



Platinum Case Study Form



Thank you for downloading the case study form for the School Games Mark!

All you need to do is fill out the form below and upload it to your School Games Mark application on the website, within the application window.

Please fill out this form in response to the prompt sections.

Feel free to attach any relevant photos or videos with your submission. However, if these images contain recognisable individuals, please ensure that you are lawfully able to share those images with YST in compliance with UK Data Protection Legislation and that you have obtained appropriate parental permission, where appropriate.

Above all else, the important thing to show in your entry is the **IMPACT** your work had on young people.

We can't wait to see your entry!

General Information

Name	Stephen O'Hara
Title of submission	
Term in which your impact took place	All Year
Area	Southridge first school, Whitley Bay, affluent area
Please indicate whether you are an SGO, or submitting as an Active Partnership, NGB or a school	School
Which platinum statement does your case study relate to? (See p.19 here for the list of statements)	Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake

Context, Intent and Target Group

Provide context about your area and what motivated this work, including the data / insight that led you to it and how you identified the target group(s) most in need.	This work was driven by the need to ensure fair and inclusive access to physical activity opportunities for all pupils in our school community. Our area has a diverse school population with varying levels of participation in sport and physical activity, both inside and outside of school. Recognising the importance of engaging all children, particularly those who are less active or underrepresented in school sport, I set up a tracking system to identify any gaps in participation. Once I had collected and analysed this data, it became clear that competition opportunities were not being targeted effectively by staff. Participation was often based on convenience or familiarity with certain pupils, rather than on clear objectives such as inclusivity, skill development, or pupil interest. In response, I arranged a meeting with staff to discuss which competitions should focus on targeting specific groups of children—such as those less active or less confident in PE—and which required more skilled or experienced pupils for competing. To support this, I also gathered pupil voice feedback to better understand what activities children took part in outside of school. This helped identify those who may benefit from increased opportunities in school sport. In addition, I consulted with staff to pinpoint children who were less engaged during PE lessons, as they were likely to benefit from targeted encouragement and appropriate competition formats. Together, this data-driven approach enabled us to be more intentional with our planning, ensuring a more inclusive and purposeful use of competitions across the school year.
Please outline the intent of the work – what was your purpose, which outcome(s) it focuses on and who the target group were.	Intent of the Work The purpose of this work was to ensure that all pupils—particularly those who are less active or less engaged in PE—have equal and appropriate access to competitive opportunities. The aim was to make school sport more inclusive, meaningful, and aligned with pupils' needs and interests. This work focused on the following key outcomes: • Increasing participation in school sport for less active pupils • Ensuring a more strategic and inclusive approach to competition selection • Improving engagement and confidence in physical activity for target groups The target group included children who were identified as less engaged during PE lessons, those who expressed limited involvement in sport or activity outside of school, and those who had not previously represented the school in competitions. These pupils were identified through a combination of pupil feedback, teacher observations, and data gathered through the tracking system I set up. By focusing on these outcomes, the work aimed to promote equity in school sport and ensure all children had the opportunity to experience the benefits of physical activity and competition.

Implementation

Tell us what happened in the event / intervention / project you delivered.

Consider what you did, when and where you did it and how the target group were engaged. Did it reach any other students not in the target group?

This needs to be written so that others can easily replicate what you did and how you did it.

Implementation: What Was Done, When and Where, and How Target Pupils Were Engaged

Over the course of the academic year, I implemented a range of targeted competitions and inclusive sporting opportunities both during curriculum PE and in extra-curricular time. These took place on the school site (indoors and outdoors) as well as at local inter-school events, depending on the nature of the competition.

What I Did:

- I began by analysing participation data using a tracking system I set up to identify gaps in representation and engagement.
- I consulted with staff to gather insights on which pupils were less engaged in PE and who had not previously taken part in school sport.
- I also gathered pupil voice through informal feedback and short surveys to find out what sports or activities children were interested in outside of school.
- Using this information, I created a calendar of opportunities that included:
 - *Group-based competitions* (e.g. intra-school team challenges, non-traditional sports festivals)
 - *Individual challenges* (e.g. personal best events, activity stations)
 - *Embedded competition in PE* (e.g. small-sided games, personal target setting, and score tracking)

When and Where:

- Activities took place weekly during PE lessons, lunchtime clubs, and at planned inter-school events throughout the term.
- Many competitions were part of the *North Tyneside School Sport Partnership festivals*, which provided inclusive formats and wider access.
- In addition, we worked with *external providers* who ran on-site competitions and organised local events—further expanding the variety and accessibility of opportunities.
- Most targeted competitions were held on-site to remove travel barriers and increase accessibility for less confident pupils.

How Target Pupils Were Engaged:

- We identified children to take part, making it clear that the focus was on having a go and building confidence, not just on performance.
- We made use of smaller groups, paired tasks, and familiar staff members to help reduce anxiety and increase enjoyment.
- For those hesitant to join team-based events, I offered individual skill-based challenges and self-competition formats to ease them into participation.

Wider Reach:

While the focus was on engaging the target group—pupils who were less active, less confident, or had low representation in school sport—the approach also positively impacted other children. Some events were opened to all, and many children who were not initially targeted became more engaged after seeing their peers take part. The inclusive and varied nature of the competitions meant that a broader range of students were motivated to join in, helping foster a whole-school culture of participation and enjoyment in sport.

Impact

What was the impact on the target group?

Present your evidence of impact with data and by telling the story of the change created.

Consider the impact on the whole school (behaviour, attainment etc.) and any long-term impact of your intervention/event/project. Include any unintended impacts you have seen.

Share quotes, video's, photo's etc. to bring to life the benefits of your work and the difference made.

Impact on the Target Group and Whole School

The intervention had a significant and positive impact on the target group, as well as wider benefits across the whole school. Pupils who were previously less engaged in physical activity showed clear progress in confidence, enjoyment, and participation.

Evidence of Impact – Target Group:

- **Increased enjoyment in sport:** Pupil voice feedback indicated that many children felt more positive about PE and school sport. Several said they enjoyed having "a chance to join in without pressure" and appreciated the opportunity to be involved in a variety of roles and formats.
- **Greater confidence in PE lessons:** Staff observed that children previously reluctant to take part were now more active and involved, willingly contributing to group tasks and taking greater pride in their performance.
- **More active at breaktimes:** Lunchtime staff noted an increase in active play from target pupils, with more joining in structured and informal games, including football, skipping, and running-based challenges.
- **More children volunteering for events:** Significantly, children who had once avoided competition due to anxiety or low confidence were now putting themselves forward for opportunities and encouraging their peers to do the same.

Barriers such as anxiety were reduced through improved communication with pupils beforehand and greater awareness of the structure of events. Sharing clear expectations, roles, and routines ahead of festivals or competitions gave children the confidence to take part.

Data also showed that **all children** had at least one opportunity to represent the school in a sporting event—something that had not been the case in previous years. (In KS2).

Challenges

Discuss the challenges you experienced and how you overcame these.

Consider what these challenges allowed you to learn, and what you subsequently have achieved from these learnings.

Would you do anything differently if you were to do this work again in the future?

Challenges, Learnings and Reflections

One of the main challenges I faced was ensuring that competitions were genuinely inclusive—especially for pupils who experienced anxiety around participating. While opportunities existed, the structure and delivery of competitions had previously favoured more confident or physically able pupils.

To overcome this, I developed a **tracking system** to identify gaps in participation and ensure all pupils—particularly those less active or anxious—were offered appropriate opportunities. This helped highlight children who had not yet represented the school and informed future planning. A key barrier for some children was **anxiety caused by the unknown**—not understanding how events would run or what would be expected of them. To help reduce this, I made changes to how events were introduced. In PE lessons, we **delivered and practised key skills and competition rules** in advance, so that anxious pupils could build confidence in a familiar environment. This approach helped them feel prepared, capable, and more willing to take part when the actual event arrived.

Another challenge was **staff understanding of event purpose and selection**. Some competitions needed specific children with strong skills, while others were designed to be more inclusive and build confidence. After analysing data, I held a staff meeting to clarify the purpose of each type of event. This helped teachers become more deliberate in selecting participants and gave a better balance between developing talent and supporting engagement.

From these challenges, I learned the value of **clear planning, communication, and early preparation**. I also saw how effective it is to embed competition preparation within the PE curriculum—especially for pupils who need reassurance and routine.

What I have achieved from this learning:

- Broadened participation so that all pupils—including the most anxious—had at least one chance to represent the school.
- Helped pupils feel more confident in competitive situations through **practised routines and skill rehearsal in PE**.
- Built stronger collaboration and awareness among staff about the need for targeted and inclusive competition.

If I were to do this again:

- I would start tracking and pupil voice collection **at the beginning of the academic year** to allow more time for planning and intervention.
- I would offer **more frequent low-pressure in-school competitions**, especially early in the year, to help ease pupils into the idea of competition.
- I would involve **parents more actively**, especially for children with anxiety, to help reinforce a positive message at home.
- I would introduce a **pupil-led sports council** to support event planning and ensure pupil voice continues to shape opportunities.

Sustainability

What measures have you put in place to ensure this work is sustainable? Include details around the funding and support required.

Consider how the young people you have worked with can continue to experience the impact, and whether the project can be utilised for future cohorts of young people.

Sustainability of the Work

To ensure this work is sustainable and continues to have an impact beyond a single academic year, I have embedded several key measures into school systems and planning.

Firstly, I have introduced **tracking systems** that are now used termly to monitor who is taking part in competition and physical activity opportunities. This allows us to identify and support target pupils early, and to plan events accordingly. This system can be used year-on-year and passed on to other staff involved in PE delivery or school sport coordination.

To support longer-term change, I've worked closely with staff to improve understanding of **targeted versus performance-based competition**. Through shared planning and regular meetings, all staff are now more confident in selecting children for appropriate events and encouraging broader participation. This has built a more consistent and inclusive school-wide approach.

An important development has been the **introduction of skill-based competition in KS1**, helping younger children become familiar with the idea of competition in a supportive and positive way. These activities are team- or challenge-focused rather than performance-driven and aim to build confidence, cooperation and resilience. By starting this early, we are building a foundation where pupils are comfortable with competition and feel included from the beginning of their school journey.

Funding and Support:

- This work has been supported by the **PE and Sport Premium**, which has helped cover the cost for event organisation and CPD, transport to competitions, and the use of external providers to provide teaching staff with CPD and extra festivals within the cluster area.
- Continued support from **external partners and providers** has also been crucial, offering tailored events and competitions beyond our local cluster—broadening the scope and variety of experiences available to pupils.

Future Impact:

- The systems and staff confidence now in place mean this approach can be applied consistently with future cohorts.
- Pupils who have taken part have developed more positive attitudes towards PE and sport, and they are now role models for younger children, helping to sustain a positive culture around participation.
- The ongoing use of pupil voice and engagement in event planning will help ensure that future opportunities remain relevant, inclusive, and exciting.

Top Tips

Outline the top tips you have for the network.

Consider how replicable this study is, so that any guidance can be used by others.