



APPLICATION FORM - QUALITY MARK FOR PHYSICAL EDUCATION & SPORT

School name and address: RAF Leeming Community Primary School		
School telephone number, email address and website address: Telephone Number: 01677 422675 Email: admin@leeming-raf.n-yorks.sch.uk Website: http://www.leeming-raf.n-yorks.sch.uk/		
Head teacher's name: Mr Robert Campbell	Teacher in charge of physical education: Mr David Fenn	
Number of staff teaching physical education: 15	Number of Adults supporting Learning (ASL) in physical education and sport: 19	
Type of school & age range: Community Primary School Primary 5-11	DFE number: 815-2166	Number of pupils on role: 205
Name of the person responsible for completing the application, mobile number and email address: David Fenn – 07928117010 – dfenn@leeming-raf.n-yorks.sch.uk		
afPE membership number: 8000208	afPE membership type: <div style="text-align: right;">School</div>	
Name any other relevant awards you have achieved in the last three years (state the year): Sainsburys Sports Mark – Silver 2015/2016 – Bronze 2014/2015 – Silver 2013/2014		
Secondary school only Please list current qualifications and pathways offered to KS4&5 pupils in physical education and sport:		

1. PUPIL ACHIEVEMENT

Key Strategies Used and Activities Undertaken <i>What have you planned to improve the quality of physical education?</i> <i>What activities do you do to implement these strategies?</i>	Pupil Outcomes and Progress Examples of SIGNIFICANT IMPACT which <u>MUST</u> be supported with Evidence <i>How do you know these activities are having an impact on the outcomes for young people, including targeted individuals and groups?</i>
1a. How do you ensure that all pupils' progress well from their different starting points and ensure that pupils achieve or exceed standards expected nationally?	
<ul style="list-style-type: none"> • Skills based approach to teaching of PE. Differentiated planning across all year groups with a strong focus on assessment for learning strategies. Lesson observations, informal discussions with teachers and staff CPD(Continued Professional Development) have demonstrated embedded use of PESCLL (PE, School Sport and Club Links) 'core task' cards to plan and assess PE throughout school • Systematic approach to assessment upon entry to ensure teachers are aware of the PE needs of learners within their class. Teachers are now using 'Fitness and movement challenge tasks' to assess children's physical abilities half termly 	<ul style="list-style-type: none"> • Children make good progress within each year group and in each skill area throughout the year. Children are able to identify and talk clearly about particular skills they are developing within lessons. Pupils have clear beginning and end points when covering each skills area throughout the year. Pupils have been observed using language such as "flexibility, balance, co-ordination to explain their outcomes". Often in lessons children are able to model 'what a good one looks like' whilst the rest of the class peer assess their fellow pupils performances. • Children are able to self-assess their achievement in terms of health and fitness half-termly by identifying which areas they have improved in. They are able to discuss successes and areas in which they need to improve in each skill area they have covered throughout the year. Children are able to use a ranking score, for example, 'My skills, my teamwork, my effort' to assess and track their own performance in particular skills areas. In addition, SEND (Special educational needs and disabilities) children and targeted pupils' progress can be measured accurately through participation in events (75% of teams at level 1,2 and 3 feature children with SEND), observational assessments in lessons and self-assessment in their PE record books.

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| <ul style="list-style-type: none"> • Children with exceeding skills identified and challenged within PE sessions, offered further competitive opportunities and encouraged to hone skills further. Teachers use STEP (Space, Time, Equipment, People) to differentiate activities within lessons to challenge more able children. Regular Intra-school competitions are offered as a platform for those children to develop skills in more competitive scenarios. A register of 'Gifted and Talented' (G and T) children is constantly evolving to track children who exceed expectations in PE • Pupils cover a range of sporting/subject areas in curriculum time during an academic year and over the course of their time at the school. Much work been undertaken to raise the profile and value of PE within school. • A range of clubs are on offer to all children in the school to engage all and meet specific skills and interests of different age groups. This allows children to practice specific skills in a game-based environment. An evolving yearly timetable of different sports are offered as an opportunity for children to go beyond the 2 hour minimum provision: Tag rugby, Netball, Football, Gymnastics, Multi-skills, Table-Tennis, Archery, Tennis | <ul style="list-style-type: none"> • This process enables all learners with different physical abilities to make good progress from differing starting points. Over 50% of children within KS2 take part in competitions with other schools. 20% of children in school are identified as Gifted and Talented, this has risen to 30% in the last year as teachers feel more precise in the assessment of skills and application of challenging tasks to extend these learners beyond expected progress against end of key stage statements • Children are able to make good progress across a wide range of skills and sports, which are matched to the curriculum core skills. Children have an overwhelmingly positive attitude to PE across school (as evidenced through pupil conferencing, surveys, observations and informal discussions) and are able to comment on the range of varied activities they have participated in over the year. Bryn Llewelyn (Tagtivate) coach commented upon how active and positive children were as he worked with all children across school, "Your children really embraced the idea of active learning, watching their energy and enthusiasm was refreshing. Their movement, language and mathematical reasoning showed fluency, as well as creativity and imagination!" In a survey of a range of children PE was named as a favourite subject in over 75% of the sample. Children also frequently commented that PE trips/competitions were among their 'best bits of the year so far'. • 70% of children access an extra-curricular sports club throughout the year, with some children attending more than one. Teachers have noted an improvement in attitude and behaviour of children who are determined to earn the chance to attend these clubs. Performance of teams in cluster competitions has improved dramatically, with teams regularly progressing to Level 2 (Tag rugby, hockey, football, cross country, gymnastics, cricket) and , in some cases county level (Netball, Girls Football). |
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| <ul style="list-style-type: none"> • The school utilises self-designed PE records, which allow children to self-assess in all PE areas, including teamwork and attitude. This allows staff to keep track of pupil's progress and attitude regularly. Children use PE records half-termly to self-assess their progress against their own personalised health/fitness targets whilst also assessing their progress in the different skills areas covered each term. • Investment of the PE pupil premium in a range of equipment to meet needs of learners with differing needs (movement, sensory). Trampolines, balance and co-ordination equipment are used to engage children who need sensory breaks to re-engage with all areas of the curriculum. Archery, table-tennis and tri-golf equipment is used to ensure inclusive curriculum for children who have limited movement skills. • SEND children are able to access a range of specialist equipment and given entitlement to provision through an inclusive approach. For example a girl with cerebral palsy in Year 2 is supported by an additional adult in afternoons so that she can access the PE curriculum. • The school has a 'Better never stops' philosophy for the PE curriculum, which is embedded into all PE lessons. Children are able to talk about these values and explain why they are so important. Regular 'Box2Bfit' sessions for all year groups across school has helped to foster an ethos of determination, pushing yourself and shared celebration of all children. | <ul style="list-style-type: none"> • Children are able to use the language of PE to discuss their achievements and reflect upon their areas for development. They can track their personal progress against aspirational targets on a long term basis and challenge themselves to improve. They are able to use terms such as flexibility, perseverance, muscle strength, heart rate and positioning. "I can do fitness for longer without getting tired", "I can skip more times in a minute, so now my leg muscles are stronger" (Pupil conferencing – June 2017) • Children are taught the value of respecting equipment, understanding its productive uses to meet different needs and in some cases (Y6 Sports captains) have responsibility for organising planning opportunities to use it to support younger children. Children understand the importance of an active lifestyle rather than seeing it an explicit aspect of PE. (See section 4c, bullet point 1) • As a result this drives progress across the curriculum and enables them to consistently make equal progress to other learners in PE. (Data outcomes June 2017) • Children have an aspirational attitude toward their physical development, but this also drives progress across other areas of school through a 'can do' attitude. As children experience the achievement of meeting their own target they are able to apply this attitude to other areas of the curriculum. Teachers have commented on improved determination in even some of the most reluctant learners. This has been a driving factor in raising standards across school; improved behaviour (evidenced through North Yorkshire audit – June 2017), increased structured play on the playground rather than aimless play as |
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<ul style="list-style-type: none"> Upper KS2 children have mentor roles where they apply skills, use creativity to design games to develop core movement skills within the playground /field setting at lunch and break times. 	<p>well as strengthened communication skills leading to more productive teamwork amongst pupils.</p> <ul style="list-style-type: none"> 80% of children in Year 6 have a responsibility as house captain, playground leader or referee. They have all been involved deciding upon which PE equipment they wanted to order to facilitate the activities they have designed. These children have the opportunity to develop their own PE skills further through the challenge of mentoring and leading others. An increased sense of responsibility and duty has led to an improvement in behaviour in upper KS2, as children become role models for the younger children. In addition younger children have benefitted primarily by accessing further opportunities to develop core skills outside of the statutory 2 hours of PE. Secondly, the school leadership team have commented upon a positive impact upon behaviour during lunchtimes as children access more focused activities as opposed to unstructured, unsupported play in the School Evaluation Form.
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1b. What are your significant development targets for the next 3 years in this area (these will provide the starting point for a renewal of the award in three years):

- Use of ICT as a platform for teachers to record planning, summative assessments and formative assessments more effectively. This will encourage teachers' confidence and expertise as well as allowing the co-ordinator to oversee progress of the subject more thoroughly, tracking progress and identifying trends and areas of weakness.**
- Further work into the tracking of children's progress from on-entry data until leaving our school. Due to high mobility, being an RAF school this is a challenge to track in Physical Education, so therefore a baseline and exit data summary needs to be developed further to provide evidence of children's progress.**
- Further use of the PE pupil premium to offer more varied opportunities for children to develop skills in extra-curricular clubs. This could be through the use of staff expertise or use of links with coaches to run clubs in school**

2.THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT OF PHYSICAL EDUCATION AND SPORT

Key Strategies Used and Activities Undertaken <i>What have you planned to improve the quality of physical education?</i> <i>What activities do you do to implement these strategies?</i>	Pupil Outcomes and Progress Examples of SIGNIFICANT IMPACT which MUST be supported with Evidence <i>How do you know these activities are having an impact on the outcomes for young people, including targeted individuals and groups?</i>
2a. How do you contribute to teachers' and others' subject knowledge, expectations and practice [including coaches and other adults who support learning] and what difference does this make to your pupils?	
<ul style="list-style-type: none"> • The Co-ordinator and SLT hold PE as a high priority in the school's improvement plan and consistently drive staff towards emphasising this with children. • The PE Coordinator is a lead PE specialist and a CST (Curriculum Support Teacher) for the local alliance of schools. This entails leading meeting, training and support work with other PE Coordinators in the local area. As a result the school is kept up to date with and children have access to the latest initiatives, strategies, best practice and sharing of quality resources and planning. • Half-termly CPD is delivered for all teachers and HLTAs through training in staff meetings. This year focusing on assessment in PE, skills based approach to planning and use of STEP philosophy to develop progressions within PE sessions. • The co-ordinator identified personal fitness and lack of motivation towards health as an area of weakness in pupil conferencing in September 2016. Therefore in January 2017 CPD was given by a fitness expert Dave Gibson in order to train staff in delivery of circuits based teaching of core fitness skills. 	<ul style="list-style-type: none"> • This raises the profile of subject in school. Children see PE as area that the school is very successful in, through regular celebration of success in competitions on the sports board and weekly in assemblies. Children's self-esteem and belief is improved through and healthy, active lifestyles are modelled as good examples. Sports teams report back on their progress in competitions, whilst individual, out of school awards are celebrated too. • Children enjoy engaging PE lessons using high quality equipment, improving their desire to participate and compete. 85% of children in pupil conferencing listed PE in their 'Top 3 subjects' in school. "I love the new Box2Bfit equipment, it's fun and I've never tried activities like that before" (Year 5 pupil). This leads to good relationships between children and staff, which enables high expectations to be respected by children • Children are able to identify how they have improved over each half term. They review starting points and end points through use of ICT to film activities. Knowledge, skills and understanding are progressed rapidly as they identify personal ways to improve their performance, "We need to work on our communication to help our fielding", "I'm much better at passing now, it helped us to score that goal" (Year 3 pupils) • Children's physical health and mental attitude towards fitness has improved due to stimulating approach. Active learning lead Bryn Llewlyn commented upon how" fit children seemed across school" (May 2017 – See email attachment in 'Support for application section). Dave Gibson, on a follow up visit, remarked upon "...how resilient children were when taking part in circuits sessions" (March 2017).

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| <ul style="list-style-type: none"> • In May 2017 further CPD was given to all staff by Bryn Llewelyn, focusing upon exploiting 'getting active' opportunities in Numeracy and other curriculum areas. • Close working relationship between co-ordinator and link governor ensure spending of pupil premium is carefully considered and utilised to ensure progress, sustainability and inclusivity. • Teachers model high expectations for attitudes towards PE through participation, wearing appropriate kit themselves, using specific vocabulary and following through expectations for working hard and being active for the duration of the sessions. • Use of RFU and FA level 1 and MIAS qualified coaches offer expert delivery in rugby, football and mountain biking clubs. High quality provision is delivered in these areas, therefore children access coaching that would only usually be available outside the school setting. Children in Year 6 able to access additional outdoor and adventurous skills through mountain biking program involving maintenance, off-roading skills and a whole day riding a forestry commission blue route in Dalby forest. | <ul style="list-style-type: none"> • Learning walks have evidenced pupils often take an active approach to learning (bouncing times tables, active phonics, tag rugby maths) increasing their enjoyment and providing opportunities for children disengaged with formal approaches to core subjects an stimulating alternative. "I loved it when we used the tag belts to make those different number patterns" (Year 4 child). PE has an impact on whole school policy and priorities, especially in Maths and English. • Pupils able to use carefully chosen resources that stimulate and challenge the current needs of children in school. Use of purchased Boxercise equipment has allowed children to improve knowledge of muscle use and build effective routines to challenge their personal fitness. Sourcing of competition quality gymnastics equipment has enabled children from KS1 and KS2 to prepare for competition pushing their competitiveness. Target groups, such as SEND children who struggle with team games excel in other areas such archery, table tennis, refereeing/umpiring games. "Table tennis is fun because I can play against one other person; I don't like games in teams" (Year 6 child) • As a result occasions of children forgetting PE kit are rare. Informal dialogue with children around school and reports from teachers indicate use of terms such as "perseverance, healthy living and body strength/flexibility" are being used confidently by children. Children see teachers and TAs as part of the lesson and leading by example. Children know there is a high expectation of physical involvement and that "...their hearts should be beating faster and faces are red" (Pupil, Year 3) by the end of the lesson. • "It's the best thing I have done at school" (Year 6 SEND pupil, July 2016). Children's knowledge, skills and understanding of a specific area of PE improves. These new skills enable children to increase their safety on bikes, demonstrated by safer riding around the RAF base and increased use of bikes to travel to school. Over 40% of children demonstrating more active lifestyles outside of school through this. |
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2b. How does self-evaluation and other similar processes improve and inform the quality of your programme, and what difference does this make to your pupils?

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| <ul style="list-style-type: none">• Our school reflects on all teaching and learning regularly and systematically. It strives to raise standards and continuously improve what we offer. Effective and proactive action planning in PE identifies key priorities and measures performance, which is reported through on the school website, through PE Spending rationale.• Children have access to a range of equipment due to improved provision and effective, sustainable spending of the PE premium. Good or better teaching across school in PE gives children best opportunities to progress.• The Co-ordinator is able identify and prioritise actions in PE across school more accurately that drive improved provision for all children. As a result of action planning a key priority of addressing the health and fitness core skills has been addressed through CPD, which increased knowledge and awareness of teachers across school• The annual Sainsburys Sports Mark Award and AFPE Mark application are used as audit tools in addition to efficient and evolving action planning.• Regular pupil conferencing takes place therefore children feel their voice is valued and are even involved in advising use of PE premium (Y6 children decided which playground equipment to purchase to best suit games they were designing)• School is beginning to use Target Tracker and PE Passport to generate a more solid data base to judge its own progress in PE. Therefore the Co-ordinator has better understanding of progress in the subject across school. Teachers are able to build an evidence base with which to assess more accurately; leading to improved, targeted provision for learners. Children are involved in assessment of their own abilities in PE and are able to discuss their own strengths and areas to develop. | <ul style="list-style-type: none">• Raised levels of behaviour and a reduction in exclusions have been achieved over the course of the year. "Excellent behaviour and pupil attitudes" (North Yorkshire Behaviour Audit – June 2017) have been observed, demonstrating how improved commitment and enjoyment in PE act as a key driver for improvement across school.• Increased levels of knowledge, skills and understanding in children demonstrated through twice termly lesson observations, which are graded 'good' or better against Ofsted framework. All children make good or better progress against end of Key stage attainment targets.• 100% of children across school now have access to once weekly health and fitness sessions. This has resulted in improved physical well-being and commitment levels within pupils, "We always do our best to improve, we push ourselves" (Year 5 pupil)• Raised priority of PE within school improvement plan leading to pupil's awareness and pride in their school as a leading PE school, "We do a lot more PE at this school than my last one" (Year 4 pupil).• Pupils see evidence their voice is used to drive improved provision in the subject, which demonstrates a practical application for the values of democracy and fairness. For example pupil conferencing in June 2016 highlighted a need for further activities on the playground Upper KS2 now inspire and motivate younger learners through design of enjoyable and engaging playground activities, whilst improved behaviour and physical activity is an outcome for all children at break times.• Children have a clear knowledge of their own progress within the subject. They are able to identify personal strengths and weakness in their own performance. This leads to more focused target setting, where pupils can use the language of PE to track their own progress. "My stroke is now better, I had to practise shaping my hands to cut into the water, it improved my speed" (Year 6 pupil) |
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<p>c. How does the provision of extended learning, including participation and competitive opportunities, support the development of all your pupils?</p>	
<ul style="list-style-type: none"> The curriculum is designed and after school provision planned so that children have access to competition in sports such as; multi skills, gymnastics, swimming, cross country, football, cricket, tennis, netball, tag rugby, hockey, rounders, sports hall athletics, quad-kids athletics and traditional outdoor athletics. The school competes in all of these activities on an inter-school level and in some areas has progressed to level 2 and county level competitions consistently over the last 10 years. Teacher and parent expertise are drawn upon in providing clubs that enable children to develop game specific skills. Clubs are adapted to children's interest. For example a table tennis club was set up after Year 6 pupils expressed interest, whilst this year Archery equipment has been purchased in order to set up extra-curricular provision after children enjoyed this activity on a residential trip. Regular opportunities (at least 4 every half term) to take part in sports events allow children to enjoy competition and is an aspirational driver to improve attitude and behaviour The PE Co-ordinator takes responsibility in regularly co-ordinating, organising and leading cluster events involving local schools and one-off sports fixtures within school. 	<ul style="list-style-type: none"> Over 50% of children attended these clubs regularly and participate in at least 1 extra hour of school sport a week. This leads to at least 50% of children accessing competitions at KS2. Children are determined to be selected to represent school in sports competition, therefore driving positive behaviour and involvement in the classroom. "I want to stay on green so I can get chosen for the rugby competition" (Year 3 boy, March 2017). Children's voice is valued and an ethos of respect is evident in these more specific clubs. Children demonstrate commitment to participation and respect for teachers, who provide children with the opportunity. (See section 2a, bullet point 6) 95% of children enjoy taking part in these events as they represent school. They feel valued and celebrated as their achievements are celebrated in assemblies, written about in the school Newsletter and posted on classes social media platform, SeeSaw. Children know there are guaranteed opportunities to compete regularly and see the Co-ordinator as someone who is passionate about sport himself, leading to children having an aspirational role model to follow. "It was awesome when you ran that football competition, when will we do it again?" (Year 3 girl, January 2017)
<p>2d. How do your sporting partnerships and links with community sports [all schools] and Satellite clubs [secondary schools only] support the development of all your pupils?</p>	
<ul style="list-style-type: none"> We have strong partnerships with other local primary schools and send a representative team to every event on our local sporting calendar. 10 other primary schools have the opportunity to compete in football competitions for year 3/4, year 5/6 and girls annually. This has involved approximately 200 children in the last 2 years. The school has close links with Bedale Junior Football Club, Ripon and Wensleydale Rugby club, Bedale Cricket Club, RAF Leeming Ju Jitsu Club, Bedale Sharks Swimming Club and Bedale Golf Club. 	<ul style="list-style-type: none"> Children are determined to be selected for these events, demonstrating positive attitudes and behaviours in the classroom in order to be chosen. Following these events children often pursue more opportunities in these areas by joining clubs such as Bedale Junior football club, Bedale cricket club and Ripon and Wensleydale rugby clubs. This provides children with the vital positive start on the route to becoming our sportsmen and women of the future. Children uptake opportunities to extend their knowledge beyond the school setting: leaflets and further information are distributed, leading increased out of school active learning in a trusted environment. "My friend in school told me all about Ju Jitsu and I love it, I'm going for my yellow belt soon" (Year 5 pupil – February 2017)

<ul style="list-style-type: none"> • The school has a strong relationship with the Bike Ability organisation, which provides a training programme for children in bike safety, riding confidence and understanding of the rules of the road. • Provision has been made for 4 gifted and talented children over the last 2 years that train for York City and Middlesbrough football clubs. Teachers have adapted planning to involve the children in further support for key skills such as reading, which may be less well developed due to time constraints caused by extra training outside of school. • The school shares a strong link with North Yorkshire Outdoor Education Service, who have provided outreach opportunities for children in school through a 'stone age day' and an expedition around woodland in the Yorkshire Dales, where fire making and shelter building skills were taught. 	<ul style="list-style-type: none"> • 95% of Year 6 children pass this validated programme annually giving them a vital life skill, which is has been identified as a crucial area for our children through Health and Behaviour related questionnaires. • Progress in core curriculum areas can continue the same rate as other pupils, whilst children are given the chance to realise their potential and have the opportunity in excel in this area of sport. "Mr x and Mrs x have really helped me get to the next reading level, I don't get much time at home" (Year 3 pupil, who attends coaching sessions with Middlesbrough FC – May 2017) • Their spiritual, moral, social, and cultural development is enhanced as these are taught through these activities as vital life skills. Care and respect for the environment, awareness of the awe and wonder around them and the importance of team work to overcome perceived barriers are just some skills learned through these opportunities. "It was hard to build the shelter, but we were a good team. My friends had to push me up the hill at the end, I was so tired!" (Year 4 pupil – November 2016)
<p>2e. What are your significant development targets for the next 3 years in this area (these will provide the starting point for a renewal of the award in three years):</p>	
<ul style="list-style-type: none"> • Develop further links with local coaches to offer more opportunities for the running of specialist areas of the curriculum and CPD for staff (team-teaching) • To establish clearer processes in which to capture data such as involvement in clubs and children's personal fitness. 	

3. THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Key Strategies Used and Activities Undertaken <i>What have you planned to improve the quality of physical education?</i> <i>What activities do you do to implement these strategies?</i>	Pupil Outcomes and Progress Examples of SIGNIFICANT IMPACT which <u>MUST</u> be supported with Evidence <i>How do you know these activities are having an impact on the outcomes for young people, including targeted individuals and groups?</i>
3a. How do you use the principles of Assessment for Learning (AFL) to improve pupils' knowledge and understanding, and to track pupils' progress and performance?	
<ul style="list-style-type: none"> The school has a very strong philosophy of self-assessment embedded in PE across school. In KS2 all children have their own 'PE personal record' which they use to track progress across 5 personal fitness targets in addition to half termly reviews of work in their skills focused PE lessons. They review through a head, hands, heart approach by judging their own skills development, communication/teamwork and the impact these skills have had on their body. In KS1 teachers complete a similar half-termly review of skills as a class and they also work towards class fitness and exercise targets Questioning is very strong in PE lessons across school. Teachers use a core task approach to the teaching of PE skills and imparting of expert advice. A task is carried out and filmed at the beginning with no prior learning, then again at the end of the unit to measure children's progress. Areas of weakness identified from the opening week are used as teaching points for the unit of work. This application of questioning allows teachers to identify more able learners effectively and design ways to challenge them. The school has a well embedded feedback policy, which teachers use in PE lessons. Each session has a WALT (We are learning to) and a WILF (What I'm looking for). Teachers use this approach to make clear, focused objectives and criteria for children to judge themselves against. 	<ul style="list-style-type: none"> This has strengthened the children's knowledge of their own fitness, "If I work hard on my skipping, it will improve my leg muscles and my arm strength too" (Year 3 pupil). In addition children increase their awareness of their health, "I could only do 50 skips at the start of the year, now I can do 150 and I can keep going without stopping" (Year 5 pupil). Children across school demonstrate a rich PE vocabulary when talking about these areas, suggesting ways they can improve communication, flexibility, stamina, strength and tactics (Pupil questionnaire, June 2017) Pupil's progress is very focused as tasks are adapted to the needs of each class. Children are involved in thinking and decision making about the skills, which they need to focus upon, increasing their independence as learners and challenged as a result. As a result children are confident in talking about their progress in PE. 85% of children in KS2 could identify ways they had improved a particular skills area (Pupil questionnaire, March 2017). More able physical learners are challenged as they demonstrate and model to the rest of the class and complete extension tasks, "Mr x asked me to show my catching skills, because I had got the right technique then I had to do it further away from my partner" (Year 3 pupil) A high level of children have increased skills in discussing their learning and not the activity in plenary parts of the lessons, "We had to position our feet, concentrate and aim so we could throw into the target" (Year 2 pupil, following lesson observation, June 2017). This demonstrates children are seeing PE as a development of a range of skills rather than learning a particular sport or activity.

<ul style="list-style-type: none"> Teachers systematically use Target Tracker (Summative assessment tool) to map out targets for their class and measure progress through children's completion of these targets. This informs planning and gives the co-ordinator an overall view of PE across school. PE Passport (An iPad application) is beginning to be used as a tool to provide an evidence base for these judgements. 	<ul style="list-style-type: none"> Children make consistently good progress through school as 80% of children reach the expected level by the end of the year (Teacher conferencing June 2017). This demonstrates how children's knowledge, skills and understanding is strengthened through focused teaching and assessment strategies. Children's self-esteem is increased as they feel valued when their progress is evidenced through video and photos recorded on the iPad, "Can I show you my bowling again? I can aim at the wickets now" (Year 3 child)
<p>3b. How do you maintain the quality of teaching, learning and assessment for ALL pupils through an inclusive provision, which is broad and balanced?</p>	
<ul style="list-style-type: none"> All children at our school have access to a broad and balanced curriculum which uses a range of high quality resources and opportunities to develop their skills. All pupils at our school have access to 2 hours PE each week. This includes swimming for Key Stage 2 pupils. Competition takes place within lessons to provide all children with intra-school opportunities to compete, as well as the annual sports day. In KS2 The skills based curriculum is linked to the sports events calendar so that explicit skills are taught in preparation for events Provision is budgeted for from the PE Premium to provide entitlement for all learners: enhanced support for is provided for a pupil with cerebral palsy and a pupil with multiple sclerosis through a one-to-one adult so that she is able to access the PE curriculum inclusively with her peers 	<ul style="list-style-type: none"> Pupils relish the range of activities on offer through the PE curriculum. Children have an extremely positive attitude towards PE (Named in 80% of children's top 3 lessons in school – Pupil survey June 2017). Children have high expectations of themselves as physical learners and understand how important and transferable the skills of PE are. This strengthens their aspirational attitude towards self-improvement. "Challenging. Exhausting. Fun" (One word answers in response to 'describe PE in your school' question – June 2017) Increased competitiveness and determination has been demonstrated in pupil's attitude in lessons. They see a real purpose for their skills progression in lessons as a tool to be used in competitive games, "I'm going to keep practising my batting skills so I can get lots of rounders for my team in the competition next week" (Year 5 pupil) Children see PE as an inclusive area of the curriculum, raising their British values of fairness and respect, whilst in turn raising the confidence, belief and self-esteem of disabled pupils who see PE as an opportunity, not a barrier. "I really enjoy PE, Mrs x encourages me and helps when I find it tricky, like sit-ups and skipping" (Year 2 girl, with cerebral palsy)

<ul style="list-style-type: none"> • An increment of the PE Premium is set aside annually to fund and give all children in KS1 and KS2 the opportunity to take weekly swimming lessons, meeting curriculum targets and working towards the achievement of swimming 25m. Funding from the premium is reserved for disadvantaged pupils for swimming and access to residential visits through subsidising their places. • Clear links are established between the PSHCE and PE curriculum that allow children to see the importance of life skills such as keeping healthy and staying safe. The school is aware of current overweight and obesity levels in school and whilst celebrating current low levels, it is determined to reduce these figures even further. • Where teaching has been identified as weak by the Co-ordinator, provision has been made in order to provide a quality curriculum for all learners. A new teacher to school lacked confidence in planning and assessment of a skills focused approach to PE. The co-ordinator modelled and planned with the teacher, partook in team teaching and measured impact through provision. • Where teaching and TA staff have experience and expertise the school exploits this through adapted timetabling, teaching across phases and developing further links. A gymnastics expert has taught through KS1 and 2, a trained tennis coach has runs lunchtime clubs for children and a keen golf player has brought coaches into school and arranged visits to the local golf club. Their passion in these areas of PE is valued by children and parents alike. 	<ul style="list-style-type: none"> • 90% of children are able to swim 25m by the end of KS2, giving pupils increased confidence and safety in the water as well as a vital life skill. Funding for disadvantaged children eliminates the barriers between themselves and allows them to access and achieve the vital life skills that only residential settings and swimming coaching can offer. • 80% of all children are able to identify and discuss the importance of physical activity, quality of sleep, healthy eating and a positive mental attitude as the 4 cornerstones of keeping healthy. This includes identified target groups of overweight children, less active and those limited by the limitations of their military lifestyle. This results in children having a aspirational attitude to their physical and emotional well-being, demonstrated through previously mentioned positive attitudes towards PE, an active curriculum and playground as well as children’s awareness of their own personal fitness and how to improve it. This has been demonstrated through results of the National Child Measurement Programme, which showed that in KS1 only 16.8% of children were obese or overweight (5.2% lower than national average). In KS2 26% of children were obese or overweight (8% lower than national average). • Children’s behaviour, participation and attitude towards PE in this class improved dramatically. As a result 70% of the class cohort has taken part in representing the school, demonstrating increased competitiveness and confidence. The teacher’s confidence also enabled children to demonstrate newly found PE skills through a sharing assembly with parents. • Children have aspirational role models within school who have increased their specialist knowledge skills and understanding as well as participation in new areas of physical education. “I loved it when Mrs X ran gym club, she was good at telling us what to do so we could get better (Year 4 pupil).
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3c. What are your significant development targets for the next 3 years in this area (these will provide the starting point for a renewal of the award in three years):

- Use of ICT across school to record assessment (use of photos, videos) linked directly to children’s curriculum targets in order to evidence progress better.
- Development of strategies to capture data (statistics and numbers) so Co-ordinator can track % of children meeting targets, bringing PE kit etc.

4. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Key Strategies Used and Activities Undertaken <i>What have you planned to improve the quality of physical education?</i> <i>What activities do you do to implement these strategies?</i>	Pupil Outcomes and Progress Examples of SIGNIFICANT IMPACT which <u>MUST</u> be supported with Evidence <i>How do you know these activities are having an impact on the outcomes for young people, including targeted individuals and groups?</i>
4a. How do you enable pupils' personal development, behaviour and welfare through independent learning and self-confidence,	
<ul style="list-style-type: none"> • Use of merits as rewards and clear behaviour system across school is embedded within PE lessons as a tool to enable children to take responsibility for their learning. • Celebration of in school and out of school PE achievements takes place weekly in whole school assemblies. Examples of good learning behaviour are modelled through this as an aspirational target for children. Regular chances are provided to represent school as reward for demonstrating these skills in school. • SEND children are often given additional opportunities to develop core strength skills through use of resources such as balance beams, obstacle courses and yoga-style inflated balls. This provision is carried out daily as an additional intervention by teaching staff that have been trained in using these resources effectively. 	<ul style="list-style-type: none"> • Children demonstrate high levels of independent learning within PE sessions. Observations of teaching have shown 60% of time in sessions is allocated for children to develop teamwork and co-operation skills. Often children learn through their mistakes due to a strong focus on self-assessment in lessons. "It wasn't very good when we all ran after the ball – I think we need a better plan next time" (Year 3 pupil upon looking a video recording of a task in a fielding skills lesson). • Children have a clear vision of what high expectations mean in school. Children with good independent learning and healthy lifestyles are upheld as examples, increasing their self-esteem whilst encouraging other's desire to improve, "I really want to be in the gym team next time, I'm going to practise my forward rolls at breakime" (Year 4 pupil, May 2017) • A high level of SEND children demonstrate improved self-esteem, independence and focus across the curriculum as a result of these sessions, which promote good behaviour and cater for children with challenging sensory needs. "I love my morning exercises, they help me get ready to learn and I can now balance a lot longer on the wobble board" (Year 3 pupil with sensory needs – April 2017)

4b. How do you enable pupils' personal development, behaviour and welfare through developing their leadership skills?

- The school has a well-embedded approach towards children developing leadership skills through the CHIPS (Children Helping In Problem Solving) program. Break times and lunchtimes were identified as times when behaviour was often a problem (inappropriate games being played leading to injuries and negative behaviour). As a result the program was set up so that young leaders from UKS2 could organise, mentor and lead other children in active tasks. Teachers help CHIPS to plan their own games and organise resources needed to engage children.
- Children are voted as captains and vice captains by other members of their school 'house' which focus on leadership and responsibility.
- The young leaders in school organise and run the annual sports day event as well as regular inter-school competitions throughout the year
- In response to children playing playground games inappropriately and unfairly (March 2016), leading to behaviour issues Playground referees are now in place to umpire and ensure rules are adhered to. The young leaders in these roles agree fair teams, set rules agreed with teachers and organise a rotating choice of sports for children(Football, Basketball, Hockey, Volleyball and tennis games)
- Children regularly advise the PE-Coordinator on the spending of an agreed budget (allocated from the PE premium) leading to an understanding of financial value and generating respect for the equipment they have ordered. In an assembly children demonstrated this by showing the rest of the school how to use and treat the equipment carefully. As a result behaviour has improved dramatically, leading to 50% less injuries in the first aid records and increased enjoyment of active learning, "I love the skipping games, the parachute and the rebound wall that the CHIPS do" (Year 1 pupil, May 2017)
- Children living out the fundamental British values of equality, fairness and democracy as they apply for their desired position are given the chance to speak about why they want this position and vote in a democratic process involving all children in KS2. "I should be your sports captain because I love PE, I know what makes a good leader from doing my job as a playground helper and I will listen to your ideas you have about what sports you would like to do" (Year 6 pupil, September 2016)
- High levels of teamwork and co-operation amongst children lead to engaging opportunities for children that encourage participation and competitiveness. 80% of children in UKS2 (Upper key stage 2) have a responsibility as a young leader at some point throughout the school year
- Once again, behaviour for all children has improved (a huge reduction in behavioural related incidents has been noted through analysis of class behaviour logs) whilst young leaders demonstrate effective leadership skills in a broad range of areas. Other children are benefiting from their leadership and have an increased appreciation of the fundamental values of fairness, respect and tolerance in PE. "I was given a warning by the referee because I made a tackle that wasn't fair and not in the rules" (Year 5 pupil, March 2017)

<p>4c. How do you enable personal development, behaviour and welfare through developing pupils understanding of health and the importance of physical activity?</p>	
<ul style="list-style-type: none"> • Due to its high priority in the school’s action plan PE takes a major role in assembly themes for the whole school. The school revisits the theme of ‘Healthy living’ termly and systematically in each PE session so that this message is reinforced to children regularly. • Due to strong self-assessment and questioning skills by teachers, dialogue with pupils within lessons focuses on the mental approach to their physical development. Teachers have been observed asking; “Are you pushing yourself?”, “How do you know you are working hard?” and “Can you change your body shape so you can perform this action better?” • Regular Box2Bfit circuit sessions encourage children to push themselves harder than they otherwise would. A shared after school circuits session with parents had an attendance of over 60 parents, where parents were expected to push themselves as hard as the children. 	<ul style="list-style-type: none"> • 80% of all children are able to identify and discuss the importance of physical activity, quality of sleep, healthy eating and a positive mental attitude as the 4 cornerstones of keeping healthy. This includes identified target groups of overweight children, less active and those limited by the limitations of their military lifestyle. This results in children having a aspirational attitude to their physical and emotional well-being, demonstrated through previously mentioned positive attitudes towards PE, an active curriculum and playground as well as children’s awareness of their own personal fitness and how to improve it. • Children demonstrate high levels of stamina, speed, strength and flexibility through weekly circuit related activities that challenge them to constantly improve their physical fitness. “I know I was working hard, because I was pushing myself and my heart was beating really fast” (Year 4 Pupil, March 2017) • Children have developed an accurate awareness of which muscles work hard in these activities and how their bodies feel when they push themselves harder and further than they usually would. Children feel an immense sense of achievement, “I was so tired I felt sick, but I kept going till the end!” (A year 5 pupil, January 2017). Sharing this with parents increased their awareness and understanding of their children’s abilities as well as nurturing a positive and supported attitude towards personal fitness. “That was hard work, but I would love to do it more often with my son” (Parent of Year 6 child, January 2017). As a result children across school have regularly demonstrated the ability to be active for long periods of time.
<p>4d. How do you enable personal development, behaviour and welfare through developing pupils knowledge and understanding of risk management and safety, including relevant risks, such as abuse, extremism and technology?</p>	
<ul style="list-style-type: none"> • Safety aspects are highlighted in each PE lesson by teachers and pupils are involved in discussing how to manage the risks. A Yearly equipment audit is carried out by an external agency and the co-ordinator systematically ensures equipment meets safety standards. Analysis of the accident book by the Senior leadership team identifies any dangerous trends and provision is made to eradicate these problems through investment in safer equipment (For example repairing trim trail and removing trees from playground, whose roots were causing trip hazards on games area) 	<ul style="list-style-type: none"> • Children are involved in the thinking and decision-making around safety on the games areas and in PE lessons raising their accountability for their own safety, whilst building their awareness of potential risks, “We need to wait until everyone has thrown their shot putt before we collect ours” (Year 4 pupil). As a result children feel safe and secure in the knowledge that risks are shared and managed effectively.

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| <ul style="list-style-type: none"> • Systematic risk assessments are undertaken with staff, coaches and parents for every PE event. The school has these externally validated by North Yorkshire County Council. These procedures are regularly reviewed and in light of changes to policy. Children are often actively involved in the planning stage of risk assessments by sharing information and routines so they are familiar with potential risks before the day of the event. • School has effective and thorough Safeguarding procedures. Staffs are skilled at spotting signs of neglect, abuse or sexual exploitation. All staff are aware that PE is often a scenario where signs of these situations can be identified (irregular bruising, unwillingness to get changed or regularly unkempt appearance/unwashed kit). Recent whole staff training in child protection, safeguarding and Female Genital Mutilation demonstrates how seriously school takes keeping these procedures up to date. A weekly Safeguarding time slot in staff meetings ensure that issues have not been missed and observations can be followed up confidentially. • Regular visits are organised so that a parent, qualified nurse is able to speak to the children about personal hygiene. This is reinforced further through instructive posters in school around cleanliness and good hygiene habits and discussed in PSHCEE sessions in class. • A Multi-agency approach is embedded in school policy to ensure expert advice can empower teachers to make changes that enable children with challenging needs and behaviour to succeed in school. Close links with the local EMS (Enhanced Mainstream School) and CAMHS (Child and Adolescent Mental Health Service) are in place so that the school is provided with expert advice on ways that physical activity can be used. | <ul style="list-style-type: none"> • Children demonstrate high levels of knowledge and awareness of potential risks, which they are trusted in becoming responsible for addressing, “We’ll need sun cream so we don’t burn if it’s a sunny day and need to stay away from the lake, we might trip and fall in” (Year 6 pupil in an assembly before a whole KS2 trip to a cross-country event) • Children learn in a safe and secure environment where their physical and emotional wellbeing is monitored closely. Positive, trusting and close relationships with staff enables children to make any disclosures in an ethos of honesty. Parent questionnaires demonstrate regularly demonstrate that 100% of children <i>‘feel safe in school’</i> – most recently recorded in January 2017. • Children are empowered through developing knowledge about a vital area of healthy living and understand its importance as a part of a healthy lifestyle. After a nurse used a UV scanner to reveal bacteria on hands, a year 5 child commented “I never knew there was so much dirt on my hands that I couldn’t see, I’m gonna wash my hands with lots of soap next time” (July 2016) • 60% of SEND children who are at risk of exclusion benefit from enhanced support and guidance which allow them to access the curriculum as equally as other children. One such child has benefitted from support given by these agencies through developing a physical circuit routine to re-engage him in his learning. |
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<ul style="list-style-type: none"> The school consistently challenges gender stereotypes through whole class PSHCEE sessions, assembly themes and more explicitly by using PE as a vehicle to overcome gender issue and barriers. For example the school had a boy in the Year 5/6 gymnastics team this year (He was the only boy at the local cluster competition). Also fixtures, clubs and competitions are regularly on offer to girls to take up football (a traditionally male dominated sport) and 'This Girl Can' posters and statements have been used in classes to prompt discussion around these gender issues in PE. 	<ul style="list-style-type: none"> Children understand how values of tolerance, respect and fairness can be practically upheld in everyday scenarios through sport. Individual pupils self-esteem, confidence and belief is increased as they realise there is an opportunity for them to follow their interests. "I didn't think gym was for boys, but the judge told me that I have good potential, I might think about joining a club" (Year 6 pupil – April 2017). Many of the girls that took part in football club and the resulting competition have continued to develop their participation and confidence in the sport through joining the local club (Bedale Juniors, who have a strong philosophy on girl's football).
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4e. How do you enable personal development, behaviour and welfare through developing pupils' positive attitudes and behaviours, including fairness and respect and your contribution to pupils' SMSC including British Citizenship?

<ul style="list-style-type: none"> Teachers have worked hard to embed a 'Better Never Stops' philosophy into children, explicitly in PE sessions but also as an aspirational attitude across school life. The school works as a community to democratically choose CHIPS/Playground Referees/Sports captains, which have a huge impact on positive attitude in school (See section 4b, bullet point 1). Teachers systematically deal with issues involving discrimination and prejudice behaviour as and when they occur in school life. Recently the school welcomed a transgender child, work was undertaken to thoroughly understand the child's background so staff were confident to discuss issues any other children had honestly and openly. Opportunities to join clubs are open to all children and often targeted groups (SEND, overweight, disadvantaged children) are proactively invited to encourage inclusive progression and demonstrate the school's core values of respect and fairness. Thorough planning ensures that opportunities for KS1 and KS2 are as equal as possible. 	<ul style="list-style-type: none"> There has been a vast improvement in behaviour across school this year (evidenced through a North Yorkshire Advisor visit - March 2017). This has led to reduction in exclusions and recorded 'red' behaviour on pupil record sheets. Children have an overwhelmingly positive attitude towards PE in school (See section 2a, bullet point 2) Children are familiar with British fundamental values and see this demonstrated through practically as young leaders are chosen fairly and teachers challenge discriminatory behaviour. Our transgender child has settled very well into school and feels confident and secure around children to express himself, through his new gender identity, "Playing football on the field is my favourite thing, I love being goalie" (Year 3 child – June 2017). Children have accepted him without prejudice, there have been no issues of discrimination, demonstrating the children's values. This has resulted in an increase in participation and competitive competitions from these groups over the last 3 years. Now over 75% of these targeted groups attend either a club or take part in competition opportunities. Pupil's moral and social development is improved as they see diversity in opportunity (age, gender, ability) celebrated through assemblies and the sports news wall, which displays pictures of children involved in these events. This promotes the aspirations of representing school and improves the self-esteem and belief of those who are celebrated here, "My friend is on that picture on the sports wall, the girls did really well in their gymnastics, I said they would get through to the next round and they did!" (Year 4 child – May 2017)
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<ul style="list-style-type: none"> • The school’s core values (We care, We respect, We do our best) are well embedded across school to drive the aspirational attitude and expectations of all children. They are referred to in PE sessions, alongside the ‘Better never stops’ motto. Opportunities are planned by teachers to celebrate the ‘living out’ of these values through weekly awards, which are nominated for by children, in celebration assemblies. • The school consistently challenges gender stereotypes through whole class PSHCEE sessions, assembly themes and more explicitly by using PE as a vehicle to overcome gender issue and barriers. • The school termly provides opportunities for children to take part in week long residential activities, day trips and outdoor expeditions teaching bush craft, orienteering and map reading skills. In addition the school shares a strong link with North Yorkshire Outdoor Education Service, who have provided outreach opportunities for children in school through a ‘stone age day’ and an expedition around woodland in the Yorkshire Dales, where fire making and shelter building skills were taught. 	<ul style="list-style-type: none"> • Children consistently demonstrate high levels of good behaviour (See North Yorkshire Behaviour Audit) and are challenged through thinking and decision making to make informed decisions according to the following of these values. Children this year are now showing improved use of language to interpret their behavioural decisions, therefore leading to rich development of their spiritual, moral, cultural and social values. “I chose him for owl of the week, because in PE he did his best – he was pushing himself and encouraging his partner too” (Year 3 pupil – April 2017) • See previous evidence of impact (Section 4d, bullet point 6) • 100% of children receive a well-rounded provision that goes beyond statutory curriculum requirements. Children are taught explicit life skills through a range of physically active activities. Their spiritual, moral, social, and cultural development is enhanced as these are taught through these activities as vital life skills. Care and respect for the environment, awareness of the awe and wonder around them and the importance of team work to overcome perceived barriers are just some skills learned through these opportunities. “I was terrified to climb to the top of the tower, but I did it and I am proud” (Year 6 pupil – Dec 2016). “It was hard to build the shelter, but we were a good team. My friends had to push me up the hill at the end, I was so tired!” (Year 4 pupil – November 2016)
<p>4f. How do you enable pupils’ personal development, behaviour and welfare through effective mental well-being?</p>	
<ul style="list-style-type: none"> • Whole school CPD focused around a need to update pastoral knowledge of teachers and teachers. Therefore ‘Emotional First Aid’ training took place as a whole day training and follow up sessions in school, led by the school’s own pastoral mentor. This led to mental health workshops with children during ‘Mental health week’ and improved provision due to teacher’s now well-developed skill set in this area. Children with mental health concerns or issues are identified effectively referred to the pastoral mentor or other agencies (See Section 4d, bullet point 5 and 4f, bullet point 2). 	<ul style="list-style-type: none"> • Children now have an improved knowledge and understanding of mental health, they are able to feel confident and trusting of teachers in discussing issues and are able to talk about what mental health means to them, they understand mental health as a vital cornerstone of maintaining a healthy lifestyle. “If you’re not feeling happy then it’s hard to do some things very well” (Year 5 pupil during Mental Health Week assembly – March 2017)

<ul style="list-style-type: none"> • School has a designated pastoral mentor who is available to all children when needed she is expertly qualified and remains 'off-timetable' to provide regular and strategic intervention for at risk pupils that have been referred to her. Being a military school there are many issues caused by deployment of parents and mobility of children. The school has very well established routines in dealing with this. • The school has a thorough Bullying policy, which all staff are familiar with and use systematically. Complaints are recorded through class log books and a central bullying log is kept so that patterns can be identified and acted upon. • Resilience is held up as an aspirational value by staff, through its use a reward in the school behaviour strategy, regular talk in all areas of the curriculum and the school-wide award of a 'Stickability Cup' (An award presented regularly in celebration assembly to pupils consistently demonstrating these skills). Staff understand the unique challenges that high-mobility and deployment give our service children so therefore place a high priority on developing these skills through achievable targets, often which can be demonstrated through PE. 	<ul style="list-style-type: none"> • Children feel safe in the knowledge that if they are feeling down, angry or upset there is support for their needs. Children's participation in and emotional well-being is protected and nurtured so that children with mental health issues make equal progress to that of their fellow learners. "It was nice to speak to Mrs x every week when my mum and step dad, were away. We kept a scrapbook of and their work pictures of when we did Box2Bfit – I loved doing that. I'm going to show them when they get back" (Year 3 pupil - February 2017) • Children feel safe and secure in school and parents reflect this (Parent Questionnaire – January 2017). Pupils demonstrate high levels of knowledge around identifying bullying and know what to do if they feel they are being threatened. "If somebody keeps being nasty to you pushing you, you need to tell a teacher or an adult" (Year 2 pupil during Bullying awareness week – November 2016) • Children are acutely aware of their own self-esteem and belief. They are able to embrace the challenges they uniquely face and celebrate their peers when achievements occur. They understand how important resilience is as a skill to drive improvement in independence, commitment and self-esteem. "I thought about giving up being a playground referee, because it's really hard work, but people enjoy playing football on the field and they won't be able to if I stop" (Year 6 pupil – March 2017)
<p>4g. What are your significant development targets for the next 3 years in this area (these will provide the starting point for a renewal of the award in three years):</p>	
<ul style="list-style-type: none"> • Develop increased further opportunities for other children (not just upper KS2) to take a lead and mentor other children through PE skills. • More effective use of the outdoor area at school to improve children's SMSC skills through activities such as forest schools and other outdoor learning. • Further promotion of 'Healthy Active Lifestyles' around school through more work on healthy eating strategies. 	

5. FOR SCHOOLS WITH PRIMARY AGE PUPILS, WHO ARE RECEIVING THE PRIMARY PHYSICAL EDUCATION AND SPORT PREMIUM

<p>5a. How are you planning to use the Primary Physical Education & Sport Premium to improve the quality and breadth of your PE & sport provision?</p>	<ul style="list-style-type: none"> • Key Priorities for year 2016-2017 <p>Raise the profile of PE in school even further. (Regular competitive opportunities, use of PE mentors, investment in high quality equipment, building relationships with organisations and use of pupil feedback)</p> <ul style="list-style-type: none"> - Improve accuracy and confidence in the planning and assessment of the subject across school. (Developing self-assessment, a clear rolling programme and ways to measure progress more accurately) - Improve self-evaluation of the subject through application of the AFPE Quality Mark. (Award of accreditations and clear projection record of expenditure) - Closely monitor use of the pupil premium in order to engage all children sustainably. (Wider range of activities for disengaged/SEN children, developing outdoor provision further and ensure legacy in spending of PE Premium) <ul style="list-style-type: none"> • Breakdown of spending: <p>Resources – Investment in high quality resources to broaden, enhance and provide opportunities for children to meet and progress in their curricular targets. Also to be used to purchase new equipment to vary the range of activities available within PE lessons and exploit opportunities during break and lunch times.</p> <p>Staffing and CPD – Some of the premium will be used to bring in PE leaders and experts to work with children, staff and the PE co-ordinator. This will be in order to improve provision and provide new opportunities as well as supporting CPD opportunities for staff.</p> <p>Competitions – A percentage of the premium will be spent on entering of competitions and funding of transport to these events.</p> <p>Access – Money will be spent to supplement PE trips and opportunities that otherwise would not be accessible to all children.</p> <p>Outdoor – Further investment will be made in the development of the outdoor provision across school to promote PE outside of lesson times.</p>
<p>5b. How is this improvement additional and self-sustaining?</p>	<ul style="list-style-type: none"> • Through driving improvement in pupils behaviour, progress and improved attitudes towards PE • Upskilling of staff through regular CPD opportunities • Strengthened and furthered links with agencies, clubs, coaches to provide long-term opportunities
<p>5c. How will you measure the effectiveness of the provision?</p>	<ul style="list-style-type: none"> • Pupil outcomes (data, questionnaires, conferencing, results and participation in competitive events) • SEF (SLT monitoring of teaching and learning and leadership of the subject) • External validation – AFPE Quality mark as audit and application for renewal of annual Sainsburys Sports Mark award

5d. Have you put the statutory information required by the DfE on your school web-site?

- Yes, updated termly
- Please see: <http://www.leeming-raf.n-yorks.sch.uk/school-information/sport-premium/>

6. SUPPORT FOR YOUR APPLICATION

Support for the application is offered by (name and position): for example: your head teacher, pupils, sports clubs, education advisers/consultants (you may wish to attach their concise and relevant statements which support your application)

People to act as support for application

- Mr Robert Campbell - Headteacher
- Mrs Natalie Wiltshire - SEND Co-ordinator
- Mr Adrian Fox (PE Link Governor)
- Mr Bryn Llewlyn - Sports coach (Tagtivate) – See attached email following Tagtivate workshop – May 2017
- Mr Dave Gibson - Box2Bfit Fitness coach
- Mrs Claire Tiffany (North Yorkshire Behaviour Lead) – School Behaviour Audit – June 2017
- Mrs Jayne Clark – School pastoral mentor
- Neil Saunders – Head CST for local teaching alliance – Reference for co-ordinator's role as local Curriculum Support Teacher
- Mr Jordan Aspinall – Head coach for Bedale Girls Junior Football Club

List of relevant evidence materials to support application

- PE Action Plan 2017 – Monitored and updated half-termly by co-ordinator
- School self-evaluation records
- National test and examination results (SATS – KS1 and KS2 outcomes)
- Early Years Foundation Stage Profile
- Gifted and Talented Register 2016/2017
- On entry assessments including baseline assessments and progress over the key stage/s
- Yr6 SAT results and teacher assessments which demonstrate where some of the work in physical education has contributed to successful outcomes
- School website
- National Child Measurement Report – School Feedback Letter 2017
- Target Tracker statements and step judgements for each child
- Reports to parents – annually commenting upon children's yearly progress
- Pupil PE Record Books (evidence of work scrutiny)
- Learning walk notes

- Notes and handouts from staff CPD – Co-ordinator led training
- Summary findings of regular lesson observations
- Children’s Curriculum survey – June 2017
- Pupil conferencing records (recorded termly)
- Pupil questionnaires (Yearly, June 2015, 2016, 2017)
- Whole school parent questionnaire data (January 2017)
- Teachers planning records and assessment records
- Schemes of work (KS1 and KS2 planning files and long term PE curriculum plan) – Using PESSCLL planning cards
- PE Policy
- Timetables of extra-curricular provision
- Sainsburys Sport Mark Award Certification
- School competition records, including; fixture lists, results, school sports day records, honours, individual representation at local and regional levels
- Individual Education Plans of SEND children, noting PE relevant interventions
- Use of Pupil Premiums documents (Rationale, Spending Report, Review) – all available on the school website
- Celebration events and records (PE display in school)
- MIAS (Mountain Bike Instructor Assessment Scheme), FA Level 1 and RFU Level one qualification certificates
- Photographs and video footage
- Staff meeting and subject/departmental meeting minutes and agendas
- Professional development records, qualifications and programmes
- Child protection training records
- School newsletters
- School development plan
- School council/CHIPS/Playtime Referee notes from meetings
- Attendance records
- Behaviour Logs (Class and school)

Signed Date

Click [HERE](#) if you would like to sign your school up for afPE membership.

CLOSING DATE FOR THE APPLICATION IS FRIDAY 30th JUNE 2017.

Please email your completed application to Simon Leach at simon.leach@afpe.org.uk