

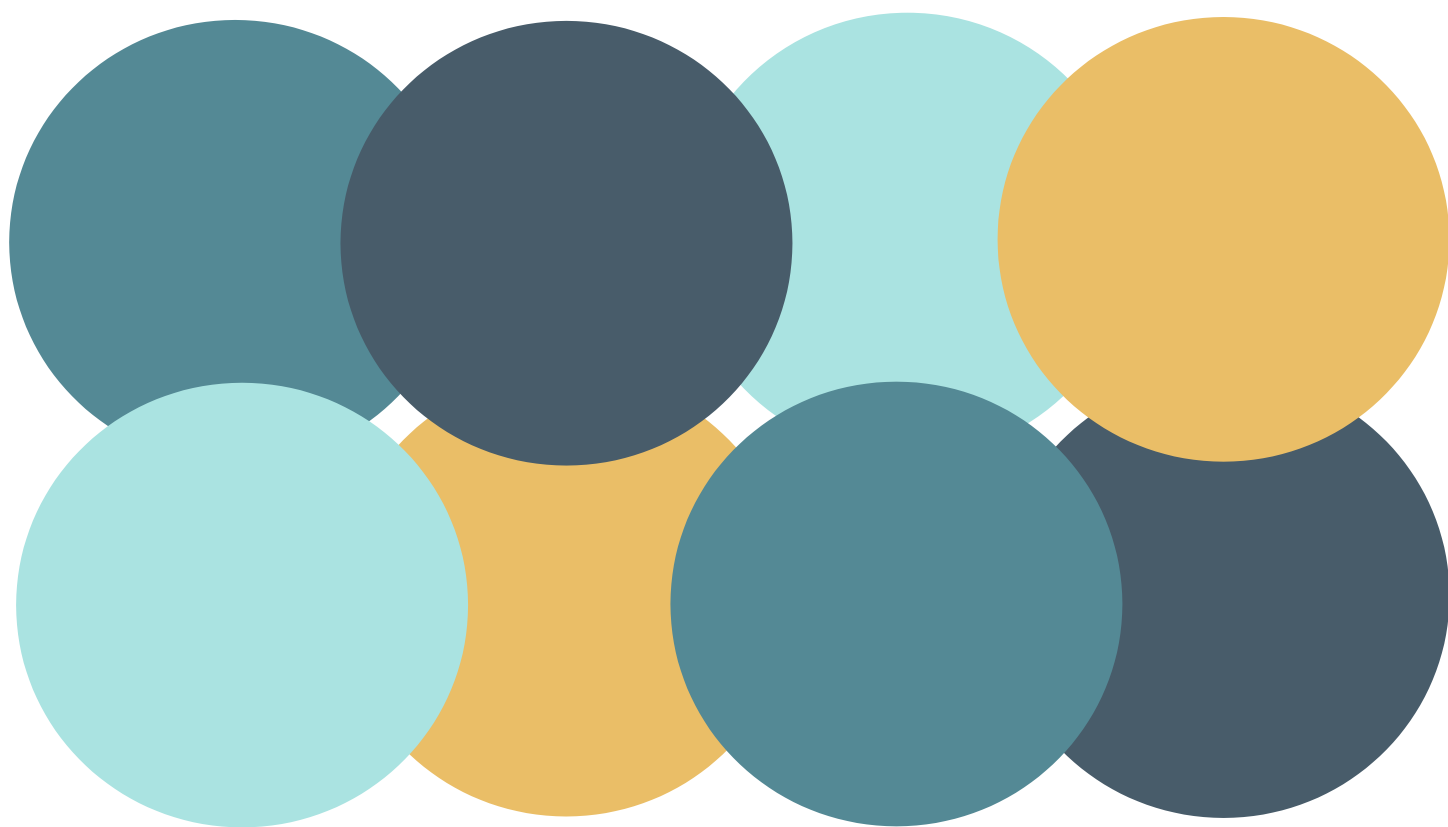
# spear

centre for sport, physical education  
& activity research



## Birmingham's PESSPA Landscape

### Insight Report



September 2020

## About *spear*

The Centre for Sport, Physical Education & Activity Research (*spear*) is located within the Faculty of Science, Engineering & Social Sciences at Canterbury Christ Church University. *spear* undertakes a range of evidence-led analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terre des Hommes, Department of Health, Department for Education, Mencap, Access Sport, Chance to Shine, Premiership Rugby, Youth Sport Trust, UK Sport, ukactive, Sports Coach UK, Sport England and Sport Wales. Recent work has focused on sport, physical activity, health and wellbeing in schools and communities.

Research conducted by *spear* has helped guide and inform public policy by contributing to the wider evidence base used by policymakers, providing a rationale for government and commercial investment, and steering programme improvements that enhance the experience of practitioners and participants.

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Birmingham's PESSPA Landscape Insight Report commissioned by Sport Birmingham and produced by *spear*

September 2020



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## Context

Getting people active at an early age and ensuring they have positive experiences in and through sport and physical activity is key to lifelong participation. Engaging young people in positive PE, school sport and physical activity (PESSPA) has the potential to enhance their health, wellbeing and development. It also has the potential to build a community of inspirational and aspirational young people who are advocates for active lifestyles and accessible role models for their peers.

In recent years we have seen a positive shift in thematic emphasis, enthusiasm, support and investment in initiatives focused on engaging young people in sport and physical activity. This shift has been pivotal to informing and improving PESSPA, with many schools now providing bespoke activity programmes that meet the needs of less active or engaged young people while simultaneously encouraging wider participation. Despite these advances, inequalities in access and opportunities remain, with disparities in participation particularly evident in culturally and socioeconomically diverse cities such as Birmingham.

Birmingham's 2022 Commonwealth Games provides a unique opportunity to address these disparities through targeted intervention, activities and resources that enable and inspire participation. Sport Birmingham aims to support schools use the Games and Games-based initiative, Pathway to Podium, as a driving force for developing more active schools. Clear insight into Birmingham's PESSPA landscape is key to effective targeting of this support.

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## About *spear's* Research

*spear* has been commissioned by Sport Birmingham to conduct a rapid evidence review and analysis of the PESSPA landscape across schools in Birmingham. This Insight Report provides a picture of the current PESSPA landscape including variations in engagement across areas and associated public health, socioeconomic and wider school factors. Recommendations for targeted support to increase PESSPA engagement are also presented.

### Sport Birmingham's Vision

*"for all young people in Birmingham to have the opportunity to experience outstanding physical education, competition and school sport that will lead to active and healthy lifestyles through long life participation"*

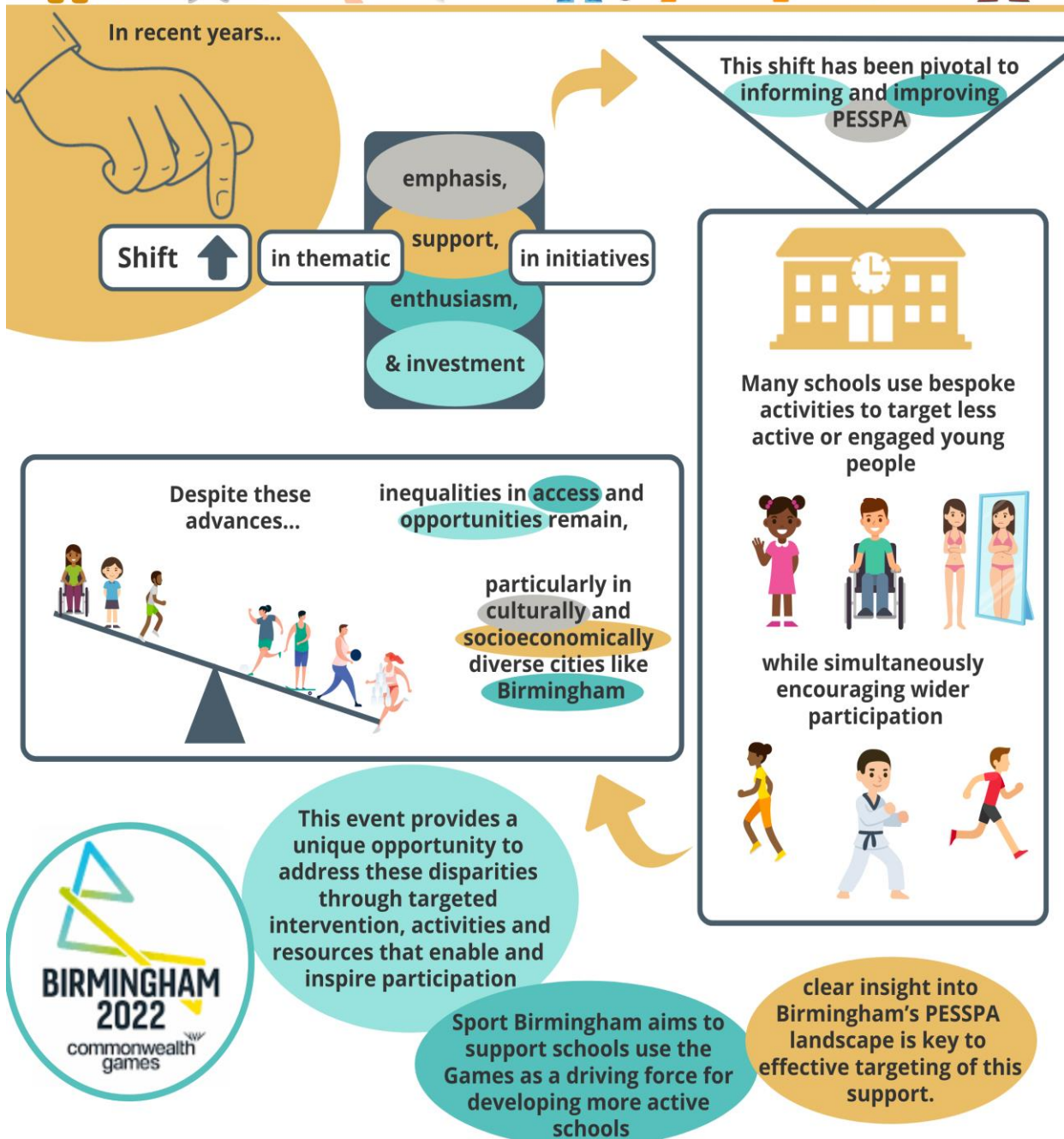
### Project Aims

- Give clear insight into the current PESSPA landscape across schools in Birmingham
- Outline differences across different areas so that targeted support can be directed to those areas most in need
- Build a picture of the reasons for different levels of engagement by schools in PESSPA

### Research Question & Objectives

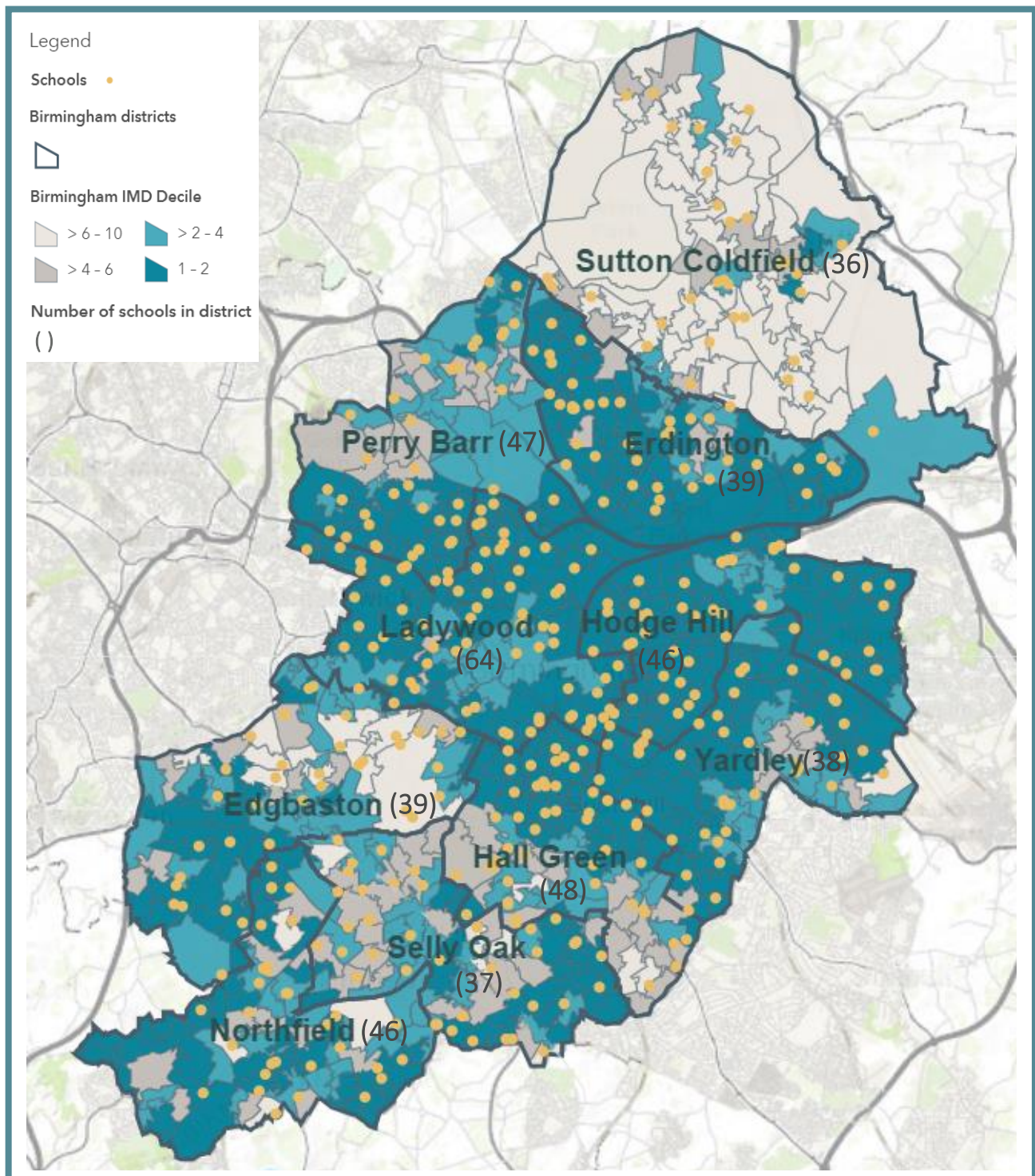
- Q** *What does the current PESSPA landscape across schools in Birmingham look like?*
- Collate, review and analyse Sport Birmingham and publicly available data pertaining to the current PESSPA landscape in Birmingham
  - Provide clear insight into the current PESSPA landscape including variations across areas and reasons for differential engagement by schools

Positive experiences in sport and physical activity from an early age is key to lifelong participation





## The Birmingham Context



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## About Birmingham

Birmingham is home to over 1.1 million people. It is a young, vibrant city and outside London, the most ethnically and culturally diverse in the UK (1). It has a strong metropolitan economy and supports five Universities and major cultural institutions. It has thriving arts, cultural and sport scenes and with over 8,000 acres of green space and 571 parks, is one of the greenest cities in the UK (2).

While Birmingham is diverse and dynamic, many of its residents face significant challenges, with 43% living in the 10% most deprived areas of England (3). Pockets of deprivation exist across the city, but most are clustered in the area surrounding the city centre.

Socioeconomic disparities are associated with gaps in education, skills employment, and health outcomes. These gaps, in turn, may reflect disparities in opportunities, access, and aspirations; disparities which can cascade from generation to generation (4).

---

## Birmingham's Children

Children make up almost a quarter of Birmingham's population, so supporting their health, wellbeing and development is paramount to the city's future. Birmingham's children are more ethnically diverse than the older population and over 40% are reported to live in poverty, compared to 30% nationally (5).

Over 200 thousand children attend one of Birmingham's 418 state funded primary, secondary, Pupil Referral Unit or special schools (6). In 2019, 42% of pupils were recorded as disadvantaged, 28% as eligible for free school meals and 42% with English as an additional language (6). While there is positive evidence of closing the gap for academic achievement, evidence suggests Birmingham children face challenges around their wellbeing, their weight, and their activity levels (4).

### Being active

Active Lives 2018/19 Children & Young People Survey indicate Birmingham children are less active than children nationally, with 44% meeting recommended physical activity levels (an average of 60+ minutes a day) compared to the England average of 47%. While 29% of children nationally achieve less than 30 minutes a day, 36%, or over 60,000 children in Birmingham, do less than half an hour of activity a day (7).

Activity levels for children in Birmingham are lower than the England average both at, and outside school. At school, almost two thirds of Birmingham children (65%) do less than 30 minutes of physical activity a day compared to the England average of 60%. Outside school, 47% of Birmingham children do less than 30 minutes a day compared to 43% nationally (7).

#### Birmingham children

##### Being Active

44%

meet recommended physical activity levels of an average of 60+ minutes every day compared to 47% nationally

36%

do less than 30 minutes a day compared to 29% nationally

65%

do less than 30 minutes a day at school compared to 60% nationally

47%

do less than 30 minutes a day outside school compared to 43% nationally

## Healthy weight

Almost a quarter of reception-aged children in Birmingham are carrying excess weight (24%), slightly above the England average (23%). This difference between Birmingham and the national average increases by the time children reach Year 6, with 40% of Birmingham children carrying excess weight compared to 34% nationally, and 26% measured as obese compared to 20% nationally (8).

Obesity prevalence for Birmingham children living in the most deprived areas is more acute than for peers living in the least deprived areas, with obesity prevalence among Year 6 children in deprived areas reaching 29%, compared to 12% among those living in the least deprived areas (8).

## Feeling good

Mental health problems in children include, but are not limited to, depression, anxiety and conduct disorder. In Birmingham, the estimated prevalence of mental health disorders in children (10%) is similar to the England average (9%) (9).

The causes and consequences of mental health problems in childhood are varied, complex, and often interrelated. However, the link between mental wellbeing and positive health behaviours is well established. Active Lives 2018/19 Children & Young People Survey shows a positive association between wellbeing and physical activity levels, with higher wellbeing reported for children who are physically active (7). Interventions focused on increasing opportunities for children to be active are key to supporting their physical health *and* their wellbeing and development.

## Challenges and opportunities: Covid-19

Restrictions imposed as a result of Covid-19 have had significant impacts on children's health and wellbeing. Children's activity levels have fallen and mental health issues increased, with children from less affluent backgrounds most keenly affected by the restrictions (10,11).

Over a third of children say they had less chance to be active when they were not at school, but when they were active, it made them 'feel better'. The established links between physical activity, wellbeing and development are noted by DfE Minister Vicky Ford, who states government are "encouraging schools to prioritise physical activity as they welcome children back to school" (10). Given the challenges of changing guidelines and addressing educational gaps, schools may need help to see how PESSPA can support their evolving whole school agenda and be delivered in a safe, effective, and manageable way. Targeted initiatives that are cognisant of the pressures faced by schools and responsive to changing contexts, priorities and values will be key to mitigating the impacts of Covid-19 and enhancing the outcomes for Birmingham's children.

### Birmingham children

#### Healthy weight

24%

aged 4-5 are overweight  
compared to 23% nationally

40%

aged 10-11 are overweight  
compared to 34% nationally

26%

aged 10-11 are obese  
compared to 20% nationally

#### Mental health

10%

estimated to have mental  
health disorders compared to  
9% nationally

#### Covid-19

Children's activity levels have  
fallen, mental health issues  
increased

Government are "encouraging  
schools to prioritise physical  
activity as they welcome  
children back to school" Vicky  
Ford, DfE Minister



# About Birmingham

Birmingham is a young, vibrant city and outside London, the most ethnically and culturally diverse in the UK.



Birmingham is home to more than  
**1.1**  
million people



over **8,000**  
acres of green  
space



& **571**  
parks



makes Birmingham one of the **greenest** cities in the UK

## Birmingham's Children



Children account for almost  
**1/4**  
of Birmingham's population



so supporting them is paramount for the city's future

In 2019



**42%** of pupils were recorded as disadvantaged

**28%** of pupils were eligible for free school meals

**42%** of pupils speak English as an additional language

**29%** measured as obese in the most deprived areas

compared to  
**12%** in the least deprived areas



this increases to  
**40%** by Year 6



almost 1/4 of reception-aged children are overweight



	Birmingham	National
Meet PA guidelines	44%	47%
Less than 30 mins a day	36%	29%

Active Lives 2018/19 Children & Young People Survey



Causes and consequences of mental health problems are varied, complex, and interrelated

Positive association between wellbeing and PA levels



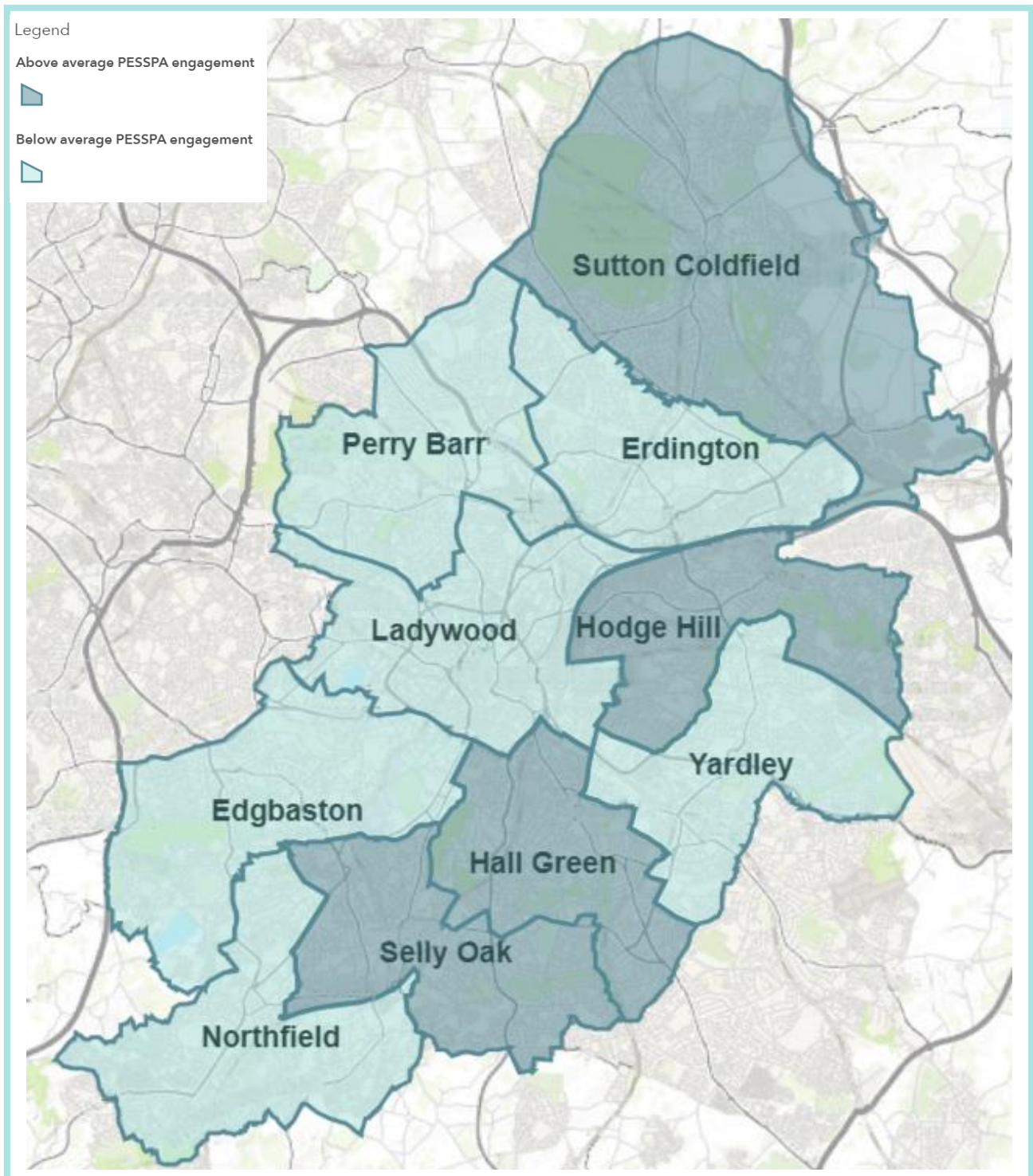
Significant impacts on **health** and wellbeing due to Covid-19 restrictions



activity levels & mental health issues



## Birmingham's PESSPA Landscape



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## PESSPA Engagement

This section provides insight into Birmingham's PESSPA landscape. It presents an overview of engagement across the 10 districts, followed by a breakdown of engagement for schools in districts engaging more, and less, than the average PESSPA engagement level across all districts. Associations between PESSPA engagement and wider public health and school factors are explored, and recommendations for motivating and enabling engagement presented.

PESSPA engagement is calculated by assessing the engagement of 442 primary, all-through and special schools with 10 measures of PESSPA, and calculating the average engagement for schools in each of the 10 districts.

The 10 measures are derived from data collated from schools by Sport Birmingham. They comprise standard measures of engagement such as a recently published PESSPA offer, and representative measures of further engagement such as doing the Daily Mile, hosting a Change4Life Club, and achieving a School Games Mark. Together, these measures provide an estimate of schools' engagement with PESSPA.<sup>a</sup>

The toolbar on the right shows the measures included in the PESSPA engagement estimate: figure 1 shows schools' engagement with these measures.

Data suggest around two thirds of schools across Birmingham engage with standard measures of PESSPA, represented by an 'active' School Games account and recently published PESSPA offer. While schools are required to publish their swimming and water safety attainment levels, data collated by Sport Birmingham indicate only around a third of schools report these figures.

### PESSPA measures

1. **Published PESSPA**  
Published PESSPA offer (2018/19 or 2019/20)
2. **Swim data**  
Reported on swimming attainment data (2018/19 &/or 2019/20)
3. **SG 'active'**  
Activated School Games account
4. **SG 2020 sign-up**  
Signed-up to summer School Games (2020)
5. **SG Mark**  
Achieved School Games Mark (2018/19)
6. **Daily Mile**  
Engaged in The Daily Mile (2019/20)
7. **C4L**  
Hosted Change4Life Club (2018/19)
8. **STARS**  
Achieved Modeshift STARS status (2015-2019)
9. **Active Lives CYP**  
Completed Active Lives Children & Young People Survey (2018/19 &/or 2020/21)
10. **CPD**  
Attended governor training or Webinar (2018/19 &/or 2019/20)

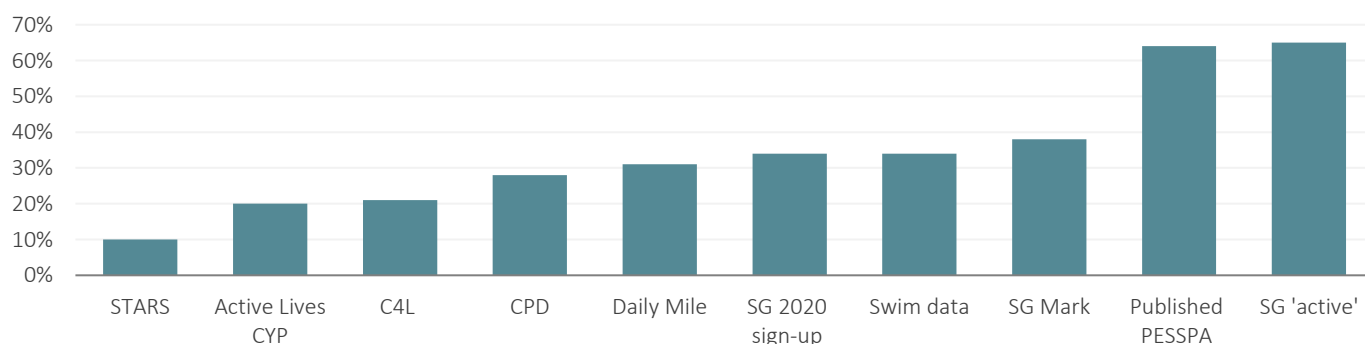


Figure 1. Average engagement in PESSPA across schools in Birmingham (school n=442)

<sup>a</sup> Further detail about the choice of measures and analysis undertaken is presented in the Methodological Note on page 18



School engagement with additional PESSPA opportunities is, as expected, lower and more variable than engagement with standard or 'expected' measures. More than a third of schools have achieved a School Games Mark, which recognises provision of PESSPA and competitive opportunities, and just over a third signed up to the 2020 summer School Games.

Almost a third of Birmingham schools engage in The Daily Mile, a free and simple initiative available to all schools where pupils jog or run outside for 15 minutes. Around a fifth of schools host a Change4Life School Sports Club, and a tenth have Modeshift STARS status awarded for commitment to sustainable travel.

Pupils and parents from a fifth of schools completed the Active Lives Children and Young People Survey, and just over a quarter of schools engaged in staff and governor PESSPA training.

## Variations in level and type of engagement

Analysis of PESSPA engagement data indicate that on average, Birmingham schools engage with 36% of PESSPA measures and opportunities either expected or available to them.

PESSPA engagement by district is presented in figure 2 and in the appendix on page 21. Data show school engagement across the 10 measures is above average in four districts: Sutton Coldfield, Hall Green, Hodge Hill and Selly Oak, and below average in six: Edgbaston, Ladywood, Perry Barr, Northfield, Erdington and Yardley.

As noted, schools across all districts engage more with standard or 'expected' PESSPA measures than with further, or additional PESSPA opportunities. Schools in districts with both above and below average engagement overall engage at a similar level with *standard* PESSPA measures. However, schools in districts with above average engagement overall engage significantly more in *additional* PESSPA opportunities than their less engaged counterparts.

### PESSPA engagement

36%

engagement with PESSPA measures and opportunities

Engagement above average in

- Sutton Coldfield
- Hall Green
- Hodge Hill
- Selly Oak

Engagement below average in

- Edgbaston
- Ladywood
- Perry Barr
- Northfield
- Erdington
- Yardley

Engagement in *additional* PESSPA opportunities is significantly higher across schools in districts with above average engagement overall

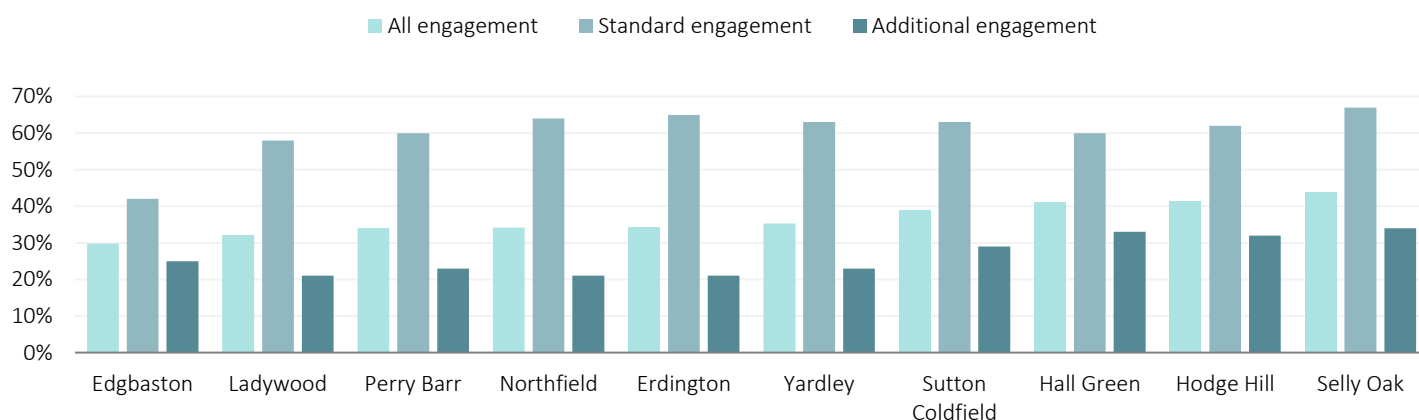


Figure 2. School engagement in standard and additional PESSPA opportunities by district (school n=442)

Data presented in figure 3 highlight the type of additional PESSPA opportunities where significant differences in engagement exist.

Data show a significantly greater percentage of schools in districts with higher levels of engagement across all measures have activated their School Games account, achieved a School Games Mark and signed up to the summer 2020 School Games. A significantly greater percentage of schools in these districts also do The Daily Mile, have Modeshift STARS status, and embrace CPD opportunities.

No significant differences are evident in the percentage of schools from more or less engaged districts who host a Change4Life Club or participated in the Active Lives Children and Young People Survey.

In addition to assessing variations in level and type of PESSPA engagement, the analysis sought to identify differences in the spending habits of schools in more, and less engaged districts. Data informing this analysis is derived from schools' PE and Sport Premium funding reports collated by Sport Birmingham in 2018/19.

Data show significant differences between schools in more and less engaged districts in how they spend their PE and Sport Premium. While variation within districts exists, a significantly greater percentage of schools in districts with above average PESSPA engagement report using this funding to increase the impact of participation and the inclusiveness of their offer. A significantly greater percentage of schools in districts with below average PESSPA engagement report using this funding to address gaps in facility provision.

Findings from this analysis suggest schools in less engaged districts are largely meeting the minimum requirements for PESSPA provision. However, they are not embracing additional PESSPA opportunities that will enhance the quality, reach and impact of that provision.

#### PESSPA engagement

Schools with above average engagement report focusing their PE and Sport Premium spend on 'impact' and 'inclusion'

Schools with below average engagement report using their PE and Sport Premium to address gaps in facility provision

Less engaged schools largely meet minimum requirements for PESSPA provision but are yet to embrace additional opportunities that enhance the quality, reach and impact of that provision

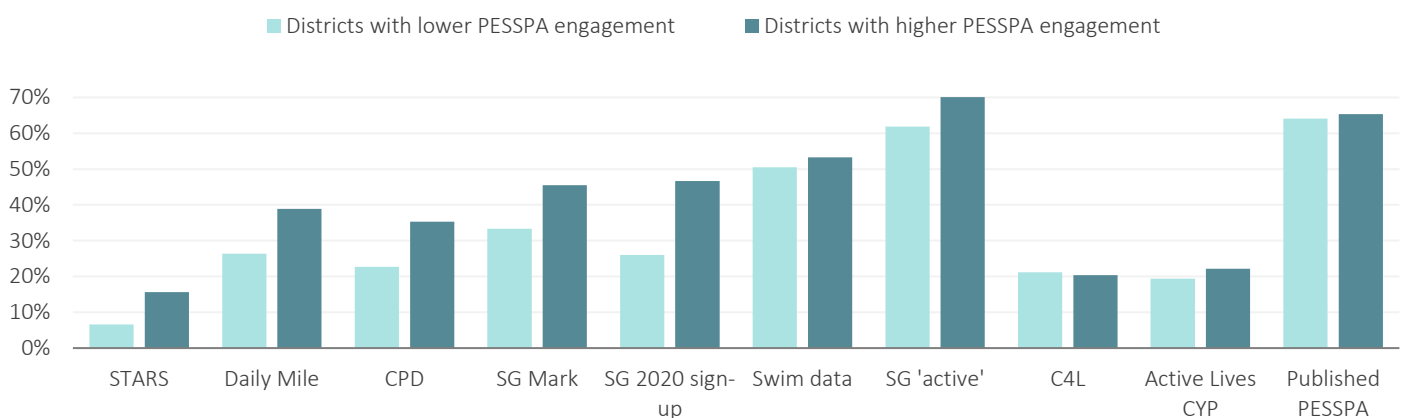


Figure 3. School engagement in individual PESSPA opportunities by district with above and below average engagement across all measures (school n=442)



## Associations between PESSPA engagement and wider public health and school factors

Analysis was conducted to explore associations between levels of PESSPA engagement and wider public health and school factors. Data informing this analysis are derived from PESSPA engagement data collated by Sport Birmingham and relevant publically available data pertaining to district-level socioeconomic, health and wellbeing, and school performance indicators.<sup>b</sup>

Significant associations are evident between levels of PESSPA engagement and socioeconomic status, with schools in districts with higher PESSPA engagement associated with a lower Income Deprivation Affecting Children Index score (IDACI) (12), a higher Children and Young People Sub-domain Rank (12), a lower number of children aged 0-15 living in poverty (13), and a lower number of pupils eligible for free school meals (14). The analysis therefore indicates schools in more affluent districts engage and invest more in PESSPA than schools in less affluent districts.

Significant associations are evident between levels of PESSPA engagement and childhood obesity, with higher PESSPA engagement associated with lower levels of obese children in Year 6 (15). Schools in districts with above average engagement are also associated with lower levels of criminal behaviour (16).

While higher Ofsted ratings are associated with lower PESSPA engagement, and vice versa (17), higher PESSPA engagement is associated with better 2018/19 Key Stage 2 (KS2) results (18). Schools in districts with above average PESSPA engagement have significantly more pupils achieving a high score in reading and maths, and working at greater depth in writing. Schools in districts with above average engagement also have significantly more girls reaching the expected standard in reading, writing and maths, more students from the middle attainment band reaching expected standards in reading, writing and maths, and a higher percentage of students achieving the expected standard in reading, writing and maths across three years.

Significant differences are evident in performance on the KS2 measures detailed above. However, the trend across *all* KS2 attainment measures is for better results in schools in districts with above average PESSPA engagement. The analysis therefore suggests the performance of schools in districts with higher PESSPA engagement exceeds that of schools in districts with lower PESSPA engagement.

### Broader associations

Above average PESSPA engagement associated with

- lower IDACI score
- higher Children and Young People Sub-domain Rank
- less children living in poverty
- less children eligible for free school meals
- lower childhood obesity
- less criminal behaviour
- higher KS2 results

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<sup>b</sup> Further detail about the choice of measures and analysis undertaken is presented in the Methodological Note on page 18

## Summary

This report presents variations in schools' PESSPA engagement and associated socioeconomic, public health and school factors across the 10 Birmingham districts. While schools' PESSPA engagement will vary *within* districts, and at the individual school level, findings from this district-level analysis provide an indication of where additional intervention and support may be required to increase PESSPA engagement and outcomes for children, schools and communities.

While primary research is required to explore reasons for differential PESSPA engagement, analysis of socioeconomic, health and wellbeing, and school performance indicators provide insight into factors associated with engagement. Some factors, for example, socioeconomic, help contextualise schools' PESSPA engagement and the support required given the challenges faced. Other factors, for example, levels of childhood obesity and academic performance, can be used to communicate the value of PESSPA and motivate engagement.

Recommendations for motivating and enabling schools' PESSPA engagement are presented on pages 15, 16 and 17. These recommendations are informed by insights derived from the secondary research presented in this report, and evidence from primary evaluations of a range of PESSPA initiatives conducted by the research team. These evaluations include the Olympic and Paralympic Games-based Change4Life School Sports Clubs (DoH & YST), National School Sport Weeks (Lloyds/TSB & YST) and Active Kids Paralympic Challenge (Sainsbury's & YST). They also include a range of broader activity and wellbeing initiatives targeted at schools such as Healthy Lifestyle Champions (Sport England & YST), Physical Literacy Programme for Schools (Sport Wales) and Girls Active (YST).

Findings from these primary evaluations highlight three factors key to the PESSPA engagement of schools and young people: Capability, Opportunity, and Motivation. These three factors underpin the COM-B model (19) and are evidenced to influence behaviour change in a range of settings. The COM-B model is increasingly used by and familiar to policy makers, delivery organisations, and schools. This model underpins the evidence-based Recommendations presented on pages 15, 16 and 17 to inform and focus intervention to support the PESSPA engagement of schools.

### Key findings

36%

engagement with PESSPA measures and opportunities

Engagement above average in

- Sutton Coldfield
- Hall Green
- Hodge Hill
- Selly Oak

Engagement below average in

- Edgbaston
- Ladywood
- Perry Barr
- Northfield
- Erdington
- Yardley

Engagement in *additional* PESSPA opportunities is significantly higher across schools in districts with higher engagement overall

Schools with above average engagement report focusing their PE and Sport Premium spend on 'impact' and 'inclusion'

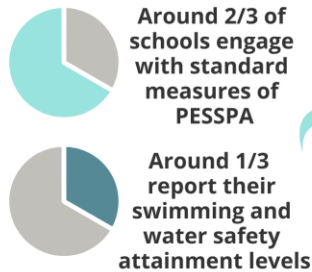
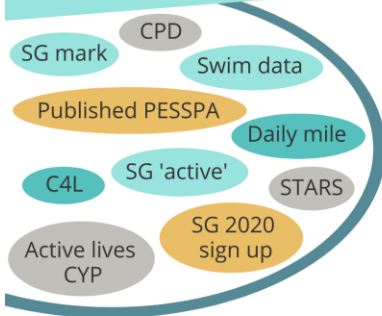
Schools with below average engagement report using their PE and Sport Premium to address gaps in facility provision

Above average PESSPA engagement associated with

- lower IDAC score
- higher Children and Young People Sub-domain Rank
- less children living in poverty
- less children eligible for free school meals
- lower childhood obesity
- less criminal behaviour
- higher KS2 results

# Engagement

PESSPA engagement calculated by assessing the engagement of 442 primary, all-through & special schools with 10 measures:



Almost 1/3 of schools engage in The Daily Mile



Over 1/3 signed up to the 2020 School Games

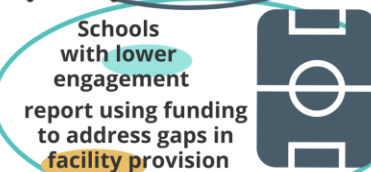


1/5 host a Change4Life School Sports Club

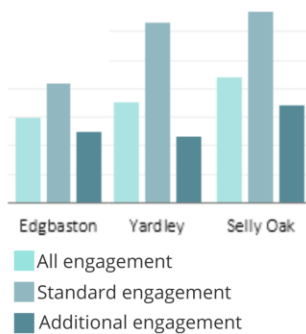


1/10 have Modeshift STARS status

Significant differences between schools in **more** and **less** engaged districts in how their PE & Sport Premium funding is spent



Engagement in **additional** PESSPA opportunities is significantly higher across schools in districts with above average engagement overall



On average, Birmingham schools engage with 36% of PESSPA measures and opportunities either expected or available to them

Engagement above average in:

- Sutton Coldfield
- Hall Green
- Hodge Hill
- Selly Oak

## Associations between PESSPA engagement & wider public health & school factors

Significant associations evident between:

levels of PESSPA engagement & socioeconomic status

Schools in districts with higher PESSPA engagement associated with:

lower IDACI score

higher C&YP sub-domain rank

less children living in poverty

less children eligible for FSM

Above average PESSPA engagement associated with:

childhood obesity

with lower levels of obese children in Y6



& lower levels of criminal behaviour



Higher PESSPA engagement associated with better 2018/19 Key Stage 2 results



maths



Higher PESSPA engagement associated with significantly more pupils achieving a high score in:



reading



writing

# Recommendations

## Collect, reflect and share

Evidence suggests PESSPA engagement in Edgbaston, Ladywood, Perry Barr, Northfield, Erdington and Yardley is lower than in Sutton Coldfield, Hall Green, Hodge Hill and Selly Oak. This difference is marked for engagement in additional opportunities that increase the range, reach and impact of schools' PESSPA offer.

Analysis shows schools in districts with low PESSPA engagement are located in areas of higher deprivation. However, it also shows positive associations between high PESSPA engagement and factors affected by deprivation – health, wellbeing and academic attainment. Clear communication about potential relevant, whole school impacts from increased PESSPA engagement will raise awareness of what PESSPA can achieve and how it can support schools in deprived areas address challenges faced.

Evidence shows differential PESSPA engagement by area and factors associated with engagement. However, it does not show how these factors affect engagement or what the outcomes are. A simple Snap Survey for teachers asking them to state their top three PESSPA motivations, barriers, and impacts and a brief A5 survey for pupils with short, accessible questions about their activity levels, wellbeing and development will support a better understanding of PESSPA engagement and impact.

## Build perceived capacity

Schools and school staff must believe they have the capacity to accommodate a PESSPA initiative and the competence and confidence to deliver it. Ensure outreach is context sensitive, training opportunities accessible, and the initiative flexible and easy to deliver. Where schools face challenges which impact on capacity, take your offer to them and where possible, provide 'in house' support to kick-start delivery. Help them build capacity through networks which support shared practice, experiences, and resources. Investing in bespoke support that increases competence to deliver and confidence the initiative is manageable will help shift perceptions of capability to engage.

### Collect, reflect and share

To better engage and understand...

- raise awareness of PESSPA whole school impacts
- explore teachers' perceptions of barriers, motivations and impact
- assess children's activity levels, wellbeing and development

### Build perceived capacity

To increase perceived capacity to engage...

- be context sensitive
- make training accessible
- ensure initiative is flexible and easy to deliver
- take your offer to them
- offer in-house support

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## Tailor opportunities to readiness to engage

PESSPA initiatives must be visible, accessible, and relevant for schools to engage. However, opportunities that are 'open to all' are not always effective in engaging all schools. Consult with your target schools. Find out how they can, and want, to engage. A 'big' opportunity to enhance PESSPA may be welcome in a school where the community are invested and recognise the opportunity's potential. A less engaged school may be more open to an opportunity that allows them to start small and grow as the benefits are realised. Tailoring your approach to schools' readiness to engage will increase the reach and impact of your communications and the appeal and accessibility of your offer.

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## Tap into what matters most

Increasing perceived capability and providing opportunities are necessary, but not sufficient drivers of PESSPA engagement. Schools must be motivated to engage; they must value the PESSPA opportunity to embrace and make space for it. Use your knowledge of target schools and frame your offer in ways that relate to their perceptions and potential misconceptions. What do they need to know and what do they want to achieve? Communicating your offer in ways that tap into the things that matter most to target schools will enhance their motivation to engage.

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## Capitalise on the Games

*spear's* evidence-based guide *Active Celebration*<sup>c</sup> showed how demonstration and festival effects from the London 2012 Olympic and Paralympic Games could be used to 'get the nation moving'. The 2022 Commonwealth Games provides a unique opportunity to 'get Birmingham moving' by leveraging these effects in the host city.

'Demonstration Effects' use elite sport, people and events to inspire participation while 'Festival Effects' build a sense of community involvement to promote active celebration of the Games. To lever these effects, initiatives must be 'stage-matched' to current levels of PESSPA engagement. A 'one-size-fits-all' initiative is likely to be counter-productive, and to promote it as such may undermine efforts targeted at less engaged schools. Stage-matched initiatives that seek to increase sport participation among those already engaged (through a demonstration effect) and encourage more informal sport-related activities among those less engaged (through a festival effect) are likely to be most effective.

Finally, promoting Birmingham's 2022 Commonwealth Games and Pathway to Podium as 'bigger than and beyond sport' should allow for concurrent promotion of sporting messages to schools that are susceptible to them, and of festival messages to schools that are not.

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<sup>c</sup> *spear* (2010) *Active Celebration: using the London 2012 Games to Get the Nation Moving*.

### Tailor opportunities to readiness to engage

To increase the appeal and accessibility of opportunities...

- consult with target schools
- find out how they can, and want to engage
- encourage 'think big, start small'
- tailor your approach

### Tap into what matters most

To increase motivation to engage...

- frame your offer
- find out what they want to achieve
- tap into values that matter to target schools

### Capitalise on the Games

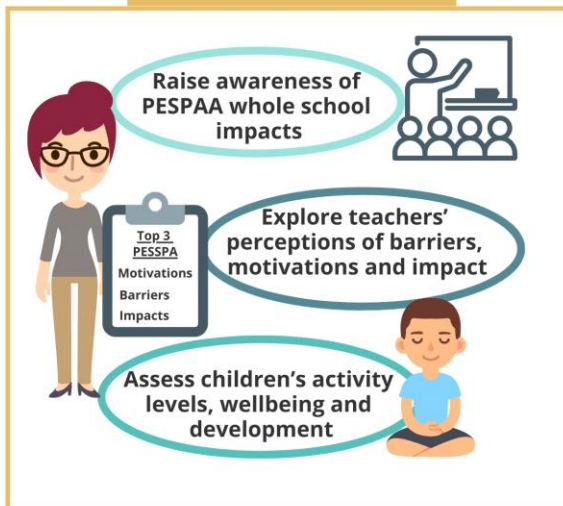
To lever demonstration and festival effects...

- stage-match initiatives to levels of PESSPA engagement
- promote initiatives as 'bigger than and beyond sport'



# Recommendations

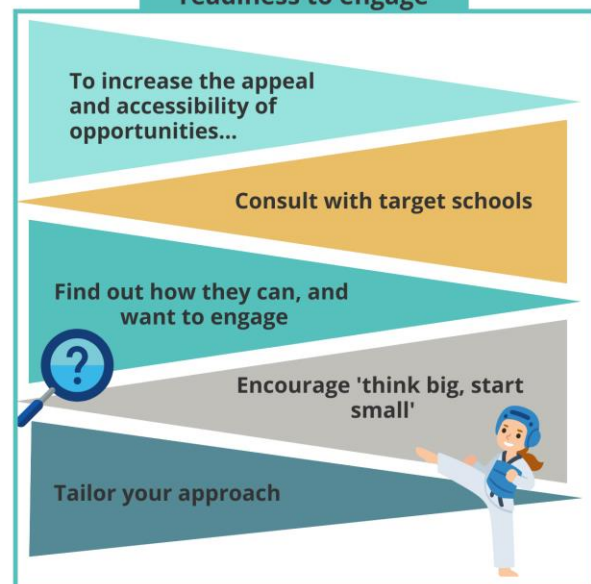
## Collect, reflect & share



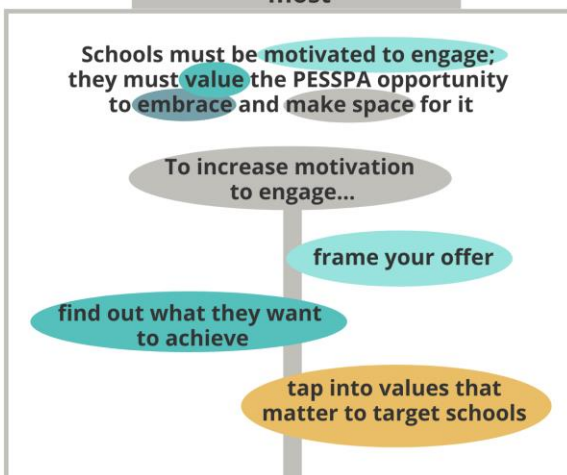
## Build perceived capacity



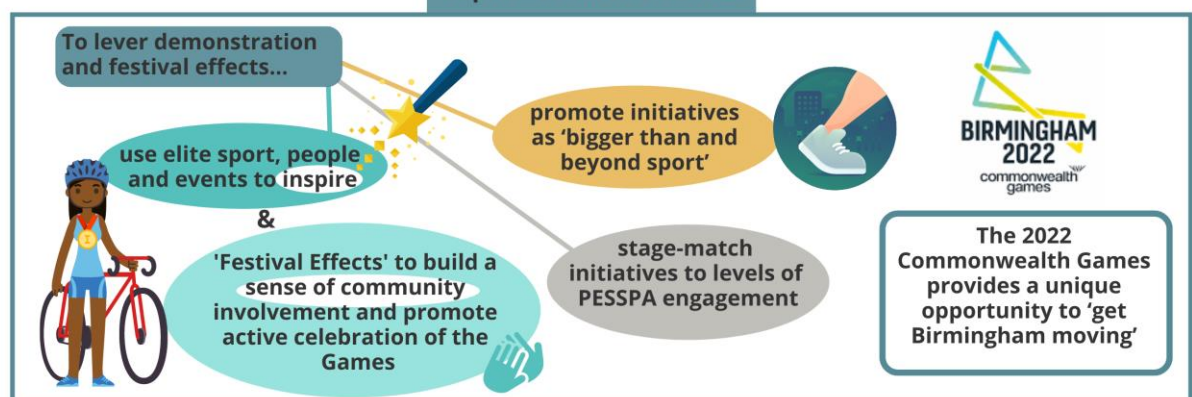
## Tailor opportunities to readiness to engage



## Tap into what matters most



## Capitalise on the Games



# Methodological Note

## PESSPA engagement

Data for 10 measures of PESSPA were analysed from 442 primary, all-through and special schools in Birmingham. The 10 measures were selected from a range of measures collated from schools by Sport Birmingham. Sport Birmingham and the research team reviewed the data for all measures, and selected those considered most valid, reliable and representative of PESSPA engagement.

Each school's engagement in each of the 10 measures was computed and expressed as a percentage for the whole sample (e.g. 100% for The Daily Mile would indicate all schools engaged with this opportunity).

## Variations in level and type of engagement

The average PESSPA engagement for all 10 measures was calculated for the whole sample and expressed as a percentage (e.g. 100% would indicate schools engaged with all PESSPA opportunities). Schools were grouped in their respective district and the percentage of engagement for all PESSPA measures was computed. Districts were ranked into two groups based on their average levels of PESSPA engagement: districts below the overall average engagement were categorised into 'lower levels of engagement' and those above categorised into 'higher levels of engagement'. The average PESSPA engagement for each district was calculated for standard engagement and additional engagement measures. Differences in PESSPA engagement between lower and higher levels of engagement groups were analysed using cross-tabulations and chi-square, with statistical significance set at  $P < 0.05$ .

## Associations between PESSPA engagement and wider public health and school factors

Relevant socioeconomic, health and wellbeing, and school performance indicators were selected from current publicly available datasets. These datasets are referenced and linked on pages 18 and 19.

Spearman's rank-order correlation analysed associations between PESSPA engagement and wider factors. Correlation coefficients were interpreted as small = 0.1, medium = 0.2, and large = 0.3 (Gignac & Szodorai, 2016). Large correlations indicated significant associations. Ofsted ratings (i.e., outstanding, good, requires improvement and inadequate) for the 442 primary, all-through and special schools in Birmingham were collated. In each district, the prevalence of each Ofsted rating was computed and expressed as a percentage. Spearman's rank-order correlation analysed associations between PESSPA engagement and Ofsted ranking. Correlations interpreted as large were deemed significant.

### Statistical significance

Throughout this report, where differences in PESSPA engagement or associations between levels of engagement and wider factors are reported, these are statistically significant at  $p < .05$ .

This means there is a less than a 5% chance that changes reported are not real changes that might be expected in the wider population beyond the sample.

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# Appendix

## District PESSPA Engagement

District	Number of Schools	Average PESSPA Engagement (%)
Edgbaston	39	30%
Erdington	39	34%
Hall Green	48	41%
Hodge Hill	46	41%
Ladywood	64	32%
Northfield	46	34%
Perry Barr	47	34%
Selly Oak	37	44%
Sutton Coldfield	36	39%
Yardley	38	35%