



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.

2021/2022 Sports Premium Strategic Plan

Number of children		
Allocation for September 2021 - July 2022	£18,500 (plus £8000 carried forward from 2020-21)	
Current Attainment	% expected and above target	% exceeding target
End of KS1	82%	5%
Current Attainment	% expected and above target	% exceeding target
End of KS2	90%	2%

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.

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 milestones (RAG RATE TERMLY – For further detail see end of document)
Daily Exercise	Years 1-6	<p>To ensure that all pupils participate in daily sporting activity</p> <p>To increase fitness levels by enabling all children to take part in a daily sporting activity.</p>	<p>To complete and record daily exercise, tracking individual or group progress.</p> <p>A series of exercise opportunities to be developed at an age appropriate level.</p> <p>An incentive programme to be developed to encourage all children to take part in daily exercise.</p>	£500	Class teachers and PE Lead	Record sheet	<p>Data analysis</p> <p>Pupil Voice</p> <p>Parent voice</p> <p>Staff voice</p>	<p>Autumn Daily exercise re-established</p> <p>Initial incentive programme introduced</p> <p>Questionnaire to gather child and adult voice</p> <p>Baseline records introduced</p> <p>Newsletter-monthly success and engagement</p> <p>Spring Records analysed – has fitness/ resilience increased Difference in questionnaire responses</p>	<p>Every class is completing at least daily exercise</p> <p>The vast majority of pupils view exercise positively</p> <p>The majority of parents are supportive of daily exercise opportunities.</p> <p>Staff are aware of benefits of exercise and can see a positive impact on children</p>

								Celebration of success Summer Sporting celebration of personal/ group success	
Lunchtime opportunities	YR to Year 6	To give children opportunity to take part in fun, organised exercise opportunities. To target key children who would benefit from extra physical opportunities either physically or emotionally.	Employ extra lunchtime supervisor to enable lead supervisor to lead and monitor exercise opportunities.	£2,500	PE Lead Deputy Head Lead Lunchtime supervisor	None extra	Observations of children Child/ adult voice Records of achievement	Autumn Term Employ extra supervisor Train lead worker Set up system Encourage participation Monitor views Spring Term Analyse achievements/participation Target individuals Monitor views of children/ adults Summer Term Analyse achievements/participation	Lunchtime supervisor is confident to run exercise opportunities A system is set up to encourage children to take part. Targeted children show increased engagement in physical activity and improve their fitness levels. Children enjoy lunchtime opportunities Records of participation and achievement show improvements Observations show children are increasingly active during lunchtime

								Target individuals	
								Monitor views of children/ adults	

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 R – Y6	To increase the number of children achieving the 3 national curriculum requirements for water safety at the end of KS2	To provide additional top-up swimming lessons to meet the 3 national curriculum requirements.	£1500	MH	Pool hire Travel	Data analysis	<p>Autumn Year 6 and 2 swim CPD staff – swimming handbook and record keeping Records kept of children's progress</p> <p>Spring Years 5 and 4 swim Records kept of children's progress PE lead to monitor 1 x swimming session</p> <p>Summer Years 3, 1 and R swim Records kept of children's progress PE lead to monitor 1 x swimming session</p>	<p>Teachers to apply advice given from swimming handbook</p> <p>Teachers' confidence in swimming pedagogy is increased</p> <p>Quality of teaching is good</p> <p>Most children meet their age appropriate milestones for swimming.</p>
Dance	YR – Y6	To ensure all children from Reception – Year 6 benefit from professional dance coaching To provide staff with a terms	Agreement to be set up with Dance-exchange for 1 years coaching Timetable of support to be agreed Autumn - Rec, Year 1, Year 6 Spring – Year 5, Year 4 (and after school provision)	£7000	Dance exchange – Sarah Rabone PE Lead (Emma McKechnie)	Large Hall	All staff to keep log of each lesson observed. Evidence to be gathered and	<p>Autumn Lessons – Year 6, Year 1 and Reception</p> <p>Spring Lessons – Year 5 and 4</p> <p>Summer</p>	<p>Audit of staff confidence and knowledge shows improvement</p> <p>Child voice shows children</p>

		CPD for the teaching of dance To improve children's attainment and progress in dance.	Summer -Year 2, Year 3 (and after school provision)				added to supportive resources on PE curriculum Pupil and staff voice	Years 2 and 3	have valued opportunity and believe their skills have improved. After school club is increasingly well attended.
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.	KS1 classes to watch a coach teach a gymnastics lesson. KS1 staff to watch a gymnastics lesson(s) taught by a coach to help develop teaching strategies for gymnastics. Opportunities for staff to converse with coaches and ask questions for a unit of work.	£2480	MH External provider/ SLE		Staff questionn aire	Autumn Meet with PE lead from trust Spring Coach to teach gymnastics and staff to observe lesson CPD session delivered for staff Feedback from staff given to MH	CPD was delivered in the Spring and summer term but not regarding the planned gymnastics due to the late arrival of apparatus. Focus was instead placed on fitness, lesson structure and use of consistent subject specific vocabulary

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	<p>To develop team work skills</p> <p>Children understand the dangers associated with water and how to stay safe.</p> <p>To broaden the sporting opportunity available to pupils</p> <p>To experience competition</p>	<p>Year 6 to have 2 full days on the river with qualified helm</p> <p>Class teachers to work alongside coaches to develop their own practice</p> <p>Pupil questionnaire to be given out before and after attending sessions – focus on confidence and resilience.</p> <p>PE Lead available to discuss outcomes and progress with class teachers</p> <p>End of unit a review is completed</p> <p>Progress of children against set learning outcomes</p>	£500	<p>MH</p> <p>Class Teacher</p> <p>Qualified helms</p>	<p>Use of bell boating equipment</p> <p>Travel</p> <p>Instructor</p> <p>Regatta</p>	<p>Pupil interviews and questionnaires</p>	<p>Spring term</p> <p>Book Bell Boating</p> <p>Summer Term</p> <p>Interview pupils about their experience</p> <p>Monitor impact of team work from children who attend Bell Boating</p>	<p>Children are engaged in the wider opportunity bell boating gives</p> <p>Children can talk confidently about their experiences and what has been gained.</p>

		against other schools							Team work skills have improved.
Resources for updated PE curriculum	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 available to pupils	MH to audit equipment and place an order to ensure enough equipment is available for PE lessons, in particular gymnastics curriculum 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.	£2000	MH		Audits Staff questionnaire	Autumn Audit equipment in line with updated PE curriculum Order equipment Spring CPD – ensure staff know how to use resources safely and appropriately to develop children's skills Summer Questionnaire to be completed	PE lessons are well resourced and support pedagogy. Resources are used appropriately by staff and children Staff feel confident and competent in the teaching of PE.
Zumba instructor	Open opportunity	To develop levels of fitness To broaden the sporting opportunity	Zumba coach to be booked. Open club for paid access during Autumn term.	£500	MH	None	Pupil and parent questionnaires	Autumn Run an after-school club for children	The autumn after school club is well attended

		<p>available to pupils</p> <p>To increase engagement in a wider range of sports</p>	<p>Collect viewpoints of children and appetite for parents to be given chance to take part (free of charge)</p>					<p>Spring</p> <p>Run an afterschool club for families – free of charge.</p> <p>Summer</p> <p>Run an afterschool club for families – free of charge.</p>	<p>The family after school club has increased and good attendance</p> <p>Children and families are engaged and see value of opportunity.</p>
OAA Equipment	KS2	<p>To ensure all pupils have access to high quality resources for their OAA lessons</p> <p>To broaden the sporting opportunity available to pupils</p>	<p>MH to audit equipment and place an order to ensure enough equipment is available for PE lessons.</p> <p>Staff questionnaires to be completed about equipment – and what equipment would be needed for the following year.</p> <p>MH to audit results and follow up equipment ready for the following year.</p>	<p>£750</p> <p>£9070 (including £8000 carry forward) Llanrug</p>	MH		<p>Audits</p> <p>Staff questionnaires</p>	<p>Autumn</p> <p>Audit equipment</p> <p>Order equipment</p> <p>Summer</p> <p>Questionnaire to be completed</p>	<p>Staff feel confident and competent to lead age appropriate OAA lessons</p> <p>Lessons are well resourced</p>

IMPACT

Action	Impact	Actual spend
Daily exercise - fitness	<p>As a result of exercise being encouraged and promoted, children's attitude towards fitness has improved. Children have also grown to become more resilient with exercise and are more willing to improve with their exercise. When asked about their daily exercise, children spoke about many positives towards this, such as sportsmanship. Many children spoke about how they felt more awake and ready to learn for their following lessons, whilst some children spoke about how they felt pride in themselves when completing different exercises.</p> <p>Children kept personal logs of improvements made in fitness. For instance, one child recorded an improvement in being able to run around the field twice in 5 minutes to almost 4 times.</p> <p>92% of parents who responded to a questionnaire felt that the school promoted healthy lifestyles.</p>	£180
Lunchtime opportunities	<p>A lead lunchtime supervisor has been employed to lead active play opportunities for all pupils and to identify key children.</p> <p>Children enjoy participating in these activities which not only benefits physical health but also social skills.</p> <p>Records show increased participation in physical challenges e.g. skipping, basketball, use of exercise equipment.</p>	£1331.71
Swimming	<p>Progression documents support staff subject knowledge and ensured teaching was broken down into smaller steps of achievement for children. Due to the missed swimming opportunities of the previous 2 years, a larger proportion of children lacked water confidence however all children were able to swim during 2021-22 which will be built upon in 2022-23.</p>	£1500

	<p>Percentage of Year 6 children who could swim 25 metres: 73%</p> <p>Percentage of Year 6 children who can use a range of strokes: 80%</p> <p>Percentage of Year 6 children who can perform self-rescue: 69%</p>	
Dance	<p>All children from Reception – Year 6 were provided with dance lessons from a professional dancer. This provided them with unique opportunities to broaden their skills. Staff also reported an increase in their subject knowledge in their learning logs kept whilst observing lessons.</p> <p>Key language and skills were noted as well as ideas for engaging less confident or enthusiastic learners.</p> <p>Most classes were filmed in a 'performance' at the end of a unit with all children participating.</p> <p>The hoped-for after school club was not able to take place due to Covid, availability of coach and maternity leave of a key member of staff.</p>	£7000
Outdoor and adventurous activities	<p>Attendance at residential trips – Oakerwood and Llanrug</p> <p>Extra funding (£8000) carried forward from 2020-21 was used to enable Year 6 to Llanrug which they had missed during Covid in 2021 to attend at a subsidised cost.</p> <p>Over 90% of all children in Years 4 – 6 attended the trips.</p> <p>In school opportunities were also increased with the purchase of extra resources and support cards for staff. These also supported curriculum plans and staff have reported increased confidence and subject knowledge.</p> <p>Further support and challenge needs to be offered to EYFS and Year 1 to develop outdoor opportunities.</p>	£9080

Zumba/after school clubs	<p>During the Autumn Term this club was well attended with over 25 children enjoying weekly sessions. However, sessions were cancelled in late November due to Covid and were not able to restart later in the year. Zumba will restart in 2022-23.</p> <p>Other after school clubs were made available in the summer term and these were oversubscribed and well-attended (93% attendance rate)</p>	<p>Football £81</p> <p>Multiskills £108</p>
PE resources	Lessons are well resourced for new curriculum	£1078.79
Gymnastics	<p>New gym apparatus was ordered in early 2022 but did not arrive until July 2022. This has led to a postponement of CPD in gymnastics which will take place in Autumn 2023</p> <p>CPD was delivered on lesson structure; use of subject specific language and development of fitness.</p>	£2350
Bell Boating	No opportunities available in 2022 - oversubscribed	NONE
Staff CPD	<p>Due to clear unit plans and support in lesson planning, staff have increased in confidence and skill level in teaching of PE.</p> <p>Monitoring showed most teachers were confidently teaching using subject specific vocabulary, which had been taught to children and applied within the lesson. Children were active in their lessons and appropriate adaptations had been made for individual children, where necessary.</p> <p>The subject lead also increased his skills during middle leader training and this has increased effectiveness of monitoring and support for all staff.</p> <p>Updated medium term plans were produced and progression of knowledge and skills is clear across all elements of PE.</p>	£3800.50

