



# Hollymount School

## INSPIRING SUCCESS

“I want every child to be able to aim for the stars, and to be supported in reaching them.” (David Laws, Education Minister, 2012). Since September 2013 each school has received funding called Sports Premium. The funding is to make ‘additional and sustainable improvements to the provision of PE and sport for the benefits of all pupils to encourage the development of healthy, active lifestyles.’ (Gov) This means that we can use the premium to:

- Develop or add to the PE and sport activities that our school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future year.

This funding is jointly provided by the Departments for Education, Health and Culture, Media and Sport, with money going directly to primary school Head Teachers to spend on improving the quality of sport and PE for all their children. Sport funding can only be spent on sport and PE provision in schools.

Due the Coronavirus pandemic in academic year 2019-20, funding not spent can be carried over to the 2020-21 academic year.

## **2020/2021 Sports Premium Strategic Plan**

<b>Number of children</b>		
<b>Allocation for September 2020 - July 2021</b>	<b>£18,535 + Carry forward of £11,361.43 = 29,896.43</b>	
<b>Carry forward from 2019 - 2020</b>	<b>£11,361.43 – Due to many activities planned for the Spring 2 and Summer term and school went in to Lockdown due to COVID-19.</b>	
<b>Total allocation</b>	<b>£29,896.43</b>	
<b>Current Attainment</b>	<b>% expected and above target</b>	<b>% exceeding target</b>
<b>End of KS1</b>	<b>82%</b>	<b>5%</b>
<b>Current Attainment</b>	<b>% expected and above target</b>	<b>% exceeding target</b>
<b>End of KS2</b>	<b>90%</b>	<b>2%</b>

#### **Pupil Voice**

**C year 5** – I like sport as it helps keep me fit.

**T year 6**– I enjoy PE, especially tennis as I don't get the chance to play it at home.

**C year 2** – I enjoy taking part in the daily mile because I like doing exercise.

**R year 2** – I like swimming so I can go underwater and swim on my own.

**D year 5** – I enjoyed learning how to play netball as it helps me work in a team.

At Hollymount School we are fully aware of the importance of Sport and PE. We are committed to providing our children with the opportunities to get to participate in a variety of different sports and games in a competitive environment; to foster a love of sport that remains with them for life and opens up opportunities beyond what we offer at school. We provide opportunities to develop healthy, active lifestyles through:

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

The DfE vision is that, “all pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.”

The Primary School Physical Literacy Framework, developed by Youth Sports Trust, Sport England, County Sport Partnership Network, Association of Physical Education and Sports Coach UK describe Physical Literacy as, “the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers.”

**The improvements in school will provide additional, sustainable improvements to the provision of PE and sport for all pupils and to encourage healthy, active lifestyles as:**

- Staff members will have increased their knowledge, skills and confidence teaching Physical Education
- Pupils will be educated about the positives of a healthy active lifestyle
- Pupil will be provided with a broader experience of sports

## 1. The engagement of all pupils in regular physical activity – kick-starting healthy, active lifestyles

### **Intent**

At Hollymount School we feel having a healthy active lifestyle is key to having positive mental health and, as a result, encouraging children to take up daily exercise and healthy eating is paramount. This viewpoint is supported by the Mental Health organisation who have produced a report that supports this. They believe that:

“Physical activity has a huge potential to enhance our wellbeing. Even a short burst of 10 minutes’ brisk walking increases our mental alertness, energy and positive mood.”

Participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety.

### **Impact on our mood**

Physical activity has been shown to have a positive impact on our mood. A study that asked people to rate their mood immediately after periods of physical activity (e.g. going for a walk or doing housework), and periods of inactivity (e.g. reading a book or watching television) found that the participants felt more content, more awake and calmer after being physically active compared to after periods of inactivity. They also found that the effect of physical activity on mood was greatest when mood was initially low. There are many studies looking at physical activity at different levels of intensity and its impact on people’s mood. Overall, research has found that low-intensity aerobic exercise – for 30–35 minutes, 3–5 days a week, for 10–12 weeks – was best at increasing positive moods (e.g. enthusiasm, alertness).

### Impact on stress response

When events occur that make us feel threatened or that upset our balance in some way, our body's defences cut in and create a stress response, which may make us feel a variety of uncomfortable physical symptoms and make us behave differently, and we may also experience emotions more intensely. The most common physical signs of stress include sleeping problems, sweating, and loss of appetite. Symptoms like these are triggered by a rush of stress hormones in our body – otherwise known as the 'fight or flight' response. It is these hormones, adrenaline and noradrenaline, which raise our blood pressure, increase our heart rate and increase the rate at which we perspire, preparing our body for an emergency response. They can also reduce blood flow to our skin and can reduce our stomach activity, while cortisol, another stress hormone, releases fat and sugar into the system to boost our energy. Physical exercise can be very effective in relieving stress. Research has found that highly active individuals tend to have lower stress rates compared to individuals who are less active.

### Impact on our self-esteem

Exercise not only has a positive impact on our physical health, but it can also increase our self-esteem. Self-esteem is how we feel about ourselves and how we perceive our self-worth. It is a key indicator of our mental wellbeing and our ability to cope with life stressors. Physical activity has been shown to have a positive influence on our self-esteem and self-worth. This relationship has been found in children, adolescents, young adults, adults and older people, and across both males and females.

### Impact on mental wellbeing

Physical activity can have a positive impact on mental wellbeing. For more details about how physical activity can help increase wellbeing and prevent or manage mental health problems, read the [full report](#), or get more information about how exercise can improve your mental health on the website: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk).

For these reasons, pupils at Hollymount School deserve high quality physical education experiences. After a period of national lockdown, and the continuing stress of a pandemic, the need for physical and mental wellbeing is more important for our pupils than ever. We therefore propose to spend the 2020-21 allocation of funding in the following ways:

Sport	Year Group	Objective	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact
The Daily Mile	Years 1-6	To ensure that all pupils participate in daily sporting activity  To increase fitness levels by	To complete and record the daily mile All pupils to take part in daily exercise	£0	Class teachers and PE Lead	Record sheet	Data analysis Pupil Voice Parent voice Staff voice	<b>Autumn</b> Daily exercise introduced Initial incentive	

		enabling all children to take part in a daily sporting activity.	A series of exercise opportunities to be developed at an age appropriate level. An incentive programme to be developed to encourage all children to take part in daily exercise.					programme introduced Baseline records introduced Newsletter-monthly success and engagement of parents  <b>Spring</b> Records analysed – has fitness/resilience increased Difference in questionnaire responses Celebration of success <b>Summer</b> Sporting celebration of personal success	
<b>Outdoor gym equipment</b>	Years 1-6	To ensure that all pupils participate in daily sporting activity	To gain quotes for outdoor gym equipment.	£19,986.43	EP MH WT	Outdoor gym Installation	Pupil voice  Observations	<b>Autumn</b> Gain quotes Initial design – pupil voice	

		<p>To increase core fitness of children To provide pupils with a variety of exercise opportunities</p>	<p>To gain pupils opinion on apparatus. To get an outdoor gym installed.</p> <p>Provide opportunities for children to use equipment within lessons and break/lunch.</p> <p>Pupil feedback about apparatus.</p>					<p><b>Spring</b> Installation apparatus CPD for staff Initial training sessions in correct use for children Publication in local press</p> <p><b>Summer</b> Monitor impact on individual pupils attitudes towards fitness</p>	
<b>Playground markings</b>	All years	<p>To ensure that all pupils participate in daily sporting activity</p> <p>To increase core fitness of children To provide pupils with a variety of</p>	<p>Ask pupils what type of playground markings they would like</p> <p>Gain quotes for playground markings</p>	£2330	MH WT		<p>Pupil voice</p> <p>Pupil questionnaires</p>	<p><b>Autumn</b> Receive quotes</p> <p><b>Spring/Summer</b> Playground to get painted (wait until</p>	

		exercise opportunities	<p>To get playground painted.</p> <p>Provide opportunities for children to use playground marking areas break/lunch.</p> <p>Pupil feedback about markings.</p>					<p>building work is finished so designs don't get ruined)</p> <p>CPD for lunchtime staff- creative use of markings</p> <p>Monitor impact on individual pupils attitudes towards playing/coc omplete activities at break/lunch</p>	
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**2. Raise the profile of PE and sport across the school as a tool for whole school improvement**

**3. Increased confidence, knowledge and skills of all staff in teaching PE and sport**

At Hollymount School all pupils have the opportunity to participate in dance and gymnastic sessions led by their class teacher. Many of our teaching staff have had the opportunity to work alongside coaches in the past to help with their teaching of dance and gym. The teacher is able to develop their own skills as well as their confidence and competence within a particular area. The benefits can also be reciprocal as the coach is able to learn

skills from the class teacher such as promoting positive behaviours, large group organisation and ensuring a safe environment. At Hollymount School, the children enjoy having a range of coaches in school. Teachers always work alongside coaches. Studies have shown that sports coaches can be very beneficial as role models and can bring many benefits to schools.

According to Wesport, the benefits of using coaches in schools are that they:

- Provide additional capacity to help schools deliver a greater range of sports opportunities for children.
- Work alongside teachers to improve their knowledge around the development of core skills in young people such as locomotion, object control, stability, balance and co-ordination.
- Support teachers to develop FUNdamental movement skills in young people to help them to be more confident to participate in sport and physical activity as part of a healthy and active lifestyle.
- Promote lifelong participation in sport and physical activity to young people.
- Be role models and play a pivotal role in the mentoring and development of young leaders as coaches
- Contribute to the raising achievement agenda in schools through developing confidence and self-esteem in young people through sport and through educating young people on the importance and value of sport.
- Support the transition between school and community sport through helping to create and develop links with local community sports clubs.

We propose to spend the following grant in developing sporting opportunity and staff subject knowledge:

Sport	Year Group	Objective	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact
Swimming	Years 3-6 <i>Years 3- 6 have been identified as most likely to benefit from swimming this year.</i>	To increase the number of children achieving the 3 national curriculum requirements for water	To provide additional top-up swimming lessons to meet the 3 national curriculum requirements.	£2320	MH	Pool hire Travel	Data analysis	<b>Autumn</b> Swimming lessons will not take place.  Swimming coach to produce handbook for	

	<p>Progress towards this target will depend on the practicality of use of the swimming pool if the pandemic continues.</p>	<p>safety at the end of KS2</p>						<p>teachers (20 hours)</p> <p>Possible CPD session for teachers</p> <p><b>Spring</b> Earliest start date for swimming. Years 5 – 6 will take priority if swimming is limited.</p> <p>Baseline assessment of pupils ability and next steps produced to increase % reaching expectation</p> <p>Teachers to apply advice given from handbook produced</p>	
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								during Autumn Term.	
								<b>Summer</b> Years 3 and 4 to swim, if possible	
<b>Gymnastics</b>	All pupils to benefit from resources and staff CPD	<p>To ensure all pupils have access to high quality resources during their gymnastics lessons</p> <p>Provide children with high quality gymnastics education</p> <p>To broaden the sporting opportunity available to pupils</p>	<p>MH to audit equipment available in school.</p> <p>MH to order new equipment for gymnastics lessons.</p> <p>Staff questionnaires to be completed to say what equipment each year group would like for gymnastics.</p> <p>Equipment to be ordered.</p> <p>Children and staff questionnaires to be completed before and after unit of work to monitor confidence and skills.</p>	£900	MH	Gymnastics equipment	<p>PE Lead to complete lesson observations of gymnastics lessons</p> <p>Pupil interviews and questionnaires</p> <p>Assessment analysis for each class</p>	<p><b>Autumn</b></p> <p>Audit of equipment</p> <p>Order equipment</p> <p><b>Spring</b></p> <p>Lessons to be taught</p> <p>Questionnaires analysed and changes in confidence and skills monitored</p> <p><b>Summer</b></p>	

Staff CPD	All pupils to benefit from increased staff subject knowledge, however KS1 focus for monitoring	To increase the subject knowledge and skills of teachers in KS1 gymnastics.	<p>KS1 classes to watch a coach teach a gymnastics lesson.</p> <p>KS1 staff to watch a gymnastics lesson(s) taught by a coach to help develop teaching strategies for gymnastics.</p> <p>Opportunities for staff to converse with coaches and ask questions for a unit of work.</p>	£1000	MH		Staff questionnaire	<p><b>Autumn</b></p> <p>Receive quotes from coaches</p> <p><b>Spring</b></p> <p>Coach to teach gymnastics and staff to observe lesson</p> <p>CPD session delivered for staff</p> <p>Feedback from staff given to MH</p>	

4. Broader experience of a range of sports and activities offered to all pupils

5. Increase participation in competitive sports

At Hollymount School we endeavour to enhance our pupils experience of sport by offering a range of opportunities to participate in both adventure and sporting activities not only because we feel it is key to our pupils' academic achievement and wellbeing, but that so that pupils can develop healthy lifestyles which they can develop throughout their lives. Our school sits in a locality with poor public health and life chances, the more opportunities our pupils can have to take part in a diverse range of sporting opportunities, the more likely they are to continue these when they are older.

According to Sport England, physical activity can reduce stress and anxiety, with the mastering of new skills often increasing confidence and self-esteem. There is much evidence that physical activity contributes to enjoyment and happiness, and more broadly to life satisfaction, with the element of social interaction often cited as central to this. Taking part in sport is also associated with having a sense of purpose and pride. That self-esteem and confidence are known to increase through short or long term participation because of the opportunity to develop new skills and relationships.

We therefore propose to spend the following proportion of the grant in widening sporting opportunities.

Sport	Year Group	Outcome	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact
Bell Boating and Regatta	Year 6	To develop team work skills	Year 6 to have 2 full days on the river with qualified helm	£360	MH	Use of bell boating equipment	Pupil interviews and questionnaires	<b>Spring term</b>	
		Children understand the dangers associated with water and how to stay safe.	Class teachers to work alongside coaches to develop their own practice						
		To broaden the sporting opportunity available to pupils	Pupil questionnaire to be given out before and after attending sessions – focus on confidence and resilience.		Qualified helms	Instructor		<b>Summer Term</b>	
			PE Lead available to discuss outcomes and progress with class teachers			Regatta		Interview pupils about their experience	

		To experience competition against other schools	End of unit a review is completed  Progress of children against set learning outcomes					Monitor impact of team work from children who attend Bell Boating	
<b>Resources for updated PE curriculum</b>	All pupils	To ensure all pupils have access to high quality resources during their PE lessons  Provide children with high quality education  To broaden the sporting opportunity	MH to audit equipment and place an order to ensure enough equipment is available for PE lessons.  Staff questionnaires to be completed about equipment – and what equipment would be needed for the following year.  MH to audit results and follow up equipment ready for the following year.	£1500	MH		Audits  Staff questionnaire	<b>Autumn</b>  Audit equipment in line with updated PE curriculum  Order equipment  <b>Spring</b>  CPD – ensure staff know how to use resources safely and appropriately to develop	

		available to pupils						children's skills <b>Summer</b> Questionnaire to be completed	
<b>Netball instructor</b>	Year 5/6	To develop team work skills To broaden the sporting opportunity available to pupils To increase engagement in a wider range of sports	MH to enquire about different netball coaches available To have a netball coach come into school and teach children netball An opportunity for children to broaden their sporting opportunities at Hollymount School Matches to be organised for those who attend netball club	£500	MH	Netballs Netball hoops	Pupil questionnaires	<b>Spring</b> Enquire about a netball coach for an afterschool club <b>Summer</b> Coach to lead an afterschool netball club MH to ask pupils who attend what they enjoy	

								and how skills have developed	
								MH to observe to ensure club engages and challenges all pupils	
<b>OAA Equipment</b>	KS2	To ensure all pupils have access to high quality resources for their OAA lessons  To broaden the sporting opportunity available to pupils	MH to audit equipment and place an order to ensure enough equipment is available for PE lessons.  Staff questionnaires to be completed about equipment – and what equipment would be needed for the following year.  MH to audit results and follow up equipment ready for the following year.	£1000	MH		Audits  Staff questionnaires	<b>Autumn</b>  Audit equipment  Order equipment  <b>Summer</b>  Questionnaire to be completed	

## Outcome from Academic Year 2019-20

**Swimming data:** At Hollymount, the children from Years 3-6 go swimming once every year and this is paid for from the curriculum budget and contributions from parents. For many of our children it is the only time they go swimming and we know that it is an essential life skill. The National Curriculum descriptors are that children should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Number of children on roll in Year 6 2019-20	51	
Current attainment	% expected	% exceeding
<b>Swim competently, confidently and proficiently over a distance of at least 25m</b>	82%	8%
Current attainment	% expected	% exceeding
<b>Use a range of strokes effectively</b>	86%	8%
Current attainment	% expected	% exceeding
<b>Perform safe self-rescue in different water based situations</b>	82%	8%