



Broadbent Fold Primary School and Nursery

Primary PE and Sport Premium Strategy 2025-2026

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 2025 - 2026:

The Primary PE and Sport Premium funding allocated to the school for the year, 2025-2026 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 24-24 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 award for delivering Equal Access in our curriculum (FA Equal Access Award). We also got the Tameside PE & School Sport Commitment and Engagement Award for given children opportunities to take part in festivals and competitions. School has achieved their Gold Award with Tameside’s Food4life scheme.</p> <p>Competition Results:</p> <ul style="list-style-type: none"> • 100% of Year 6 have represented our school in a competition this year • 85% of KS2 have represented our school in sport this year (81% of SEND, 94% of pupil premium, 81% of boys and 89% of girls) • Boys’ football team won the Pokémon Cup in our borough and represented Tameside in the county finals. Also made the semifinal of the George Kiley Cup and the final of the Alan Millea Cup • Girls’ football team made the final of the Kate Stonehewer Cup • In cross country, we had 4 children represent Tameside in the Greater Manchester finals • In tag rugby (Y5/6), our A team made the Tameside finals • We took part in different festivals to try new sports and encourage pupils who are less confident to get into sport. We also took part in competitions 	<ul style="list-style-type: none"> • Staff to work with PE leader/coaches to address each area of PE / Sport and assess understanding, knowledge and skills. • Observations by PE Leader to address any whole-school or individual issues. PE Leader is to set a rolling programme of monitoring PE across subject areas. • Continue to offer a variety of clubs and coaches to target pupils vulnerable/wellbeing. Pupil leaders to guide us with this / provide ideas. • Continue to 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. • Continue to work with City in the Community and use this excellent program to support pupils across school. Supporting our motor skills. • Ensure there is a mix of competitions and School Games across the school and age groups. Increase participation of older boys in the school at after-school clubs.

for younger children in our school to give more children opportunities. These included Year 3/4 futsal, Year 5/6 futsal, Year 3/4 dodgeball, Year 3/4 glow dodgeball, Y5/6 glow dodgeball and even Y5/6 girls only glow dodgeball.

- Our KS2 SEND children took part in a Panathlon bowling competition
- In dodgeball (Y5/6), our A team made the Tameside final
- In athletics (Y5/6), we came 4th in our heat.

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.

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.

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. 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, rugby and futsal. Four pupils represented Tameside in a Manchester cross-country run competition. 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. Ash Randall Football Freestyler and Jason Robinson rugby player visited school. The foundation also delivered rugby on a weekly basis from an Ex-Sale Shark coach. We reached our first tag rugby final. 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. 70% of KS2 pupils, 70% of KS1 pupils and 72% of Reception have attended at least one sport extra-curricular club this year.

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?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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: 2025/26	Total Funding Allocated: £17,670.
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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"> • Sports Council reviews our sport offer. • Strengthen what we offer in relation to equality and access 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 staff joining in with sport. • Links to our community during school day and beyond. 	<p>Review our provision, work with Game Changers 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.</p> <p>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. Look at options for holiday clubs.</p> <p>Look at our local area and plan group walks / trails. OS maps of areas.</p>	<p>£300 additional equipment boxes for break times.</p> <p>Inspire Yearly Cost £11,970</p> <p>City in the Community – £2000.</p> <p>Little bikers - £1200</p>	<ul style="list-style-type: none"> • Pupil Voice. • 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. • 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. • Building capacity for regular competitive and non-competitive festivals and competition across a range of 	<ul style="list-style-type: none"> • 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 as we move into a MAT with them. Explore options to increase engagement.

<ul style="list-style-type: none"> • Ensuring our steering groups have an impact on physical activity across school. • To replenish the PE cupboard with sufficient equipment to teach high quality lessons. • SPT MAT services – review what we can access. 	<p>City in the Community and Little Bikers to work with EYFS.</p> <p>Premises – Mark Stories SPT and plan options for us to engage in sports using Astley facilities.</p>		<p>different sports. Links with Rayner Stephens.</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. • 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"> • Continue to review our offer and ensure high-quality PE. • PE Scheme to develop consistency and increase standards. • Gaps in training to be addressed and planned in over the year by 	<ul style="list-style-type: none"> • PE Passport Scheme to continue to strengthen the consistency of teaching and assessment. • Ensure there is a spread of sport across the year (sports/genders/key stages) and a mix of competitions. During and after school. 	<p>PE Scheme £720</p> <p>£1000 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. 	<ul style="list-style-type: none"> • 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
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<p>subject leader and specialised coaches.</p> <ul style="list-style-type: none"> • To provide staff with the resources to teach and assess PE and sport effectively. • 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. • Sports Leader /Ambassador training and outfits. • Update school kits e.g. Rugby • Send out information to families on a regular basis about clubs, events in the area. 	<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. • Look at current kits for competitions. • Use Arbor and school website to share events. 	<p>Cross-country / football fee £85</p>	<ul style="list-style-type: none"> • 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. 	<p>capacity? Look at different sports.</p> <ul style="list-style-type: none"> • How can we embed competition into our school sport ethos so it's almost an expectation without discouraging? (Amongst staff, pupils and parents.)
<p>Impact / Evidence of Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>				

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. • Ensure PE leader to monitor and evaluate the effectiveness of teaching and learning at school. • Offer curriculum time swimming lessons throughout the year for Year 4 pupils. 	<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., Jason Robinson Foundation to support staff development. 	<p>Lunchtime Coaches included in Inspire cost.</p> <p>Swimming £4000</p>	<ul style="list-style-type: none"> • Staff upskilled in development areas. • Pupils making progress within the PE objectives. • Improved teaching and learning including assessment process. • Teachers are confident to teach all areas of PE 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 meet the ELG for PD. 	<ul style="list-style-type: none"> • Teachers are confident to teach PE 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. • Physical Development data improved in EYFS.
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			<ul style="list-style-type: none"> • These additional lessons will allow more children the opportunity to reach the required standard by the end of KS2 and increase children's confidence in the water. 	
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. • 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 – MAT focus. 	<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. 	
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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. Develop links with other facilities e.g. Climbing Centre 	<p>Transportation costs vary depending on place from £300.</p> <p>Dance after-school £960</p> <p>Martial Arts after-school £650</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. 	<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"> • 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: £17, 670 of allocation to be spent. Support for further spend with income from clubs.		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. 	