



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.

2024/2025 Sports Premium Strategic Plan

Number of children	302
Allocation for September 2024 - July 2025	£19110
Rationale	
<p>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:</p> <ol style="list-style-type: none"> 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 <p>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.”</p> <p>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.”</p> <p>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:</p> <ul style="list-style-type: none"> • 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 	

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 2024 – 25 allocation of funding in the following ways:

Sport	Year Group	Objective	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact milestones (RAG RATE TERMLY) *see end of report for detail
Tournament (wider opportunities)	Years 1-6	<p>To ensure that children have the opportunity to be competitive.</p> <p>To increase fitness levels and teamwork – exposing them to real situations.</p> <p>To further develop children's diverse experiences</p>	<p>Hollymount School to host two tournaments – football and netball. (AS & HS)</p> <p>Children are selected to take part in a tournament that is competitive based in extra-curricular clubs which are held through autumn and spring. (AS, AH & HS)</p>	£1500	(AS, AH & HS)	<p>Use of the grounds/King George playing fields</p> <p>Netball equipment</p> <p>Football equipment</p>	<p>Data analysis – uptake of clubs</p> <p>Pupil Voice</p> <p>Parent voice</p> <p>Staff voice</p>	<p>Autumn</p> <p>NA & EP to organise clubs in order for children to be selected to take part in a tournament(s)</p> <p>Records analysed of uptake of groups.</p> <p>Spring/Summer</p> <p>Tournaments to be organised</p>	<p>Children are further exposed to competitive sports.</p> <p>Children are able to work effectively as a team.</p> <p>Children are able to further understand tactics and rules and articulate this.</p>

								and hosted. (HS & AS)	
Lunchtime opportunities	YR to Year 6	<p>To give children opportunity to take part in fun, organised exercise opportunities which will build upon their personal and physical development.</p> <p>Children will experience structured play across the school.</p> <p>To target key children who would benefit from extra physical opportunities either physically or emotionally.</p> <p>Adults to lead constructive play which will build on their understanding of child development.</p>	<p>School Development Plan to be shared with staff.</p> <p>Action plan to be drawn up.</p> <p>CPD for DR (OPAL Play)</p> <p>Resources to be audited and bought</p> <p>CPD for children – during assemblies – to be delivered (DR)</p> <p>CPD for lunch staff</p> <p>Monitor the impact of play over lunchtime through pupil/adult voice and CPOMS.</p>	£ 2500 lunchtime resources	DD DR AS HS Lunchtime supervisors	Playground resources to be ordered and maintained throughout the year (DR)	<p>Observations of children</p> <p>Child/ adult voice</p> <p>Records of achievement</p>	<p>Autumn Term</p> <p>Create an action plan (DR & DD)</p> <p>DR to receive training from OPAL play (Carnforth)</p> <p>Train lead worker and provide CPD on leading play to lunchtime supervisors</p> <p>Set up zonal system</p> <p>CPD to be delivered to children how to use the equipment appropriately.</p> <p>Zonal systems to be monitored and pupil feedback to be taken.</p> <p>Spring Term</p>	<p>Children will further develop their teamwork - concentrating on the 'affective domain'.</p> <p>Children will articulate confidently about their experiences and wider opportunities they are exposed to.</p> <p>Learnt skills will further develop their understanding in further PE.</p>

								<p>Evaluate the impact of zoning – pupil voice and recording of sanctions</p> <p>Summer Term</p> <p>Change zones if needed – based on the children's needs.</p>	
Healthy Living Days	Nursery – Year 6	<p>To focus attention of whole school community on what "healthy body; healthy minds" means.</p> <p>To act as a launchpad each term for new healthy living initiatives</p>	<p>Identified staff to lead school council in planning day – linked to healthy lunchboxes</p> <p>Staff to guide others in events of day</p> <p>Staff to plan and organise events</p>	£2000	DD ZH	Dependent on day e.g. bouncy castle hire	Pupil and parent voice	<p>Autumn</p> <p>Make explicit links in teaching with healthy eating, diet and exercise across the curriculum.</p> <p>Celebrate exercise and healthy eating with community through newsletters, displays etc.</p> <p>Provide support where needed for families regarding food and healthy lifestyles</p> <p>Vote for school council</p>	<p>Children are able to talk about healthy choices in lifestyle.</p> <p>Children can explain why keeping active is important.</p> <p>An increased proportion of parents' value healthy lifestyles for their children.</p> <p>An increased proportion of parents provide their children with healthier options in snacks.</p> <p>Children's can talk about their diet and healthy choices they make.</p>

								School council meetings to plan Spring Healthy living day A Summer Healthy living day B	
--	--	--	--	--	--	--	--	---	--

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 PE 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 school is confident in its teaching of physical education and the PE leads are available to support newly qualified or less confident staff.

Sport	Year Group	Objective	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact
Swimming	Years 3 – 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.	£2000	AS	Pool hire Travel	Data analysis	Autumn Year 6 and 4 swim CPD staff – swimming handbook and record keeping Records kept of children's progress Spring Years 5 and 3 swim Records kept of children's progress PE lead to monitor 1 x swimming session	Records show that an increased proportion of children reach the expected standards for their age (78% could swim 25m using at least one type of swimming stroke).

Staff CPD	All pupils to benefit from increased staff subject knowledge	To increase the understanding of how to assess children within a PE lesson	<p>CPD to be offered to all staff on how to select key performance indicators and what opportunities need to be built within sequences of learning</p> <p>Teachers to implement strategies of assessment in their own practise.</p> <p>Teachers to make judgements more confidently about the next stages for children based on their assessment.</p>	£2500	AS, DD, HS		<p>Staff Voice</p> <p>Planning</p> <p>Assessment records</p>	<p>Autumn</p> <p>Meet with PE leads from trust</p> <p>Adapt plans to show further use of CSTEP to meet individual needs of children</p> <p>Adapt medium term plans to show exit assessment opportunities</p> <p>Teachers trial assessment opportunities and give feedback to PE lead</p> <p>Summer term</p> <p>Feedback from teachers</p>	<p>Teachers are able to accurately assess children's achievements in PE.</p> <p>Assessment opportunities support teachers in their judgement</p> <p>PE leads are able to talk about the impact of high-quality PE teaching on children's attainment.</p>
Outdoor learning	UPKS2	Provide teachers with knowledge and understanding of how to adapt curriculum	<p>AH to be provided with CPD from forest school leads across the Trust.</p> <p>AH to deliver CPD to staff - utilising the curriculum for outdoor learning</p>	1000	AH, ND		Monitoring of medium-term plans, lessons	<p>Autumn:</p> <p>CPD to outdoor learning lead</p>	Children talk confidently about how their learning has been taken outside and the impact this

		<p>plans in order for the children to learn utilising the outdoor areas.</p> <p>Outdoor learning boosts, communication, motivation and physical skills of all children.</p>	<p>Medium term plans to be adapted with a focus on outdoor learning.</p> <p>Monitoring of lessons and feedback from pupils and adults.</p>				<p>Pupil voice</p> <p>Adult voice</p>	<p>Adaptations of curriculum plans</p> <p>CPD to be delivered to teachers</p> <p>Spring:</p> <p>Monitoring of lessons and medium-term plans</p> <p>Summer:</p> <p>Pupil and adult voice – focussing on the benefits of utilising the outdoors.</p>	<p>has on them and their understanding</p> <p>Teachers become secure in adapting curriculum plans for meeting the needs of their children.</p> <p>Teachers support one another in utilising the outdoor and talk confidently about the impact this has had on their children.</p>
Outdoor/indoor resources	Rec – Year 6	<p>To ensure all pupils have access to high quality resources during their lessons.</p> <p>Provide children with high quality continuous provision.</p>	<p>Audit equipment and place an order to ensure enough equipment is available for PE lessons, wider outdoor learning and daily exercise.</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. MH to audit results and</p>	£2500	DD, AS, HS		<p>Staff questionnaires and pupil interviews</p>	<p>Autumn</p> <p>Audit equipment in line with updated PE curriculum</p> <p>Order equipment</p>	<p>Wider sport is well resourced for after-school clubs, breaktimes, and PE lessons.</p> <p>Full range of sport, OAA and enhancements such as yoga.</p>

		<p>To broaden the sporting opportunity available to pupils.</p> <p>To provide children with a range of opportunities to enhance fine and gross motor skills.</p>	<p>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>						
--	--	--	---	--	--	--	--	--	--

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>	£1000	<p>AS, NA, EP</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>Year 6 children have experienced water sport.</p> <p>Children have had the opportunity to take part in a regatta.</p>
Residential	Year 4, 5 and 6	<p>To further develop outdoor and adventurous skills.</p> <p>To broaden opportunities.</p>	<p>Identified staff to liaise with headteacher to arrange residential opportunities for all children in Year 4 – 6</p>	4100	AD	<p>To support cost reduction for all families.</p>	<p>Pupil voice</p>	<p>Autumn Term</p> <p>Booking arrangements to be finalised.</p> <p>Liaise with parents</p> <p>Spring Term/ Summer Term</p>	<p>Pre and post residential questionnaire</p>

		To improve teamwork						Residentials to take place	
--	--	---------------------	--	--	--	--	--	----------------------------	--

Impact statements/ outcomes Review of 2023-24

Area of physical activity	% outcome	Further comments
Increased levels of fitness	93% of children in Year 1 – 6 have shown an increased level of fitness	<ul style="list-style-type: none"> Each year group has an age-appropriate requirement activity daily <p>e.g. year 5 – how many continuous laps of playground in 5 minutes</p> <p>e.g. Year 1 – jumping continuously for 2 minutes</p> <p>Children are able to talk about their own fitness levels and impact of exercise on their bodies.</p>
Increased participation in active lunchtime	6 main active areas of playground: tyres, exercise apparatus, football area, basketball area, skipping area, activity trail are in continuous use across lunchtime period	<ul style="list-style-type: none"> SLT presence on playground has ensured areas are more regularly used and led by staff (or self-led by children) Skipping has seen a resurgence in popularity and is a key area which could be developed next academic year e.g. skipping club The exercise apparatus is well used by all children. Key individuals can be supported to gain in physical confidence e.g. child N can now do 5 rising movements on handlebar bike; this has increased from 0 at Easter.

		<ul style="list-style-type: none"> There is further scope for more zoned areas with different types of apparatus. Scope for further increase in monitored use of activity trail. Children report they particularly enjoy football, basketball and exercise area. Children tend to stay at similar activities each day; scope for changing this. <p>Next step:</p> <p>Improve use of areas and variety of resources during breaktimes.</p>									
Children are able to talk about healthy choices in lifestyle.	The vast majority of children can talk about how to be healthy (at an age-appropriate level)	<ul style="list-style-type: none"> The school curriculum supports good development of understanding of healthy lifestyles supported through science, DT, PE and PHSRE Children understand the link between diet and good health. Many parents support healthy choices of food, however for some families, either financial strains or choices in parenting mean that too many high fat or sugary snacks/ lunches are consumed. <p>NEXT STEP from this year</p> <p>Continue education of children and families to improve snacks being brought in to school</p>									
Increase the number of children achieving the 3 national curriculum requirements for water safety at the end of KS2	<p>Year 6 cohort 2023-24</p> <p>78% of children can swim 25m unaided</p>	<ul style="list-style-type: none"> School records show that an increased proportion of all children in Years 3 – 6 were able to meet their end of year expectations. <table border="1"> <thead> <tr> <th>SWIMMING</th><th>Beginning of unit</th><th>End of unit</th></tr> </thead> <tbody> <tr> <td>Year 3</td><td>27%</td><td>73%</td></tr> <tr> <td>Year 4</td><td>56%</td><td>84%</td></tr> </tbody> </table>	SWIMMING	Beginning of unit	End of unit	Year 3	27%	73%	Year 4	56%	84%
SWIMMING	Beginning of unit	End of unit									
Year 3	27%	73%									
Year 4	56%	84%									

	<p>78% of children can use effective swimming strokes</p> <p>94% of children can self-rescue</p>	<table> <tr> <td>Year 5</td><td>49%</td><td>77%</td></tr> <tr> <td>Year 6</td><td>54%</td><td>78%</td></tr> </table>	Year 5	49%	77%	Year 6	54%	78%
Year 5	49%	77%						
Year 6	54%	78%						
Increase the understanding of how to assess children within a PE lesson	<p>CPD opportunities have been used both in lesson and remotely to support staff assess PE</p>	<p>89% of teachers now say they are more confident at making accurate assessments of PE</p> <p>100% of teachers say they feel more confident in PE subject content</p> <p>Teachers have been supported by specific, structured planning in all PE units. Teachers were able to make reflective comments on children's achievements on end of year reports and to identify areas of improvement.</p> <p>The PE lead continues to grow in confidence, knowledge and skill. He has supported other teachers in their leadership. This will continue in 2024-25 as a new PE lead for Hollymount begins.</p> <p>The PE lead was able to talk to senior leaders about the strengths and areas of development in the PE teaching profile across the school.</p> <p>87% of Reception children reached gross motor skill ELG. This is in line with last year (90%; average score of 1.9 the same in both cohorts)</p>						
To broaden the sporting opportunity available to pupils, including competitive sport	<p>Available opportunities:</p> <ul style="list-style-type: none"> • Bell-boating regatta 	<p>Children across years 3 – 6 had opportunities to take part in events either within or away from school.</p>						

	<ul style="list-style-type: none"> • Swim Gala • Football matches • Multi-skills events • Outdoor sport event 	<p>All children of statutory school age took part in enhancement physical activities such as yoga; circus skills, archery and inflatable resources.</p> <p>Next step:</p> <p>Continue to further establish competitive opportunities (to be led by senior leader)</p>
Further develop outdoor and adventurous skills.	86% of eligible children attended residential holidays in either Year 4, 5 or 6 in 2023-25	<p>100% of children described themselves as more confident after attending the Year 5 residential</p> <p>73% of Year 4 parents responded that their children were noticeably more confident after their stay.</p>