



**Broadbent Fold Primary School and Nursery**

**Primary PE and Sport Premium Strategy 2020-2021**

**(Financial Year)**

# Broadbent Fold

## Primary School & Nursery

### Vision

At Broadbent Fold we enable each child to unlock their talents and celebrate their individual successes. We are preparing our children for the opportunities and challenges they will encounter in our community and the wider world.

We aim to achieve this by:

- Fostering positive relationships striving for empathetic, tolerant and respectful children.
- Equipping our children with essential, practical skills to enable them to flourish, develop and succeed in the future.
- Teaching through our creative curriculum encouraging children to take ownership of their learning in order to develop enquiry, interest and confidence.
- Encouraging our children to develop independence, so they become global thinkers and aspire for excellence.
- Nurturing their physical and emotional wellbeing to develop well-rounded, happy, resilient children.
- Working collaboratively with our families to ensure all children reach their full potential. Broadbent Fold is an inclusive school, committed to providing diverse and rich experiences for all children.



*Learning Today for Tomorrow's World*

### **Background to the Primary PE and Sport Premium Funding**

The PE and Sport Premium Funding is given to primary schools to fund additional and sustainable improvements to the provision of PE and School Sport and to encourage the development of healthy, active lifestyles for the benefit of all pupils.

Schools receive their funding each financial year (April – March) and this is spent accordingly each term.

### **Provision at Broadbent Fold Primary School and Nursery**

At Broadbent Fold, the use of the PE and Sports Premium Funding will be used to fund additional and sustainable improvements to one of the following areas:

- Physical Education
- School Sport and Competition
- Healthy and Active Lifestyles

### **Current Barriers to PE and School Sport**

These decisions will be tailored around the individual needs of our pupils. Our current barriers to successful provision and education faced by our pupils include:

- Sustained activity - keeping fit (about 10% of our classes have overweight children- evident in KS2)
- Emotional wellbeing- fair play/ turn taking/ following rules and accepting decisions.
- The teaching of games rather than sporting skills to improve skills to play games better.
- Pupil engagement- links to sustained activity.

### **Impact Measures**

The impact and success of the Primary PE and Sport Premium is regularly monitored by the Senior Leadership Team and the Governing Body in a variety of ways, including:

- Pupil attainment (using National Curriculum statements)
- Pupil participation in class and in extra-curricular activities (group / whole class contributions)
- Pre and post checklist of skills following an initiative. i.e., What could they do before? What can they do now?
- Pupil evaluations and discussions.
- Class Teacher / Support Staff observations.

- Thameside Active Games Mark award – Currently achieved Bronze.

**Allocation of Funding 2020 - 2021:**

The Primary PE and Sport Premium funding allocated to the school for the year, 2020-2021 is £17,810. We are planning to use this funding in line with guidance from the DfE and Ofsted, to make additional and sustainable improvements to the provision of PE and School Sport and to encourage the development of healthy, active lifestyles for the benefit of all pupils.

<b>Key Achievements to date:</b>	<b>Areas for further improvement and baseline evidence of need:</b>
<p>We are continuing to work alongside Active Sports to provide our teachers with ongoing training for teaching Gymnastics, Dance and Games and are using their coaches to deliver a range of extra-curricular provision. We currently hold the Bronze award for sporting values through Active Thameside. Health messages are also being delivered and reinforced through PE lessons. We employ Midday Supervisors to work specifically with the children at lunchtimes to encourage engagement and enjoyment in various sports and activities. Pupils in EYFS have completed training on using balance bikes through Progression in Pedals. Extra-curricular dance has targeted a high percentage of pupils in Key Stage 2 and inspired them to compete and perform at a high level and competitive in the local community. We worked with our local boxing team to deliver after-school training. This has targeted pupils to help deal with emotional control. ITV News reported on this. Four pupils in Year 6 are continuing to develop their role of Sports Ambassadors and attend regular training and development days. They have developed their activities and deliver these to KS1 at lunchtimes. They feedback to staff and pupils on new initiatives. Key Stage 1 and 2 teams continue to compete at competition level, across a range of sports over the school year. Some of the competitive sports over the last 12 months include: cheerleading, football, cross-country running and curling. School have achieved their Silver Award with Thameside’s Food4life scheme.</p>	<p>Ensure Sports Ambassadors plan for and carry out a range of initiatives across the school and target pupils in EYFS as well as KS1 and 2. Pupil interviews to take place to address and evidence Health and Wellbeing across all curricular and extra-curricular sports and activities. Introduction of Freddy-Fit activities to pupils to develop Sports Science within the school. A great focus is needed at lunchtimes to ensure pupils are active. Offering a variety of clubs and coaches to target pupils vulnerable /overweight. To develop an action plan for future competitions and leagues. Coaches to be looked at to develop skills such as football, swimming, netball, dancing, gymnastics and yoga. Ensure there is a spread across the year (sports/key stages) and a mix of competitions and School Games. Focus on PE formative and summative assessments. What will this look like during PE lessons? What AfL strategies can be applied to PE lessons? How will this be evidenced/recorded? CPD for teachers from Sports Development as part of our Service Level Agreement. Review the Sports Development Offer that is being delivered to pupils. Address this based on staff feedback and gaps in CPD. Staff to work with HT and PE leader to address each area of PE / Sport and assess understanding, knowledge and skills. To be planned in over the year with support from Active Thameside.</p>
<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No.

<b>Academic Year: 2020/21</b>		<b>Total Funding Allocated: £17, 810.</b>		
<b>Key Indicator 1:</b>				
<b>The engagement of all pupils in regular physical activity</b>				
<b>School Focus</b>	<b>Next Steps:</b>	<b>Funding Allocated:</b>	<b>Evidence and Impact:</b>	<b>Sustainability:</b>
<ul style="list-style-type: none"> <li>• Purchase of specialist equipment for outdoors.</li> <li>• Employment of Midday coaches.</li> <li>• Provide Freddy Fit introduction.</li> <li>• Children to take part in the daily mile.</li> <li>• Gorse Hall walks half-termly.</li> </ul>	<p>Audit our current equipment and use pupil leader ideas to address outdoor provision.</p> <p>Ensure Freddy-Fit activities are introduced and all pupils have access to this development for health and active lifestyles. PE leader to quality assure this. Timetable this across the year.</p> <p>Active Tameside to provide lunchtime coaches – target KS2 initially.</p>	<p>£3,000</p> <p>£390 per session</p> <p>See Active Tameside SLA breakdown - £10,620 – includes</p>	<ul style="list-style-type: none"> <li>• Pupils making progress within the PE objectives.</li> <li>• Equipment purchased for the delivery of quality PE and higher equipment to pupil ratio – outdoor provision.</li> <li>• Specialist coaches to advise on a whole school approach and strategies.</li> <li>• Encouraging pupils to engage in, participate in and commit to extra-curricular activity in and out of school and to work towards a goal.</li> <li>• Providing pupils with a safe, all weather surface for active lunches, curricular and</li> </ul>	<ul style="list-style-type: none"> <li>• Review provision with pupil support – monitor access and participation.</li> <li>• Consider a range of initiatives e.g., Stand up Broadbent Fold – day/half day without chairs?</li> <li>• Look further at local area – facilities to use in our PE curriculum.</li> <li>• Compete beyond Tameside – Greater Manchester?</li> </ul>

	<p>Action plan for competitions and leagues. Ensure there is a spread across the year (sports/key stages) and a mix of competitions and School Games Values.</p> <p>Begin to look at areas where Muga can be used to ensure space and physical activity when field areas are wet.</p> <p>Look at our local area and plan group walks.</p>	<p>lunchtime coaches.</p>	<p>extracurricular PE and School Sport.</p> <ul style="list-style-type: none"> <li>• Staff sharing good practice and expertise. Building capacity for regular competitive and non-competitive festivals and competition across a range of different sports.</li> </ul>	
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**Impact / Evidence of Indicator 1:**

- Pupils have been exposed to a range of sports (swimming, OAA, athletics, dance, games) and have made progress on their skills within these areas. Fitness is an issue for some pupils returning after lockdown as they haven't been very active at home. New plan to focus on this.
- Teachers set lots of PE related activities throughout lockdown for pupils to continue to develop their sporting skills. PE Leader sent out sports bingo grids, links to online cricket sessions and dance tutorials.
- Freddy Fit Taster Day – children thoroughly enjoyed and were all engaged in the session – they wanted to challenge themselves to 'get strong'. Circuits and teachers to be trained later in the year.
- Daily mile introduced (stopped in Winter months to prevent injury) – has been good as a brain break and pupils' fitness has improved. Year 3 staff particularly commented on this and it has been evident in Year 1 too.
- After school clubs have been offered to more year groups – Year 1-6 (Multiskills, Dance, Football and Tag Rugby). Lots of sports has increased numbers of pupils participating – would have been more but COVID impact evident.
- Active Tameside coaches have encouraged KS2 pupils to be active at lunchtimes – some have been great running sessions; others have just put equipment out and not led an activity so completely depends on the coach. Less behavioural incidents at lunchtime in KS2 as more children involved in sport. Working closely with Active Tameside to continue to develop this.
- Interschool competitions haven't taken place due to COVID. Intraschool competitions within PE lessons have taken place. Had planned for a Year 5 vs Year 6 hockey tournament with the help of Active Tameside and Young Ambassadors however this didn't happen because of lockdown. This will still go ahead.
- Gorse Hall PTFA trials – to review walks here.
- Outdoor equipment is now starting to be changed. Pupil Leadership have organised this and decided on the need. SLT to monitor engagement in new equipment.

**Key indicator 2:**

**The profile of PE and sport being raised across the school as a tool for whole school improvement.**

<ul style="list-style-type: none"> <li>• PE on CPD and policy updated.</li> <li>• Extra-curricular sport clubs</li> <li>• Transport to venues/competitions</li> <li>• Purchase of medals and trophies</li> <li>• Entry fees to leagues and competitions</li> <li>• ‘Healthy Me’ week - all pupils engage in class learning across a week.</li> <li>• Sports Leader /Ambassador training and outfits.</li> <li>• Introduce a sports council.</li> <li>• Active lessons/brain breaks/transitions between lessons, e.g., just dance, go noodle</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is a spread of sport across the year (sports/key stages) and a mix of competitions. During and after school.</li> <li>• Pupil steering groups to gain pupil voice.</li> <li>• Ambassadors to target pupils in EYFS as well as KS1 and 2. Look at where we can start a sports council.</li> <li>• Ensure the success of a ‘Healthy Me Week’ link with National School Sports Week, PSHE and Sex Ed.</li> <li>• Training for staff to ensure physical activity is part of their school day.</li> </ul>	<p>Active Tameside 2 x sports clubs offered as part of SLA. 1 x sport KS2 1 x multi-skills KS1.</p>	<ul style="list-style-type: none"> <li>• Opportunity to develop a new skill and try something different.</li> <li>• Opportunity to compete in a wider range of sports and more frequently too.</li> <li>• Increased confidence adopting an “I can...” attitude.</li> <li>• Opportunity for less ‘academic’ pupils to shine.</li> <li>• Improved self-esteem.</li> <li>• Improved teamwork skills.</li> <li>• Active lunches opportunities for all pupils by coaches and ambassadors encouraging healthy and active lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Which extra-curricular clubs can we continue within our school capacity?</li> <li>• How can we embed competition into our school sport ethos so it’s almost an expectation without discouraging? (Amongst staff, pupils and parents.) Sporting Games target Silver and Gold.</li> <li>• Interviews for pupil steering groups.</li> <li>• Sport and charity – e.g., Santa Dash, sports relief, BHF?</li> </ul>
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**Impact / Evidence of Indicator 2:**

- Challenge Me Days in Autumn 1, 2 and Summer 1, 2 – whole school differentiated tasks where children can develop sporting skills and sporting values. All pupils thoroughly enjoy this and it is shared with families via our website.
- A range of sports have been taught in all year groups to ensure all elements of the curriculum have been covered (gymnastics needs to be covered by most year groups in summer term)
- Sports Council set up – more pupil voice and pupils developing leadership skills.
- Young ambassadors in Year 6 did their training via Zoom – it has been difficult to implement their roles with bubbles not been able to mix but they are using their skills in year 5 and 6.
- Santa Dash took place in December and children in all year groups enjoyed this. They are developing stamina in running and supporting each other to achieve better score times.
- International Walk to school week – encouraged older children (Y6) to walk to school as they could come on their own – found with the younger children that parents who drove continued to drive as usually were going to work afterwards.
- Sporting trophy introduced to celebrate sporting successes within PE lessons – this is on a rota EYFS/KS1 and KS2.
- Sports week activities were set last Summer but we were in lockdown so not all children participated. Will plan sports week with the help of the sports council/young ambassadors for this June 2021.
- Activities were sent out for Children’s mental health week (alongside PSHE) during lockdown. Families received regular information and school achieved a bronze virtual games award.
- Some teachers have been completing cross curricular outdoor lessons to help children be more active.
- Profile continues to be raised. Curriculum continuously being reviewed / developed.

Next?

- Need to promote more active brain breaks in between lessons.
- Need more opportunities to develop teamwork skills after lockdown needed.

**Key indicator 3:**

**Increased confidence, knowledge and skills of all staff in teaching PE and sport.**



<ul style="list-style-type: none"> <li>• Deployment of coaches to upskill teachers.</li> <li>• PE leader training with LA.</li> </ul>	<ul style="list-style-type: none"> <li>• PE leader to support CPD of staff and make observations based on support from Active Tameside.</li> <li>• Lunchtime clubs based around Health and wellbeing for pupils with specific social and emotional needs.</li> <li>• Develop lunchtime clubs.</li> <li>• Target pupils in EYFS as well as KS1 and 2.</li> <li>• Ensure Freddy-Fit activities are used with pupils.</li> </ul>	<p>See Active Tameside SLA breakdown - £10,620 – includes CPD/lunchtime coaches.</p>	<ul style="list-style-type: none"> <li>• Staff upskilled in specific areas of the PE curriculum.</li> <li>• Pupils making progress within the PE objectives.</li> <li>• Improved teaching and learning including assessment process.</li> <li>• Teachers are confident to teach PE lessons.</li> <li>• Plans are in place for future lessons.</li> <li>• Assessment and teaching processes are embedded.</li> <li>• Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are confident to teach PE lessons.</li> <li>• Plans are in place for future lessons.</li> <li>• Assessment and teaching processes are embedded.</li> <li>• Monitoring and observations by PE leader to ensure quality lessons.</li> </ul>
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**Impact / Evidence of Indicator 3:**

- Due to COVID / lockdowns there have been limited opportunities for PE leader to observe other staff teaching PE. HT has during learning walks and specialist expertise is gradually having an impact. Continue to develop.
- Our PE leader has worked alongside Active Tameside staff to continue to develop the PE teaching – half termly evaluations and discussion with Active Tameside have taken place – this needs to continue to be developed.
- Staff learnt a lot from the dance coach, which was a gap in teacher knowledge. This is evident through the observations of sessions and team teach opportunities.
- Pupils are continuing to make progress towards objectives in all areas of the PE curriculum.
- Pupils given chance to develop leadership skills, e.g., leading warmups, higher up school they are measuring results, refereeing games and keeping scores.
- Lunchtime clubs were started initially by TA's, but these were stopped due to COVID. Impact very clear on behaviour, enjoyment and engagement.
- PE Leader continued to attend Zoom sessions regarding PE leadership and has been in regular contact with other PE leaders and the SGO's.

- Staff confidence and knowledge has increased.

Next?

- Need to look at PE assessment – Active Tameside completes a half termly, but school need to evidence progress more clearly. This will enable us to target vulnerable pupils and challenge the most able.

**Key indicator 4:**

**Broader experience of a range of sports and activities offered to all pupils.**

<ul style="list-style-type: none"> <li>• Lunchtime clubs based around health and wellbeing for pupils with specific social and emotional needs.</li> <li>• Whole school activities for National School Sports Week, focusing on the Olympic and Paralympic values.</li> <li>• PE Cluster/DLP meetings</li> <li>• Competitions.</li> <li>• Take part in community projects for less active pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop lunchtime clubs.</li> <li>• Look at impact of lunchtime coaches - gather evidence of activities taken place and impact recorded (action plans, photographs of events, pupil surveys and interviews).</li> <li>• MUFC and MCFC initiatives to work alongside and at stadiums to entice various groups.</li> <li>• Work alongside Rayner Stephens to use their facilities.</li> </ul>	<p>Lunchtime equipment costs.</p> <p>PE leader meetings / cover required.</p> <p>Costs of using Rayner Facilities (£20 each time)</p>	<ul style="list-style-type: none"> <li>• Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing.</li> <li>• Attending PE Cluster meetings with other local primary schools to discuss and address current issue and organize local intra and inter competitions.</li> <li>• Key Stage 1 and 2 teams continue to compete at competition level, across a wide range of sports over the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Review with pupils and parents what we have to offer and what they would like to see in the future. Begin a provision map.</li> <li>• Look in the area to develop interests beyond classroom/school– clubs and facilities. Free?</li> </ul>
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**Impact / Evidence of Indicator 4:**

- Lunchtime clubs were started initially by TA's, but these were stopped due to COVID – wellbeing checks made during lunch breaks by middays and SLT. Sports Ambassadors also support this. Children targeted each day.

- Most competitions were unable to happen due to COVID, but some virtual competitions did take place e.g., dance. Personal targets set weekly for daily mile / class PE games. Active Tameside set competitions each lunchtime between class bubbles. Children very active on a daily basis and developing competitive skills in teams and personally.
- PE leader has virtually attended cluster meetings and updates. This has ensured Broadbent Fold has been involved with online games activities. Families immersed and sent photos to teachers via Seesaw.
- Cheshire County Cricket and MUFC girls' football – we are making regular important community links to promote sport / target groups and links beyond our area.

**Key indicator 5:**

**Increased participation in competitive sport.**

<ul style="list-style-type: none"> <li>• Sports Partnership SLA.</li> <li>• Sport Participation across Key Stage 1 and 2</li> <li>• School Games Mark Award – aim Silver.</li> </ul>	<ul style="list-style-type: none"> <li>• Links with LA to develop competitions and training for PE leader.</li> <li>• Begin to work towards the criteria for Silver award.</li> <li>• Identify children who do not usually partake in extracurricular sport within school. Gain an understanding of why? Using pupil and family voice.</li> <li>• Ensure on entrance to our school achievements are seen and celebrated.</li> </ul>	<p>£1000</p> <p>Transportation costs to compete.</p>	<ul style="list-style-type: none"> <li>• We have successfully maintained high percentages of participation in school PE and sport.</li> <li>• Percentages of children in Key Stage 1 and 2 participating in extracurricular activity has increased.</li> <li>• Look at A/B teams competing.</li> <li>• Children who were less active are trying new sports that interest them.</li> <li>• School continues to celebrate success in / out of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to make School Sport a priority on the SDP and overview.</li> <li>• Continue to embed it throughout curricular, cross-curricular and extra-curricular provision.</li> <li>• Continue to draw on Parent contributions to support sport.</li> </ul>
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**Impact / Evidence of Indicator 5:**

- Most competitions were unable to happen due to COVID, but some virtual competitions did take place → dance competition KS1 and KS2, Tameside Mile KS2, Sports quiz Y5/6, Keepy uppy challenge KS1 and KS2.
- School games mark was cancelled due to COVID – did receive the School Games Virtual Award 2020 and the School Games Award for pre-COVID commitment to PE and School Sport 2019/20

Next?

This is to continue to ensure pupil's health and wellbeing is focussed on linking to our school vision of future aspirations and achievements.

	<b>Total Spend:</b>	<b>£17,810+</b>	
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