2 children to be involved in inter-school competitive sport



Increase the range of sports offered for pupils to experience.

We made it a part of our action plan to involve 100% of children in KS2 in competitive, inter-school sport and every child of the whole school to be involved in intra-school competitive sport, emphasising teamwork and fun, especially in KS1. At the same time, we wanted to broaden the range of sports that pupils could experience and be involved with. This fitted well with our school values, improving pupils' sense of value within their house teams, and instilling an expectation of effort – from peers as well as staff. We wanted pupils to feel personally motivated to achieve their personal bests, demonstrating the school's values through good sportsmanship and attitudes.



ACTIVITIES

The curriculum was re-designed to incorporate units of work in KS2 that would equip pupils for sports in which we could enter competitions. This included a 'Quad Kids' scheme of work, followed by entry into the inter school 'Quad Kids' virtual competition – all children in KS2 competed, with several qualifying for county and regional finals. Sports week was developed to incorporate inter-house 'Skills and Drills' competitions for all children, and a football tournament in KS1, as well as tag rugby, netball and football tournaments in KS2. We introduced an inter-house biathlon event, again, involving all children in KS2. We affiliated to Pentathlon GB for this to be used as an official qualifying event for county finals, and the school ended up having significant representation at national championships, with teams finishing second and third in Great Britain.

In KS1, we introduced swimming galas for Year 1 and Year 2, involving all children – this was all about water confidence, so there was no prerequisite for children to be able to swim. Parents were invited to watch, and this sparked some into starting swimming lessons with their children.

The PE co-ordinator now runs six additional inter-school competitions for local schools, in a range of different sports. To inspire more girls to play football, he also set up and runs two county-wide girls' football leagues, and the team has been given the same opportunities as the mixed team. The interest was sparked through a futsal pilot unit of work in summer, 2019, culminating in tournaments involving every child in Year 1, Year 3, Year 4 and Year 5. This will be rolled out across all year groups this year.

In addition to this, we introduced a broader range of extra-curricular sports, such as dodgeball, and will even be introducing a mountain biking club this year. Take-up of extra-curricular sport and physical activity is all tracked using 'Complete PE' software (promoted and endorsed by Youth Sport Trust), all funded by use of the sports premium. We have invited coaches to teach 'one off' units of work as CPD for teaching staff, who have then adapted and used the units for themselves this year.

The sports premium has allowed the sports co-ordinator the flexibility to be out of the classroom, running and organising all of these events, and allows other staff members to support it all when needed. We now have a team who have taken on responsibility for running different sporting events and teams throughout the year – all made possible by the government's funding.

Training for most events takes place within school grounds during lunchtimes and after school, with fixtures around local schools, county schools, and across the country when teams qualify at national level. The exception to this is swimming training for the biathlon team, when we take children out of school over lunchtimes to the local leisure centre to be coached by our own, qualified swimming instructors – something else facilitated by sports premium funding.



Even when we're losing, we always try our hardest, and when we win, we celebrate with respect."

Pupil

REACH

All 509 pupils in the school were involved in this project, from Foundation Stage to Year 6, including those with SEND, EAL, all ethnicities within school and all genders. The project was supported by a team of 48 school staff. Although this was a school-based project, two other local schools have adopted a similar physical activity tracking system, and pupils from other schools have been involved in the many inter-school competitions we have set up and run.



Everyone gets involved"

Pupil

BENEFITS

Pupils understand that sport is an enjoyable and healthy thing to be involved in. We have seen physical activity levels rise massively across the school, and every single child now has the opportunity to compete – something they are proud of and enjoy doing. There is greater integration of pupils and children have found sports that they really enjoy, thanks to the broader range of opportunities they have been offered. Behaviour and attitudes have also improved across the school this year. Teachers feel more confident that they are giving all children high-quality opportunities in PE and sport. The staff who have trained as swimming teachers in particular feel very proud of the impact they are having. Prospective parents looking around the school are always impressed with our sporting offer, which has an impact on our demand for places. Parents are also engaging more – an example of this is a child currently in Year 6, who has additional needs, discovered a love for swimming last year. His parents now take him regularly, and his physical activity levels have increased as a result.



When you make mistakes, you learn from them."

Pupil

SUSTAINABILITY

Many elements of this can continue long into the future, now that staff have been trained and the infrastructure for events has been put in place. However, it will rely on the goodwill of an already overstretched staff team if funding is withdrawn. We will have the skills, and everything in place, but without being able to release staff it will rely heavily on those willing to give up their own time.

TOP TIPS

The project has been a great success – Sports Week in particular, as all pupils in KS1 were able to compete in an inter-school tournament, which was one of the aims. The success of biathlon and football teams at a national level has also demonstrated tremendous success.

The hardest part continues to be getting staff on board, especially with extra-curricular activities. This is purely down to the pressures placed on primary school teachers to teach an out-of-touch and overcrowded national curriculum, which they are accountable for and judged on. Those who are willing see the benefits of sport, but for many, it is just another thing they feel guilty about. We remain indebted to all the staff who regularly go above and beyond to make this work.



The children love it!"

Teacher



Even when you're not the best player, you've still got every single team mate around you!"

Pupil



Get in touch for advice on how to maximise your investment of your Primary PE and Sport funding email emma.mackenzie-hogg@youthsporttrust.org or see our website for more details www.youthsporttrust.org/pe-sport-premium



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Membership spotlight

Lucie Fenton, YST Membership Marketing Officer, outlines some of the highlights of what's happening for membership this term.



BESPOKE SUPPORT PACKAGES

We know the needs of schools can be diverse, so this year's bespoke packages have allowed clusters of schools to pick and choose the programmes and services that will best support them in their key priorities. Our Cluster Coordinators, MAT national leads and regional development managers are able to align products and services that can have maximum impact. This may be in the form of a membership to include things such as the quality mark, communications package and personal development posters, but can extend more broadly to include programmes and related CPD such as My Personal Beat to develop life skills through PE, or consultancy support to work in partnership with schools to develop action plans.



A FOCUS ON MENTAL HEALTH

Burnley School Sport Partnership (SSP), who have been YST Members for nearly six years, they appreciate all partners who can add value to their network of schools. One of the biggest issues facing schools in Burnley is poor mental health. In 2019, the SSP audited all of their partners and asked 'what next?'

This year a new and bespoke delivery model was created, the Young Mental Health Champions Seminars. These full day sessions are led by YST Athlete Mentors, delivered to up to 25 students and 10 teachers per day with accompanying resources for the students to use back in school. The day is built on the principles of good mental health and looks at the body, environment and mind. The 'Power of Stories' is used to bring the resources to life, with the science to back it up, and by the end of the day the students have planned a series of interventions that they will implement back in their school.

Our 1 Hour Workshops, with flexibility to embed key content from the mental health champion seminars, are used to bring the project to life to wider audiences, such as headteachers, governors and wider stakeholders to make sure it's not a standalone piece. When people can see it and feel it, it adds more weight to the outcomes.

DEVELOPMENT MANAGER (DM) CONSULTANCY OPPORTUNITIES FOR PREMIUM MEMBER SCHOOLS

If you are a YST Premium member you are entitled to arrange a consultancy visit with your regional YST Development Manager. Each visit lasts between two and three hours. The DM will arrange the time and date with you and ask, before each visit, if there is anything specific that the school would like to focus on eg, PE deep dive, YST Quality Mark (self-review tool), sharing of curriculum mapping good practice, assessment or any new initiatives.

The focus of the visit with each school can be varied and depends on the development needs of that particular school, for example, it may be led by outcomes from the YST Quality Mark. The visit allows the DM to gain an understanding of the school and how YST membership, solutions and resources can be positioned to help drive, develop and profile PE, sport and physical activity. We can identify areas of effective practice, impact and innovative ideas for YST to support development, create and share useful case studies.

Membership 2020/21 – have your say

We are currently consulting on our membership support for next academic year. We would be grateful if you could provide any insight on what benefits would be appropriate for your school/clusters needs. We would welcome your thoughts on the current benefits as well as any additions you would like to see. Please feedback to membership@youthsporttrust.org by 29 February 2020.

For more information email membership@youthsporttrust.org or visit www.youthsporttrust.org/membership

Removing barriers and unlocking potential – the experience of a special school

Ann Brown is now a Lead Headteacher Ambassador (HTA) with a focus on special educational needs (SEND), having been a HTA at YST for six years. She worked for 15 years as Headteacher and Executive Headteacher of Westcroft School and Wolverhampton Vocational Training Centre (WVTC), which are special schools for young people with complex learning needs. Here she talks about her work with these schools.



When I arrived in January 2005, Westcroft was a Sports College, the first special school to be one in its own right. I will admit that my knowledge of what that meant was minimal and I started on a steep learning curve and very quickly came to realise the impact it was having and would have on young people with SEND.

Working with young people with SEND is the most rewarding job in the world. They have the right to the same first-class education and opportunities that all young people should have. Through PE and sport, the young people at Westcroft and WVTC are able to grow and develop a range of valuable skills. They build on their social skills, leadership, resilience, team working and communication, alongside their physical health and mental wellbeing, through the curriculum and extra-curricular opportunities.

Young people have access to a range of after school provision – judo, table tennis, cricket, golf, dance, sailing, badminton, trampolining, free running and mountain biking, to name but a few. The activities are delivered by school staff (who often have hidden talents), or by working with local clubs. The school has strong links with Special Olympics and pupils and ex-pupils have gone on to represent their country and become medal winners.

The young people experience a wide range of intra-school competition through the house system, inter-school competition through the West Midlands

Special Schools Sporting Association, and Black Country Competition through SMILE and the Black Country School Games. These events give opportunities for officiating and organising as well as playing. The range of activities and competitions and passion of school staff ensure that every young person represents the school at some stage during the academic year.

Activity levels of the young people are challenged everyday though active learning throughout the curriculum alongside dedicated PE lessons. The Sports Leaders and YST Young Ambassadors programmes give KS4 and KS5 the skills they need for employment. These young people run playground activities in local primary schools, put together and run physical activity programmes for adults with SEND, run after school clubs and present at workshops and conferences. In the last couple of years we were proud that some of our young people were taken on by local sports organisations as apprentices. This is all because they have been given opportunities to practise their skills and grow in confidence.

When we still received specialist school funding, undertaking this wide range of activity was a breeze. With the funding removed and the dissolving of the School Sports Partnerships, things started to look a bit bleak. Working in partnership with YST and organisations across the city enabled us to look for additional funding streams.

Changing the timings of the school day, looking at staff hours and using existing staff expertise or giving additional training has enabled the programmes to continue and ensured access for all young people.

Barriers are broken down by getting young people out there, showcasing their talents and encouraging local clubs to come into school to work with the young people and our staff. Adapting and having a can-do attitude is the backbone of Special Education. Nothing ever happens without hard work and I was proud to work with extremely creative and dedicated staff who truly believed that PE and sport could make a difference to the lives of young people with SEND. And it did! As well as healthier, happier young people it has given some the opportunity of a career.

I became a HTA to ensure that I kept up to date with the latest developments and opportunities for my schools. I was able to support them and others in the city, especially around the YST work on inclusion. On retiring, I am excited to still be able to play a part through the Lead HTAs.



If you are interested in becoming a YST HTA please contact headteacherambassadors@youthsporttrust.org or visit our website www.youthsporttrust.org/headteacher-ambassadors



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Angela Miles - Sport Pembrokeshire (for seven school sites)



VISIT

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