



**Broadbent Fold Primary School and Nursery**

**Primary PE and Sport Premium Strategy 2021-2022**

**(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 2021 - 2022:**

The Primary PE and Sport Premium funding allocated to the school for the year, 2021-2022 is £17,790. 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, a special award for Virtual Games and an award for continued contribution to sport through Active Thameside. We employ sports coaches at lunchtime to engage and work specifically with the children to encourage participation and enjoyment in various sports and activities. Pupils in EYFS have completed training on using balance bikes through Progression in Pedals – a little disrupted due to Covid-19. Our year 6s have completed various levels in Bikeability. Extra-curricular dance has continued to target a high percentage of pupils in lower Key Stage 2 and has inspired them to compete and perform at a high level and competitive in the local community and between schools. A group of 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 KS2 at lunchtimes – due to bubble restrictions. Key Stage 1 and 2 teams have taken part in virtual competitions, across a range of sports over the school year. Some of the competitive sports over the last 12 months include: dance and cricket. School have achieved their Silver Award with Thameside’s Food4life scheme. Challenge Me Days have developed over the year and this involves all pupils and staff in school. Each challenge event is themed differently and focuses on different skills and challenges. These are rewarded and pupils thrive on personal achievements.</p>	<p>Develop our Sports Ambassadors across the school when restrictions allow this. Pupil interviews to take place to address and evidence Health and Wellbeing across all curricular and extra-curricular sports and activities. Freddy-Fit circuit and wellbeing activities to develop stamina / strength and knowledge about their bodies. It will also aid in supporting staff with training in this area. Continue to offer a variety of clubs and coaches to target pupils vulnerable /overweight. To develop an action plan for future competitions and leagues – this was set-back due to Covid-19. 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. Make links with other professional sport providers – to target genders etc. 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>
<p><b>Meeting national curriculum requirements for swimming and water safety</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>77%</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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: 2021/22</b>		<b>Total Funding Allocated: £17, 790.</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>• Development of Midday coaches.</li> <li>• Develop Freddy Fit circuit work.</li> <li>• Daily mile / Challenge Me to be consistent.</li> <li>• Gorse Hall walks half-termly.</li> <li>• Develop the role of Sports Ambassadors.</li> </ul>	<p>Continue to develop our outdoor equipment and use pupil leader ideas to address provision and engagement.</p> <p>Ensure Freddy-Fit activities are developed and all pupils have access to this development for health and active lifestyles.</p> <p>Active Tameside to provide lunchtime coaches – KS2 development of emotional and behavioural. Look at various</p>	<p>£2000 – equipment as a permanent fixture.</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>• Specialist coaches to support on a whole school approach and strategies.</li> <li>• Equipment purchased for the delivery of quality PE and higher equipment to pupil ratio – outdoor provision.</li> <li>• Encouraging pupils to engage in, participate in and commit to extra-curricular activity in and out of school.</li> <li>• Building capacity for regular competitive and non-</li> </ul>	<ul style="list-style-type: none"> <li>• Review provision with pupil support – monitor access and participation.</li> <li>• Compete beyond Tameside – Greater Manchester. Review this and impact.</li> <li>• Sports Ambassadors role to review impact and next steps beyond class bubbles.</li> </ul>

	<p>options to engage children e.g. martial arts.</p> <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. Unable to do last year due to restrictions.</p> <p>Continue to look at areas where Muga can be used to ensure space and physical activity when field areas are wet. KS1 Playground focus.</p> <p>Look at our local area and plan group walks / trails.</p>	<p>lunchtime coaches.</p> <p>£500 additional equipment boxes for breaktimes.</p> <p>Evade martial arts – Costings to look at 45-minute sessions &amp; after-school clubs.</p>	<p>competitive festivals and competition across a range of different sports.</p> <ul style="list-style-type: none"> <li>• Sports Ambassadors to target pupils during break times – review the equipment box.</li> </ul>	
<p><b>Impact / Evidence of Indicator 1:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>				
<p><b>Key indicator 2:</b></p> <p><b>The profile of PE and sport being raised across the school as a tool for whole school improvement.</b></p>				
<ul style="list-style-type: none"> <li>• Staff training to be reviewed Sept 21.</li> <li>• Gaps in training to be addressed and planned in over the year.</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> </ul>	<p>Active Tameside 2 x sports clubs offered as part of SLA. 1 x sport KS2</p>	<ul style="list-style-type: none"> <li>• Increased confidence of staff and pupils.</li> <li>• Pupil voice is steering or equipment and offers.</li> </ul>	<ul style="list-style-type: none"> <li>• Sporting Games target Silver and Gold. Lockdown having an impact on our achievements.</li> <li>• Which extra-curricular clubs can we continue within our school capacity?</li> </ul>

<ul style="list-style-type: none"> <li>• Extra-curricular sport clubs planned.</li> <li>• Transport to venues/competitions to be supported.</li> <li>• Purchase of medals and trophies to support competitions and Challenge Me events.</li> <li>• Sports Leader /Ambassador training and outfits.</li> <li>• Develop a sports council.</li> <li>• Ensure our website / communication home reflects PE across the school.</li> <li>• Work with MUFC and City in the Community.</li> </ul>	<ul style="list-style-type: none"> <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>• Training for staff to ensure physical activity is part of their school day.</li> <li>• MUFC work to continue to develop Girls Football.</li> <li>• City in the Community to develop PE projects and Maths and English.</li> </ul>	<p>1 x multi-skills KS1.</p> <p>£800 travel.</p> <p>£345.60 medals</p> <p>Sports council badges £20</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>• Opportunity for pupils to shine.</li> <li>• Improved teamwork skills.</li> <li>• Active lunches opportunities for all pupils by coaches and ambassadors encouraging healthy and active lifestyles.</li> <li>• The profile of PE and sport is raised across the school as a tool for whole-school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we embed competition into our school sport ethos so it's almost an expectation without discouraging? (Amongst staff, pupils and parents.)</li> <li>• Interviews for pupil steering groups.</li> </ul>
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**Impact / Evidence of Indicator 2:**

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**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> <li>• Specialist support to team teach.</li> <li>• Develop staff's knowledge of assessing PE skills.</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 – improve focus and equipment.</li> <li>• Ensure Freddy-Fit activities are used with pupils.</li> <li>• Use specialist coaches e.g., Cheshire County Cricket / MUFC and MCFC to support staff development.</li> </ul>	<p>See Active Tameside SLA breakdown - £10,620 – includes CPD/lunchtime coaches.</p> <p>Gymnastics equipment - £259.99 padded bench and £287.99 safety mattress.</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> <li>• Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.</li> <li>• Children who are not meeting EXS in PE receive targeted support.</li> <li>• All children are accurately assessed every half term.</li> <li>• All children meet the ELG for PD.</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> <li>• PE is a daily part of the curriculum.</li> </ul>
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**Impact / Evidence of Indicator 3:**

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**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 Wimbledon, Tour De France, Olympics and Paralympics.</li> <li>• PE Cluster/DLP meetings</li> <li>• Competitions.</li> <li>• Take part in community projects for less active pupils.</li> <li>• Progression in Pedals.</li> <li>• KS2 children to complete Bikeability.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop lunchtime clubs and equipment. Continue to review the impact. Improve equipment and boxes used outdoors.</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> <li>• EYFS to have Progression in Pedals throughout the year.</li> <li>• Upper KS2 Bikeability to target various levels.</li> </ul>	<p>Lunchtime equipment costs.</p> <p>PE leader meetings / cover required.</p> <p>Rayner Facilities</p> <p>Bikes £1,290 for equipment of our own</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> <li>• EYFS and Upper KS2 bike programs to develop skills / safety and confidence. Whilst improving health and attitude about travel.</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.</li> <li>• Look in the area to develop interests beyond classroom/school– clubs and facilities. Clubs are a regular part of our curriculum links.</li> </ul>
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<b>Impact / Evidence of Indicator 4:</b>				
<ul style="list-style-type: none"> <li></li> </ul>				
<b>Key indicator 5:</b>				
<b>Increased participation in competitive sport.</b>				
<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> <li>Develop links in and beyond the community.</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. (Not happened due to covid -19)</li> <li>Review the clubs provision and ensure pupil voice is sought for options.</li> <li>Ensure school achievements are seen and celebrated.</li> <li>Develop links with MUFC / City in the Community / Cheshire Cricket / Evade Martial Arts.</li> </ul>	<p>Transportation costs to compete.</p> <p>Dance £975</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>Children who were less active are trying new sports that interest them.</li> <li>School continues to celebrate success in / out of school.</li> <li>Pupils evidence that physical activity is something they enjoy and start to develop lifelong habits.</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>
<b>Impact / Evidence of Indicator 5:</b>				

	<b>Predicted Spend:</b>	<b>£17,488.58</b>	