

Sheffield Schools Primary PE and Sport Premium Website Review- 2019-2020 Academic Year

This report highlights the key findings and considerations that follow from the review of 140 Sheffield Primary Schools websites, from the 2019/2020 academic year linked to the Primary PE and Sport Premium funding. Following the guidance and the requirements from the Department for Education, it is a prerequisite that all schools that have been granted the Primary PE and Sport Premium funding, should publish the way in which their funding has been spent, including the monitoring of impact, by the end of the academic year (31st July 2020 in this case). A template was developed by; the Department for Education, Youth Sport Trust and the Association for PE (AfPE), which has been provided to all schools to help support giving a detailed and comprehensive account of spending and the impact of the funding within their school.

The Sheffield PESSPA (Physical Education, School Sport and Physical Activity) Alliance have developed this report to highlight key findings from a website review of Sheffield Primary Schools. This took place across the summer/ autumn period of 2020 once the 31st July deadline had passed.

In addition, it is important to note of the impact of Covid-19 within the results published, its impact on schools during this academic year, the opportunity to spend the funding as planned/ anticipated, and also the opportunities to record the impact of spending within the schools' report.

Key Findings:

1. From the 140 Primary Schools websites that were reviewed, 128 (91%) schools have published an up-to-date Primary PE and Sport Premium report by the 31st of July 2020 deadline. There were 12 schools that had not updated their website report or their website did not mention the Primary PE and Sport Premium Funding for the 2019-2020 academic year.
16.8% of Primary Schools have not updated or displayed this information on their website.

Recommendation for Schools: All schools should ensure that grant conditions and guidance are followed regarding the reporting and uploading of information. The deadline for the 2020/21 academic year is the 31st of July 2021 and schools will again be issued with templates to support the planned spending and reporting of the funding for this year.

2. 104 Primary Schools websites (74%) have published the full and correct amount of Primary PE and Sport Premium Funding they have received throughout the 2019/20 academic year. 36 Primary Schools have either published no information or incorrect figures have been published for the academic year on the total amount received.

Recommendation for Schools: All schools should check the specific amount of Primary PE and Sport Premium they received per academic year before publishing the online report. The correct total amount should be included on all website reports for the full academic year, including both funding instalments, as stated in the grant conditions.

3. 121 from the 128 websites who had uploaded information, have included the breakdown of spending against the five specific key performance indicators for the Primary PE and Sport Premium Funding. 19 Primary Schools have either published no information or have not provided information on the breakdown of their expenditure against the specific 5 KPI's that are established.

Recommendation for Schools: Subject development plans for PESSPA should include the five key performance indicators in order to plan for the spending of the Primary PE and Sport Premium. Schools should ensure that if items purchased are delivered against more than one KPI that this is reflected in the spending breakdown and that funding is not allocated twice on their report.

4. Within the terms and conditions of the grant, schools are required to provide information on their website regarding the percentage of pupils who are able to swim successfully over 25m by the end of KS2 (the current year 6 cohort of pupils). Within the information provided, schools should also publish the percentage of pupils who can swim a range of strokes effectively and who can perform safe self-rescue. These are a national curriculum target for all schools to attempt to achieve by the end of key stage 2. From 140 school websites reviewed across Sheffield:
 - 103 (74%) schools had published data/information on school swimming on their school website.
 - 85 (61%) schools had published data/information on pupils swimming in all three categories.
 - 101 (72%) Schools had published data/information on pupils reaching the 25m distance.
 - 38 (27%) Schools had not provided data/information on pupils swimming in at least one of the three categories.

There are a number of factors that could contribute to this including, where this information is kept for the years between pupil's undertaking swimming lessons (usually in Year 3 or Year 4) and leaving the school, and the way in which schools assess and teaching staff/ subject leads are engaged in their swimming provision.

Recommendation for Schools: Ensure that swimming is a topic area that is monitored in line with all others within Physical Education and the wider school curriculum. School staff should work alongside swimming providers where possible to ensure that key data is being collated and is kept as end of Key Stage information. Schools with lower numbers of pupils able to reach national curriculum targets may wish to also ensure that data is collected on the progression of pupils during swimming lessons (shorter distances and water confidence etc.), and to celebrate the success of this where possible. Schools may wish to target pupils who are not able to reach curriculum targets with additional opportunities to access swimming in other year groups.

With Covid-19 affecting schools in the Spring Term and Summer Term for the 2019/2020 academic year schools should consider pupils who may have missed their opportunity to access school swimming and plan as to how this opportunity may be provided in the future before the end of Key Stage 2.

5. Within their PE and Sport Premium Impact Report 99 (71%) Primary Schools have discussed that the Primary PE and Sport Premium has had an impact on pupil participation within PE, School Sport and Physical Activity.

Recommendation for Schools: Subject leads for PESSPA should ensure that information is kept on participation levels in all opportunities where possible. This will allow for impact to be seen in terms of increases in the number of pupils engaged as well as the number of opportunities provided across the academic year. Schools may also wish to collate some more in-depth anecdotal case studies of

the impact that programmes have had on participation to highlight their impact and importance for future academic years.

6. Within their PE and Sport Premium Impact Report 69 (49%) Primary Schools had identified that Primary PE and Sport Premium Funding has had a direct impact on their attainment levels, either within Physical Education as a subject, or attainment within the wider school curriculum. 71 (51%) Primary Schools have either not reported the impact of attainment levels or have not provided specific detail on how this may have been achieved.

Recommendation for Schools: Assessment within Physical Education should be developed and enhanced where possible to allow for an increase in pupil attainment in the subject to be identified. In addition to this schools may wish to highlight the improvement in attainment levels across the whole school where they can link this directly to pupils engagement in PESSPA opportunities.

7. Within their PE and Sport Premium Impact Report 70 Sheffield Primary Schools (50%) have identified some or all aspects of the Primary PE and Sports Premium Funding to be sustainable; The impact and progression made would or could be sustainable without the funding in future academic years. 50% of websites reviewed did not discuss sustainability across their breakdown of spending or did not provide any information on the PE and School Sports Premium funding.

Recommendation for Schools: Schools have now been in receipt of the Primary PE and Sports Premium funding in some capacity for a number of years. Where possible schools should be developing plans to improve the sustainability of PESSPA delivery without the use of additional funding. Aspects of the subject itself would ultimately be harder to develop and sustain without additional funding, such as use of outside providers and specialist staff etc. however schools should consider sustainability in all planning for the spending of the Primary PE and Sports Premium funding, alongside opportunities for their future cohort of pupils.

It is important to understand the way in which schools have spent their funding across the academic year. Each school has spent their allocation in a specific way Primary Schools have used Primary PE and Sport Premium Funding 2019/20 (from the 140 Sheffield schools' websites we have reviewed, 12 schools did not complete their online report for their website).

1. 122 Primary Schools (87%) have indicated that **sports coaches** were used in their school to deliver additional activity.
2. 111 Primary Schools (79%) have indicated that they used the funding to engage additional **school sport competition** for their children/young people. 29 schools either did not state that they had additional competition as an area where their funding was used, or did not complete the online report.
3. 65 Primary Schools (46%) have highlighted that they have used the funding to support more **active lessons**.
4. 62 Primary Schools (44%) have utilised funding for appointing a **specialist/ peripatetic teachers** for developing their Physical Education teaching.
5. 119 Primary Schools (85%) have highlighted that they had used the Primary PE and Sport Premium funding to support and develop **professional learning (CPD)** for teaching and wider school staff across PE, School Sport and Physical Activity.

6. 63 Primary Schools (45%) have indicated that programmes have been implemented across school to help develop **inclusive opportunities** for a number of their pupils.
7. 119 Primary Schools (85%) have increased the amount of **extra-curricular activities** using the Primary PE and Sport Premium Funding. Extra-curricular opportunities were described as; lunchtime provision, after-school clubs and breakfast clubs.
8. 51 Primary Schools (36%) have stated that they have **improved their facilities** within their school via the Primary PE and Sport Premium Funding. These were small improvements, like a new PE storage unit for example or larger improvements such as new gymnastic apparatus or playground markings/ signage.
9. 91 Primary Schools (65%) have used the Primary PE and Sport Premium Funding in purchasing additional **equipment** for PE lessons as well as extracurricular clubs and lunchtime opportunities to be active.
10. 101 Primary Schools (72%) have utilised the Primary PE and Sport Premium Funding in funding towards **transport** during the 2019/20 academic year. The transport was used in a number of schools within Sheffield, to help those schools engage in competitions, events, schools' sports and other extra-curricular visits across Sheffield.
11. 43 Primary Schools (31%) have used the Primary PE and Sport Premium Funding, to fund **additional swimming provision** throughout the 2019/20 academic year. In spite of this, this number may increase in the next 2020/21 academic year due to the ongoing Covid-19 pandemic to allow children a chance to achieve their swimming grades.

Additional Recommendations for Schools:

- *As mentioned above schools should consider the sustainability of certain aspects of spending in terms of long term impact that this may have on their school.*
- *Schools should ensure that opportunities for competition and the opportunity to represent school are available for a wide range of pupils throughout the academic year.*
- *Schools should consider how using specialist staff impacts on the development of other staff in school in delivering high quality PE, School Sport and Physical Activity.*
- *Schools should consider how funding spent impacts all pupils at school and how many opportunities are available to targeted groups of children and young people (including SEND and PP students).*
- *A continual audit of school equipment should be in place and all schools should undertake regular health and safety checks in line with AfPE Health and Safety Guidance. Schools should have a range of equipment that compliments their PESSPA offer and should allow for differentiation and inclusion.*
- *Schools should monitor the impact of professional learning opportunities that are accessed by staff throughout the academic year and could provide opportunities for staff to disseminate learning to a wider number of school staff where possible.*
- *Large amounts of Primary PE and Sports Premium funding should not be used for capital expenditure, however schools have utilised funding creatively to support and develop active environments around their school building and outdoor areas that enhance opportunities for pupils to become/ stay active throughout the school day.*

- Schools purchasing additional swimming provision should ensure that this has an impact on the number of pupils able to reach the national curriculum standards by the end of Key Stage 2. Schools with a percentage of pupils not reaching this target could consider how they could utilise funding to access additional swimming opportunities for specific pupils.

- Schools should ensure that they utilise the provided template for their Primary PE and Sport Premium website report (or include all aspects of this on their own template) which will allow all required areas to be considered. Schools should ensure that they are upholding of grant conditions and publish the spending and impact of the Primary PE and Sport Premium by the end of each academic year or deadline date.