



Broadbent Fold Primary School and Nursery

Primary PE and Sport Premium Strategy 2024-2025

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 – 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 £17,770. 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 keys stage 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: 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</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>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>	
<p>Meeting national curriculum requirements for swimming and water safety</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>86%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>76%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>72%</p>
<p>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?</p>	<p>No</p>

Academic Year: 2024/25

Total Funding Allocated: £17,770.

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 support midday staff joining in with sport. 	<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 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. • 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 higher equipment to pupil ratio – outdoor provision. 	<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?

<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 – £850.</p> <p>Little bikers - £550 per session. Require x 2 sessions.</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. 	
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Impact / Evidence of Indicator 1: The engagement of all pupils in regular physical activity

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. 	<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 	<p>PE Scheme £800</p> <p>£1000 travel.</p>	<ul style="list-style-type: none"> • Increased confidence of staff and pupils. • Pupil voice is steering or equipment and offers. 	<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.
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<ul style="list-style-type: none"> • 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. • 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. 	<p>(sports/genders/key stages) and a mix of competitions. During and after school.</p> <ul style="list-style-type: none"> • 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>Sports Kits updated: £200</p>	<ul style="list-style-type: none"> • 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. • Families are accessing sport outside of school hours. Through Parent Update links. 	<ul style="list-style-type: none"> • 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.
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<ul style="list-style-type: none"> • Update school kits e.g. cheerleading. • Send out information to families on a regular basis about clubs, events in the area. 				
Impact / Evidence of Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.				
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. 	<p>Lunchtime Coaches £25 per day.</p>	<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. 	<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?

			<ul style="list-style-type: none"> • 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. 	
Impact / Evidence of Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. <ul style="list-style-type: none"> • 				
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. 	<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. 	<p>Inspire after school coaching £30</p> <p>PE leader meetings / supply cover required £195 per day.</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 	<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"> • Take part in community projects for less active pupils. • KS2 children to complete Bikeability. 	<ul style="list-style-type: none"> • Work alongside Rayner Stephens to use their facilities. • Upper KS2 Bikeability to target various levels. 	<p>Rayner Facilities £20 per court.</p>	<p>competition level, across a wide range of sports over the school year.</p> <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. 	
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Impact / Evidence of Indicator 4: Broader experience of a range of sports and activities offered to all pupils.

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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. 	<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. 	<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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	<ul style="list-style-type: none"> Develop links with other facilities e.g. Climbing Centre, bowling. 		<ul style="list-style-type: none"> School continues to celebrate success in / out of school. Pupils evidence that physical activity is something they enjoy and start to develop lifelong habits. 	
Impact / Evidence of Indicator 5: Increased participation in competitive sport.				
<ul style="list-style-type: none"> 				
	Spend: £11,970 Inspire £5800 on remaining areas.		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. 	