

Forest Lodge Academy



A L.E.A.D. Academy

Sports premium report 2025/2026

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.

Funding has continued until July 2026.

Swimming Data

Please report on your Swimming Data below.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	51%	.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	51%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	51%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	This was done for our year 6 cohort for those who had not met the national curriculum requirements.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This is because swimming teachers are included with the hire price with the pool to teach swimming lessons.

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: 2025/26		Total fund allocated: £20,960		Date Updated: 18/6/26	
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.
The daily boost		Pupils to complete at least 15 minutes a day of physical activity outside of the standard physical activity times.	Part of the £2,088.42 in key indicator 2	Pupils are active throughout the day and not just P.E, playtime and lunch times. Equipment has been provided to engage more pupils in physical activity at playtime and lunchtimes.	Continue with the use of the daily boost box. 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 staff to upskill and develop their confidence in PE and delivery of physical activity, ensuring all teaching is good or better.	£6000	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 as well as sporting after school clubs. Staff are gaining more confidence in the teaching of P.E. This has been identified through pupil voice.	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, dodgeballs, beach balls, nets, etc to enhance experiences of new sports.	£2,088.42	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. Equipment is also being used for physical activity for active break and lunchtimes.	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.

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.	6 hours 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.	£4,569.76	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 alongside staff for and help with their teaching progression, methods and strategies to build confidence within school sport and physical activity.	Included in the £6000 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. CPD on differentiation in P.E.
	P.E hub scheme to increase the confidence of teaching P.E and the knowledge and skills across staff.	Continued CPD and upskilling through P.E monitoring feedback and offer of CPD sessions. £450.00	Positive feedback from teachers with regards to CPD provided from	Continue to monitor staff feedback on this.

			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.	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:
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, dodgeballs, beach balls, nets, etc to enhance experiences of new sports.	£2,088.42	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	Free style football workshop Zorbing workshop	£3,451.58	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.

order to enhance cultural capital.				
School swimming booster sessions for year 6 in order to achieve the national curriculum 25m and life swimming skills.		£1092,00	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 2023/2024	£2200	An increase in participation of girls and boys who compete in the Leicester city league. The girls team win the finals and took part in the national finals.	Continue to take part in the football leagues and school games. Quantative data collection.
	Transport hire and maintenance in order to attend competitive events.	£1,733.17	An increase in the amount of pupils took party in various games throughout the year. Holding competitive games within school and across the city. 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:	Claire Caldwell
Date:	6/07/26
Subject Leader:	Kai Wood-Smith
Date:	29.6.26
Governor:	Karen Cane
Date:	6/07/26

Appendices 1 –data analysis

Current Year Group 2025/2026	Summer 2 Results 2024/2025 (Expected or above)	Autumn 2 Results	Spring 2 Results	Summer 2 Results
Year 1		85.5%	89.1%	91.1%
Year 2	86.8%	90.7%	93.3%	94.8%
Year 3	85.1%	80.7%	76.8%	82.6%
Year 4	72.2%	77%	76%	75.3%
Year 5	78.2%	81.4%	85.5%	85.7%
Year 6	85.4%	83.1%	82.2%	83%

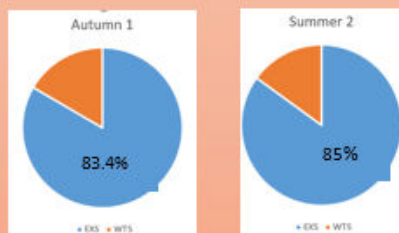
Appendices 2-end of year impact report

End of Year Curriculum Report 2026: 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.
- 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.
- We have received the platinum award from the school games mark.

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 with a very small increase to those achieving the EXS standard in P.E.

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, enrichment and experiences that are offered to the pupils.

Further Development

- To continue to ensure SEN pupils are targeted during lunch/after school clubs and in sporting events.
- Development of teacher profiles thought observations of staff teaching P.E and surveys
- Further development of inclusion in P.E
- To roll out the P.E curriculum to ensure it is all skills based and not sports specific based.
- To strengthen the evidence of P.E through the use of a P.E floor book.

P.E Curriculum Development

Priorities 2026 - 2027	Planned CPD Offerings for Next Academic Year
- To develop a P.E floor book idea to strengthen triangulation of P.E evidence. -To maintain the platinum award by continuing to establish a healthy active lifestyle ethos. -To continue to develop and establish further enrichment opportunities and activities. -To engage more SEN pupils in physical activity.	- Use of floor books in P.E -Skill based VS sport based LTP -SEN and inclusion in P.E

Pupil Premium vs. Non Pupil Premium

Key stage	PP?	% Below EXP	% EXP
KS1	Yes	6.5%	93.5%
	No	7%	93%
KS2	Yes	19.8%	80.2%
	No	17.3%	82.7%

In both key stages, there are no significant differences between attainment in pupil premium children and non-pupil premium children. There are more pupil premium pupils attaining an EXP standard in KS1 than in KS2.

SEND vs. Non SEND

Key stage	SEND?	% Below EXP	% EXP
KS1	Yes	30.8%	69.2%
	No	0.9%	99.1%
KS2	Yes	49.2%	50.8%
	No	18.3%	88.4%

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 KS1 than in KS2.

Boys vs. Girls

Key stage	B or G?	% Below EXP	% EXP
KS1	Boys	8.3%	91.7%
	Girls	5.5%	94.5%
KS2	Boys	16.9%	83.1%
	Girls	19.7%	80.3%

In both key stages, there are no significant differences between attainment in boys and girls.

