

- Increased skill levels from the children who participate.
- Pride of representing school in competitive fixtures against other schools.
- Parents report (parent questionnaire) that they appreciate sports activities being provided after school.
- Children report (pupil questionnaire) that they appreciate sports activities being provided after school.
- The profile of PE and school sport is being raised across the school as a tool for whole school improvement.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.
- Awarded School Games GOLD award (July 2017).



Hollin children have competed in 17 different sports against other schools...Football (inc.girls football), netball, cross country (Yr2-6), dodgeball, swimming, badminton, tennis, table tennis, basketball, athletics, tag-rugby, dance, unihoc, rounders, hockey, cricket and handball.

Overall, 119 children have represented Hollin, some just the one appearance and others on a more regular basis – this number includes 2 children from Newlands and 2 that have left Hollin since representing the school.
11 trophies and 146 medals were won.

KS1 : 1H : 1/29 (3%) 2H : 7/23 (30%) 2J : 9/23 (39%)
Lower KS2 : Y3 : 19/30 (63%) Y4 : 22/28 (79%)
Upper KS2 : 5F : 18/20 (90%) 5W : 17/29 (59%) Y6 : 24/30 (80%)

Achievements

Nov : Cross country : Year 2 won their league out of 10 schools that entered.
Overall, the school finished 8th from the 14 competing schools.

Nov : Girls Football : Our A team finished 2nd out of 11 teams in the 7-a-side league.

Dec : Dodgeball : Our Year 4's finished 2nd in a 10 team Y3/4 tournament.

Jan : Netball : Our A team won the MPSSA North league.

Jan : Tennis : Our Year 4's finished 1st, 2nd and 3rd in a 16 team mixed doubles tournament.
As a team, we won the best performing schools trophy.

Jan : Badminton : One pair of Year 6's finished 1st in a 20 team mixed doubles tournament.

Feb : Table Tennis : Our Year 4's finished 1st, 2nd and 3rd out of 12 children in both boys and girls sections of the Middleton schools tournament.
As a team, we won the best performing schools trophy.

Feb : Sportshall Athletics : Y6 Individual honours were 1st in both girls shotput and girls broadjump. Y5 individual honours were 2nd in girls sprint and 3rd in boys javelin.

March : Tag Rugby : Our 'A' team finished 3rd in a 10 team Y5 five-a-side tournament.

March : Tag Rugby : Our 'A' team finished 3rd in an 8 team Y4 five-a-side tournament.

May : Netball : Our B team won MPSSA Division 3.

May : Netball : Our Year 5 'A' team finished 3rd in a 9 team Y5 high 5's tournament.

May : Football : Our Y4 team won the MPSSA Y4 seven-a-side tournament.

May : Unihoc : Our Year 4 'A' team finished 3rd in a 7 team Y4 Unihoc tournament.

May : Handball : Our Y4 'A' team won the MPSSA Y3/4 five-a-side tournament.

June : Tennis : One pair of Y5's finished 3rd in a 12 team Y5/6 mixed doubles tournament.

June : Cricket : Our Y5/6 team finished 3rd in a 4 team 11-a-side tournament.

June : Cricket : Our 'A' team won the MPSSA Girls 6-a-side tournament.

June : The 'B' team came 3rd in the MPSSA Girls 6-a-side tournament.

June : Our Y4 team won the MPSSA Y4 8-a-side rotational tournament.

July : Rounders : Our Y4 team finished 2nd out of 4 teams in the Y4 flatbat tournament.

July : Athletics : One of our three Year 5/6 teams finished 2nd in a 10 team heptathlon.

July : Cricket : Our 8-a-side team finished 3rd in the softball league.

July : Rounders : Our Y5 team won the MPSSA Y5 rounders rally.

July : Rounders : Our league team won the MPSSA rounders league.

3. Impact of Children's Welfare Officer

The school has a full-time Children's Welfare Officer who is also the schools' Designated Safeguarding Lead.

Early Help

With a greater number of families who required more support this academic year, her focus has been on providing early help, which can prevent problems escalating to a crisis level by providing help at the right time to meet the needs of a family and to keep them in control of resolving their issues and problems. These meetings involve identifying the issues for each family, coordinating partner agencies in attending regular meetings and allocating actions to those involved in order to make the necessary changes for an improved lifestyle. This in turn reduces the barriers to learning for pupils.

She also attends regular meetings and conferences with Children's Social Care in relation to families who need more specialised support from Social Workers. She is an awesome advocate for our children and challenges decisions when necessary in order to secure the best outcomes for our pupils.

Attendance

Attendance has been given priority this academic year. This has involved raising the profile of attendance amongst the children and school community, continuing to reward good attendance and punctuality, improving the monitoring of children's attendance, improving procedures for following up children's absence in order to reduce unauthorised absence, improving punctuality, identifying and targeting children and their families where attendance and punctuality is of concern, holding attendance panels in order to improve targeted children's attendance.

Groups

Friendship groups have been run over the course of the year at lunchtimes. These were specifically to target groups within certain cohorts where concerns were starting to emerge. These groups promoted conversations about friendships and relationships, bullying, inclusivity, feelings and emotions while also nurturing confidence and listening and speaking skills. These groups prevented further escalation of issues between the pupils.

Other

She spends time with pupils who are experiencing any number of problems. These include, but are not limited to, bullying, physical, emotional and sexual abuse, neglect, sexualised comments and behaviours, internet grooming, parental separation, bereavement, house moves and parental illness.

She is also involved with numerous meetings with parents/cares in relation to behaviour, punctuality and attendance, safeguarding concerns, making reasonable adjustments for individual pupils, sign-posting to partner agencies, internet safety and health concerns.

4. Impact of Speech and Language Therapist (2 days a week)

Our speech therapist has supported Pupil Premium pupils throughout school focussing specifically on early intervention in the Early Years. She works over three tiers of intervention.

Universal = she has trained teaching assistants to deliver high quality development programmes in class. The impact was that staff are trained to identify speech, language and communication needs in their classroom. All staff have had training to make their classrooms communication friendly so that the children in Hollin have the best language and communication models possible. Staff have been trained to manage communication needs and to communicate with children who are struggling with language competence, this has been implemented with the use of visuals, comic strip conversations, social stories etc. She also works with Early Years staff to identify different learning styles for subjects such as phonics as well as encouraging pupil learning independence.

Targeted = children are identified in the early years for language development programmes, which are run by trained teaching assistants. These children generally have a delay in their language use and we have had positive results since these groups have been implemented. We have also used these groups with children where English is not their first language, this has been very effective and the communicative competence of our EAL pupils in the early years has risen since this implementation. Older children are identified for social communication groups which are run regularly with a focus on appropriate communication. Specialist = the speech and language therapist carries a small caseload of children who need specific speech input, stammering work, intensive language work and social emotional work.

Impact of Deputy Headteacher

Used primarily to teach small groups of children in Year 6 to achieve the standard in reading, writing, GPS and maths. Her skills were utilised to teach groups of more able children. The impact can be observed below:

Reading

63% of children (19/30) achieved the standard in reading.

30% of children (9/30) achieved a higher standard in reading.

50% of Pupil Premium children (5/10) achieved the standard in reading.

20% of Pupil Premium children (2/10) achieved a higher standard in reading.

Writing

77% of children (23/30) achieved the standard in writing.

17% of children (5/30) achieved a higher standard in writing.

70% of Pupil Premium children (7/10) achieved the standard in writing.

10% of Pupil Premium children (1/10) achieved a higher standard in writing.

Maths

70% of children (21/30) achieved the standard in Maths.

30% of children (9/30) achieved a higher standard in Maths.

30% of Pupil Premium children (3/10) achieved the standard in Maths.

30% of Pupil Premium children (3/10) achieved a higher standard in Maths.

GPS

80% of children (24/30) achieved the standard in GPS.

40% of children (12/30) achieved a higher standard in GPS.

40% of Pupil Premium children (4/10) achieved the standard in GPS.

40% of Pupil Premium children (4/10) achieved a higher standard in GPS.

5. Impact of daily breakfast sports sessions (provided by Ed Start) for children who attend breakfast club.

All children who attend breakfast club sports sessions with Ed Start have access to high quality sports provision/coaching before the start of the school day.

- The impact has health benefits as it increases the amount of physical activity that each child takes part in.
- Promotes the development of healthy lifestyles in young children.
- Children report (children's questionnaire) that the sessions are fun and enjoyable.
- High quality sports coaching.
- Increased skill levels from the children who attend.
- Parents report (parent questionnaire) that they appreciate and value sports activities being provided after school.

6. Impact of daily lunchtime dance sessions (provided by Ed Start).

All children who attend lunchtime activities with Ed Start have access to high quality sports provision/coaching (dance) at lunchtimes.

- The impact has health benefits as it increases the amount of physical activity that each child takes part in.
- Promotes the development of healthy lifestyles in young children.
- Children report that the sessions are fun and enjoyable.
- High quality sports coaching.
- Increased skill levels from the children who attend.
- Parents report (parent questionnaire) that they appreciate and value sports activities being provided after school.

IMPACT ON ACHIEVEMENT AND PROGRESS

61% of Reception children (28/46) achieved a Good Level of Development.
50% of Pupil Premium Reception children (7/14) achieved a Good Level of Development.

80% of Year 1 children (48/60) passed the phonics screening check.
54% of Pupil Premium Year 1 children (7/13) passed the phonics screening check.

55% of Year 2 children (6/11) passed the phonics screening re-check.
80% of Pupil Premium Year 2 children (4/5) passed the phonics screening re-check.

69% of Year 2 children (33/48) achieved the expected standard in reading.
59% of Pupil Premium Year 2 children (10/17) achieved the expected standard in reading.

67% of Year 2 children (32/48) achieved the expected standard in writing.
47% of Pupil Premium Year 2 children (8/17) achieved the expected standard in writing.

71% of Year 2 children (34/48) achieved the expected standard in Maths.
65% of Pupil Premium Year 2 children (31/48) achieved the expected standard in Maths.