

PE Funding Evaluation Form

Commissioned by



Department
for Education

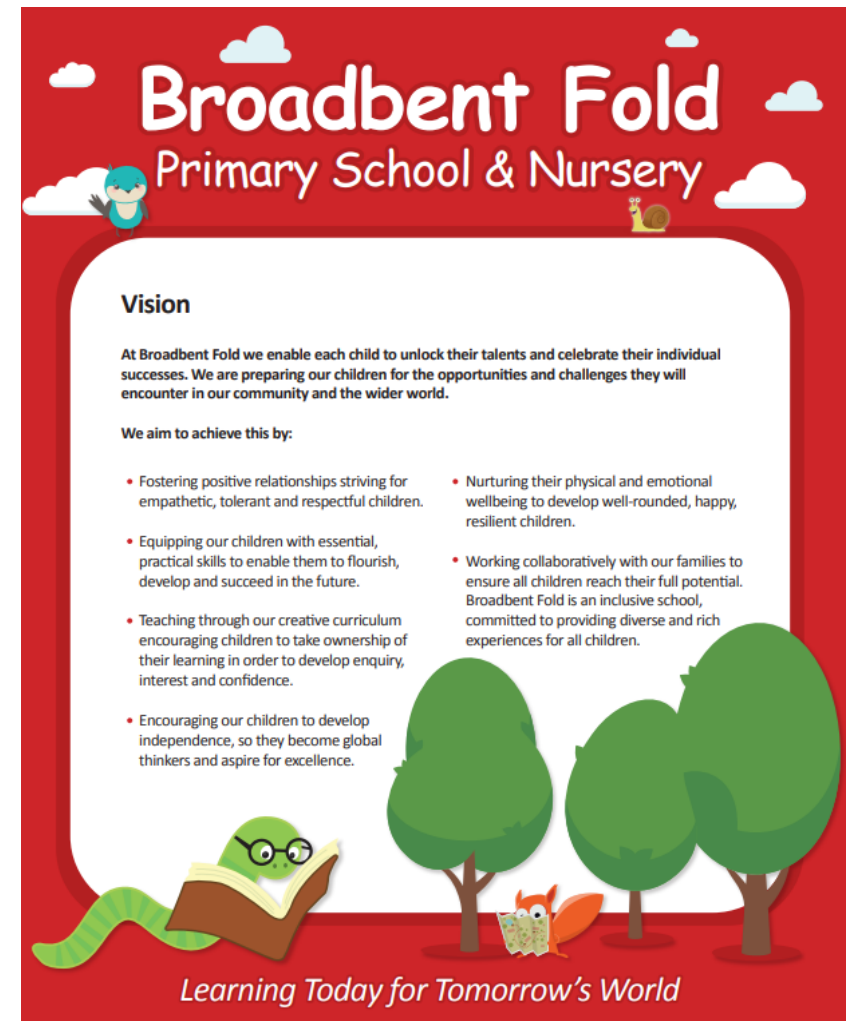
Created by



Images courtesy of Youth Sport Trust

Broadbent Fold Primary School and Nursery

Primary PE and Sport Premium Strategy 2024-2025 Review



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 – Gold winners, Participation in Competitions Award, Walking to School Award 2023, Team Spirit Award 2023/2024 (for second year running) and Sports Quiz Winners 2023.

Allocation of Funding 2024 - 2025:

The Primary PE and Sport Premium funding allocated to the school for the year, 2024-2025 is £17,670. 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 23-24 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. This has continued to be effective and high-quality provision is being provided.</p> <p>Awards: We 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 received a special award for teamwork in the Urban Dance Extreme 2023/24. Place 3rd in Tameside's Walking to School Scheme.</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 and Mini-Athletics. Dukinfield Youth Football Club have also provided sessions during school time and after-school club for EYFS pupils.</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 key stages to develop sport and increasing physical activity. Updated training has improved this provision. Midday staff also enjoy getting involved with sports, especially in KS2.</p> <p>Other:</p>	<ul style="list-style-type: none"> • Staff to work with HT and PE leader to address each area of PE / Sport and assess understanding, knowledge and skills. • Continue to offer a variety of clubs and coaches to target pupils vulnerable/wellbeing. Pupil leaders to guide us with this / provide ideas. • Develop our work with our PE scheme on assessment. Have CPD time to review and reflect on our recordings and improve transition of PE. PE Leader is to set a rolling programme of monitoring PE across subject areas. • Improve the teaching of dance. A number of children dis-engaging with dance. To address ways to re-inspire and motivate boys in particular. • Assess 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 and pinpoint which children are engaging. • 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. • Strengthen Daily Mile, this has not continued as effectively 23-24. Needs to be a focus.

<p>Our year 5s 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, dodgeball, glow-in the dark dodgeball, futsal and bowling. Two pupils represented Tameside in a Manchester cross-country run competition. 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. 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. We invite athletes into school to inspire pupils and we ensure assemblies and whole school themes are linked to events in Tameside and beyond in other communities / countries.</p> <p>Our PE Leader is experienced and goes above and beyond for PE in our school. She is observing lessons and giving high quality feedback for developments.</p>	
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?	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
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: 2024/25		Total Funding Allocated: £17,670.		
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">Pupil voice shares their thoughts on sport and what we have to offer.Ensure what we offer shows equality to pupils and across a range of age groups.Continue to improve outdoor equipment. Plans for field area to be developed / with new equipment /markings to promote active playtimes / breaks and provide additional capacity for school sports activities whatever the weather.Strengthen midday sports coaches and	<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 £30 Yearly Cost £5850</p> <p>£399 & £425 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.Children will become familiar when participating with school games competitions.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	<ul style="list-style-type: none">Review provision with pupil support – monitor access and participation.Sports Ambassadors role to review impact.Impact in EYFS should be seen on Physical Development, especially boys. Look at data.Sports Coach Impact during teaching sessions and midday. Who is taking part? Pupil voice to explore if not why?Can we use Rayner Stephens further for competitions?

<p>support midday staff joining in with sport.</p> <ul style="list-style-type: none"> • Gorse Hall walks half-termly. • Strengthen work on initiatives throughout the year: Freddy Fit/Daily mile / Challenge Me. • Strengthen the role of Sports Ambassadors. • To replenish the PE cupboard with sufficient equipment to teach high quality lessons. 	<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 – £2,200.</p> <p>Little bikers - £1,320.</p>	<p>higher equipment to pupil ratio – outdoor provision.</p> <ul style="list-style-type: none"> • Building capacity for regular competitive and non-competitive festivals and competition across a range of different sports. Links with Rayner Stephens. • 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. • Children and staff will be able to access the correct equipment and apparatus. 	
--	--	---	---	--

Impact / Evidence of Indicator 1: The engagement of all pupils in regular physical activity

- Equality Access Award 2024 achieved.
- Game Changers are having a huge impact on the school curriculum and delivery of sports. They are integral to competitions and ensure we are constantly aware of the importance of equality in sport. They had a Let Girls Play Week in school and have completed training and assemblies to share their voice. Poster also up around school to ensure high profile. Girls are playing all sports and our football team reached the of their competition.
- The playtimes and lunchtimes are very active with a range of equipment available for all pupils. Lunchtime sports coaches deliver a range of activities to suit the needs of all pupils. They encourage children to join and support children reluctant to join in.
- Play Leaders support in KS1 and ensure all pupils are actively engage in physical activity. Children target vulnerable pupils and ensure new skills are being taught.
- Freddie Fit has trained pupils and supported pupils with stress related ideas. Children use physical activity from the sessions to target stress situations and if they are feeling low.

- Our PE Leader has ensured we have sufficient equipment to motivate and engage pupils. She works alongside our equipment monitors, who ensure it is all up to date and supports pupil's needs.

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"> • Review our offer and ensure 2 hours of high-quality PE. • PE Scheme to be reviewed and staff inset time to look at evidence. • Gaps in training to be addressed and planned in over the year by subject leader and specialised coaches. • To provide staff with the resources to teach and assess PE and sport effectively. • Staff to use coaching videos, lesson plans and resources provided by the service. • Extra-curricular sport clubs planned to link to competitions across Tameside and beyond. 	<ul style="list-style-type: none"> • PE Passport Scheme to be reviewed, been using for a few years, look at the impact. • 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. • Training for staff to ensure physical activity is part of their school day. Increase Challenge Me and walks to Gorse Hall. • Look at current kits for competitions. • Use Arbor and school website to share events. 	<p>PE Scheme £718.18</p> <p>£2,000 travel.</p> <p>Sports Kits updated: £200</p>	<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. • 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"> • Impact of PE Passport? • How have we managed to increase the time effectively? How? Is this being sustained? • Sporting Games continue with Gold. • Is there another award we can aim for? • Which extra-curricular clubs can we continue within our school capacity? Look at different sports. • How can we embed competition into our school sport ethos so it's almost an expectation without discouraging? (Amongst staff, pupils and parents.) • Parent questionnaire – add about sport outside of school.
---	---	---	--	---

<ul style="list-style-type: none"> • 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. • Update school kits e.g. cheerleading. • Send out information to families on a regular basis about clubs, events in the area. 			<ul style="list-style-type: none"> • Families are accessing sport outside of school hours. Through Parent Update links. 	
--	--	--	--	--

Impact / Evidence of Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

- There is a weekly event in school related to physical activity. Whether this is daily breaks, to intra competitions and Wellbeing Wednesday yoga sessions.
- Our PE Leader drives this, but all staff and pupil steering groups are involved. Everyone has a voice and we motivate movement.
- PE scheme is effective and ensures high quality PE and sports throughout the curriculum.
- Our school website, X and HTs newsletters celebrate our achievements and updates the community on our performance.
- We have worked closely to raise the profile of rugby alongside the Jason Robinson Foundation.
- Pupils have kits for each activity they represent – this does need improving next year and have a bigger range of sizes.
- Coaches support staff with topics they are unsure with / struggle. This is highly effective and pupils are thriving.
- Extra-curricular sports have included: rugby, football, multi-skills, dodgeball, dance, cheer, hockey, gymnastics,
- Competitions have included: glow in the dark dodgeball, football – boys and girls, dance, cross-country running,
- Children share their success outside of school in assembly on Friday – swimming, martial arts, football, tennis, boxing, dance,

Key indicator 3:**Increased confidence, knowledge and skills of all staff in teaching PE and sport.**

<ul style="list-style-type: none">• PE leader released for training with LA.• Deployment of coaches to upskill teachers.• Develop staff's knowledge of assessing PE skills.• Improve teaching of dance.• 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.• 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., Dukinfield Youth Club to support staff development.	Lunchtime Coaches £25 per day.	<ul style="list-style-type: none">• Staff upskilled especially in dance.• Pupils making progress within the PE objectives.• Improved teaching and learning including assessment process.• Teachers are confident to teach all areas of PE lessons, especially dance.• 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 meet the ELG for PD.	<ul style="list-style-type: none">• Teachers are confident to teach PE lessons. How have we addressed who is not?• Assessment and teaching processes are embedded.• Monitoring and observations by PE leader to ensure quality lessons.• PE is a daily part of the curriculum.• Physical Development data improved in EYFS?
--	--	--------------------------------	---	---

Impact / Evidence of Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

- PE Leader is released to attend updated training within the LA. She brings back up to date information and ensure we are part of up and coming activities / competitions. She has arranged many stars to join us in school e.g. Ash Randall freestyle footballer. Our PE Leader goes above and beyond as subject leader.
- Staff insets take place to refresh them of a particular area. Online training also offered e.g. Dance CPD and National College.
- PE Leader reviews online assessments of pupils and gives staff feedback. This also helps us target vulnerable pupils or pupils not on track to achieve ARE.
- 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. Assessment of pupils has improved over the last year, which is helping plan next steps and support effective transitions.
- 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. 96.4% met physical development expectations in EYFS in July 2024.

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, National Football Week, Let Girls Play Day. • Develop yoga and meditation on Wellbeing days. • Competitions inter/intra. • Take part in community projects for less active pupils. • KS2 children to complete Bikeability. 	<ul style="list-style-type: none"> • Continue to develop lunchtime clubs and equipment. Continue to review the impact. Improve equipment and boxes used outdoors. • 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. 	<p>Inspire after school coaching £30</p> <p>PE leader meetings / supply cover required £195 per day.</p> <p>Rayner Facilities £20 per court.</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. • Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing. • Key Stage 1 and 2 teams continue to compete at competition level, across a wide range of sports over the school year. 	<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 classroom/school– clubs and facilities. Clubs are a regular part of our curriculum links. • How have we improved our offer? Have we met needs of all pupils? If not, why?
---	---	--	---	---

	<ul style="list-style-type: none"> Upper KS2 Bikeability to target various levels. 		<ul style="list-style-type: none"> 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"> - 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. - Effective links have been made with Rayner Stephens, increasing the number of competitions entered and using their facilities. Our school is moving into the SPT, so this should increase. - Children across school have taken part in Let Girls Play, Sports Week, Six Nations Day and links to national / international events - More vulnerable pupils have accessed sport provision than previous years and are enjoying it. Our PE Leader shares data on this with governors. - A SEND group attending a bowling event and thrived. - Our Sports Council review clubs and look at year group participation. They ask pupils what clubs they would like to see. - Little Bikers for EYFS and Bikeability for year 5 pupils has been completed. All pupils engaged. Children with SEND were supported to achieve. - 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. - 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 / council. 				
<p>Key indicator 5:</p> <p>Increased participation in competitive sport.</p>				

<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 £300.</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.
---	--	--	---	--

Impact / Evidence of Indicator 5: Increased participation in competitive sport.

- Our Inspire coaches work closely with our PE Leader to target competitions and ensure pupils are able to take part.
- 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 2025.
- Awards 2024/2025 – three pupils chosen to represent Tameside in GM cross-country, Second in KS2 Futsal competition, Equal Access Winners, Walking to School Champions, Tameside's commitment and engagement award. Girls finalists in Girls Football Tournament.

	<p>Spend:</p> <p>£11,970 Inspire £5800 on remaining areas.</p>		<p>Further:</p> <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.
--	--	--	---