

Forest Lodge Academy



A L.E.A.D. Academy

Sports premium report 2020/2021

Information of Sports Premium

In March 2013 the government announced that it was to provide additional funding of **£150 million per annum** for academic years 2013 to 2014 and 2014 to 2015 to improve provision of physical education and sport in primary schools in England – The **Primary PE and Sport Premium**.

This funding is allocated to primary school head teachers. The funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

In the Autumn Statement 2013, the then Chancellor, George Osborne announced an additional year's £150m extended funding, taking the total investment to the end of the 2016 academic year.

On 6th February 2014 the then Prime Minister, David Cameron committed to continue the funding for the Primary PE and Sport Premium until 2020.

On the 17th July 2015 the Department for Education announced that 2015/6 funding will remain at the same level as last year.

On 21st September 2016 the Department for Education released its grant conditions for 2016/17.

On 17th July 2017 the DfE confirmed the doubling of the Primary PE & Sport Premium.

On 24th October 2017, the Department for Education published guidance on the doubled Primary PE and Sport Premium grant

On 30th April 2019 the Association for Physical Education received confirmation from the Department for Education confirming that the Primary PE and Sport Premium will continue, at the doubled rate (£320 million) for 2019-2020.

On 5th July the Department for Education confirmed that the primary PE and Sport premium will continue at £320 million for the academic year of 2020-2021

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> -The continuation of 2 hours of core PE. -The access to high quality P.E resources and high quality CPD opportunities. -Lessons are progressive which allow students to link learning together and make steady progress. -Enjoyment of P.E lessons (evident through learning journals). -The use of high quality coaches. - The review and adaptation of a new and engaging curriculum . -The development of a way of evidencing P.E. 	<ul style="list-style-type: none"> -To ensure children have access to swimming lessons to develop their confidence and safety. -To use the P.E curriculum to increase awareness of mental health. -To increase sporting provision for vulnerable groups including PP/SEND etc. -The continuation of further CPD for staff in order to improve subject knowledge and the teaching of P.E.

Did you carry forward and underspend from 2019-20 academic year into the current academic year?

NO

Total amount carried forward from 2019/2020	£0
+ Total amount for this academic year 2020/2021	£20,840,00
Total to be carried forward to 2021/2022	£2,443.53

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?	6.4% (swimming lessons did not take place for 1 year and half due to COVID).
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	6.4% (swimming lessons did not take place for 1 year and half due to COVID).
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	6.4% (swimming lessons did not take place for 1 year and half due to COVID).
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?	Not this year, however it was planned but the pool was closed due to COVID-19. This is planned for new year.

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: 2020/21		Total fund allocated: £20,840,00		Date Updated: 7/7/21	
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					
Intent		Implementation		Impact	
School focus with clarity on intended impacts on pupils:		Actions to achieve	Funding allocated:	Evidence and impact	Sustainability and suggested next steps:
Active breakfast club within COVID guidelines.		Carousel of activities including dance and movement.	£0	Active breakfast clubs with organised activities everyday ensures children are active and ready for the day and building active minutes throughout the day.	Continue with activities for active breakfasts focusing on weaker areas, and ensuring activities are engaging.
Active and fun lunchtimes within COVID guidelines.		Support from Leicester City Football Club Community Trust for the children and the lunchtime staff as CPD. Children take part in guided activities.	Included in the £3800 in key indicator 2.	Children are active at lunch times and engaged in activities- not only helping physically but also with social and emotional needs.	Continue with activities for active and fun lunchtimes focusing on weaker areas, and ensuring activities are engaging. There will also be “Happy Lunchtime” training provided for the dinner ladies.

Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement

Intent	Implementation		Impact	
School focus with clarity on intended impacts on pupils:	Actions to achieve	Funding allocated:	Evidence and impact	Sustainability and suggested next steps:
To raise levels of engagement in Physical Education, School Sport and Physical Activity (PESSPA).	Leicester City Football Club Community Trust coach to deliver 2 days of the primary stars programme a week. Including targeted intervention groups and also working alongside teaching staff to upskill and develop their confidence in PE and delivery of physical activity, ensuring all teaching is good or better.	£3800	Majority of year groups have reached or exceeded their year group target for P.E. See appendices 1 for more evidence. More children are now more engaged in the statutory 2 hours of PE a week. Teachers are gaining more confidence in the teaching of P.E. See appendices 2 and 3 for more evidence.	Continue to develop our program with the support of LCFCCT and target the less engaged/attaining children (girls, SEND, PP). Ensure quantitative data is collected.
To ensure there is a broad, safe and complete bank of equipment to follow the new redesigned evaluated long-term plan to ensure there is enough equipment for year groups classes due to timetabling and not being able to share.	Updated equipment such as tennis balls, cones, hoops, a lacrosse set, benches, boccia set, Frisbees, bike maintenance etc to enhance experiences of new sports.	£6239.81	Due to having different and new equipment children are engaging more in active lunchtimes. Lessons are also more engaging which inspires children to take part in more physical activity. Due to children taking part in exciting and new sports, this enhances individual's cultural capital.	CPD for teachers on how to use the equipment in their lessons and to teach the appropriate skills of new sports.

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Key indicator 3: Increased confidence, enhancement in knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
School focus with clarity on intended impacts on pupils:	Actions to achieve	Funding allocated:	Evidence and impact	Sustainability and suggested next steps:
To ensure all pupils are receiving high quality PE and physical activity sessions by all teaching staff as well as PE specialist coach.	2 days per week for the year a specialist sports coach works alongside teachers in order to increase their confidence, knowledge and skills in teaching P.E and sport.	£5798.50	Teachers are now feeling more confident with the PE curriculum and are happy to teach most areas. Teachers observed and offered constructive feedback to further their knowledge and confidence.	Continue to observe and support teaching staff following upon previous actions. Staff questionnaire to identify their needs.
	Continued CPD and upskilling through regular staff meetings and training. LFCCT staff to work with teaching staff for a term and help with their teaching progression, methods and strategies to build confidence within school sport and physical activity.	Included in the £3800 in key indicator 2	Teachers are gaining more confidence in the teaching of P.E. See appendices 1 for more evidence. A new planning format has allowed more rigid planning which results in higher quality of P.E lessons and continuity across the school. The introduction and use of a p.e journal to help students the importance of P.E and ensures skills are being embedded.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
School focus with clarity on intended impacts on pupils:	Actions to achieve	Funding allocated:	Evidence and impact	Sustainability and suggested next steps:
To ensure there is a broad, safe and complete bank of equipment to follow the new redesigned evaluated long-term plan to ensure there is enough equipment for year groups classes due to timetabling and not being able to share.	To have a range of sporting equipment that allows children to experience different sports e.g. lacrosse, boccia, curling and Frisbee to enhance experiences of different sports.	Included in the £6239.81 in key indicator 2.	Due to having different and new equipment children are engaging more in active lunchtimes. Lessons are also more engaging which inspires children to take part in more physical activity.	To engage children and provide teachers with further subject knowledge by having specialists to work with for examples: dance, karate etc. Tailor clubs to talents and interests in the new year.

Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	
School focus with clarity on intended impacts on pupils:	Actions to achieve	Funding allocated:	Evidence and impact	Sustainability and suggested next steps:
Increase the amount of children taking part in school sport.	FA Affiliation	£450	Girls and boy's year 5 and 6 football team all competing in the Leicester city league.	Continue to take part in the LCFC football leagues and school games following COVID-19 guidelines.
	School Sports and Physical Activity Networks Membership 2020/2021	£1650	Taking part in various school games throughout the year. Holding competitive games within school.	Quantative data collection
	Team kit for those who are competing in school sport competitions	£458.16	Children are aware that sport can be competitive either individually or as a team. Team kit allows them to feel more of what it is like or children to be part of a team.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	C.Smith
Date:	07.07.2021
Governor:	
Date:	

Data analysis and end of year targets for P.E-2020-2021

Current Year Group 2020/2021	Spring 2 Results 2019/2020 (Exp or above)	Autumn 2 Results	Spring 2 Results	Summer 2 Results	End of year Targets
Year 1		81.1%	81.1%	85.4%	
Year 2	80.7%	78.4%	77.3%	78.9%	81%
Year 3	80.9	86.5%	86.5%	87.6%	87%
Year 4	89.9	86.5%	87.5%	87.5%	90%
Year 5	91.1	86.5%	86.5%	84.1%	91%
Year 6	76.9	80%	81.4%	90.6%	80%

(September-December 2020/21)
School Report

Forest Lodge Academy

PRIMARY
SCHOOL



LeicesterCity
in the Community



SCHOOL
ENGAGEMENT
DATA

School	Total number of pupils engaged with	Total number of sessions	Number of pupils engaged with in curriculum P.E. lessons	% of pupils enjoying P.E. post delivery.	Number of girls attending girls only lunchtime clubs	Total Number of sessions	Content delivered	Number of teachers receiving CPD
Forest Lodge Academy	290	42	290	See Graph	0	0	PE Teacher CPD Social Action	7

PUPIL ENGAGEMENT DATA	Pupils engaged with	290
	Males	109
	Females	100
	Ethnic Groups Engaged With	Asian =9 BAME =18 Mixed = 20 White/Other white =153 Other = 9 *waiting for data from 3 classes
	Pupils with a disability	
*based on available Views count of participants		
Overview of progress in school	<p>During this academic year, all staff members at Forest Lodge have been very accommodating and have received support to help develop a whole school improvement within PE. Within the delivery of Premier League Primary Stars, PE must be at the front of our delivery, helping both pupils and staff to either gain a more positive experience through professional coaching, or to have opportunities to work 1 to 1 with a member of Leicester City in the Community staff to help enhance teachers PE delivery. Pupils at Forest Lodge Academy have a really positive attitude towards PE and towards LCitC staff. Staff at Forest Lodge Academy make all Leicester City in the Community core values achievable through its dedication to the Premier League Primary School Programme, LCFC and LCitC. Forest Lodge Academy has been a partnered school for a number of years and continues to be our flagship partnered primary school. Each year the strength of the partnership continues to grow. LCitC are forever grateful with the dedication and commitment both staff and pupils at Forest Lodge Academy.</p> <p>A range of teachers across the school have received CPD sessions during their PE lesson with LCitC. As part of the Teacher CPD, teachers are expected to be present within all PE sessions, they are also expected to take part within the sessions and to help support pupils learning. Throughout the CPD process, the teacher is expected to help plan and deliver session alongside the LCitC Coach. Forest Lodge Academy continue to support the Primary Stars programme by showcasing the ideas and activities they deliver within the PE session. This is evident within the supporting teacher section of this report.</p> <p>A social action project has been delivered which was part of the actions from last academic year. Moving into this term, we find ourselves adapting our delivery to key worker children. Which is a good opportunity to offer pupils different types of sessions which cover a variety of PSHE topics. Having a variety to offer the school and the children in the school will hopefully benefit every child and teacher we work with and showcase our delivery of sport and lifelong learning. We will continue to implement lessons which will adhere to social distancing and provide resources for staff to help them with PE lesson planning helping children and teachers to feel safe within the sessions.</p>	

		Graph of Teacher Questionnaire (Pre, Post)									Teacher Observation Form (PLPS Coach Comments)	Teacher Comments
Supporting Teachers	Area	Statement	Strongly Agree	Strongly Agree	Agree	Agree	Not sure	Disagree	Strongly disagree			
	Enjoyment	I enjoy teaching PE										
	Knowledge	I understand my pupils and how they learn in PE										
	Of national curriculum requirements and of how pupils learn	I understand the PE national curriculum content										
		I know how to plan effective PE lessons										
		I know how to deliver effective PE lessons										
		I know how to assess effectively in PE lessons										
	Area	Statement	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree				
	Skills	I create and maintain a safe and inclusive learning environment								Pre		
	Ability to support and challenge all pupils to exceed and excel	I engage all pupils and challenge them to progress.								Post		
		I have the skills to plan effective PE lessons										
		I have the skills to deliver effective PE lessons										
		I have the skills to assess effectively in PE lessons										
	Confidence	I engage and inspire my class in a positive learning experience										
	In teaching PE	I feel confident teaching PE										

Ruth Martin

Ruth has been really positive to work with. You can clearly see she enjoys teaching PE and has benefited from extra CPD lessons with LCitC.

Pre: Progression over a sequence of lessons and pushing the more able is something I would like support with.
Post: Working with the coach to understand how a sequence of lessons in planned to allow for progression. Definitely feel more confident teaching and assessing PE. Also, I've found it easier now to pick up a plan and teach from it and know how to adapt it to the needs of my class (new tag rugby unit). Teaching has become focused on implementing small steps to allow for progression throughout a lesson. Definitely saw how the more able could be challenged and it was great to team teach to build up my confidence.

Graph of Teacher Questionnaire (Pre, Post)
Ivana Danon

Area	Statement	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree
Enjoyment	I enjoy teaching PE						
Knowledge	I understand my pupils and how they learn in PE						
<i>Of national curriculum requirements and of how pupils learn</i>	I understand the PE national curriculum content						
	I know how to plan effective PE lessons						
	I know how to deliver effective PE lessons						
	I know how to assess effectively in PE lessons						

Area	Statement	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree			
Skills	I create and maintain a safe and inclusive learning environment								Pre	
<i>Ability to support and challenge all pupils to exceed and excel</i>	I engage all pupils and challenge them to progress.								Post	
	I have the skills to plan effective PE lessons									
	I have the skills to deliver effective PE lessons									
	I have the skills to assess effectively in PE lessons									
Confidence	I engage and inspire my class in a positive learning experience									
In teaching PE	I feel confident teaching PE									

Teacher Observation Form (PLPS Coach Comments)

Ivana always shows a great interest in teaching PE, she will always say that's it's not here strongest subject, however the way she adapts her lessons to engage the pupils shows that she really does understand and she's a fantastic teacher!

Teacher Comments

Pre:

Need support with activity ideas and have the lessons last over an hour with different progressions.

Post:

Showing us how to plan and then differentiate the skills, explaining the progression of skills so we can plan it ourselves later on. This has definitely helped me in the area of golf, where subject knowledge was lacking on my part. Golf skill progression and differentiation ideas.

Interesting ways to introduce and practise the skills. The children have a much better level of PE delivery in golf because I have been trained, so they actually can practise the correct skills. Exceeded expectations, as usual.

Graph of Teacher Questionnaire (Pre, Post)

Jack Butler

Area	Statement	Strongly Agree	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree
Enjoyment	I enjoy teaching PE							
Knowledge	I understand my pupils and how they learn in PE							
Of national curriculum requirements and of how pupils learn	I understand the PE national curriculum content							
	I know how to plan effective PE lessons							
	I know how to deliver effective PE lessons							
	I know how to assess effectively in PE lessons							

Area	Statement	Strongly Agree	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree			
Skills	I create and maintain a safe and inclusive learning environment								Pre		
Ability to support and challenge all pupils to succeed and excel	I engage all pupils and challenge them to progress.								Post		
	I have the skills to plan effective PE lessons										
	I have the skills to deliver effective PE lessons										
	I have the skills to assess effectively in PE lessons										
Confidence	I engage and inspire my class in a positive learning experience										
In teaching PE	I feel confident teaching PE										

Teacher Observation Form (PLPS Coach Comments)

Jack is very confident when it comes to teaching PE. He lacks some ideas and has greatly benefited from easy games he already has and shown different ways to adapt his lessons.

Teacher Comments

Pre:

Support and ideas on how to use equipment in different ways, also ways of teaching Year 1 how to work as a team effectively in invasion games. Strengths I reckon are managing a class and having fun.

Post:

Using resources in a variety of ways, linking lessons to different themes, etc. Also being more clear with what skill you are focussing on in a lesson. Just thinking more about how to theme lessons as Year 1 seem to enjoy this more. Ryan is very informative and explains what skill the lesson is focussing on. Also discusses different ways equipment can be used.

Graph of Teacher Questionnaire (Pre, Post)

Holly Turner

Area	Statement	Strongly agree	Agree	Not Sure	Not sure	Disagree	Strongly disagree
Enjoyment	I enjoy teaching PE						
Knowledge	I understand my pupils and how they learn in PE						
Of national curriculum requirements and of how pupils learn	I understand the PE national curriculum content						
	I know how to plan effective PE lessons						
	I know how to deliver effective PE lessons						
	I know how to assess effectively in PE lessons						

Area	Statement	Strongly agree	Agree	Not Sure	Not sure	Disagree	Strongly disagree			
Skills	I create and maintain a safe and inclusive learning environment							Pre		
Ability to support and challenge all pupils to exceed and excel	I engage all pupils and challenge them to progress, exceed and excel							Post		
	I have the skills to plan effective PE lessons									
	I have the skills to deliver effective PE lessons									
	I have the skills to assess effectively in PE lessons									
Confidence	I engage and inspire my class in a positive learning experience									
In teaching PE	I feel confident teaching PE									

Teacher Observation Form (PLPS Coach Comments)

Holly has been proactive with the PE lessons and has shown a real interest in how to engage all of her pupils.

Teacher Comments

Pre:

I would like support with how to develop PE lesson plans and to make this more engaging for the pupils.

Post:

Working with Ryan in lessons, he has taught me how to engage children in P.E, as well as plan effective lessons that are suitable to certain spaces and how to ensure challenge/progression can be built in. I feel more skilled in both the planning and delivering of P.E lessons.

Graph of Teacher Questionnaire (Pre, Post)
Sarah Jackson

Area	Statement	Strongly agree	Agree	Agree	Neutral	Disagree	Strongly disagree
Enjoyment	I enjoy teaching PE						
Knowledge	I understand my pupils and how they learn in PE						
<i>Of national curriculum requirements and of how pupils learn</i>	I understand the PE national curriculum content						
	I know how to plan effective PE lessons						
	I know how to deliver effective PE lessons						
	I know how to assess effectively in PE lessons						

Area	Statement	Strongly agree	Strongly agree	Agree	Agree	Not Sure	Neutral	Disagree	Strongly disagree			
Skills	I create and maintain a safe and inclusive learning environment										Pre	
<i>Ability to support and challenge all pupils to succeed and excel</i>	I engage all pupils and challenge them to progress.										Post	
	I have the skills to plan effective PE lessons											
	I have the skills to deliver effective PE lessons											
	I have the skills to assess effectively in PE lessons											
Confidence	I engage and inspire my class in a positive learning experience											
<i>In teaching PE</i>	I feel confident teaching PE											

Teacher Observation Form (PLPS Coach Comments)

Sarah is always looking to develop her teaching skills. She is very keen to learn and do the best she can to the highest ability. I enjoyed working with Sarah.

Teacher Comments Pre:

I'm enthusiastic and happy to join in (even if I'm not confident) I want to support children in PE and help them achieve. I have some knowledge of some aspects of the curriculum but I'm unsure on how to break down the skills for each sport - Am I going too slow too fast. I hope to gain ways on how to do this.

I'm happy to show children that we can't be good at all sports but we can develop with practise.

Post:

It was useful to watch the coach and co teach with him. Using the PL planning sheet helped to focus on the skills. Building on the skills in small steps each lesson. *by showing me how to break down the skills into smaller steps to support learning; therefore, children*

made progress during the series of lessons. Showing me that you don't have to know everything about the sport, it's about building skills to carry out that particular sport. It exceeded my expectations – I didn't think I would learn so much in a short space of time and it impact on the children so much too.

Graph of Teacher Questionnaire (Pre, Post)
Ben Buxton

Area	Statement	Strongly agree	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree
Enjoyment	I enjoy teaching PE							
Knowledge	I understand my pupils and how they learn in PE							
<i>Of national curriculum requirements and of how pupils learn</i>	I understand the PE national curriculum content							
	I know how to plan effective PE lessons							
	I know how to deliver effective PE lessons							
	I know how to assess effectively in PE lessons							

Teacher Observation Form (PLPS Coach Comments)

Ben has shown a real interest in the lessons we have taught together. He is proactive with his teaching and we have supported each other during the CPD.

Teacher Comments Pre:

Support in challenging children throughout the lesson, linking lessons together and the next steps which includes more than 1 skill is what I'm hoping to get out of this CPD.

Post:

Being able to plan and teach a sequence of lessons with Ryan, seeing how he assessed during lessons and adapted as a result of that. Differentiating in Orienteering, knowing how to challenge or

	<table> <tr> <th>Area</th> <th>Statement</th> <th>Strongly agree</th> <th>Strongly agree</th> <th>Agree</th> <th>Agree</th> <th>Not sure</th> <th>Disagree</th> <th>Strongly disagree</th> <th></th> <th></th> <th></th> </tr> <tr> <td>Skills</td> <td>I create and maintain a safe and inclusive learning environment</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Pre</td> <td></td> </tr> <tr> <td><i>Ability to support and challenge all pupils to exceed and excel</i></td> <td>I engage all pupils and challenge them to progress.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Post</td> <td></td> </tr> <tr> <td></td> <td>I have the skills to plan effective PE lessons</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>I have the skills to deliver effective PE lessons</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>I have the skills to assess effectively in PE lessons</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Confidence</td> <td>I engage and inspire my class in a positive learning experience</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>In teaching PE</td> <td>I feel confident teaching PE</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Area	Statement	Strongly agree	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree				Skills	I create and maintain a safe and inclusive learning environment									Pre		<i>Ability to support and challenge all pupils to exceed and excel</i>	I engage all pupils and challenge them to progress.									Post			I have the skills to plan effective PE lessons												I have the skills to deliver effective PE lessons												I have the skills to assess effectively in PE lessons											Confidence	I engage and inspire my class in a positive learning experience											In teaching PE	I feel confident teaching PE											<p>make the lesson easier for children. I understand more clearly about how to assess when teaching Orienteering. I have learnt how to sequence lessons to teach Orienteering skills, ways of assessing and differentiating for children. I have a clearer understanding of how to plan over a sequence of lessons and having an end goal in mind, e.g. being more aware of what skills I need to cover to help children progress more in a sequence. Ryan met my expectations and I feel much more confident and knowledgeable about teaching a sequence of lessons in Orienteering. His CPD was very effective and will lead to a long-term impact.</p>
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	<p align="center"><u>Graph of Intervention Questionnaire results (Pre)</u></p>																																																																																																	
Interventions	<p>Chosen intervention: Social Action</p> <p><i>* 5 pupils completed questionnaires</i></p>										<p><u>Pupil Comments</u></p> <p><i>"I've enjoyed social action it's been really fun to do something different".</i></p> <p><i>"It feel good to do something like this"</i></p>																																																																																							



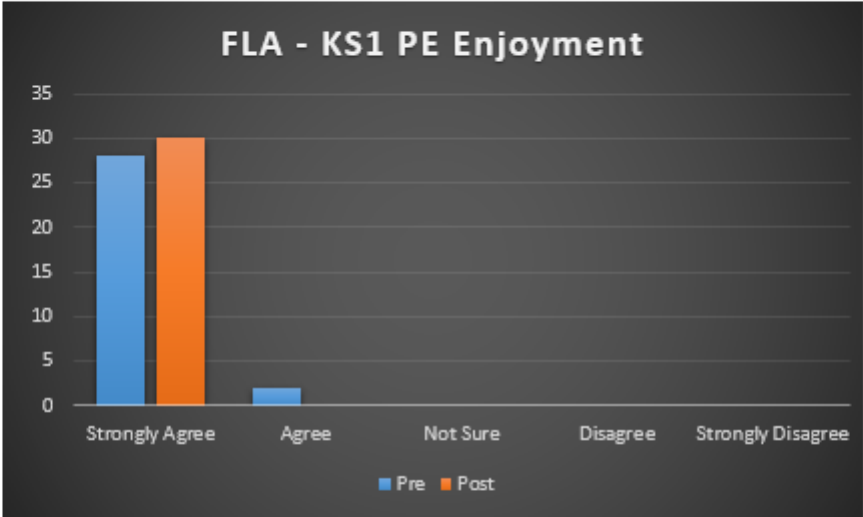
Graph of Lunchtime Questionnaire results (Pre and Post)

Chosen Sport:

Lunch time session haven't taken place, due to the restricted space and the staggered lunch times.
I'm keen to see where we can implement a different type of lunch time activity for the school with a targeted number of pupils. This will be discussed with Senior Leadership and accommodate for the schools best interests.

Graph of After-School Questionnaire results (Pre and Post)

Due to the ongoing National Pandemic afterschool provision has not been provided. Afterschool clubs will hopefully continue in the near future.

<p>KS1 Feedback (If Applicable)</p>	<p><u>Graph of KS1 Pupil Feedback Questionnaire results (Pre and Post)</u></p> <p>Class name: 1JB</p>  <p>*30 pupils asked if they enjoy PE on the first session and asked again on last session.</p>	<p><u>Pupil comments</u></p> <p>"you are the best"</p> <p>"PE is always so fun"</p> <p>"Can we do more PE"</p>
<p>Breakdown of the lessons delivered</p>	<p><u>PE Lessons:</u></p> <p>Across the academic year, all staff members at Forest Lodge Academy have been very accommodating and receptive to the support we provided, to help develop a whole school improvement within PE. Currently, within the delivery of Premier League Primary Stars, PE has to be at the front of our delivery, helping both pupils and staff to either gain a more positive experience through professional coaching, or to have the opportunity to work 1 to 1 with a member of LCitC staff to help enhance teachers PE deliver either through gaining more knowledge, confidence and skills through PE delivery. Pupils at Forest Lodge Academy have a really positive attitude towards PE and towards LCitC staff. Throughout this reporting period its key to note the fantastic behaviour and respect the pupils show within these PE sessions, this helps to encourage for a much better learning. PE lesson have been adapted to suit the needs of the forever changing environment which 2020 brings us.</p>	

Social Action Project

This academic year we set out to deliver a targeted intervention within the school. After having a conversation with year 4 teachers, we decide to go with a social actions project. The social action project involves giving back to your community. 5 pupils were selected to take part in this social action project, as a small group we spoke about what we could do for our local community. We worked with the Parks Project, which is a small accommodation where care leaver children live. We decided to make care packages for the people living within the accommodation as during the festive period they don't usually get many things to celebrate Christmas. By following the link attached below you can see what the children from Forest Lodge created.

<https://www.youtube.com/watch?v=MD-Dm4fxq5U>

Teacher PE CPD:

The Premier League Primary Stars project aims to work alongside teachers to support within their development of PE. Within this reporting period, as part of the Teacher CPD, teachers are expected to be present within all PE sessions, they are also expected to take part within the session and to help support pupils learning. Throughout the CPD process, the teacher is expected to help plan and deliver session alongside the LCitC Coach. Forest Lodge Academy continue to support the Primary Stars programme by showcasing the ideas and activities they deliver within the PE session. The evidence above within the graphs show the progress of all the teachers. This academic year I have tried to incorporate a new way to help teacher be even more involved within the planning and delivering on the PE sessions, Here's on outline of what each week consists of which is tailored individually for each teacher, which is sent to each teacher prior to working with them:

Week 1 – Session is led by the teacher with the support of LCFC Coach. Questionnaire is completed by teacher and children.

Week 2 – LCFC Coach leads the session (to showcase methods of delivering high quality PE lesson).

Week 3 – LCFC coach meets with teacher prior to the lesson to plan together to show easy methods for planning PE lessons. Session is taught together.

Week 4 – LCFC coach meets with teacher prior to the lesson to plan together to show easy methods for planning PE lessons. Session is taught together.

Week 5 – Teacher plan lesson by themselves and is provided input from LCFC coach. LCFC coach to deliver warm up activity.

Week 6 – Session is led by the teacher with observation from the LCFC coach. A reflection is carried out with teacher and LCFC. Children complete questionnaires.

Individual Case Study

For this reporting period, the case study highlight is showcasing the Social Action Project. The video is attached for you to watch which highlights the good work done by pupils from Forest Lodge Academy

<https://www.youtube.com/watch?v=MD-Dm4fxq5U>


We would also like to highlight the continued work from last academic year's case study Louie West. He continues to be part of the Primary Stars programme with great enthusiasm and is always willing to support and be involved in everything! Louie is very gifted and talented but really does lack confidence within himself. By him being part of regular sessions with LCitC this is making a massive improvement to his self-confidence. Louie said: "Leicester City in the Community has helped me through this time by setting up football camps before Christmas and by Ryan also being in school, doing activities in P.E and in class too. They support me by coming into school and empowering me to stay fit, achieve my goals and be respectful to others. I feel inspired because they remind me to always have a go and try my hardest."

"All the Leicester City in the Community staff are fantastic role models for the children that they work with. Ryan has built a positive relationship with Louie based on trust and mutual respect, providing invaluable support by instilling within him the skills he needs to overcome any challenges he may be faced with. He promotes positivity, fairness and respect - inspiring Louie to be the best version of himself. Ryan has had such a positive impact on Louie - building his confidence and self-belief/esteem, whilst empowering him to achieve his goals - he always looks forward to the sessions, I can't thank him enough."

Laura – Louie's Mother

The work continues with Louie as he is part for the year 5 class which LCitC are supporting with during the period of just key worker and vulnerable children. He continues to show fantastic ability in all his work and you can really see his confidence starting to grow.



<p>Special Trips,</p> <p>Events,</p> <p>Tournaments,</p> <p>Collapsed Curriculum days</p>	<p><u>World Teacher Day</u></p> <p>LCitC celebrated the work and fantastic support that school help with the Premier League Primary Stars project. Each of our partner school had one staff member nominated to receive a goodie bag with a selection of LCFC gifts. Ranging from a bag, pen, pencil, <u>notepad</u>, mouse matt and chocolate. Sarah Sterland was the staff member who received the LCFC goods and she was presented this in her class. Her efforts to continually support with Primary Stars hasn't gone unnoticed with her efforts during supporting Sheila our Outdoor Learning Coach.</p> <p><u>National Poetry Day</u></p> <p>As part of National Poetry Day LCitC carried out a competition across schools in Leicester. The theme was supporting the Black Lives Matter movement and pupils were tasked to write a poem about equal opportunities and how to include diversity in the world we live in. LCitC received over 300 entries from a variety of different schools. The competition was judged by a range of LCitC staff members, they selected Ocean from 6SJ as the winner of the competition! Her fantastic poem which titled "Hold My Hand" talks about supporting and helping those of everyone. Ocean won a full Leicester City football kit and was presented her prize in class, her class friends all cheered and were extremely happy she won the competition! Very well done Ocean.</p>
<p>Photo Evidence.</p>	

Additional Comments	This academic year has had multiple challenges within every school. We thank you for your continued efforts and appreciate the value you see in the work we do. The school are always very accommodating for any event or session in which LCitC conduct. Thank you for your fantastic support.
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AfPE Key indicator	Actions	Evidence and impact
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	All scheduled Curriculum sessions have been delivered across the first term from September –December. All sessions the LCitC delivers last up to 1 hour.	KS1 and KS2 PE Curriculum sessions
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	Involvement across both KS1 and KS2 and to have the opportunity to work with teachers across those year groups to help have a positive influence to then filter down into the classes and the pupils.	Provide opportunity for participants to take part in wider activities (skills centres, half term football activities) which LCitC host football sessions across different venues in Leicester. Promoted with leaflets within the school. By providing schools assemblies, the school will become more aware of the primary star's project and become more involved with the session and activities the LCitC deliver.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Sharing lesson plans and session ideas with the teachers Having set roles specific roles within the PE lessons. Given teachers the opportunity to lead on a activity with a particular group.	Teachers have participated in all PE lessons. Teachers have been fantastic when taking part within all the sessions. They have been very positive throughout the types of session that have been delivered and how it links in to previous sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	We provided opportunities for a variety of different children to participate in to make PE lessons more appealing to young people we took a multi skills approach where the national curriculum may be met by more participants.	Pupils take part within PE lessons
Key indicator 5: Increased participation in competitive sport	Currently not appropriate under current government guidance.	Currently not appropriate under current government guidance.

(January - July 2020/21) School Report

Forest Lodge Academy

PRIMARY SCHOOL



Forest Lodge Academy
A L.E.A.D. Academy



LeicesterCity
in the Community



Premier League
**Primary
Stars**

SCHOOL ENGAGEMENT DATA

School	Total number of pupils engaged with	Total number of sessions	Number of pupils engaged with in curriculum P.E. lessons	No of pupils enjoying P.E. post delivery.	Number of girls attending girls only lunchtime clubs	Total Number of sessions	Content delivered	Number of teachers receiving CPD
Forest Lodge Academy	172	50	149	120	0	50	Lockdown/Covid Delivery Teacher CPD	1

PUPIL ENGAGEMENT DATA	Pupils engaged with	172	*based on
	Males	89	
	Females	83	
	Ethnic Groups Engaged With	Prefer not to say= 6 Asian / Asian British / Other Asian background = 7 Black / African / Caribbean / Black British / Other Black background = 12 Mixed / Multiple Ethnicity / Other Mixed or Multiple ethnic background = 22 White British / Irish / Gypsy or Irish Traveller / Other White background = 121 Other ethnic background = 4	
	Pupils with a disability	0	
available Views count of participants			
Overview of progress in school	<p>Across the academic year, all staff members at Forest Lodge have been very accommodating and received support really well to help develop a whole school improvement within PE. Within the delivery of Premier League Primary Stars, PE has to be at the front of our delivery, helping both pupils and staff to either gain a more positive experience through professional coaching, or to have to opportunity to work 1 to 1 with a member of Leicester City in the Community staff to help enhance teachers PE delivery. Pupils at Forest Lodge Academy have a really positive attitude towards PE and towards LCitC staff. Staff at Forest Lodge Academy make all Leicester City in the Community core values achievable through its dedication to the Premier League Primary School Programme, LCFC and LCitC. Forest Lodge Academy has been a partnered school for a number of years and continues to be our flagship partnered primary school. Each year the strength of the partnership continues to grow. LCitC are forever grateful with the dedication and commitment both staff and pupils at Forest Lodge Academy.</p> <p>During this reporting period, LCitC supported the school during the second lockdown of the CoVid-19 pandemic. For three days of each week during the months of January-April, LCitC supported classroom sessions, PE session and afterschool club. The session delivered covered a variety of topics including, PSHE sessions, 121 support sessions and small class PE sessions.</p> <p>Once delivered has returned to its normal capacity, session was delivered to different years groups, ranging from targeted interventions (writing and math's), PEC CPD, afterschool club, and PSHE sessions. The report provides a breakdown of each part of Premier League Primary Stars which has been delivered at Forest Lodge Academy.</p> <p><u>Quotes from teaching staff in year 4</u></p> <p><i>'Having Ryan within our school community during these unprecedented times has been an amazing support and a great experience for the children. Ryan has a fantastic ability and understanding of how to link children's mental health and well-being to a strong PE learning experience, children always leave his lessons with new knowledge and a smile on their faces and as a school we can ask for no more.</i></p> <p><i>Ryan is an integral part of the team at Forest Lodge Academy as he is trusted by staff and pupils alike. He is mindful of children with additional needs and goes above and beyond to ensure engagement and success of all pupils within his teaching and learning. Ryan's presence in school</i></p>		

has a positive impact on all and he is well and truly a member of the Forest Lodge Family, we look forward to continuing to work with him in the future.'

Supporting Teachers

Graph of Teacher Questionnaire (Pre, Post) George Frearson

Area	Statement	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree	Area	Statement	Strongly agree	Agree	Agree	Not sure	Disagree	Strongly disagree		
Enjoyment	I enjoy teaching PE							Skills	I create and maintain a safe and inclusive learning environment							Pre	
Knowledge	I understand my pupils and how they learn in PE							Ability to support and challenge all pupils to succeed and excel	I engage all pupils and challenge them to progress							Post	
Of national curriculum requirements and of how pupils learn	I understand the PE national curriculum content								I have the skills to plan effective PE lessons								
	I know how to plan effective PE lessons								I have the skills to deliver effective PE lessons								
	I know how to deliver effective PE lessons								I have the skills to assess effectively in PE lessons								
	I know how to assess effectively in PE lessons							Confidence	I engage and inspire my class in a positive learning experience								
								In teaching PE	I feel confident teaching PE								

Teacher Observation Form (PLPS Coach Comments).

It's been really positive to work with George. She has shown a real keen interest in developing her PE knowledge and session planning. She is becoming more and more confident with delivering PE session. Well done George.

Teacher Comments

Pre: Support with how to build a series of sessions. How to build different skills and ensure that everyone is learning within the sessions.

Post: Working with Ryan has taught me how to build a sequence of lessons. I feel more confident teaching PE, I've found it easier now to pick up a plan and teach from it and know how to adapt it to the needs of my class.

After-School

Leicester City in the Community have worked with the school's afterschool club during this stage of the reporting period. Every two weeks, LCitC have rotated across the three different groups during afterschool club. Every two weeks this would give the opportunity to provide some extra-curricular sporting activities for the children. Sports which the children have been taught over this reporting period are, Frisbee, team games, Boccia, Fundamental movements and handball. The children have enjoyed the sessions and have been given a different activity to do each week during the sessions.

"I enjoy afterschool club we get to do lots of fun games"

"We try some sports we have never done before"

		"the game are really fun and I get to play these games with my friends"
Breakdown of the lessons delivered	<p><u>PE Lessons:</u></p> <p>Across the academic year, all staff members at Forest Lodge Academy have been very accommodating and received support really well to help develop a whole school improvement within PE. Currently, within the delivery of Premier League Primary Stars, PE has to be at the front of our delivery, helping both pupils and staff to either gain a more positive experience through professional coaching, or to have the opportunity to work 1 to 1 with a member of LCitC staff to help enhance teachers PE delivery either through gaining more knowledge, confidence and skills through PE delivery. Pupils at Forest Lodge Academy have a really positive attitude towards PE and towards LCitC staff. Throughout this reporting period its key to note the fantastic behaviour and respect the pupils show within these PE sessions, this helps to encourage for a much better learning. PE lessons have been adapted to suit the needs of the forever changing environment which 2020 brings us.</p> <p><u>Writing Stars:</u></p> <ul style="list-style-type: none"> - Premier League Writing Stars 8-week programme - 1 hour in length - Aimed at KS2 children - Number of participants- 8-10 <p>Our writing intervention helps to trigger children's imagination by developing their creative writing in a storyboard structure using LCFC as a stimulus.</p> <p>LCitC staff are on hand to help give children the support and opportunity they need to improve/enhance their writing abilities. Children are shown what steps to take in order to successfully and logically build a story whilst also being guided towards how to construct descriptive sentences and paint a picture in the reader's mind.</p> <p><u>PSHE/RE</u></p> <p>During the academic year, RE and PSHE has been taught to year 4AF. These sessions have been during PPA cover and have had a benefit to all pupils. A range of topics have been covered including learning about different religions, about how the planet should be kept safe and how we can use team work and resilience.</p> <p><u>Emotional Resilience and Mindset Workshops</u></p>	

- 6 week programme
- Aimed at upper KS2 children. (Year 5 and 6)
- 1 hour in length
- King power stadium visit. (When restrictions allow)
- Number of participants- 8-10

Our Emotional Resilience and Mindset workshops are aimed at children who may have low self-esteem, need to build confidence and learn about how they can help themselves feel better mentally. The 6 weeks covers key topics such as; achieving something with others, the importance of sleep, food and mood and the importance of exercise. We have partnered with 2simple to create these workshops who work in partnership with Mind to spread the important message of how being emotionally resilient can help you bounce back when you may be feeling low.

COVID Delivery:

Supporting the year 4 and 5 across a week was part of the COVID-19 delivery timetable.

Teacher PE CPD:

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Week 5 – Teacher plan lesson by themselves and is provided input from LCFC coach. LCFC coach to deliver warm up activity.

Week 6 – Session is led by the teacher with observation from the LCFC coach. A reflection is carried out with teacher and LCFC. Children complete questionnaires.

Maths intervention 5000/1

- 8 week programme
- Aimed at lower KS2 children. (Year 3 and 4)
- 2 hours in length; 1 hour theory lesson and 1-hour practical lesson
- King power stadium visit. (When restrictions allow)
- Number of participants- 8-10

	<p>Our Maths intervention has a strong focus on the key curriculum objectives for lower KS2. This will particularly benefit children with low attainment for maths and have a keen interest in football. When restrictions allow, we visit King Power Stadium and take part in an interactive tour involving tasks such as; using the player's shirt numbers to create calculations and equal a number we set for them. We also use the seats within the stadium for a coordinates task for 'Find the Filbert.' Lessons often have a practical element to them for example when learning about interpreting data children fill in a tally table to then create a bar chart, we often take the children outside and ask them to tally how many penalties children score and when we return inside children create a bar chart from the results.</p>
<p>Individual Case Study</p>	<p>Intervention Group – Year 4</p> <p>This academic <u>years</u> case study is the intervention group in year 4. LCitC have worked with a small group of year 4 pupils teaching them Maths and English. As part of this group, the class teachers identify those who are reluctant to engage within normal maths and English lessons. The lessons are designed to engage pupils through an active learning way and use the football as the driving tool to this. For example, within one of the maths session, we the football player's heights for a measurement session, we have the pupils go outside and use chalk and a tape measure to draw the correct height and of some of the players listed within their workbooks. They then compare the height to a footballer's height and have to work out maths problems from this. This highlights the importance of structuring our session in an active learning way to get the most out of the group we are working with. Teachers and pupils have both comment saying how much they enjoy participating within the sessions. Teachers have also commented on how much more confident pupils feel during their normal lessons to ask questions about the work they have been asked to do or problems they are being asked to solve.</p> <p>Next academic year, year 4 have mentioned they would like to continue the work that has been done with the interventions. They feel it has had a positive impact on the pupils. By continuing this work, it will help the teachers to target those who need additional support with the English and maths and will hopefully have a positive impact towards changing behaviours towards these subjects.</p>
<p>Special Trips, Events, Tournaments, Collapsed Curriculum days</p>	<p><u>Sport Day with LCFC Legend Matt Elliott:</u></p> <p>As part of this year's sports days, we used these days as an opportunity to work alongside classroom teachers providing them with CPD through easy to use sporting games. The games included throwing challenges, football kicking challenges and athletic games such as long jump and relay racing.</p> <p>Year 3 pupils at Premier League Primary Stars partner school, Forest Lodge Academy, took part in a sports day celebrating National Sports Week with former Leicester City captain and League Cup winner, Matt Elliott.</p> <p>National Sports Week is an annual event held by Youth Sports Trust to celebrate the important role of physical education and school sport in enhancing young people's wellbeing.</p>

Held annually, this year's sports day included activities not usually associated to school sports day events, due to the difficult past 15 months.

Events included howler throwing, cross bar challenge and long-distance shooting to allow a more lenient sports day experience.

Former Foxes skipper Matt Elliott joins in with the sports day activities at Forest Lodge Academy. Ryan Bromyard, Leicester City in the Community Primary Stars Coach, commented on the reasons behind the adapted sports day: "It's been almost two years since these children have had a sports day.

"It's bringing them back together again, enjoying themselves and that's why we wanted it as a non-traditional sport day to do a variety of activities. We've had club legend Matt Elliott come down and he's been involved in the activities too."

Quotes from the teachers:

"A wonderful time was time was enjoyed by staff and children from year 3 on the field. What a great sports day. Thank you, you created lots of smiles". - **Gail Sharp - Year 3 Teaching Assistant.**

"The kids had so much fun and were really engaged! We all thought it was really well organised and it flowed really well because the kids were motivated. They loved the races at the end too!" – **Ruth Martin – Year 3 Class Teacher**

"Well I always dread sports day!!! But this year the activities kept the children happy and amused which in turn made our job a lot nicer. What a great afternoon thank you". - **Linda Dunn – Year 3 Teaching Assistant.**



https://www.youtube.com/watch?v=GPDqCVh5_g

Live - Club Author Event

	<p>During February, year 4 key worker group celebrated National Story Telling week. As part of celebrating this week, year 4 children were invite along with Leicester City in the Community to attend a Live Virtual Literacy workshop in partnership with the National Literacy Trust and the Premier League Charitable Fund.</p> <p>The workshop was all about creating your own character and trying to predict what would have happened in the second part of the story from one of <u>Helena's</u> books. As part of this event, we were joined by CBBC TV presenter Ben Shires and book author Helena <u>Pielichaty</u> where she spoke about her books and gave the children some top tips on how to come up with a character's name. The children shared their ideas with the author. The event was a huge success and children were all given a copy of one of Helena's books Girls FC - Do Goalkeepers Wear Tiaras?</p> <p>Children which took part in the workshop helped to represent Forest Lodge Academy with all the fantastic ideas they presented! A really big thank you to everyone who took part.</p>
Additional Comments	<p>This academic year has had multiple challenges within every school. We thank you for your continued efforts and appreciate the value you see in the work we do. The school are always very accommodating for any event or session in which LCitC conduct. Thank you for your fantastic support.</p>

AfPE Key indicator	Actions	Evidence and impact
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	Involvement across both KS1 and KS2 and to have the opportunity to work with teachers across those year groups to help have a positive influence to then filter down into the classes and the pupils.	Provide opportunity for participants to take part in wider activities (skills centres, half term football activities) which LCitC host football sessions across different venues in Leicester. Promoted with leaflets within the school. By providing schools assemblies, the school will become more aware of the primary star's project and become more involved with the session and activities the LCitC deliver.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Sharing lesson plans and session ideas with the teachers Having set roles specific roles within the PE lessons. Given teachers the opportunity to lead on a activity with a particular group.	Teachers have participated in all PE lessons. Teachers have been fantastic when taking part within all the sessions. They have been very positive throughout the types of session that have been delivered and how it links in to previous sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	We provided opportunities for a variety of different children to participate in to make PE lessons more appealing to young people we took a multi skills approach where the national curriculum may be met by more participants.	Pupils take part within PE lessons
Key indicator 5: Increased participation in competitive sport	Currently not appropriate under current government guidance.	Currently not appropriate under current government guidance.