

Findings of the PESSPA Toolkit Survey and Recommended Further Steps to Support Primary Physical Education, School Sport and Physical Activity across Sheffield, in Academic Year 2020-2021

Introduction to PESSPA Toolkit and Responses

This strategic toolkit sets out our vision for Physical Education, School Sport and Physical Activity within Sheffield. It has been developed by a strategic alliance of individuals and organisations who are passionate about the value and importance of Physical Education, School Sport and Physical Activity within the Sheffield Primary School sector.

The PESSPA Alliance believe that:

- High quality PE, School Sport and Physical Activity are essential in preparing children and young people to live healthy lives.
- Sheffield pupils should have consistent access to educational establishments who are characterised by the embedded and exemplary characteristics in this toolkit. This will make a significant contribution to the long term health outcomes of our children and young people.
- Supporting pupils to be more active in PE, Schools Sport and Physical Activity will improve our children's mental health, physical health and improve their academic attainment and achievement.

This toolkit has been designed to be used by Sheffield schools and builds on the PE Pledge which was developed and introduced in 2016. The pledge statements have been revised and now include more detailed descriptors, which provide an audit for schools to use in order to evaluate their provision and plan strategically for improvement. The toolkit also provides guidance on each aspect so that our collective understanding of the evidence base for best practice is enhanced.

This document will analyse key findings from the 103 Sheffield Primary Schools who have completed the PESSPA toolkit survey between September 2019 and February 2020. The number of Sheffield Primary schools who had not completed the survey as of February 2020 is 39 (this does not include Independent Schools but does include Primary Special schools).

Schools were asked to audit and rate their current provision across the fourteen statements outlined in the PESSPA Toolkit. Schools were asked to rate their provision from one of four areas (Emerging, Establishing, Embedded or Exemplary) using descriptors for each of these areas. Points were allocated on a scale of 1-4 for these areas. This self assessment audit then allows support to be provided across the city in specific focus areas of development, highlights area of need as well as allowing exemplary schools to share good practice across the city.

PESSPA Breakdown and Differences

Statements across the PESSPA Toolkit are categorised, directly affecting either Physical Education, School Sport or Physical Activity or including aspects of all three categories (PESSPA).

Construct	Mean	Sig difference
PE	2.43	Non-sig
SS	2.46	Non-sig
PA	2.30	Non-sig

By analysing the mean score across the statements under each area there were no significant differences across the three categories. School Sport received a higher score generally due to school engagement in extra curricular activity as well as events and competitions. Physical Activity was highlighted as scoring slightly less (in terms of mean score).

Individual Statement Mean Scores

Analysis of the answers that were provided by 103 Sheffield Primary Schools under each statement of the PESSPA toolkit should be undertaken, to allow for schools and providers to support development across the city. Mean scores were taken under each of the 14 statements of the PESSPA toolkit to allow for areas of need to be highlighted as well as to understand specific areas of PESSPA where exceptional practice is taking place.

Areas that were significantly higher than the mean overall score were statements 5 and 14. These are areas that a significantly higher number of schools across the city had had highlighted as 'exemplary'. These are:

5-Physical Education is led by a subject coordinator who is a qualified teacher and supported to engage with external partners to develop high quality physical education, school sport and to promote physical activity.

14-Our school provides a range of sporting opportunities as an extension of the curriculum

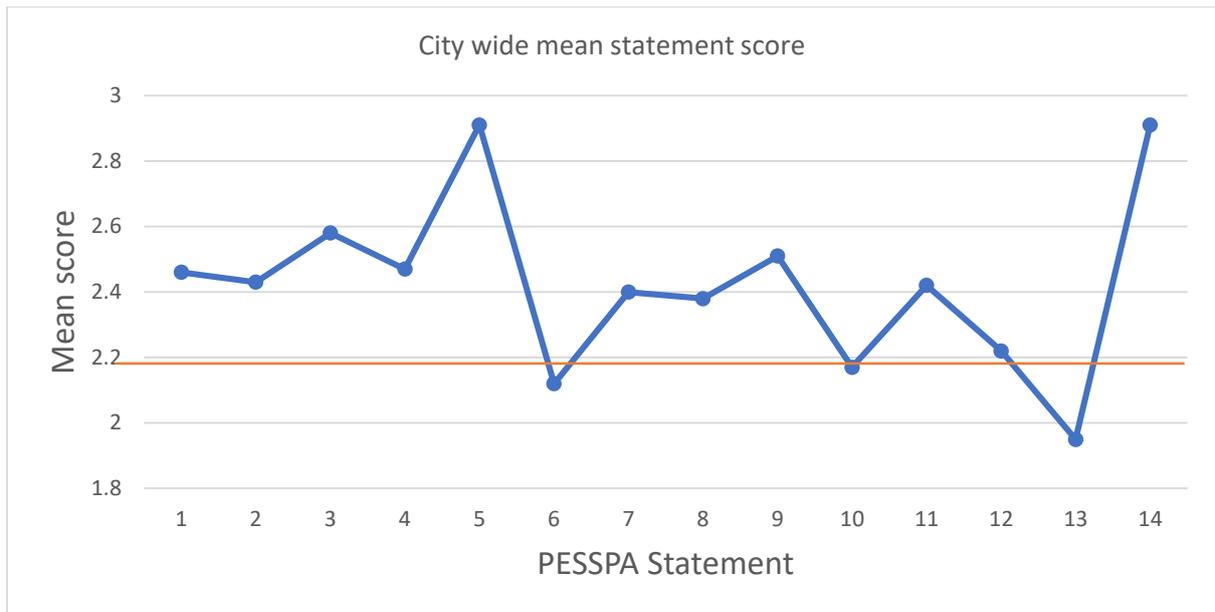
Areas that fell below or were closer to the mean score (as per table below), should be considered aspects of PESSPA that need further development across Sheffield schools from the 2020 PESSPA results. These are:

6- Our children receive Physical Education lessons which are quality assured in line with the monitoring of other curriculum areas.

10- Our school evaluates the indicators of health and well-being for our children and uses this to inform the development of health and wellbeing provision for our school community

12- All pupils have the opportunity to be physically active daily within the broader curriculum, including a variety of light, moderate and vigorous intensities.

13- Our school supports pupils to achieve at least 30 minutes daily physical activity outside of the school day.

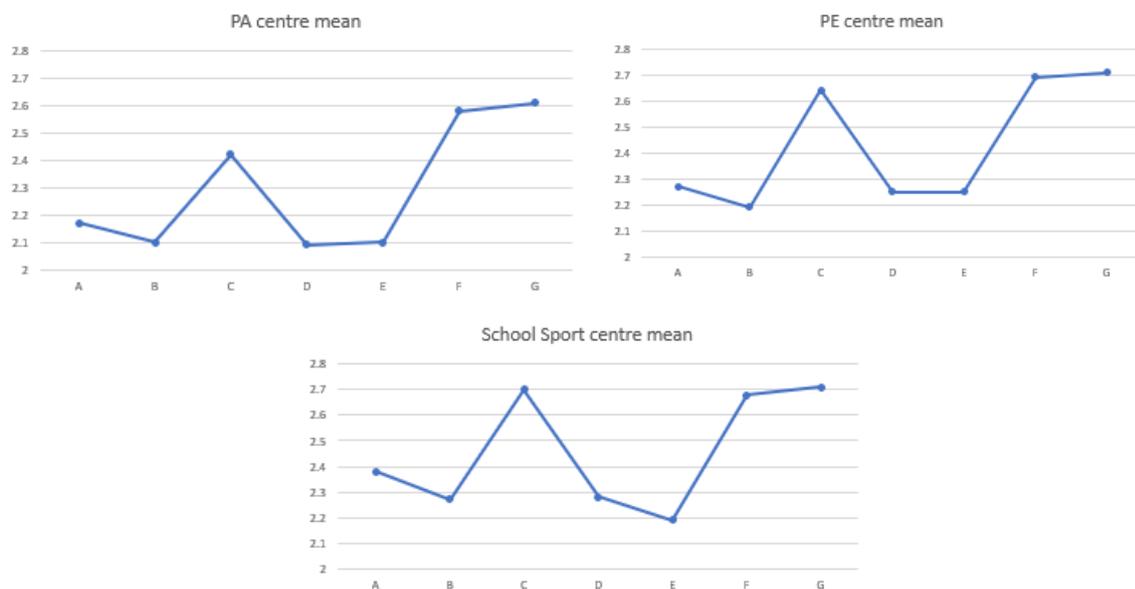


Locality Mean Scores Relating to PE, SS and Physical Activity

School responses were analysed against locality areas across the city. This is due to a varying number of factors that affect schools dependant on their locality within Sheffield, as well as the communities that individual schools fall within. In addition, schools within different areas of the city may have access to a range of resources, services, and support and therefore it is important to analyse what is successful in each locality area.

There were no significant differences in the trends across locality areas, for answers provided under Physical Education, School Sport, or Physical Activity statements.

As mentioned above, scores in Physical Activity statements are generally slightly lower than Physical Education and School Sport statements.



Target Localities

As per the graphs available above, there are two separate groups of localities across the city relating to their mean scores from the PESSPA survey results. Group 1 including locality A, B, D and E would have a mean score across all areas of between 2.1 and 2.3 (from a total of 4) whereas group 2 including localities C, F and G would have a mean score across all areas of between 2.5 and 2.7 (from a total of 4). The graph below highlights the difference between the two groups of localities across the city.



Proposed Approaches of Support for Schools in Academic Year 2020-2021

Following an analysis of the results submitted by Sheffield Primary, Junior and Infant Schools for the PESSPA Toolkit, the following recommendations should be put in place within the city for the academic year 2020-2021 supported by the PESSPA Alliance Group.

1. Results submitted across the city generally scored a lower mean across Physical Activity than PE and School Sport. Citywide support, training and development should be available across all locality areas to support this. Schools should be encouraged by the PESSPA Alliance Group to engage in opportunities available to them to increase access to Physical Activity for their pupils accessing 30 active minutes per day within school and supporting 30 active minutes outside of the school day.
2. Focus on Group 1 locality areas (locality A, B, D and E) for targeted development and further opportunities in the city. The biggest gap between Group 1 and 2 mean scores can be seen in statements 2, 6 and 10. Schools within Group 2 locality areas (locality C, F and G) who have highlighted their provision as 'Exemplary' in these specific statements could be used to showcase their provision and approaches, where appropriate, to enable sharing of good practice.
3. The PESSPA Alliance group should focus on specific low indicators as part of a city wide approach to support schools. These are statements 6, 10, 12 and 13. Champion schools should be used to highlight successes and models of good practice across these areas, as well as central resources and support offered by partners.