



Evidencing the impact of the Primary PE and sport premium

Archbishop Runcie
First School
2022-23

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

Archbishop Runcie First School recognise the importance of using our grant is used effectively and based on school need. We endeavour to maintain a focus on ensuring that **'leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'**.

Under the [Quality of Education](#) Ofsted inspectors consider, and we prioritise:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

Archbishop Runcie First School uses our funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) we offer.

We use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that we already offer
- Build capacity and capability within our school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium is not used to fund capital spend projects; the school's budget should fund these.

Archbishop Runcie First School use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium, as recommended by DfE.

We start by reflecting on the impact of current provision and reviewing the previous spend.

We will [publish details](#) of how we spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st**

July 2022.

Archbishop Runcie First School will regularly update the table and publish it on our website throughout the year. This evidences our ongoing self-evaluation of how we are using the funding to secure maximum, sustainable impact. **Final copies will be posted on our website by the end of the academic year and no later than the 31st**

July 2022.

Created by: Kate Massey, Headteacher

Supported by: Rae Lowe, SMB



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,193
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,254
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,254

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>N/A as First School age range</p> <p>ASK GCMS</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>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	<p>Y6 - N/A as First School age range</p> <p>Year 4- 60%</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>Please see note above</p>	<p>Y6 - N/A as First School age range</p> <p>Year 4- 50%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Y6- N/A as First School age range</p> <p>Year 4- 90%</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?	No
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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022-23		Total fund allocated: £17254		Date Updated: September 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 36%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<p>Continue to embed the challenging and contextually relevant PE long-term plan which meets National Curriculum whilst extending and supporting all relevant groups within the school. This will be led by the new subject leader (PE specialist) in conjunction with the previous subject leader.</p> <p>Link to SDP- Consolidate the ambitious, broad and balanced curriculum, ensuring it is embedded across all curriculum areas. Embed the role of middle leaders, promoting more independent structures of accountability, particularly among more established teachers within the school.</p>	<p>New PE Leader- time to handover/attend courses etc.</p> <p>Supply to release PE leader for monitoring/planning/development.</p> <p>PE Lead to undertake monitoring activities across school.</p> <p>Time for previous and new subject leaders to work together.</p>	<p>£2,995 – SLA</p> <p>£500 supply/release time</p>	<p>PE leader will raise the profile of PE across the school and will have a clear understanding of school strengths and improvement needs and will re-examine the intent of curriculum to ensure it remains fit for purpose.</p>	<p>New PE leader will continue work undertaken to raise the profile of PE and all staff will have a clear understanding of the intent of the school's curriculum for PE.</p>	


<p>Ensure staff supervising play time and lunch time activities are upskilled as play leaders to maximise opportunities and play around physical activity.</p> <p>Children will play actively, independently selecting the most appropriate equipment supported by additional adults.</p>	<p>PE Lead to ensure training is cascaded to all teachers and support staff.</p> <p>Teaching staff on duty to introduce one game/activity at morning play that children can then continue independently at lunchtime.</p> <p>PE Lead will ensure high quality activities at playtimes and lunchtimes (in addition to timetabled PE lessons) are provided to all children daily for at least 30 minutes.</p>	<p>£500 supply/release time</p> <p>Training for duty staff</p>	<p>Promote active playtimes and lunchtimes.</p> <p>Children able to practise and apply their skills learned in PE at playtimes.</p> <p>Raised fitness levels and engagement.</p> <p>Less behavioural incidents at playtimes and lunchtimes as children are engaged during free time.</p> <p>Less movement breaks required during afternoon sessions.</p>	<p>Active playtimes and lunch times will be embedded in school culture.</p> <p>All duty staff will receive training.</p> <p>Implement play leader scheme for children.</p>
<p>Children able to access outdoor PE equipment safely</p>	<p>Adequate non-slip flooring purchased for outdoor PE cupboard (inside and outside cupboard)</p> <p>Shelving purchased to ensure equipment is safely and securely stored and that children can access their own resources as independently as possible</p>	<p>£500</p> <p>Site Manager time</p>	<p>Children are able to access resources despite the weather.</p>	<p>Maintain high levels of care and regular checks undertaken.</p>
<p>Ensure PE resources are in good condition and are suitable for the needs of the children, encouraging children to participate.</p> <p>Audit of play equipment available to ensure appropriate and safe equipment is freely available.</p>	<p>Regular inspections of equipment, both indoors and outdoors by external qualified bodies e.g. outside play equipment, gym mats etc</p> <p>Appropriate equipment purchased and active play led by qualified staff including development of a digging area where children can fill, empty and transport containers, use digging equipment and toys.</p>	<p>£500</p>	<p>Safe engagement of regular physical activity for pupils leading to increased fitness levels of children</p> <p>Improved activity levels during break and lunchtime.</p> <p>Increased range of equipment</p> <p>Promote active playtimes and lunchtimes.</p> <p>Children engaged in P.E lessons and able to use a range of equipment to practise and apply</p>	<p>Ongoing regular inspections</p> <p>Discuss with staff and identify if any other equipment is needed to match skills/sports within the curriculum.</p> <p>Discuss with children and staff if any other equipment is needed to promote active playtimes and lunch times.</p> <p>Continue to replace equipment</p>

			their skills	when broken. Consider Opal Play scheme (or similar).
<p>Improve running stamina of all pupils in Years 1-4.</p> <p>Develop a cross country team.</p>	<p>Sept- baseline of how many laps of field children can do</p> <p>July- re-assess to gauge improvement</p>	£0	<p>All children engaged in regular physical activity leading to health benefits including improved fitness.</p>	<p>After school clubs/inter school running competitions.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				47%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Provide induction training and professional development for new PE lead and all staff to raise profile of PESSPA and to raise standards.</p> <p>PE lead will continue to raise the profile PE and all staff will understand the intent of the school's curriculum for PE</p> <p>SDP Link- Embed the role of middle leaders, promoting more independent structures of accountability, particularly among more established teachers within the school.</p>	<p>New PE Leader- time to handover/attend courses etc</p> <p>Supply to release PE leader for monitoring/planning/development</p>	<p>£0 – part of SLA</p> <p>£250 supply/release</p>	<p>PE lead will raise the profile of PE across the school and will have a clear understanding of strengths, school improvement needs and intent of curriculum.</p>	<p>Supported review of schools curriculum by leaders from other schools.</p>
<p>Deliver a challenging and contextually relevant PE long-term plan which meets National Curriculum whilst extending and supporting all relevant groups within the school.</p> <p>The long-term plan will become fully embedded for all staff and be 'future proof'</p> <p>Link to SDP- Consolidate the ambitious, broad and balanced curriculum, ensuring it is embedded across all curriculum areas. Embed the role of middle leaders, promoting more independent structures of accountability, particularly among more established teachers within the school.</p>	<p>PE lead will work both with SLT, fellow GST PE leaders and LA specialist teacher in order to re-examine the school's PE curriculum (three days approx.)</p> <p>Source resources and CPD to meet the LTP outcomes.</p>	<p>£500 supply / release</p> <p>SLA costs</p>	<p>Progression of PE will be clearly outlined and mapped out for each year group to ensure skills are progressive.</p> <p>Curriculum will be altered in response to findings.</p>	<p>Continued evaluation of curriculum offer</p>

<p>Audit and maintenance of PE resources to ensure full participation in indoor PE for all pupils</p>	<p>Wooden PE benches dipped, sanded and re-varnished</p> <p>Purchase of new gym mats and additional mat storage trolley</p> <p>Other resources maintained and purchased as required.</p>	<p>£1,400</p> <p>£3,000</p> <p>£200</p>	<p>PE resources fit for purpose. PE resources will match the LTP. All pupils can safely partake in indoor PE when weather prevents outdoor activity.</p>	<p>Staff CPD in progression/use of resources</p> <p>Ensure correct storage and maintenance.</p>
<p>Continue to promote the North East (Greggs) Children's Cancer Run</p>	<p>New PE Leader to organise participation of the school community in the NE Children's Cancer (Greggs) Run (pay for staff entries).</p> <p>Promoted the event through letters, posters, assembly and a section in the weekly newsletter.</p> <p>Training events in school.</p>	<p>£200</p>	<p>More active families engaging in a healthy and active lifestyle.</p>	<p>Continue to engage in the event.</p>
<p>Engage in National School Sports Week.</p> <p>Use of external coaches and teachers to expose children to a wide variety of activities.</p>	<p>Promoted the event through newsletters and Twitter, activities in school led by staff and specialist PE staff from local/secondary schools or external specialist coaches</p> <p>Sept & July - Seek parental feedback on activities that children already undertake outside school.</p>	<p>£1,000</p>	<p>High levels of engagement</p> <p>Increased awareness of local sporting groups and activities – take up increased.</p>	<p>Consider offering external coaching as part of extra-curricular provision for 2023-24</p>
<p>Continued promotion of PE Uniform to foster a sense of participation for all staff and pupils.</p> <p>Promote a sense of pride and confidence in PE and sports activities inside and outside school</p> <p>SDP Link- Continued close work with the most vulnerable families to improve attendance and attainment.</p>	<p>Source PE hoodies for all pupils via Tots to Teams and/or from previous stock</p> <p>Pay for hoodies for PP children and polo shirts and hoodies for new staff</p>	<p>See below</p>	<p>Increased confidence for children.</p> <p>Whole lesson time is active (rather than including changing time).</p> <p>Increased engagement from all children and staff</p> <p>Maximise lesson time</p>	<p>Continue next year</p> <p>Ensure Hoodies are passed on/recycled via PTFA.</p>

Provide a suitable environment for field sports	Maintenance of school field for sports and activities e.g. field markings for games/athletics/sports day etc	£500 Grounds maintenance SLA	Increased confidence for children. Engagement from all children and staff	Ensure adequate maintenance by Site Manager
Provide pupils with opportunities to develop their cycling skills through Bikeability level 1 in school.	Y4 pupils to take part in Bikeability Purchase small bike shed	£0 £300	Increased confidence for Y4 children. Increase in children cycling or scooting to school. More active families engaging in a healthy and active lifestyle.	Continue to engage in the event. Consider increasing bike and scooter storage.
PE leader to develop a PE & Sports noticeboard for parents (on main yard)	Evidence and information linked to all 5 strands  Signpost holiday clubs Information of previous/upcoming events Photographs of events attended etc	ADD	ADD	ADD
All leaders (including governors) to understand their respective roles and perform these in a way that enhances the effectiveness of the school. SDP Link - Ensure governors are able to articulate the vision and values of the school in action through closer liaison with middle leaders.	FSP Cttee governors understand how the PE & Sports Premium funding has been spent through HT/SBM updates at FSP Cttee meetings. TLA Cttee- monitor impact of the spending on children at ARFS through discussions with PE Leader	ADD	ADD	ADD

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to improve the quality of teaching of PE across school, especially for ECTs. The long-term plan will become fully embedded for all staff	A range of CPD will be provided through the SSP SLA, including demo lessons and specialist teaching around gymnastics as well as planning support Purchased Silver SLA Package from P.E. and School Sports Service (via Local Authority) ECT package purchased for two members of staff (supply cover required).	Part of SLA £500 for staff time/cover Part of SLA Supply £1000	Staff will demonstrate increased confidence, knowledge and skills in the teaching of PE.	Audit of PE skills and confidence for all staff
Continue to improve PE assessments in line with other foundation subjects. SDP Link- Effective use of assessment to bring about rapid progress in foundation subjects, especially of those who are behind age-related expectations, and provide appropriate challenge for all, including the highest attaining	PE Assessments carried out for KS1/2 children by SSP staff meeting to support staff to understand the children's next steps and allow comparison with their own assessments Staff meetings to roll out Assessment programme in PE	Included in SLA Staff meeting time	Assessments will in line with assessments in other foundation subjects. Formative assessments will ensure pitch of lessons is correct.	Reflect on assessment systems in school
Continued attendance at Gosforth Schools Trust PE Meetings and LA Network meetings (Newcastle and Gateshead). SDP Link- Embed the role of middle leaders, promoting more independent structures of accountability, particularly among more established teachers within the school.	New PE Leader to attend half termly meetings with all of the Gosforth Schools Trust Provide funded transport to and from events.	£450 (supply cover release) Included in Gateshead SLA	Greater organisation for events, shared working together to meet Ofsted requirements. PE Leaders to discuss P.E. within the Trust, upcoming events, sharing best practise etc.	Continue to attend next academic year. Continue to develop sports across the Gosforth Trust and LA.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children will continue to experience a wide range of sports and activities in a range of different contexts, including in competitive events and inclusive environments. Children will attend various sporting event, games and tournaments across the Gosforth Schools Trust and LA. New PE Leader to evaluate events and track participation of individuals. SDP Link- Continued close work with the most vulnerable families to improve attendance and attainment.	All children in each class will attend an out-of-school event, with some on multiple occasions. End of year questionnaire to assess impact and long-term sustainability	Part of SLA Coaches - £500 Supply/release - £500	Raised awareness and experience of sports and activities within school for all pupils leading to higher aspirations for their sporting capabilities and will feel inspired and increasingly aware of the local, regional and national sporting offers.	Respond to outcome of evaluations
Improve water confidence and swimming ability - Swimming for Years 3 & 4 SDP Link- Continued close work with the most vulnerable families to improve attendance and attainment.	Block of swimming lessons offered to all Year 3 and Year 4 children in summer term	£0	Children will improve their water confidence, water safety and swimming skills	Year 4 Teacher/PE Leader seek parental and pupil feedback.
Sports Days – June 2022 in line with National School Sports week	Planned and organised dates and times for the sports days. Balance of competitive rewards (1 st /2 nd /3 rd) as well as rewards for effort and sportsmanship.	£0 Staff meeting time Subject leader time Stickers/Prizes	All pupils across school to take part in a range of sporting activities throughout the week. Parents/carers invited to school to spectate. Children rewarded for achievements and efforts	Develop School Sports Council to ask for feedback on this year's Sports Days or ideas for next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children will experience a wide range of sports and activities in a range of different contexts, including competitive events and inclusive environments.	Identified children in each class will attend an out-of-school event, with some on multiple occasions.	Part of SLA	Children will have higher aspirations for their sporting capabilities and will feel inspired and increasingly aware of the local, regional and national sporting offers	Next steps include evaluation of individual events for participation rates and long-term sustainability.
Host competitions as part of “Gosforth Gets Going” (GGG), Interschool GST events, with teams invited from other first schools. SDP Link Embed the school’s distinctive Christian vision with all stakeholders beyond the school, particularly within the wider community.	New PE Leader to liaise with other first schools to agree which event we will host, when, organise/purchase resources and coaches if required, transport arrangements etc.	£100 medals £100 resources	Children at ARFS will be proud to host inter-school events and will be proud to represent their school/welcome visitors to their school, increase sportsmanship and participation.	Review success of hosting.
Continue to engage with GGG and Schools 500 events in order to offer a wide range of competitive opportunities within school time for all ages of pupils, particularly for pupils who may not have opportunities outside of school. SDP Link- Continued close work with the most vulnerable families to improve attendance and attainment.	Take part in competitive activities throughout the Gosforth Schools Trust, LA Ensure selection process is clearly communicated to parents and reassure them that non-competitive opportunities will be provided for children who are not selected. PE Leader and Class Teachers to maintain a list of participants so a range of children can be offered opportunities to take part.	Part of SLA £1,000 Supply/release	Talented children have the opportunity to take part in competitions. Children and parents are clear about how participants were selected. Different children have opportunities to take part in competitions due to the disadvantaged pupils who may not have an opportunity to participate in competitive sport opportunities outside of school. wide variety of sports offered e.g. Football, fencing, gymnastics. Children will have higher	PE Leader undertake evaluation of individual events for participation rates and long-term sustainability. Consider establishing a PE & Sports Council.

	Identified children in each class will attend an out-of-school event, with some on multiple occasions.		aspirations for their sporting capabilities and will feel inspired and increasingly aware of the local, regional and national sporting offers	
Sports Day – Summer 2023	Trophies/ medals for winners Stickers/certificates for all who take part	£100 for medals & trophies Staff meeting time Subject leader time	Pupils take part in a range of sporting activities. Parents invited to school to spectate. Children rewarded for achievements and efforts	Ask School Sports Council to ask for feedback on this year's Sports Days or ideas for next academic year.
Establish a school football team	Source a football coach to select and establish a competitive school football team for Years 3 and 4 that will train regularly after school and will enter local competitions.	£500	Increase confidence of football team and encourage children to play competitive sport and parental participation.	Review success Seek parental feedback Consider extending to KS1

Signed off by	
Head Teacher:	Kate Massey
Date:	September 2022
Subject Leader:	Alana Witherspoon*
Date:	September 2022
Governor:	TLA Cttee
Date:	October 2022

*RAG rate each term