

It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) makes clear there will be a focus on 'whether 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 criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

Develop or add to the PESSPA activities that your school already offer

Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

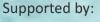
Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by 31st July 2020 at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click HERE.















Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
·	Play areas developed onsite to establish healthy lifestyles and to expend energy during break and lunch time.
New equipment has been well-received and used frequently. This has enhanced the PE curriculum and extracurricular programme we are able to provide.	

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
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 2020.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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













Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2019/20	Total fund allocated: £4000	Date Updated	: 14/07/2020]
Key indicator 1: The engagement of	Percentage of total allocation: 100%			
primary school pupils undertake at i	primary school pupils undertake at least 30 minutes of physical activity a day in school			
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:
We want to create a safe play area, converting the existing facilities to create a climbing wall and outdoor basketball hoops	Installation was delayed due to Covid 19. However, we are pleased to report that the equipment was installed over the summer holidays.	£4000	As the equipment was installed over the holidays we have not yet had the opportunity to measure its impact.	We hope this equipment will benefit Knightsfield students for years to come and that it will lead to activity during PE lessons and at non-structured times such as break and lunch.
Key indicator 2: The profile of PESSF	A being raised across the school as a	tool for whole so	chool improvement	Percentage of total allocation:
				0%
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:











Fitness unit to become part of the	Students went through 2 cycles of	£0	Students are more aware of the	Fitness to be combined with
'Language' curriculum. All students to	the fitness programme (x6 30		components of fitness and the	healthy living/food and
learn about healthy lifestyles and	minute lessons on healthy		various ways to measure them.	nutrition on the Language
take part in battery of fitness tests.	lifestyles). Fitness tests were		They understand how some	curriculum next year.
	recorded twice with progress (or		sports require different	
	lack of) discussed with students.		components compared with	
			others.	







Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	teaching PE and	sport	Percentage of total allocation:	
				%	
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:	
Train staff on Sports Leaders to encompass year 6 and Key Stage 4 Sports Leaders in the school	Year 6 have been able to take part in Sports Leaders sessions led by Key Stage 4 students in the school.		The Key Stage 4 pupils have proven to be great role-models for the year 6s. They have something to aspire to and have been enabled to meet and compete with other schools due to the Sports Leaders programme.	Sports Leaders programme in the school.	
Key indicator 4: Broader experience of	of a range of sports and activities off	ered to all pupils	5	Percentage of total allocation: 0%	
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:	
To fully utilise equipment purchased with Sports Premium Funding last	An extra-curricular programme and Primary PE curriculum	£0	The equipment has allowed students to experience a wider	Continue to use and replenish stock of equipment for new	











Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				0%	
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:	
Boccia, Bowling, and Athletics – but postponed due to pandemic).	COVID19 has affected this area considerably. We would like to continue the good work that has already been done with our students by working with providers such as Panathlon to provide competitive experiences for our students.		Students that took part in the swimming competition and in small events against other schools have benefited from the	Once restrictive measures have been lifted, we will reestablish a programme whereby our students regularly compete against other schools.	











