



Broadbent Fold Primary School and Nursery

Primary PE and Sport Premium Strategy 2023-2024

Impact Statement

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:

- Emotional wellbeing / mental health - fair play/ turn taking/ following rules and accepting decisions.
- The teaching of games rather than sporting skills to improve skills to play games better.
- Sustained activity - keeping fit – healthy bodies/ healthy minds.

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 hold Gold.

Allocation of Funding 2023 - 2024:

The Primary PE and Sport Premium funding allocated to the school for the year, 2023-2024 is £17,795. 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 22-23 alongside Inspire Coaching 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 now hold the Gold Award for Games through Active Tameside; a special award and we received a special nomination for our Contribution to sport in Tameside's school category. School has achieved their Gold Award with Tameside's Food4life scheme. We came 3rd place in our Cricket Tournament, received an award for teamwork in the Urban Dance Extreme 2023.</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, cricket, dodgeball and bowling. Two pupils represented Tameside in a Manchester cross-country run competition. Our year 5 and 6s came 3rd in a Tameside competition in cricket. Challenge Me Days have developed over the year and this involves all pupils and staff in school. Each</p>	<ul style="list-style-type: none">• Develop our work with our PE scheme on assessment. Focus on PE formative and summative assessments. How will this be evidenced/recorded? PE Leader to set a timetable for observations over the academic year.• A number of children dis-engaging with dance. To address ways to re-inspire and motivate boys in particular.• Develop teacher knowledge across PE subjects, which subjects are staff least confident with? Address with coaches.• Strengthen 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 mix of competitions and School Games across the school and age groups.• Continue to work with City in the Community and use this excellent program to support pupils across school. Supporting our motor skills.• CPD for teachers from Sports Development as part of our Service Level Agreement with Inspire.• Staff to work with HT and PE leader to address each area of PE / Sport and assess understanding, knowledge and skills.

challenge event is 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?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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: 2023/24		Total Funding Allocated: £17,795.		
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">• Ensure what we offer shows equality to pupils.• Continue to improve outdoor equipment. Sports Ambassadors to decide and target.• Strengthen midday sports coaches.• Gorse Hall walks half-termly. Look at fitting into a school week to support wellbeing.• Strengthen work on initiatives throughout the year: Freddy Fit/Daily mile / Challenge Me.• Strengthen the role of Sports Ambassadors.• Ensure EYFS targeted engagement programmes.	<p>Review our provision, work with Let Girls Play to ensure we are offering all provision.</p> <p>Continue to develop our outdoor equipment and use pupil leader ideas to address provision and engagement. Continue to look at areas where we can develop physical activity when field areas are wet. Equipment boxes at break times.</p> <p>Inspire Sports Coaching to provide lunchtime coaches – KS2 development of emotional and behavioural. Develop how they target pupils and the activities they offer.</p>	<p>£500 additional equipment boxes for break times.</p> <p>Day Rate Inspire £25 – Yearly Cost £4875</p> <p>£399 per session Freddie Fit x 2 sessions</p>	<ul style="list-style-type: none">• Pupil Voice to share how the provision has improved for girls.• Pupils engaging more in physical activity during lesson time and beyond. Encouraging pupils to engage in, participate in and commit to extra-curricular activity in and out of school. Pupil Voice to monitor this.• Specialist coaches to support on a whole school approach and strategies. Assessment to be a key focus on progression.• Equipment purchased for the delivery of quality PE and higher equipment to pupil ratio – outdoor provision.• Building capacity for regular competitive and non-	<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. Impact should be seen on Physical Development, especially boys.• Sports Coach Impact during teaching sessions and midday.

	<p>Look at our local area and plan group walks / trails. OS maps of areas.</p> <p>Ensure Freddy-Fit activities are embedded and all pupils have access to support to deal with stress for healthy and active lifestyles. Ensure there is a widespread across the year (sports/key stages) and a mix of competitions. Sports Ambassador Meetings.</p> <p>City in the Community and Little Bikers to work with EYFS.</p>	<p>City in the Community – £850.</p> <p>Little bikers - £550 per session. Require x 2 sessions.</p>	<p>competitive festivals and competition across a range of different sports.</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

- Girl/boy only sessions have been planned and successfully attended. Pupils have also taken part in competitions out of school.
- Let's girls play has continued to be successful for the second year running. Two year 6 girls were trained, completed whole school assemblies and ensured girl only activities were planned.
- Breaktime equipment is accessed by all pupils and regularly changed to engage pupils. Breaktimes are highly active and involves the majority of pupils. Increased participation is evident.
- Sports coaches have been fully involved in all aspects of sport/PE in school. High standards are evident in these sessions and pupils are thriving.
- Challenge Me events have continued and pupils have aimed to improve their strength and stamina.
- Sports Ambassadors were retrained in the school year to improve their impact on pupil outcomes. This has clearly improved and they are targeting key children to involve them at lunchtimes.
- This has been a very successful year for achieving many awards in sport and PE: Team Spirit – dance, sports quiz Tameside winners,
- Pupils have also been involved in weekly competitions across a range of sports within the community e.g. futsal, glow in the dark dodgeball, bowling, football, basketball, rugby and cross-country running. Two of our runners represented Tameside in borough competitions. Vulnerable pupils have also been targeted to attend events and festivals.

- EYFS developments have ensured fine and gross motor skills have improved as well as Physical Development. See EYFS data.

Evidence for all the above standards are all on the School Blog.

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"> • Look at how we can offer 2 hours of PE. • PE Scheme to be embedded. • Gaps in training to be addressed and planned in over the year by subject leader and specialised coaches. • 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. 	<ul style="list-style-type: none"> • Plan with staff and subject leader how we can increase PE times. • PE Passport Scheme to start and assessments being completed. Coaches are part of this process. • Ensure there is a spread of sport across the year (sports/genders/key stages) and a mix of competitions. During and after school. • Pupil steering groups to gain pupil voice. Let Girls Play input. Look at how we continue this steering group. • 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. 	<p>PE Scheme £754.92</p> <p>£800 travel.</p> <p>Sports Kits updated: £400</p>	<ul style="list-style-type: none"> • PE lesson time has increased. • Increased confidence of staff and pupils. • Pupil voice is steering or equipment and offers. • Opportunity to develop a new skill and try something different. • 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. Targeting vulnerable pupils. • The profile of PE and sport is raised across the school as a tool for whole-school improvement. 	<ul style="list-style-type: none"> • How have we managed to increase the time effectively? • Sporting Games continue with Gold. • Is there another award we can aim for? • 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 without discouraging? (Amongst staff, pupils and parents.) • Interviews for pupil steering groups. • Impact of school sports council? • Parent questionnaire – add about sport outside of school.
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<ul style="list-style-type: none"> • Sports Leader /Ambassador training and outfits. • Update school kits e.g. football. • Send out information to families on a regular basis about clubs, events in the area. • Subject leader to review policy. 	<ul style="list-style-type: none"> • Look at current kits for competitions. • Use Arbor and school website to share events. • Ensure policy is in line with our values and aims. 		<ul style="list-style-type: none"> • Families are accessing sport outside of school hours. • Our policy is reflective of our achievements and aims. Add equality objective to main whole school focus. 	
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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.

- Number of hours of PE has increased. Pupils get access to it each day in class / in hall / outdoors. Our PE scheme has supported staff doing this and guided them with planning and assessment.
- Games Gold mark has continued over the year. Confirmation of this will be received in September 2024.
- There have been outstanding links to competitions inter/intra. Clubs have included dance, cheerleading, basketball, football, multi-sports, dodgeball and athletics. Clubs have linked to competitions and we have been very successful across sports.
- School has a new sports kit, which we won - our PE Leader entered a Sport England competition. Pupils are wearing these in competitions and looking very smart.
- Parent weekly updates are sent via e-mail each week and link to sport in our community e.g. Dukinfield Youth, water polo and family walking events. All are promoted to involve the whole family. There has been an increased uptake at an Inspire holiday club during school breaks.
- PE Policy has been updated and in line with current initiatives and plans.
- January 2023 pupil voice states that 83% of pupils attend or have attended a sport club this year. 96% agree that school encourages them to look after their physical health.
- School website / Twitter (X) page is a clear reflection of the high profile of PE in school – as well as our trophy cabinet on entry to the school.

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. This needs to improve and PE Leader needs feedback on this termly. • PE leader training with LA. • Develop staff's knowledge of assessing PE skills. • Develop monitoring with cluster of schools in Dukinfield. • Strengthen leadership skills of PE leader to monitor and evaluate the effectiveness of teaching and learning at school. 	<ul style="list-style-type: none"> • PE leader to support CPD of staff and make observations based on support from Inspire Sport. Coaches to feedback to PE Leader. • Lunchtime clubs based around Health and wellbeing for pupils with specific social and emotional needs. To also target vulnerable pupils. • Use specialist coaches e.g., Cheshire County Cricket / MCFC to support staff development. 	<p>Lunchtime Coaches £25 per day.</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. • 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. Transition is effective. • All children are accurately assessed every half term using new scheme. 	<ul style="list-style-type: none"> • Teachers are confident to teach PE lessons. How have we addressed who is not? • 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. • Has out PD improved in EYFS?
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			<ul style="list-style-type: none"> All children meet the ELG for PD. 	
Impact / Evidence of Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. <ul style="list-style-type: none"> PE leader has completed drop-in sessions over the year and it is clear teacher knowledge and confidence has improved. Our PE is knowledgeable and ensures this is shared with all staff to keep standards high. Our PE leader attends all the relevant local and national training. She ensures this information is shared with staff during inset time and this keeps on top of new initiatives and strategies. It also ensures we are part of all the competitions and events. Our PE Leader goes above and beyond as subject leader. PE passport is used by all staff, this is quality assured by our leader and it is evident improved assessment of PE is taking place. Staff have been supported tackling a range of objectives. Healthy Bodies and Healthy Minds have supported staff with team building initiatives and wellbeing yoga sessions. Staff have observed coaches and are using this in their own practice. Mini-Bikers and Bikeability have guided staff with ideas on developing gross motor skills. Manchester City in the Community have provided EYFS with a well-planned program to help them deliver similar lessons. 85% met physical development expectations in EYFS in July 2023. Assessment of pupils has improved over the last year, which is helping plan next steps and support effective transitions. 				
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 mental health, gender and SEND. Whole school activities for National School Sports Week, focusing on events we can do in 	<ul style="list-style-type: none"> Continue to develop lunchtime clubs and equipment. Continue to review the impact. Improve equipment and boxes used outdoors. 	Inspire £125 weekly for day coaching.	<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. 	<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. Discuss with different groups. Look in the area to develop interests beyond

<p>school - Wimbledon, Tour De France.</p> <ul style="list-style-type: none"> • Develop yoga and meditation on Wellbeing days. • PE Cluster/DLP meetings • Competitions inter/intra. • Take part in community projects for less active pupils. • EYFS Little Bikers. • KS2 children to complete Bikeability. 	<ul style="list-style-type: none"> • Discuss with coaches other options to offer – American Football etc. • Look at other sporting opportunities e.g. Velodrome / Squash Centre. • Work alongside Rayner Stephens to use their facilities. • EYFS to have Little Bikers throughout the year. • Upper KS2 Bikeability to target various levels. 	<p>PE leader meetings / cover required.</p> <p>Rayner Facilities £20 per court.</p> <p>Sports Ambassadors to support with gaps in equipment. £500 on equipment.</p>	<ul style="list-style-type: none"> • Attending PE Cluster meetings with other local primary schools to discuss and address current issue and organize local intra and inter competitions. • PE Leader having impact from meeting with cluster and Tameside. • Key Stage 1 and 2 teams continue to compete at competition level, across a wide range of sports over the school year. • 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>classroom/school– clubs and facilities. Clubs are a regular part of our curriculum links.</p> <ul style="list-style-type: none"> • How have we improved our offer? Have we met needs of all pupils? If not why?
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Impact / Evidence of Indicator 4: Broader experience of a range of sports and activities offered to all pupils.

- This has continued to be a very successful year in terms of sports and achievements at Broadbent Fold.
- Increased participation in sport is evident in numbers attending clubs or accessing sport at breaktimes/lunchtimes.
- Children across school have taken part in Football Week, Sports Week, Challenge Me events and links to national / international events e.g. Wimbledon.
- More vulnerable pupils have accessed sport provision than previous years and are enjoying it.
- School have increased communication with home, to share local sporting groups e.g. glow in the dark dodgeball. Children are sharing they are attending after-school.
- Little Bikers for EYFS and Bikeability for year 5 pupils has been completed. All pupils engaged. Children with SEND were supported to achieve. A group attending a bowling event and thrived.

- Our PE Leader has ensured throughout the year we have been part of competitions and in many cases have won / or been recognised for our contribution. Our pupils are very proud to represent Broadbent Fold. Each week in a whole-school assembly, pupils are celebrated for their achievement.
- Effective links have been made with Rayner Stephens, increasing the number of competitions entered and using their facilities.
- Our whole school curriculum and ethos links to sport and the importance of this on our physical and mental wellbeing. All pupil steering groups promote this, especially our Sports Ambassadors.

Key indicator 5:

Increased participation in competitive sport.

<ul style="list-style-type: none"> • Sports Partnership SLA. • Increase equal access to sport. • Sport Participation across Key Stage 1 and 2 • School Games Mark Award – aim to retain Gold. • 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 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, bowling. 	<p>Transportation costs vary depending on place from £200-£400.</p> <p>Inspire to deliver after-school clubs. £30 per session.</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. • SEND pupils are able to take part. Provision has been adapted. • 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 SIP and overview. • Continue to embed it throughout curricular, cross-curricular, and extra-curricular provision. • Continue to draw on Parent contributions to support sport. • Celebrate.
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Impact / Evidence of Indicator 5: Increased participation in competitive sport.

- See data for the increased participation at events.

- Our Inspire coaches work closely with our PE Leader to target competitions and ensure pupils are able to take part.
- Pupil voice ensures this feeds into the different sports we have on offer. Pupils also share their ideas for the coaches at lunchtimes. Lunchtimes are a key time to build the pupil's competitive nature and a timetable is in place to enhance our offer and provision. It is evident the passion our pupils have for the following: cricket, football, dance, dodge ball and basketball. Pupils participate in these on a weekly basis.
- Broadbent Fold current hold the Gold Award, we will find out if we have retained this later in 2024.
- Awards 2023/2024 – Sports Quiz winners, Cheer fest Team Spirit award (2 years running), two pupils chosen to represent Tameside in GM cross-country, 3rd place Tameside cricket, Walking to School Champions, Tameside's commitment and engagement award.

	Spend: £10,548 Inspire.	£14,532.92	Further: <ul style="list-style-type: none"> • Additional court fees will be added. • Any additional coach / transportation for competitions. • Additional equipment will be required over the year for competitions.
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