

Forest Lodge Academy



A L.E.A.D. Academy

Sports premium report 2022/2023

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.

On 25th July the Department for Education confirmed that the primary PE and Sport premium will continue at £320 million for the academic year of 2022-2023.

On 8th March 2023 the Department for Education confirmed that the primary PE and Sport premium will continue for a further 2 years.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£2544
Total amount allocated for 2021/22	£20,900
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,090

Swimming Data

Please report on your Swimming Data below.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	42.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	40.2%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	Yes

Action Plan and Budget Tracking

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

Academic Year: 2022/23		Total fund allocated: 21,090		Date Updated: 5/7/23	
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		Carousel of activities including dance and movement.	£0	Active breakfast clubs with organised activities everyday ensures pupils 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. -Seek pupil views next year
Active and fun lunchtimes		Support from Leicester City Football Club Community Trust for the pupils and the lunchtime staff as CPD. Pupils take part in guided activities. “Happy Lunchtime” training provided for the dinner ladies.	Included in the £5900 in key indicator 2.	Pupils 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 such as SEND and PP attainment. fun, and ensuring activities are engaging. -Seek pupil views next year

Key indicator 2: The profile of 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.	£5900	Majority of year groups have reached or exceeded their year group target for P.E. See appendices 1 and appendices 2 for more evidence of quantitative data. More pupils are now more engaged in the statutory 2 hours of PE a week. Teachers are gaining more confidence in the teaching of P.E. This has been identified through pupil voice. See appendices 3 for more evidence.	Continue to develop our program with the support of LCFCCT and target the less engaged/attaining pupils (SEND, PP). Ensure quantitative data is collected termly.
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, gymnastic agility tables, bibs, nets, etc to enhance experiences of new sports.	£2342.16	Due to having different and new equipment pupils are engaging more in active lunchtimes. Lessons are also more engaging which inspires pupils to take part in more physical activity. Due to pupils taking part in exciting and new sports, this enhances individual's cultural capital. This has been identified through pupil voice.	CPD for teachers on how to use the equipment in their lessons and to teach the appropriate skills of new sports in workshops and staff meetings.

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Key indicator 3: Increased confidence, 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.	1.5 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.	£6441.17	Teachers now feel more confident teaching the PE curriculum and are happy to teach most areas. Teachers were observed and offered constructive feedback to further enhance their knowledge and confidence.	Continue to observe and support teaching staff following upon previous actions. Questionnaire for what teachers are wanting further support with. Induct new teaching staff members
	Continued CPD and upskilling through regular staff meetings and training. LCFCCT 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 £5900 in key indicator 2	Teachers confidence in the teaching of P.E. has improved. This has been observed in lessons and has been feedback from staff members. A new planning format has allowed more rigid planning which results in higher quality of P.E lessons and continuity across the school.	TA's more active supporting in lessons with groups or individuals.

<p>P.E hub scheme bought in order to increase the confidence of teaching P.E and the knowledge and skills across staff.</p>	<p>Continued CPD and upskilling through P.E monitoring feedback and offer of CPD sessions.</p>	<p>£575.00</p>	<p>Positive feedback from teachers with regards to CPD provided from sports coach and LCFCCT. Teachers now feel more confident teaching the PE curriculum and are happy to teach most areas. The P.E monitoring cycle has also identified an improvement in P.E planning. This has been feedback via feedback from staff members.</p>	<p>Continue to observe and support teaching staff following upon previous years.</p>
<p>Sports coach attended level 5 in P.E course which was facilitated by Leicester City Council in order to support staff further as well as to implement new strategies and interventions in school.</p>	<p>To implement new strategies and intervention in the school setting.</p>	<p>£800</p>	<p>Sports coach now feels more confident in delivering new interventions such as sports leaders.</p>	<p>Sports coach to take on some further administrative roles such as swimming and monitoring feedback.</p> <p>Roll out sports leaders in school with KS2 pupils who will undertake leadership sessions.</p>

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.	Updated equipment such as tennis balls, gymnastic agility tables, bibs, nets, etc to enhance experiences of new sports.	Included in the £2342.16. in key indicator 2.	Due to having different and new equipment pupils are engaging more in active lunchtimes. Lessons are also more engaging which inspires pupils to take part in more physical activity using a variety of equipment.	To engage pupils and provide teachers with further subject knowledge by having specialists to work with for example: dance (engaging enrichment)
To engage all pupils in fun and positive physical activity with a focus on unusual activities which they will have had limited knowledge of in order to enhance cultural capital.	Free style football workshop Dance Workshop Leicester Riders workshop	£1244.00	Pupils took part in workshop days focused on upskilling and developing confidence and engagement.	Tailor clubs to talents and interests in the new year. Seek pupil's views in Autumn term. To hold further workshops for other sports to provide pupil experiences to meet our diverse community.
School swimming booster sessions for year 6 in order to achieve the national curriculum 25m and life swimming skills.		£552.00	See data above.	Swimming to continue as it has been to this 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 pupils taking part in school sport.	School Sports and Physical Activity Networks Membership 2022/2023	£2000	An increase in participation of girls and boys who compete in the Leicester city league. Both boys and girls football teams went to the finals day with the girls winning and the boys coming second place	Continue to take part in the football leagues and school games. Quantative data collection.
	Team kit for those who are competing in school sport competitions.	£325.67	An increase in the amount of pupils took party in various games throughout the year. Holding competitive games within school and across the city.	
	Transport hire in order to attend competitive events.	£910	Pupils 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 pupils to be part of a team.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Casey Smith

Date:	13.7.23
Governor:	
Date:	

Data analysis and end of year targets for P.E-2022-2023

Current Year Group 2022/2023	Summer 2 Results 2021/2022 (Exp or above)	Autumn 2 Results	Spring 2 Results	Summer 2 Results
Year 1		66.1%	62.5%	69.2%
Year 2	75.4%	78.4%	79.5%	78.3%
Year 3	81%	82.8%	86.7%	87.8%
Year 4	83%	84.6%	85.7%	83.5%
Year 5	86.7%	86.7%	86.7%	85.6%
Year 6	88.1%	85.1%	86%	82.5%

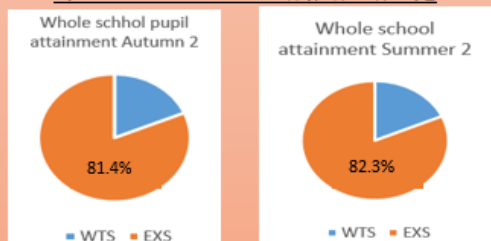
Appendices 2

End of Year Curriculum Report 2023: PE

We currently judge the provision of P.E to be GOOD because:

- The use of a consistent high quality coach is used across all year groups which ensures planning is progressive across year groups and high quality lessons are taught.
- Effective support has been provided in order to ensure progression in both teacher subject knowledge and pupil outcomes. Teacher's confidence in teaching P.E has improved.
- Planning documents from sports coaches ensures consistency of learning and skills across year groups in teacher taught first hour session.
- P.E flipchart planning ensures pupils are fully immersed in the P.E curriculum.
- Planning and teaching ensures all pupils have equal access to the P.E curriculum.
- Effective monitoring and feedback to teachers allows for continuous development of P.E across the school.
- Enrichment opportunities provided to pupils.

Whole School Attainment in P.E



Comparing our Autumn baseline figures to our end of year figures we can see that the overall percentage of pupils achieving an expected level and a working towards level has remained on flightpath.

Strengths

- 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.
- Children enjoy P.E lessons (evident through pupil voice)
- The use of high quality coaches.
- The wider sporting opportunities and experiences that are offered to the pupils.

Further Development

- To continue to ensure pupil premium /SEN pupils are targeted during lunch/after school clubs and in sporting events.
- Observations of staff teaching P.E
- Pupil voice
- Further development of differentiation in P.E and the planning for this in the flipchart planning.
- To continue and further develop the ethos of an active healthy life style in school.
- To develop teachers understand of assessment in P.E and to ensure moderation across the school

P.E Curriculum Development

Priorities 2022 - 2023	Planned CPD Offerings for Next Academic Year
<ul style="list-style-type: none"> -To continue and further develop the ethos of an active healthy life style in school. -To develop teachers understand of assessment in P.E and to ensure moderation across the school -To continue to ensure pupil premium /SEN pupils are targeted during lunch/after school clubs and in sporting events. 	<ul style="list-style-type: none"> - Standardisation of assessments in new academic year -CPD offers to year groups on their needs dependent on what is found during the monitoring cycle.

Pupil Premium vs. Non Pupil Premium

Key stage	PP?	% Below EXP	% EXP
KS1	Yes	28.9%	71.1%
	No	22.2%	77.8%
KS2	Yes	16.6%	83.4%
	No	13.1%	86.9%

In both key stages, there are no significant differences between attainment in pupil premium children and non-pupil premium children.

SEND vs. Non SEND

Key stage	SEND?	% Below EXP	% EXP
KS1	Yes	72.2%	27.8%
	No	19.2%	80.8%
KS2	Yes	47.7%	52.3%
	No	7.1%	92.9%

In both KS1 and KS2, SEND pupils are significantly more likely to be attaining below the EXP standard compared to those non-SEND pupils. There are more SEND pupils attaining an EXP standard in KS2 than in KS1.

Boys vs. Girls

Key stage	B or G?	% Below EXP	% EXP
KS1	Boys	31.3%	68.8%
	Girls	19.1%	80.9%
KS2	Boys	13.1%	86.9%
	Girls	17.1%	82.9%

In key stage 1, there is a significant difference between the attainment in boys and girls when analysing those pupils achieving the expected standard. There is no significant difference between boys and girls who are achieving the expected standard in KS2.



LEICESTER CITY IN THE COMMUNITY

Leicester City in the Community

Forest Lodge Primary Academy 2022-23

Engage | Inspire | Empower | Togetherness | Respect | Pride








Premier League
**Primary
Stars**

Forest Lodge Academy – Jordan



Overview of Delivery: (Stats are for both delivery days combined)

This Academic Year has been a successful and rewarding one, with me delivering PE sessions throughout the day on a Thursday to year 1 and year 2. All my sessions have been received well from children and staff, which is shown by their enthusiasm and the excitement when I get to their classroom. I have thoroughly enjoyed delivering at this school, each week the children are always pleased to see me and makes me look forward to delivering.

At the beginning of the academic year, I had a meeting with the PE coordinator, who outlined who I would be working with this academic year. I was provided with a personal timetable and a long-term PE plan. In the mornings, I worked with year 2 for two sessions of PE before lunch time. After lunch, I then worked with year 1 delivering 3 PE sessions throughout the afternoon. To end the day, I ran an after-school football club for a year 3 and 4 group, this group has 6 weeks each before I moved onto another group of children.

The staff and children have been great to me and enabled me to settle into the new academic year smoothly and be comfortable delivering. As the weeks went by, I built a very positive relationship with the new staff members I worked with.

In the future, I would like to carry on the great work that we are doing for the children at Forest Lodge and provide them with continued opportunities, strengthening the relationship between Forest Lodge and Leicester City in the Community.

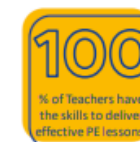


Overview of Teacher CPD: Jordan

Our focus during PE over the academic year included... fundamental movement skills, Gymnastics and athletics. We usually broke the sessions down in to 3 sections...

- Warm up
- Technical/technique practice
- Game based activity (putting skills into practice)

The staff shown fantastic commitment to be part of the lessons and support me wherever I needed it.





Overview of Delivery:

I have truly enjoyed my time at Forest Lodge Academy since an incredibly valued member of staff decided to move their career to the next step. I have found interacting with the children and staff at school the best part of my job, I have relished the challenge of getting to know the structure and processes within the school and would describe the atmosphere/environment as welcoming and supportive an example of this would be the Site Manager and IT Technician who constantly ask if they can help in anyway, sort Jordan and I out with passes to get in to school and print resources out for us ready for interventions or PE lessons. This year has been the first time delivering in this school weekly and I was invited to participate in a school pantomime! I absolutely loved it! It was fun, engaging and made me feel part of the team.

My role within school has been split in to three sections. I spend my mornings with 6TS, I engage with boys/girl's football sessions at lunchtime and after-school clubs and during the afternoon I work closely with my intervention groups in Year 5 delivering Premier League Reading Stars and Premier League Writing Stars and this term (After Christmas) Premier League Magazine Stars.

I like that we follow the schools whole year plan for PE and teachers discuss with me regularly what the plan for the morning might be. I regularly take a lead during the PE lessons apart from when classes joined together to do dance. I found this experience incredibly useful as I personally have limited experience delivering this topic, but I learned a significant amount from the schools PE coach regarding how to make the most of what can sometimes be a tricky situation as the perception of dance from children may not be as positive as it would be for another sport. I was shown a clear easy to follow lesson plans and I will be utilising that in future academic years at other schools too.

From the outset I clearly recognised that some children in 6TS experienced Semh needs and it became apparent that I needed to make adaptations to my delivery to suit those needs and ensure that the children got the most out of the time we spent together. My plan has been to try and plan the activities in short and sharp bursts (Lots of activities set over short periods of time), my thinking was that this would increase engagement within the activities and reduce the chances of detachment away from the lessons. I did find this challenging however the teachers are fully committed to supporting me with encouraging them to get involved.

I have had some interesting conversations with the children in this class and some of them particularly like to be given a leadership role within the lessons. This is extremely helpful as I always have willing volunteers to demonstrate activities/skills and are happy to show/tell other children how a game is played or how a skill can be performed.

Challenges

I have come across multiple challenges but have also always had someone to turn to for support. One challenge was engaging H during the emotional resilience intervention following our PE lesson. I found it very difficult to encourage them to participate for the whole workshop. I have tried to introduce practical elements to these workshops in which they have responded well to, but I am unsure whether they understood the message behind the practical activity. Mrs Jackson is an excellent help as she helps me challenge H's opinions at times and helps to reframe their thinking. I did however decide to cut a conversation short one time as they wanted to talk about Andrew Tait (Teachers have had a conversation about this topic with H prior to this, so school are fully aware of this happening) and I believed that if I were to engage in that conversation it would make our safe environment unsafe due to the vulnerable children who attend our group.

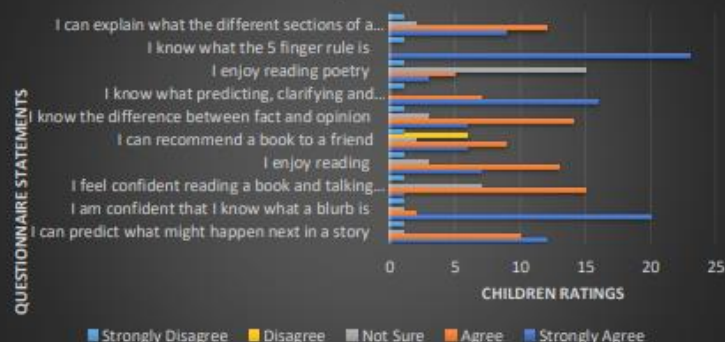
I have also had challenges with the Lunchtime club, I have been ensuring that the boys on the list (which the PE coordinator provided) have the opportunity to play football on a Tuesday Lunchtime. I do however worry that we are playing football matches in the middle of the playground with other children walking/running or playing games around us. I do ensure that ratios are good regarding teams playing for example max of 6 players each team in a tournament (round robin) format, but I do have to be incredibly diligent to ensure injuries are reduced and children are safe to use the playground around the outside of the football matches. I believe that this challenge will be eased when we start playing football on the field again.



Additional Information: Reading Stars Data

I worked with 3 groups of children across the whole academic year. Each fixture focussed on a different area of reading including Comprehension skills, five finger rule, Skimming and scanning. Children's knowledge and understanding of multiple concepts regarding reading was good towards the conclusion of the intervention.

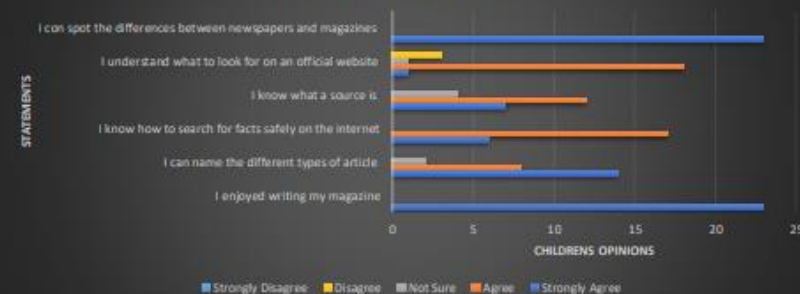
Post - Reading Intervention Y5



Appendices: Writing Stars Data

We had so much fun creating magazines on a weekly basis in our groups. Children were given the opportunity to choose a topic of their liking to base the magazine off. Children chose... Messi vs Ronaldo, How to take care of cats, creating a cinnamon bun and a review about a BMW car. Children chose what type of article they wanted to create including... Review, Debate, instruction or fact file. They researched about their topic and logged the source to back up what they were writing in their magazine. During this process they learnt how to be safe on the internet and look for official sites for reliable information.

Magazine Team - Post Data Y5





Additional Information:

Black History Month Event – Children from Forest Lodge Academy attended a Black History month event at King Power Stadium in October. The children engaged in poetry writing and shirt designing to champion the importance of racial equality and BHM. The workshop showed various examples and stories of people, both inside and outside of football who have made a great impact on the BAME community. The workshop also highlighted the work done by the Premier League to help educate people in the importance of continuing to fight for racial equality and the championing of BAME role models.



PRIMARY SCHOOL PUPILS CELEBRATE BLACK HISTORY MONTH



This week, three Premier League Primary Stars partner schools took part in a day of extra-curricular activities to celebrate Black History Month.

Key Stage 2 pupils from Forest Lodge Academy, Sandford Close and Whitford Primary School joined Leicester City in the Community at King Power Stadium in the morning, working on a stadium tour with a Black History Month focus.

During the afternoon, children discussed what the definition of racism is, and examples of racism in the news and in football.

As well as this, they looked at key historical figures in the fight against racism, such as Martin Luther King Jr, and how organisations such as the Premier League are trying to combat discrimination.

Using the year's Black History Month theme of 'Time for Change', they put their learning into

practice by creating their own poems about taking action against racism and designed their own football kits with a Black History Month inspiration.

Sanders, a year 5 pupil at Sandford Close Primary School commented: 'I enjoyed learning and writing my own poem.'

'I'm going to tell my family and my friends that whenever you somebody different to you, don't treat them badly. It's important for us to learn about these things to make the future better.'

Participants across multiple Leicester City in the Community programmes will be taking part in different Black History Month-themed activities and awareness-raising workshops throughout October.

Stay tuned on our social media channels for more support on Black History Month.

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Appendices:

Collapsed Curriculum Day at King Power Stadium.

Unfortunately, I don't have any photos for this event, but PE Coach Luke Martin took lots on his IPAD.

Children came to King Power Stadium and their classroom for the day was a box on the 3rd floor of the stadium overlooking the pitch. Children participated in a science lesson where they learnt the names of multiple bones and created a Jamie Vardy skeleton out of dog bones. Following this we went into the home changing room to participate in a maths lesson using all of the players shirts. I set out several facts where all the answers were numbers. Children had to attempt to create multiple calculations to achieve that number. We finished the day with a Teamwork lesson and discussed the importance of collaboration and how it can help you achieve tasks quicker. The children had a fantastic day.

LGBTQ+ Rainbow Laces workshop.

I delivered the above workshop to children in 6TS. I explained the meaning of each of the letters and opened a discussion about difference and how we can celebrate difference and help people feel comfortable and safe in our environment. We did a task which highlighted what similarities and differences we had in the room and discussed that the if we were all the same in the world, the world would be a very boring place. The children then took part in a hands up exercise that asked them to think about whether it's ok for people to be in a same sex relationship. The children did fantastic in this lesson and their engagement in discussions were outstanding.

We have been working with Author Dan Freedman and he written the book I am Lenny Brown about a young boy who is experiencing Change as he needs to move house and school. This causes him to Lose his voice and becomes nervous and anxious.



I delivered a pilot of our first lesson in replace of one of our Reading Stars lessons and the children did great...

- Children could relate to Lenny and could relate to the situation he found himself in.
- Children opened up about similar experiences they have had in the past related to change examples included... passing of a relative or a parent, moving to a new school from a different country and friends/best friends moving school.
- Children responded well to the reflection element of the session and keeping a diary is a great way of doing that. I would look to purchase some journals.

