

Forest Lodge Academy



A L.E.A.D. Academy

Sports premium report 2021/2022

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.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£22,044
Total amount allocated for 2020/21	£20,900
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2544
Total amount allocated for 2021/22	£21,130

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?	37.7%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	14.4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93.3%
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: 2021/22		Total fund allocated: £21,130		Date Updated: 1/7/21	
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
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.
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.
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:
<p>To raise levels of engagement in Physical Education, School Sport and Physical Activity (PESSPA).</p> <p>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.</p>	<p>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.</p> <p>Updated equipment such as tennis balls, cones, hoops, bowling sets, javelin, discuss, shot puts, Frisbees, bike maintenance etc to enhance experiences of new sports.</p>	<p>£5900</p> <p>£2,047.04</p>	<p>Majority of year groups have reached or exceeded their year group target for P.E. See appendices 1 and appendices 2 and 3 for more evidence.</p> <p>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..</p> <p>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.</p>	<p>Continue to develop our program with the support of LCFCCT and target the less engaged/attaining pupils (girls, SEND, PP).</p> <p>Ensure quantitative data is collected.</p> <p>CPD for teachers on how to use the equipment in their lessons and to teach the appropriate skills of new sports.</p>

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.	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.	£7503.78	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. Staff questionnaire to identify their needs.
	Continued CPD and upskilling through regular staff meetings and training. LCFCT 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. A new planning format has allowed more rigid planning which results in higher quality of P.E lessons and continuity across the school.	
P.E hub scheme bought for a year in order to increase the confidence of teaching P.E and the knowledge and skills across staff.	Continued CPD and upskilling through regular staff meetings and training.	£575.00	This has been bought at the end of year ready to implement next academic year. Data will be used to track impact as well as staff questionnaires.	Continue to observe and support teaching staff following upon previous years.

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:
<p>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.</p> <p>To engage all pupils in fun and positive physical activity with a focus on unusual activities which they will have had limited knowledge of.</p> <p>School swimming booster sessions for year 6 in order to achieve the national curriculum 25m.</p>	<p>Updated equipment such as tennis balls, cones, hoops, bowling sets, javelin, discuss, shot puts, Frisbees, bike maintenance etc to enhance experiences of new sports.</p> <p>Free style football workshop</p> <p>Dance Workshop</p> <p>Wheel chair basketball workshop</p>	<p>Included in the £2,047.04 in key indicator 2.</p> <p>£1440</p> <p>£2050</p>	<p>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.</p> <p>Pupils in UKS2 experienced a disability sport in a fun workshop gaining understanding of disability of sports and diversity.</p> <p>Pupils took part in workshop days focused on upskilling and developing confidence.</p> <p>See data above.</p>	<p>To engage pupils and provide teachers with further subject knowledge by having specialists to work with for example: dance.</p> <p>Tailor clubs to talents and interests in the new year.</p> <p>To hold further workshops for other sports e.g martial art.</p> <p>Swimming is now carried out for longer periods in year 3 and 5.</p>

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.	FA Affiliation	£450	An increase in participation of girls and boys who compete in the Leicester city league.	Continue to take part in the LCFC football leagues and school games.
	School Sports and Physical Activity Networks Membership 2020/2021	£1650	An increase in the amount of pupils took party in various games throughout the year. Holding competitive games within school and across the city.	Quantative data collection.
	Team kit for those who are competing in school sport competitions. Including Coaching staff kit/uniform.	£389.76	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:	<i>E Caldwell</i>
Date:	25.08.2022
Subject Leader:	Casey Smith
Date:	25.08.2022

Appendices 1

Data analysis and end of year targets for P.E-2021-2022

Current Year Group 2021/2022	Summer 2 Results 2020/2021 (Exp or above)	Autumn 2 Results	Spring 2 Results	Summer 2 Results	End of year Targets
Year 1		75%	74.3%	75.4%	75%
Year 2	85.4%	85.7%	84.5%	81%	85%
Year 3	78.9%	83.1%	82.2%	83%	78%
Year 4	87.6%	85.6%	84.3%	86.7%	87%
Year 5	87.5%	96.5%	90.4%	88.1%	87%
Year 6	84.1%	94.3%	95.5%	90%	84%

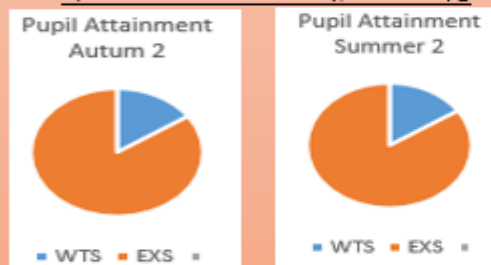
Appendices 2

End of Year Curriculum Report 2022: 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.
- 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.
- Teaching and planning has been adapted for the needs identified as a result of COVID school closures.
- 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.

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 not changed.

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

Further Development

- Ensure continuity is embedded across the school (flipchart planning in the same way, 2nd hour of P.E being the same)
- Introduce the updated progression skills, the P.E hub subscription and LTP to staff.
- Observations
- Pupil voice
- To ensure pupil premium children are targets during lunch/after school clubs and in sporting events.

P.E Curriculum Development

Priorities 2021 - 2022	Planned CPD Offerings for Next Academic Year
<ul style="list-style-type: none"> -To continue to increase sporting provision for pupil premium children and SEN children in order to close the gap. -To maintain the P.E gold award. -To continue to improve teachers subject knowledge in order to teach P.E confidently -To provide children with the knowledge to understand the link between P.E and healthy eating. -To modify the P.E progression skills in order to ensure progress across all year groups. 	<ul style="list-style-type: none"> -Staff meeting to that focuses on the new progression skills and planning of the progression skills through the use of the new subscription with the P.E hub. -Active CPD session on the P.E equipment in school - Standardisation of assessments in new academic year

Pupil Premium vs. Non Pupil Premium

Key stage	PP?	% Below EXP	% EXP
KS1	Yes	23.2%	76.8%
	No	19.7%	80.3%
KS2	Yes	14.4%	85.6%
	No	11.7%	88.3%

In both key stages there is 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	70.6%	29.4%
	No	15.4%	84.6%
KS2	Yes	46%	54%
	No	7.6%	92.4%

In both KS1 and KS2 SEND pupils are significantly more likely to be attaining below the EXP standard. There are more SEND pupils attaining an EXP standard in KS2 and in KS1.

Boys vs. Girls

Key stage	B or G?	% Below EXP	% EXP
KS1	Boys	26.4%	73.6%
	Girls	15.2%	84.8%
KS2	Boys	12.1%	87.9%
	Girls	14.1%	85.9%

In both key stages there is no significant difference between attainment in boys and girls when analysing those pupils achieving the expected standard. In KS1 There is a difference between boys and girls who are below the expected standard.

Appendices 3

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July 2022 School Report

Forest Lodge Academy

PRIMARY
SCHOOL



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



LEICESTER CITY
IN THE COMMUNITY



Premier League
Primary Stars

SCHOOL
ENGAGEMENT
DATA

School	Total number of pupils engaged with	Total number of sessions	Number of pupils attending lunchtime clubs	Total Number of sessions	Content delivered
Forest Lodge Academy	60	36	N/A	N/A	Two PE Lessons Writing Intervention After-School Club

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**PUPIL
ENGAGEMENT
DATA**

Pupils engaged with	60
Males (%)	
Females (%)	
Ethnic Groups Engaged With	BME- Other-
Pupils with a disability (%)	

**Overview of
progress in
school**

This term has been successful in terms of progress made in all sessions that I have led. I began on my first week by shadowing a coach who had already been in post there, which made the transition of me taking over as smooth as possible. Since the second week of the term, I have led at Forest Lodge, where I have created a great rapport with the staff and children I have been working with. Both teachers have made it clear to me that they are really pleased with the progress the children in their class have made. I have been working with year 5 children this term, 2 classes of PE in the morning, a writing intervention and an after-school club in the afternoons.

In PE, we did hockey and badminton, as stated below in the breakdown. Children mentioned to me that they had limited experience playing these sports, so we started off with the basics. The progress the children made was clear to see, in both sports children struggled initially with the grips and how to manipulate the ball/shuttlecock, but by the end of the unit they were excelling in matches. Without making sufficient progress, excelling in and enjoying matches would not be possible. Both teachers highlighted that they struggle with rules and the way the game is played, so sessions were a great source of knowledge for them to see how it all works. They told me by the end of each unit that the children had made great progress and developed a great attitude towards the game of hockey and badminton, despite being skeptical at the start of each. The biggest evidence of progress was in badminton, where lots of children could barely hit the shuttlecock to a partner never mind over the net at the start, but by the end of the unit they were playing games competitively, having long rallies. I was extremely pleased with the progress made during PE in the summer term, considering I was new to the role and the school, not knowing the children.

In the writing intervention, I had eight year 5 children for one hour on a Thursday afternoon, where the focus was to build confidence in writing. All children have made progress since I started at Forest Lodge, being able to use their imagination to plan and create stories, use correct punctuation and create characters. The more the weeks went on the more independent most of the children became, where I could set tasks with minimal input, and they would get on with it. Overall, the children have made good progress and improved their confidence. They would love for this to continue in to next academic year.

In the after-school club, I had a small group of year 5 children for a multi-sports club, where we did several different sports as listed in the breakdown below. The children who attended were of a lower ability, but the progress they made in each sport was fantastic. Most children lacked confidence at the start of each session, but by the end they were brimming with confidence and asking if we could do the sport again some time soon. I was really pleased with the children and the attitudes they developed throughout the weeks of the club. I thoroughly enjoyed running this club.

Breakdown of the lessons delivered

Hockey Sessions – PE

After returning from the easter break, year 5's subject in PE was hockey. The children had told me that they had very little experience with hockey, so it was important to keep it simple to begin with and not introduce too many new skills too soon. Every Thursday morning, I take 2 classes of year 5 for PE. The areas we covered over the 6 weeks were:

- Grip and handling of the stick
- Dribbling
- Passing
- Shooting
- Rules of the game
- Small sided games/scenarios (1v1, 2v2, 2v1)
- Class tournament

Badminton Sessions – PE

After returning from the May/June half term, year 5's subject in PE was badminton. Again, when I questioned the children about their knowledge of badminton, they told me they had never done it before, because of this we spent time focusing on the basics, such as grip and getting used to the shuttlecock and how it moves through the air. The areas we covered in this topic were:

- Grip
- Shuttlecock activities
- Forehand & backhand
- Net games (getting used to the height and width of the net)
- Serving
- Tactics (why we use certain shots in different situations) & match play
- Matches (1v1 & 2v2)

Writing Intervention

In this intervention, year 5 children have been attending since the start of the summer term for one hour a week on a Thursday afternoon. In this time, we have worked on:

- Planning pieces of writing

- Concise/summary writing
- Speech
- Punctuation and spelling
- Planning & writing a narrative
- Nouns, verbs, adjective work
- Story creation
- Instruction writing

After School Club – Multi Sports

On Thursdays after school, I ran a multi-sports club for year 5, with 10-12 children. I made sure that each week we played a different sport to keep it fresh and so that they could experience a range of activities. The sports we focused on were as follows:

- Football
- Basketball
- Cricket
- Badminton
- Tennis
- Dodgeball
- Table Tennis
- Ultimate Frisbee

**Special Trips,
Events,
Tournaments,
Collapsed
Curriculum
days**

The school attended a key stage 1 event at the Seagrave Training Ground, where children got the chance to play matches against other schools and take part in fun and engaging activities with some LCitC coaches. I worked most of the day with Forest Lodge pupils and staff. Both staff and children were amazed at the facility and cannot wait to come back again, they were full of praise for the day.

**Additional
Comments**

I have been very flexible since starting at Forest Lodge, on some occasions I have had to swap the sessions around to suit the year 5 teachers as other things have been going on in the school.

The relationship and rapport I have built with the children I work with has been very good, allowing me to feel more confident as the weeks went on as I got to know the children. The children responded well to me, and my sessions and I look forward to going to Forest Lodge each week.