



# Hollymount School

## INSPIRING SUCCESS

***“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”***

(Ofsted, subject review 2022)

Since September 2013, each school has received funding called Sports Premium.

***“I want every child to be able to aim for the stars, and to be supported in reaching them.”***

(David Laws, Education Minister, 2012).

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.

## **2022/2023 Sports Premium Strategic Plan**

<b>Number of children</b>	<b>276 (Year 1-6)</b>
<b>Allocation for September 2022 - July 2023</b>	<b>£18,500</b>

**Pupil Voice**

- C year 6** – 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 3** – I enjoy taking part in the daily mile because I like doing exercise.
- R year 3** – 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.
- AR Year 2** – I feel happier after I exercise.
- J Reception** – After doing exercise I feel a bit tired, but I feel fitter now.

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 milestones (RAG RATE TERMLY)
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 encourage and celebrate the success of others</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</p>	£450	Class teachers and MH	<p>Record sheet</p> <p>Trophies</p>	<p>Data analysis</p> <p>Pupil Voice</p> <p>Parent voice</p> <p>Staff voice</p>	<p><b>Autumn</b></p> <p>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>All children take part in daily exercise</p> <p>Stakeholders report increased enthusiasm for exercise:</p> <ul style="list-style-type: none"> <li>- Pupils</li> <li>- Parents</li> <li>- Staff</li> </ul> <p>Evidence shows that children are taking part in exercise outside of the school day.</p>

			encourage all children to take part in daily exercise. The most improved child for fitness receives a trophy.					<p>Newsletter- monthly success and engagement</p> <p><b>Spring</b> Records analysed – has fitness/ resilience increased Difference in questionnaire responses Celebration of success</p> <p><b>Summer</b> Sporting celebration of personal/ group success</p>	<p>Records show an increase in fitness or personal targets.</p> <p>Pupil voice shows an increase in wellbeing.</p>
Lunchtime opportunities	YR to Year 6	<p>To give children opportunity to take part in fun, organised exercise opportunities.</p> <p>To target key children who would benefit from extra physical opportunities either physically or emotionally.</p>	<p>Audit equipment used for playtime.</p> <p>Order new equipment for children.</p> <p>Children to be taught how to use the equipment with the lunchtime supervisors.</p>	£1,000	MH Lead Lunchtime supervisor	Equipment for children to use	<p>Observations of children</p> <p>Child/ adult voice</p> <p>Records of achievement</p>	<p><b>Autumn Term</b></p> <p>Audit equipment</p> <p>Order equipment</p> <p>Train supervisors</p> <p>Encourage participation</p> <p>Monitor children's views</p> <p><b>Spring Term</b></p> <p>Analyse achievements/participation</p> <p>Target individuals</p>	<p>Identified member of staff understands objective of running sessions and is confident to implement these.</p> <p>Children's views are used to mould opportunities at lunchtime.</p> <p>Children's view lunchtime opportunities positively.</p> <p>An increased proportion of children take part each day</p> <p>Targeted individuals take part daily.</p>

								Monitor views of children/ adults  <b>Summer Term</b>  Analyse achievements/participation  Target individuals  Monitor views of children/ adults	
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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 R – Y6	<p>To increase staff competence and confidence in the teaching of swimming.</p> <p>To increase the number of children achieving the 3 national curriculum requirements for water safety at the end of KS2</p>	<p>To provide additional top-up swimming lessons for all children to meet the 3 national curriculum requirements.</p> <p>Sign up to Swim England for additional information about swimming.</p> <p>MH to plan units of work to help staff teach swimming throughout the school.</p>	£1700	MH	<p>Pool hire</p> <p>Travel</p>	<p>Data analysis</p> <p>Staff feedback</p> <p>Monitoring of quality of teaching</p>	<p><b>Autumn</b> Year 3 and 4 swim CPD staff – swimming handbook and record keeping Records kept of children's progress</p> <p><b>Spring</b> Years 1 and 2 swim Records kept of children's progress PE lead to monitor 1 x swimming session</p> <p><b>Summer</b> Years 5, 6 and R swim Records kept of children's progress PE lead to monitor 1 x swimming session</p>	<p>Records show that an increased proportion of each year group are reaching targets set.</p> <p>The quality of swimming teaching is at least good.</p> <p>A greater proportion of year 6 children meet end of key stage expectations.</p>
Physical equipment for Year 1	Year 1	To ensure all pupils have access to high quality resources	MH to audit equipment and place in order to ensure enough equipment is available for PE lessons and outdoor learning.	£1000	MH SS CH		Staff questionnaires and pupil interviews	<b>Autumn</b> Audit equipment in line with updated PE curriculum	The year 1 curriculum is enhanced through resources.

		<p>during their lessons</p> <p>Provide children with high quality education</p> <p>To broaden the sporting opportunity available to pupils</p>	<p>A range of apparatus is available for children to apply gross motor skills in their independent learning.</p> <p>Monitor impact on children's physical development.</p> <p>MH to audit results and follow up equipment ready for the following year.</p> <p>Staff questionnaires to be completed about equipment – and what equipment would be needed for the following year.</p>					<p>Order equipment</p> <p><b>Summer</b></p> <p>Questionnaire to be completed</p>	<p>Children make good progress in the physical education.</p> <p>Children are able to apply their learning in their independent learning.</p>
Tournament money	KS2	<p>To promote further sport within school whilst encouraging a strong ethos for sportsmanship</p> <p>To involve the local community in school sport</p>	<p>KGV AstroTurf to be booked</p> <p>Schools to be emailed</p> <p>Supplies ordered</p> <p>Tournament hosted</p> <p>Community links pursued</p>	£750	MH	<p>Football equipment</p> <p>KGV AstroTurf</p>	Pupils feedback	<p><b>Spring</b></p> <p>Email schools for participation</p> <p>Order any supplies needed for the tournament</p> <p><b>Summer</b></p> <p>Tournament to be hosted</p> <p>Quotes of pupils from their day</p>	<p>The tournament is well attended.</p> <p>Stakeholders report that the tournament was beneficial to pupils and community.</p> <p>Children spoke positively about their experience.</p>



Staff CPD	All teaching staff	<p>To ensure all teaching staff have the knowledge and skills required to teach gymnastics</p> <p>To increase staff confidence</p>	<p>Liaise with teaching schools to employ services of PE specialise, with a focus on gym.</p> <p>Meet with SLE to plan training for all ages (in separate meetings) using school resources.</p> <p>Staff meetings/ TED day used to deliver a series of support for staff.</p> <p><a href="#">Physical Education   The Rivers CofE Multi Academy Trust</a></p> <p>Monitor impact of CPD on quality of teaching</p>	£3000	MH SLE		<p>MH –</p> <p>Lesson planning</p> <p>Monitor teaching</p> <p>Attainment of pupils</p>	<p><b>Autumn</b> Book SLE</p> <p><b>Spring (early)</b> CPD delivered</p> <p>Teachers apply new knowledge and skills.</p> <p>MH monitor impact</p>	<p>Staff confidence has increased.</p> <p>Staff have the knowledge required to teach units of work effectively.</p> <p>Staff understand the pedagogy of teaching gymnastics</p> <p>Children make good progress due to clear instruction and modelling</p>
Resources for updated PE curriculum	All pupils	<p>To ensure all pupils have access to high quality resources during their PE lessons</p> <p>Provide children with</p>	<p>MH to audit equipment and place an order to ensure enough equipment is available for PE lessons, in particular gymnastics curriculum for early years and KS1 (foam shapes)</p> <p><a href="#">School Gymnastics &amp; Dance Equipment From TTS (tts-group.co.uk)</a></p>	£2000	MH		<p>Audits</p> <p>Staff questionnaire</p>	<p><b>Autumn</b></p> <p>Audit equipment in line with updated PE curriculum</p> <p>Order equipment</p> <p><b>Spring</b></p> <p>CPD – ensure staff know how to use resources</p>	<p>The gymnastic curriculum for younger children is fully resourced.</p> <p>Staff are able to teach effectively</p>

		high quality education  To broaden the sporting opportunity available to pupils	Monitor impact of use on teaching of phonics.					safely and appropriately to develop children's skills  <b>Summer</b>  Questionnaire to be completed	with suitable resources.  Children make good progress.
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#### 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 against other schools</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>	£600	MH  Class Teacher  Qualified helms	<p>Use of bell boating equipment</p> <p>Travel</p> <p>Instructor</p> <p>Regatta</p>	<p>Pupil interviews and questionnaires</p>	<p><b>Spring term</b></p> <p>Book Bell Boating</p> <p><b>Summer Term</b></p> <p>Interview pupils about their experience</p> <p>Monitor impact of team work from children who attend Bell Boating</p>	<p>The vast majority of children took part.</p> <p>Children observed using team work.</p> <p>Children are able to talk about the wider opportunities offered through attendance.</p> <p>Children have an understanding of dangers of open water.</p>
	Outdoor agencies	All pupils	<p>To develop levels of fitness</p> <p>To broaden the sporting</p>	Zumba and sport coaches to be booked.	£2500	MH	None	<p>Pupil and parent questionnaires</p>	<p><b>Termly</b></p> <p>Run an after-school club for children (Years 1 – 6)</p>

		<p>opportunity 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>Pupil premium and SEND children are well proportionately represented in clubs.</p> <p>Children talk positively about their experiences.</p> <p>Families report the benefits of exercise for themselves and their children.</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</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>	£2000	MH		<p>Audits</p> <p>Staff questionnaires</p>	<p><b>Autumn</b></p> <p>Audit equipment</p> <p>Order equipment</p> <p><b>Summer</b></p> <p>Questionnaire to be completed</p>	<p>Children are observed using teamwork.</p> <p>Teachers report increased resilience.</p> <p>Children are able to solve problems</p>

		available to pupils  To develop teamwork skills and resilience							independently and in teams.
<b>Team sports</b>	All pupils	To ensure pupils have a greater range of sport provided  To provide children with the opportunity to play in team sports	Monitor children's interest in sport and set up most popular sports teams e.g. football, netball  Additional training opportunities planned and held to develop teamwork and increased skill level.  Organise inter school, inter Trust and external matches.	£3000	MH  SJ JH		Pupil questionnaire  Observations	<b>Autumn</b>  Ask pupils if they were to have an extra sport for an after-school club, what would they choose.  <b>Spring</b>  Set up an extra sport after-school club for children.	Stakeholders report an increase in community involvement.  There as an increase in the amount of team sports available.
<b>Balance bikes</b>	Year 1	Provide children with high quality education  To broaden the sporting opportunity available to pupils  To increase balance and gross motor skills	Age appropriate bikes to be purchased.  Training to be offered to staff and children to ensure safe and appropriate use.  Children provided with regular opportunities to use bikes.  Identified children are encouraged to use balance bikes.  Children's use of bikes monitored	£500	MH		Audit  Staff questionnaires	<b>Autumn</b>  Audit equipment  Order equipment  <b>Summer</b>  Questionnaire to be completed	Children have regular opportunities to practice gross motor skills.  Children's balance and coordination have increased.

			Progress of balance and gross motor skills recorded.						
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