

## Hollydale Primary School

### Evidencing the Impact of the PE and Sport Premium Grant: 2019-2020

At Hollydale Primary School, we recognize the contribution of PE and Sport to the Health and Well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children. Our PE and Sport Premium Grant Funding will continue to enable us to continue and extend our provision through employing additional sports professionals, entering into more competitive sports competitions and training our staff to deliver in-house quality PE sessions.

- ✓ Hollydale Primary School has achieved the School Games Silver Mark successfully over the last three years.
- ✓ The range of sports provided and pupil participation have both increased and the children are taking part in the suggested national recommended activity levels.
- ✓ Funding has allowed resources to be updated and different types of resources have been purchased. This has allowed a wider range of sports to be accessed by the children during PE sessions and during lunch times/after school clubs. All children in need have received a school PE kit to ensure they can access PE and school sport at all times.
- ✓ The school has participated in a high number of competitions and festivals throughout the year. Opportunities organized by teaching staff have developed the children's awareness of mental health. PSHE sessions using JIGSAW, have promoted healthy lifestyles and choices.

Amount of Grant Received		LPESSN Membership and additional costs:	Additional spend on PE and School Sport:
Total Amount:	17,822	<b>Membership: £5400</b>  <b>Additional costs: coaching £7,500</b>	<ul style="list-style-type: none"> <li>✓ JIGSAW</li> <li>✓ Mental Health Awareness and Wellbeing Sessions and dance sessions</li> </ul>

**Review and reflect on key achievements to date:**

- ✓ Hollydale Primary School has achieved the School Games Silver Mark successfully over the last three years.
- ✓ The range of sports provided and pupil participation have both increased and the children are taking part in the suggested national recommended activity levels.
- ✓ Funding has allowed resources to be updated and different types of resources have been purchased. This has allowed a wider range of sports to be accessed by the children during PE sessions and during lunch times/after school clubs.
- ✓ Children in need have received a school PE kit to ensure they can access PE and school sport at all times.
- ✓ The school has participated in a high number of competitions and festivals throughout the year.
- ✓ Opportunities organized by teaching staff has developed the children's awareness of mental health. PSHE sessions using JIGSAW, have promoted healthy lifestyles and choices.
- ✓ Trips and visits organized by staff are providing the children with a range of experiences and link to positive well-being and educational outcome.
- ✓ The EYFS children have access to a range of new resources and equipment to develop gross motor development (bikes and pedal bikes).

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**School Principles for PE and Sport Premium Grant Spend**

1. To improve pupils' health, well-being and educational outcomes through engagement in regular physical activity and weekly PSHE sessions.
2. To use PE, school sport and physical activity to impact on whole school priorities.
3. To increase confidence, knowledge and skills of all staff in teaching PE and school sport.
4. To offer a wide range of sports and activities to all pupils.
5. To increase opportunities for all pupils to participate in a range of extra-curricular and competitive sporting opportunities.

Meeting national curriculum requirements for swimming and water safety	%
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	18/28 children = 64% 4/28 children new to school = 14%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	18/28 children = 64%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	18/28 children = 64%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	To develop in future plans.



<p>To promote healthy lifestyles and develop crucial skills and positive attitudes through Personal, Social, Health and Economic education. Teachers to use JIGSAW to enable a cross-curricular approach to teaching and learning for well-being and PSHE.</p>	<p>Children's books and displays within classrooms and in corridors etc.</p>	<p>Funded by school.</p>	<p>PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, and welfare and safeguarding.</p> <p>Pupils will make healthy choices that are celebrated and shared. Positive attitudes towards healthy active lifestyles will be encouraged among pupils, staff, parents and carers. Pupils will visit an inspiring mobile classroom once a year to take part in a memorable enrichment experience.</p>	<p></p>	<p></p>	<p></p>	<p></p>
<p>To improve pupil's awareness of mental health.</p>	<p>Pupils to take part in a range of sessions.</p>	<p>Funded by school.</p>	<p>The Children and Families support worker to organise opportunities throughout the year to promote pupils' health and wellbeing.</p> <p>Children with higher levels of mental wellbeing, emotional resilience and lower levels of mental health problems will gain higher grades and achieve better outcomes than those with poor mental health and negative emotional wellbeing.</p>	<p></p>	<p></p>	<p></p>	<p></p>

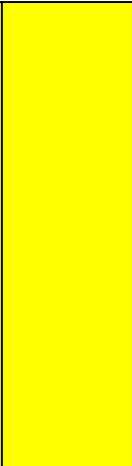
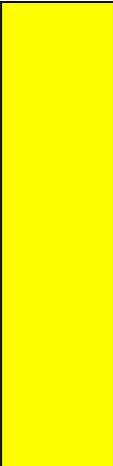
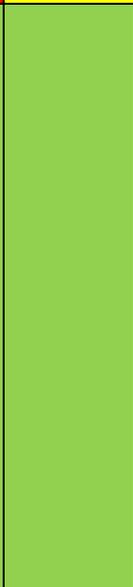
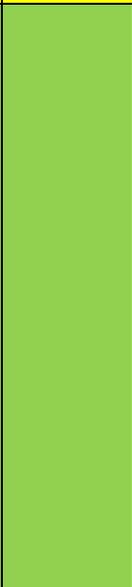
<p>To monitor pupils' physical activity levels throughout the year.</p>	<p>To collect evidence to monitor each child's physical activity levels and identify those least active.</p>	<p>Funded by school</p>	<p>All pupils to meet nationally recommended activity levels. Targeted pupils' levels of activity increased through lunch time and afterschool clubs. Pupils' will improve attitudes towards learning, leading to greater attainment.</p>	<p style="background-color: red;"></p>	<p style="background-color: red;"></p>	<p style="background-color: yellow;"></p>	<p style="background-color: yellow;"></p>
<p>To increase physical activity in the Early Years Foundation Stage.</p>	<p>EYFS staff to collect evidence through tapestry.</p>	<p>£1645</p>	<p>During continuous provision, EYFS children will have access to a range of resources and equipment to develop physical skills and healthy life-style choices. EYFS end of year data, Moderation and School Health Profile will provide evidence to show an increase in physical activity and opportunities offered to the children.</p>	<p style="background-color: white;"></p>	<p style="background-color: red;"></p>	<p style="background-color: yellow;"></p>	<p style="background-color: yellow;"></p>

<p>To continue with the half termly mile at Hollydale with the view to increasing this if possible.</p> <p>This links to the new government requirements for schools to get children moving for thirty minutes each day and reduce obesity levels</p>	<p>PE leader to organise for each class to take part in a half termly mile (Telegraph Hill).</p> <p>Teacher feedback, photos and pupil voice to provide evidence – links to PSHE learning on healthy lifestyles.</p>	<p>No cost</p>	<p>Teachers to report on the following: Pupils’ focus and concentration, behaviour in class and attainment.</p> <p>Following this, PE leader to look at ways to increase participation across the school year.</p> <p>The half term Mile is 100% inclusive as every child succeeds. It helps maintain healthy weight and supports healthy bone and muscle development. It also improves pupils’ resilience and cardio-metabolic health.</p>				
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<p>Further develop swimming opportunities for all pupils.</p> <p>KS2 classes to attend Swimming lessons throughout the year to develop an important life skill and encourage a healthy and active lifestyle.</p>	<p>Registers and assessment data.</p> <p>PE leader to monitor.</p>	<p>St Thomas the Apostle school swimming facilities</p>	<p>To increase the number of children who, by the end of KS2 can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Children can use a range of strokes effectively such as front crawl, backstroke and breaststroke. Children can perform self-safe rescue in different water-based situations.</p>				
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**Key Priority 2: Raising the profile of PE and sport as a tool for whole school improvement**  
**Ofsted Factors:** how much more inclusive the physical education curriculum has become; the improvement in partnership work on physical education with other schools and other local partners; links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills

Actions and strategies	Evidence	Cost	Outcomes, Impact on pupils and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20

<p>To develop 'Values' focus with PE e.g.; resilience &amp; relationships assemblies which complement the school values and ethos. Links to be made to British Values.</p>	<p>Values are set in line with the school values and ethos as well as the school games. Values are displayed on the PE and School Sport display board.</p>	<p>N/A</p>	<p>PE, school sport and physical activity will contribute towards improving attendance and behaviour for all pupils. Pupils will understand the contribution of physical activity and sport to their overall development. School values and ethos are complemented by sporting values focus within assemblies. Pupils can identify the key values, why they are important in their wider lives and how sport can help with this.</p>				
<p>To continue to work collaboratively with <a href="http://Lpessn.org.uk">Lpessn.org.uk</a> School Sport Partnership to develop a creative and higher quality provision that allows a sustainable, long-term local structure to be developed.</p>	<p>To continue to work collaboratively to develop a creative and higher quality provision that allows a sustainable, long-term local structure to be developed.</p>	<p>LPESSN Membership: £5400  Additional costs – coaching staff: £3500 + VAT</p>	<p>Access to a 'bespoke' programme of CPD, a continued network for subject leaders to receive advice, unlimited primary PE advice line, knowledge of funding opportunities in PE and Sport, access to leadership training</p>				

**Key Priority 3: Professional Development in PE:**

Increased confidence, knowledge and skills of the PE leader for the teaching and assessment of PE and sport.

**Ofsted Factor:** how much more inclusive the physical education curriculum has become; growth in the range of provisional and alternative sporting activities

Actions and strategies	Evidence	Cost	Outcomes, Impact on pupils and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
<p>To provide release time for the PE Curriculum Lead to organise and develop the PE curriculum that is broad and engaging for all and meets the requirements of the National Curriculum.</p> <p><b>Curriculum leader</b> to ensure a broad range of school sport and competitions (inter and intra) are offered to all pupils.</p>	<p>Curriculum leader to monitor and evaluate current curriculum and develop a broad and balanced curriculum map to support the delivery of high-quality PE and school sport.</p>	N/A	<p>SLT to monitor, develop and improve the PE curriculum and the quality of PE and School Sport within the school. The school will achieve the Schools Games Award.</p>				

**Key Priority 4: Increasing the range of sports and activities offered to all pupils**

**Ofsted Factor:** the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics; the growth in the range of provisional and alternative sporting activities

Actions and strategies	Evidence	Cost	Outcomes, Impact on pupils and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
Dance activities led by a specialist	To provide specialist provision for dance lessons for pupils up teachers to receive professional development as observers	Covered by LPESSN membership	Pupils engage in high quality dance lessons.				
To provide all pupils with a rich and varied experience of school sports. To introduce Yoga and buy resources and equipment.	Curriculum leader to monitor participation of physical activity levels.	N/A	Pupils' have the opportunity to take part in a range of school sports. Resource and equipment can be used at dinnertimes to further develop skills and physical development.				
To provide opportunities for outdoor adventurous sports which are not accessible on school site.	Photographs, videos and pupil perception interviews and questionnaires. Trips and Visit schedule	TBC	Pupils' to have a memorable and enjoyable outdoor experience. Pupils' experience a sport for the first time and are confident to try new activities.				

**Key Priority 5: Increased participation in competitive sport****Ofsted Factor:** the increase and success in competitive school sports

Actions and strategies	Evidence	Cost	Outcomes, Impact on pupils and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
To provide adequate staffing for pupils to competitions and festivals.	Photographs.	No additional cost	To increase pupil participation in competitions and festivals throughout the year. Staff to arrange trips and visits linked to PE and School Sport. Other trips and visits will provide children with a range of experiences and link to positive well-being and educational outcome.				
To continue to provide PE kits for pupils in need Each pupil to receive a t-shirt, shorts and PE bag.	PE leader to conduct regular PE kit checks.  Teachers and TAs to set up monitoring grids.	£200	Pupils to receive a school PE kit to ensure they can access PE and school sport at all times. Spare PE kits will be available a child has left theirs at home.				

<p>To increase the amount of sporting Lunch time and afterschool clubs offered to pupils.</p>	<p>Registers. Photographs and displays.</p>	<p>Coaching</p>	<p>Physical activity opportunities are increased and are open to all pupils' including SEND and gifted and talented. Pupils' activity levels at dinnertimes and after school are increased leading to improved behavior and a reduction of low-level disruption. PE and School Sport to a high profile within the school and is celebrated across the life of school.</p>				
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