



Broadbent Fold Primary School and Nursery

Primary PE and Sport Premium Strategy 2022-2023

Review April 2023

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 – healthy bodies/ healthy minds.
- 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)
- Pupil evaluations and discussions. Pre and post checklist of skills following an initiative. i.e., What could they do before? What can they do now?
- Class Teacher / Support Staff observations.
- Tameside Active Games Mark award – Currently achieved Bronze.

Allocation of Funding 2022 - 2023:

The Primary PE and Sport Premium funding allocated to the school for the year, 2022-2023 is £17,800. 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.

Key Achievements to date:	Areas for further improvement and baseline evidence of need:
<p>We worked 21-22 alongside Active Tameside Sports to provide our teachers with ongoing training for teaching Gymnastics, Dance and Games and used their coaches to deliver a range of extra-curricular provision.</p> <p>Awards: We currently hold the Bronze award for sporting values through Active Tameside, a special award for Virtual Games and an award for continued contribution to sport through Active Tameside. School has achieved their Silver Award with Tameside's Food4life scheme. We are working towards gold. We came runner up in the Tameside Urban Dance Extreme 2021.</p> <p>EYFS: Pupils in EYFS have completed training on using balance bikes through Little Bikers. They have also completed weekly sessions with City in the Community developing motor skills.</p> <p>Lunchtimes: We continue to employ sports coaches at lunchtime to engage and work specifically with the children to encourage participation and enjoyment in various sports and activities. Our Sports Ambassadors work across keys stage to develop sport and increasing physical activity.</p> <p>Other: Our year 5s and 6s have completed various levels in Bikeability. Extra-curricular dance has continued to target a high percentage of pupils in Key Stage 2 and has inspired them to compete and perform at a high level and competitive in the local community and between schools. Key Stage 2 teams have taken part in various competitions, across a range of sports over the school year including: Cross-country running, girls and boys football, hockey, dodgeball and bowling. Two pupils represented Tameside in a Manchester cross-country run competition. Our year 5 and 6s won a Tameside competition in cricket. Challenge Me Days have developed over the year and this involves all pupils and staff in school. Each challenge event is</p>	<ul style="list-style-type: none"> - Specialist support changing to Inspire Sports to improve pupil outcomes. - Develop our work with our new PE scheme and assessment. 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? - Develop teacher confidence across PE subjects. - Embed our work with our Sports Ambassadors across the school. - Continue to offer a variety of clubs and coaches to target pupils vulnerable /overweight. Pupil leaders to guide us with this / provide ideas. - Ensure there is a spread across the year (sports/key stages) and a mix of competitions and School Games. - Continue to work with City in the Community and use this excellent program to support pupils across school. - CPD for teachers from Sports Development as part of our Service Level Agreement with Inspire. - 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.

themed differently and focuses on different skills and challenges. These are rewarded and pupils thrive on personal achievements. Daily Mile also continues to be a success in Key Stage 1 and 2. Freddy-Fit circuit and wellbeing activities to develop stamina / strength and knowledge about their bodies. These sessions are to also support dealing with mental health and stress.	
Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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

Academic Year: 2022/23		Total Funding Allocated: £17, 800.		
Key Indicator 1:				
The engagement of all pupils in regular physical activity				
School Focus	Next Steps:	Funding Allocated:	Evidence and Impact:	Sustainability:
<ul style="list-style-type: none">• Purchase of specialist equipment for outdoors.• Embed midday sports coaches.• Develop work with Freddy Fit stress busters.• Daily mile / Challenge Me.• Gorse Hall walks half-termly. Look at fitting into a school week to support wellbeing.• Develop the role of Sports Ambassadors.• Ensure EYFS targeted engagement programmes.	<p>Continue to develop our outdoor equipment and use pupil leader ideas to address provision and engagement.</p> <p>Ensure Freddy-Fit activities are embedded and all pupils have access to support to deal with stress for healthy and active lifestyles.</p> <p>Inspire Sports Coaching to provide lunchtime coaches – KS2 development of emotional and behavioural. Look at various options to engage children e.g. martial arts.</p> <p>Ensure there is a widespread across the year (sports/key stages)</p>	<p>£3000 – equipment as a permanent fixture.</p> <p>£390 per session Freddie Fit</p> <p>Day Rate Inspire £25 – Yearly Cost £4875</p> <p>£500 additional equipment</p>	<ul style="list-style-type: none">• Pupils engaging more in physical activity during lesson time and beyond.• Specialist coaches to support on a whole school approach and strategies.• Vulnerable pupils targeted.• Equipment purchased for the delivery of quality PE and higher equipment to pupil ratio – outdoor provision.• Encouraging pupils to engage in, participate in and commit to extra-curricular activity in and out of school.• Building capacity for regular competitive and non-competitive festivals and competition across a range of different sports.	<ul style="list-style-type: none">• Review provision with pupil support – monitor access and participation.• Compete beyond Tameside – Greater Manchester. Review this and impact.• Sports Ambassadors role to review impact and next steps beyond class bubbles.• Build on the work pupils have done in EYFS with specialist coaches.

	<p>and a mix of competitions. Sports Ambassador Meetings.</p> <p>Continue to look at areas where we can develop physical activity when field areas are wet. Equipment boxes at breaktimes.</p> <p>Look at our local area and plan group walks / trails. OS maps of areas.</p> <p>City in the Community and Little Bikers to work with EYFS.</p>	<p>boxes for breaktimes.</p> <p>£13 per OS map. 1 x per class = £ 78</p> <p>City in the Community – £585.</p> <p>Little bikers - £550 per session. Require x 2 sessions.</p>	<ul style="list-style-type: none"> • Sports Ambassadors to target pupils during break times – review the equipment box. Impact evident due to pandemic restrictions. • Areas of learning for physical development / motor skills have shown improvement. 	
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Impact / Evidence of Indicator 1: The engagement of all pupils in regular physical activity

- Purchase of specialist equipment for outdoors – this one was impacted due to the EYFS frame needed removing and replacing. Some of the premium supported this alongside PTFA funds due to the £14,000 cost. Each key stage has sports bags filled with various types of balls / catch equipment / cheerleading equipment and various objects for them to create games. Daily evidence in the playgrounds and pupils are actively taking part in sports during breaktimes.
- Development of Midday coaches – A sports coach develops skills and encourages vulnerable groups e.g., girls / anxious. Each day is a different sport to entice different groups with our new company Inspire. Girls have particularly thrived at girls' football and we have dedicated days for these pupils. Other sports include dodgeball, basketball, netball, cricket and tag-rugby.
- Develop Freddy Fit circuit work – Freddie Fit has completed various days in school doing circuits and wellness. Leaders from Key Stage Two also supported in the delivery of these sessions to engage all pupils and younger pupils. All classes continue to do this on a termly basis to increase fitness levels alongside PE sessions.

- Daily mile / Challenge Me to be consistent – these events have continued and strengthened to a regular routine with pupils and staff. This has challenged pupils to try longer with their times / compete against each other's times. Pupils show enjoyment of these times and staff join in with the spirit of the sports. Challenge Me Events take place each term. Alongside Mini-Marathon events and Let Girl's Play events.
- Gorse Hall walks take place as and when throughout the school year. Teachers can take pupils for wellbeing walks amongst the trees. School has worked especially closely with the Rotary Club, to improve this outdoor area. Children thrive with their learning after a walk here.
- The role of Sports Ambassadors has developed very well, especially in KS1. Ambassadors have supported other year groups / demonstrated and encouraged pupils to use equipment. It is clear during breaktimes pupils are using these skills to play games, be active and create rules for sporting activities.
- Pupils making progress within the PE objectives has clearly improved – this is evident on our teacher app. Observations completed by PE subject leader has demonstrated this. Planning and evaluating has improved and staff have worked closely with our coaches and PE Leader to improve outcomes and deliver high quality teaching. PE Leader has designed LTP on PE Passport to make sure all areas of the curriculum are covered.
- Specialist coaches have supported teacher knowledge with whole school approach and strategies. Each week coaches have done team teaching with staff in various forms – dance / games etc. Staff are using their new knowledge to use these skills across subjects too. Ensuring children are being active across the curriculum. A new coaching team was introduced and we have seen outcomes improve for these year groups.
- Encouraging pupils to engage in, participate in and commit to extra-curricular activity in and out of school has been successful. School have offered sports on Mondays / Wednesdays and Fridays after-school. They have targeted particular year groups / where pupil need is higher. We have worked with our ambassadors to review provision and improve this. Clubs in dance, cheerleading, football, cricket, gymnastics, tag rugby, dodgeball, yoga, multi skills and basketball.
- City in the Community has been outstanding each week – physical development has improved in EYFS. Impacting on motor skills for writing. See EYFS data. Little Bikers has only just started (summer term) but feel pupils are making rapid progress. Bikeability in year 5 and 6 has ensured key safety skills for travelling on the road.

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"> • PE Scheme to be put into place. • Gaps in training to be addressed and planned in over the year by subject leader and specialised coaches. 	<ul style="list-style-type: none"> • New PE Passport Scheme to start and put reviews in place. • Ensure there is a spread of sport across the year (sports/key stages) and a mix of competitions. During and after school. 	PE Scheme £754.92 1 x sport KS2 1 x multi-skills KS1.	<ul style="list-style-type: none"> • Increased confidence of staff and pupils. • Pupil voice is steering or equipment and offers. • Opportunity to develop a new skill and try something different. 	<ul style="list-style-type: none"> • Sporting Games target Silver and Gold. • Which extra-curricular clubs can we continue within our school capacity? • How can we embed competition into our school sport ethos so it's almost an expectation
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<ul style="list-style-type: none"> • Extra-curricular sport clubs planned to link to competitions across Tameside and beyond. • School website reflects school's achievements in sport. • Transport to venues/competitions to be supported. • Purchase of medals and trophies to support competitions and Challenge Me events. • Sports Leader /Ambassador training and outfits. • Develop a sports council. • Update school kits e.g. football. 	<ul style="list-style-type: none"> • Pupil steering groups to gain pupil voice. • Ambassadors to target pupils in EYFS as well as KS1 and 2. • Training for staff to ensure physical activity is part of their school day. • Look at current kits for competitions. 	<p>£800 travel.</p> <p>Girls Football kit: £400 Socks x 9 £44.91</p>	<ul style="list-style-type: none"> • Opportunity to compete in a wider range of sports and more frequently too. • Opportunity for pupils to shine. • Improved teamwork skills. • Active lunches opportunities for all pupils by coaches and ambassadors encouraging healthy and active lifestyles. • The profile of PE and sport is raised across the school as a tool for whole-school improvement. 	<p>without discouraging? (Amongst staff, pupils and parents.)</p> <ul style="list-style-type: none"> • Interviews for pupil steering groups. • Impact of school sports council?
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Impact / Evidence of Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

- PE Passport – implementing this has been very successful and effective. Standards have improved through observations and pupils have clear structure and direction in the subject. Assessment has been completed effectively.
- External agencies and our PE leader support staff with knowledge and delivery. Inset time focussed on assessing pupils' skills and those children not accessing the PE curriculum for medical reasons.
- Extra-curricular sport clubs planned by pupils and PE Leader. Pupil voice ensured we listened to which sports they would like to try. This not only raised the profile of PE but encouraged children to join clubs in the community e.g., tennis / kick boxing.
- During celebration assemblies the Headteacher and PE Leader gives out awards / medals and trophies. These are linked to participation and our games values e.g., teamwork. Challenge Me events also get a special recognition during assemblies and our school blog on the website. Classes receive a special trophy for displaying exceptional skills in PE on a weekly basis. Classes then receive a class compliment as a reward.

- Sports Leader /Ambassadors / Game Changers have completed training and wear their outfits with pride. They ensure pupils have various opportunities to develop a new skill and try something different. It has provided pupils with opportunities to shine in different aspects of PE.
- Our PE Leader has developed our sports council, which has given our pupils a voice in PE. Pupils are discussing the impact of equipment / which sport is a strength or isn't. What school needs to develop PE. This steering group meets with our PE Leader to share thoughts.
- Our website / twitter and Seesaw app reflects PE across the school. They show the strength of PE, confidence of pupils and clear enjoyment pupils have for taking part in PE.
- Pupils have been given the opportunity to compete in a wider range of sports and more frequently too. Active lunches opportunities for all pupils by coaches and ambassadors has encouraged healthy and active lifestyles. The sports have also improved teamwork skills.
- It is clear through subject leader monitoring that the profile of PE and sport is raised across the school. School kits have improved, we still need to develop these.
- Walk to School assembly and badges given out monthly – encouraging pupils to be more active.
- School assemblies also pinpoint key sporting events e.g. London Marathon, World Cup and swimming competitions. Letgirlsplay and designing football kits have involved the whole school competitions.
- Visitors – Freddie Fit and Ash Randall Freestyler have promoted sport and inspired pupils.
- Various themed days and events have taken place – which has involved whole school engagement: Santa Dash, Sports days/week, World Cup, Mini London Marathon.

Key indicator 3:

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

<ul style="list-style-type: none"> • Deployment of coaches to upskill teachers. • PE leader training with LA. • Specialist support to team teach. • Develop staff's knowledge of assessing PE skills. • Develop monitoring with cluster of schools in Dukinfield. 	<ul style="list-style-type: none"> • PE leader to support CPD of staff and make observations based on support from Inspire Sport. • Lunchtime clubs based around Health and wellbeing for pupils with specific social and emotional needs. To also target vulnerable pupils. 	<p>Lunchtime Coaches – See Inspire cost.</p> <p>Basketball net x 1 = £254</p> <p>Spots x 5 = £64.95</p>	<ul style="list-style-type: none"> • Staff upskilled in specific areas of the PE curriculum. • Pupils making progress within the PE objectives. • Improved teaching and learning including assessment process. • Teachers are confident to teach PE lessons. • Plans are in place for future lessons. 	<ul style="list-style-type: none"> • Teachers are confident to teach PE lessons. • Plans are in place for future lessons. • Assessment and teaching processes are embedded. • Monitoring and observations by PE leader to ensure quality lessons. • PE is a daily part of the curriculum.
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<ul style="list-style-type: none"> Develop leadership skills of PE leader to monitor and evaluate the effectiveness of teaching and learning at school. 	<ul style="list-style-type: none"> Use specialist coaches e.g., Cheshire County Cricket / MCFC to support staff development. 	<p>Tennis balls x 3 (36 total) = £26.97</p> <p>Coated foam balls = £31.50</p>	<ul style="list-style-type: none"> Assessment and teaching processes are embedded. Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing. Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years. Children who are not meeting EXS in PE receive targeted support. All children are accurately assessed every half term using new scheme. All children meet the ELG for PD. 	
<p>Impact / Evidence of Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> Our PE leader has effectively deployed coaches to ensure they upskill teachers and focus on key development areas for them. Observations have shown teacher confidence and knowledge has improved. Pupil outcomes following this have risen. PE leader has continued to attend training with our local authority – she has made good links in our community, which has impacted on increased pupil participation of sports. Our leader is continuing to develop staff’s knowledge of assessing PE skills. Our leader has purchased PE Passport for assessment which has guided staff to making accurate and informed decisions about the next steps in teacher and development. During PE lessons, staff are looking at identifying progress and pupils are using peers to do this. Children who are not meeting EXS in PE receive targeted support through feedback in the sessions. Pupils are also rewarded for progress with certificates. All children are accurately assessed every half term. 				

- Pupils are making progress within the PE objectives and these are being monitored by our PE leader to ensure this is checked for quality assurance. Our next plan is to work alongside our cluster to share good practice.
- It is clear this year there has been an improvement in the teaching and learning of PE. Teachers are more confident to teach PE lessons and share with our leader areas of development.
- School has provided pupils with the opportunities to be active and develop their own leadership and teambuilding skills. This has supported their social, emotional, health and wellbeing. Being active is part of the Broadbent Fold Day.
- We are building capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- Specialist coaches e.g. Inspire/MCFC inspire our pupils and motivate them to take part in sporting sessions.

Physical Development Nursery	Baseline	Autumn 2
Gross Motor	75%	80%
Fine Motor	65%	70%
Physical Development Reception		
Gross Motor	75%	75%
Fine Motor	50%	40%

Key indicator 4:

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

<ul style="list-style-type: none"> • To vary lunchtime clubs based around health and wellbeing for pupils. • Whole school activities for National School Sports Week, focusing on the Wimbledon, Tour De France and Commonwealth Games. • Develop yoga and meditation on Wellbeing days. • PE Cluster/DLP meetings • Competitions. 	<ul style="list-style-type: none"> • Continue to develop lunchtime clubs and equipment. Continue to review the impact. Improve equipment and boxes used outdoors. • Look at other sporting opportunities e.g. Velodrome / Squash Centre. • Work alongside Rayner Stephens to use their facilities. 	<p>See above cost Inspire.</p> <p>PE leader meetings / cover required.</p> <p>Rayner Facilities £20 per court.</p>	<ul style="list-style-type: none"> • Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing. • Attending PE Cluster meetings with other local primary schools to discuss and address current issue and organize local intra and inter competitions. • Key Stage 1 and 2 teams continue to compete at 	<ul style="list-style-type: none"> • Review with pupils and parents what we have to offer and what they would like to see in the future. • Look in the area to develop interests beyond classroom/school– clubs and facilities. Clubs are a regular part of our curriculum links.
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<ul style="list-style-type: none"> • Take part in community projects for less active pupils. • EYFS Little Bikers. • KS2 children to complete Bikeability. 	<ul style="list-style-type: none"> • EYFS to have Little Bikers throughout the year. • Upper KS2 Bikeability to target various levels. 	<p>Sports Ambassadors to support with gaps in equipment.</p>	<p>competition level, across a wide range of sports over the school year.</p> <ul style="list-style-type: none"> • EYFS and Upper KS2 bike programs to develop skills / safety and confidence. Whilst improving health and attitude about travel. • Pupils know the importance of being healthy and the role physical activity plays in that. 	
<p>Impact / Evidence of Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <ul style="list-style-type: none"> • Lunchtime clubs have been based around health and wellbeing for pupils with specific social and emotional needs. Activities have been designed with Sports Ambassadors and Council. Lessons have also been reviewed to ensure a broad and balanced curriculum is offered. • Whole school activities have taken place National School Sports Week, focusing on the Tour De France, London Marathon. Our school blog / club blog can show the work completed here. We also take part in community projects for less active pupils/families e.g., Walk to School / Tameside Cycles. • Girl's football has a special focus each Wednesday and has increased the number of girls participating. This has developed our girls football team. Two Leaders in year 6 have been trained to make a change and Let Girl's Play. Girls love this time during breaks. • PE Cluster/DLP meetings have been attended by our PE leader and she has ensured we are part of local initiatives. She also discussed and addressed current issues which has led to the organisation of local intra and inter competitions. Key Stage 1 and 2 teams continue to compete at competition level, across a wide range of sports over the school year. • Little Bikers EYFS and KS2 children completed Bikeability. These developed pupil's confidence on a track / on the road. Pupils learned about control and safety in and around school. More pupils are cycling to school. • Circuit training has provided pupils with the opportunities to be active and develop leadership and teambuilding skills. Our year 6 children delivered this, which helped support their own social, emotional, health and wellbeing. • Our pupils know the importance of being healthy and the role physical activity plays in that. It has been especially crucial following the pandemic that we have focused on this – healthy body / healthy mind aim. • SEND pupils took part in a bowling competition across local schools – we got the bronze award for third place. 				
<p>Key indicator 5:</p>				

Increased participation in competitive sport.

<ul style="list-style-type: none"> • Sports Partnership SLA. • Sport Participation across Key Stage 1 and 2 • School Games Mark Award – aim Silver. • Develop links in and beyond the community. 	<ul style="list-style-type: none"> • Links with LA to develop competitions and training for PE leader. • Work with new coaches Inspire to expand competition entries. • Work on criteria for sport award. • Review the clubs provision and ensure pupil voice is sought for options. • Ensure school achievements are seen and celebrated. • Develop links with other facilities e.g. Climbing Centre. 	<p>Transportation costs to compete.</p> <p>Inspire to deliver after-school clubs.</p>	<ul style="list-style-type: none"> • We have successfully maintained high percentages of participation in school PE and sport. Leader to have data. • Percentages of children in Key Stage 1 and 2 participating in extracurricular activity has increased. • Children who were less active are trying new sports that interest them. • School continues to celebrate success in / out of school. • Pupils evidence that physical activity is something they enjoy and start to develop lifelong habits. 	<ul style="list-style-type: none"> • Continue to make School Sport a priority on the SDP and overview. • Continue to embed it throughout curricular, cross-curricular, and extra-curricular provision. • Continue to draw on Parent contributions to support sport.
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Impact / Evidence of Indicator 5: Increased participation in competitive sport.

- Sports Partnership SLA has increased pupils' participation in competition in school and within Tameside LA. Competitions we have taken part in includes Football – boys and girls, cross-country running (2 pupils we chosen to run for Tameside in Manchester league), hockey, tag-rugby, bowling, athletics, dodgeball, cheerleading, basketball dance and cricket. We have won, received semi-finals and tried new sports. We received a nomination for commitment to sport in Tameside.
- Sport Participation across Key Stage 1 and 2 has increased. Pupils love PE and sport at Broadbent Fold and would like their whole school day to be involving physical activity.
- School Games Mark Award – achieved our gold award!
- Percentages of children in Key Stage 1 and 2 participating in extracurricular activity has increased, each session we offer includes 30 pupils and all places are taken with waiting lists.

- Children who were less active are now trying new sports that interest them. Dance is particularly popular with boys and girls in KS2. We are increasing our offer to EYFS e.g. yoga sessions.
- School continues to celebrate success in / out of school and we showcase what is on in our community to entice pupils.
- Pupils show that that physical activity is something they enjoy and they know it's a lifelong habit.

	Spend:	£12,905.25	Further: <ul style="list-style-type: none"> - Additional court fees. - Any additional coach / transportation. - Additional equipment will be required over the year for competitions.
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