SPEAR

SPORT, PHYSICAL EDUCATION & ACTIVITY RESEARCH

Youth Sport Trust

Evaluation of the
YA Peer Leader Programme

FINAL REPORT

March 2016

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CONTENTS

HEADLINES

WHO PARTICIPATED?

- *In 2015/16, the YA Peer Leader programme has engaged over 9,800 young participants including almost 1,300 young people with SEND in peer led activities.*

- *Around 1,700 Peer Leaders and 300 school staff from 191 schools attended conference training, with attendees cascading training to over 160 colleagues and 420 Peer Leaders.*

- *Over half of all schools engaged in the programme are primary (58%) and just over a third are secondary (36%). Special schools comprise 6% of the sample.*

- *Around a third of schools have run the programme for 12 weeks or more (34%), a fifth for approximately 10 weeks (19%) and just under half for less than 10 weeks (47%).*

- *The majority of schools yet to run the programme for 12 weeks plan to do so (83%). Schools cited the timing of conference training as the main reason for delaying delivery; by September, school staff, space and time were often already committed.*

- *Primary schools are each engaging around 45 participants in the peer led activities, secondary schools around 55 and special schools around 18.*

- *Participants have primarily been selected because they are perceived to be less active (67%), or not engaging with PE and school sport (43%).*

WHAT WAS THE IMPACT?

- *Survey returns from over 2,100 participants show that the programme has significantly increased the physical activity levels, physical literacy, social, emotional and individual development, opportunities and awareness of primary participants.*

- *The percentage of primary participants achieving 60 daily active minutes has increased from 38% to 46%, resulting in 442 children newly meeting CMO guidelines for physical activity.* [1]

- *Data suggest the programme has yet to impact positively on secondary participants.*

- *Over 90% of primary staff but less than two-thirds of secondary staff (62%) believe the programme has helped participants achieve 60 active minutes every day.*

- *Almost a third of secondary respondents to the School Staff Survey (30%) reported that it was difficult to engage targeted pupils in outdoor activity over the winter.*

- *Engaging in peer led activities is seen by around 90% of school staff to have increased participants' confidence, social skills, sense of belonging and knowledge of healthy lifestyles.*

- *Around four-fifths of school staff (~83%) believe the programme has increased participants' awareness of activity and leadership opportunities and raised aspirations.*

- *Interview, survey and site visit data show that Peer Leaders have developed valuable attributes and transferable skills, including confidence, communication and initiative.*

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[1] Start Active, Stay Active: A report on physical activity for health from the four home countries' Chief Medical Officers, 2011. Available at: https://www.sportengland.org/media/388152/dh_128210.pdf

- *Peer Leaders are now happier, more confident leaders; they are aspirational, show creativity, resilience and empathy, and understand how being a leader can support their development.*

- *The development of Peer Leaders' skills and attributes is supported by increased opportunities to coach sport (+40%), plan sessions (+38%) and lead activities (+46%).*

- *Increased leadership provision has been facilitated by increases in the competence and understanding of school staff around leadership development and the leadership pathway.*

- *The majority of school staff believe the programme has added value to schools' healthy lifestyle offer (80%), PE delivery (81%) and sport provision (85%).*

WHAT WORKED & WHAT WERE THE CHALLENGES?

- *YA Peer Leader conference training was valued highly by school staff, rating top among aspects of the programme useful to delivery.*

- *Around two-thirds of schools (66%) postponed delivery of the programme until after the October 2015 half term and in some cases, until January 2016.*

- *The key implication of delaying programme delivery was the challenge of engaging participants in a programme focused on playground activities over the winter.*

- *The chance to have fun, be with friends and take part in activities led by peers was seen by 81%, 70% and 60% of school staff respectively to be highly effective in engaging participants.*

- *PE and Sport Premium funding is being used by just under half of primary schools (45%) to support delivery of the peer led activities.*

- *Most schools have considered exit routes, with further leadership opportunities planned for Peer Leaders (82%) and other sports and extracurricular clubs for participants (87%).*

- *Less than a fifth of schools have no planned exit routes for Peer Leaders (18%) or participants (13%).*

WHAT WAS THE ADDITIONAL IMPACT OF THE YA PEER LEADER PROGRAMME COMPARED TO THE COUNTERFACTUAL CASE?

- *The YA Peer Leader programme out-performed the counterfactual case (the most likely alternative intervention in a scenario in which the YA Peer Leader programme had not been commissioned), generating:*

  - *over 5,000 more participants...*   }
  - *over 800 more Peer Leaders...*   } *than was modelled for*
  - *over 50 more newly active primary participants...*   } *the counterfactual case*
  - *almost 120 more Peer Leaders accessing opportunities... }*

- *This enhanced impact over and above the counterfactual has been achieved through success in recruiting schools as a result of the SGO network, and the focus of the programme on a greater number of participants and Peer Leaders in a smaller number of schools.*

RECOMMENDATIONS

Recommendation for schools…

- *Capture the interest and engagement of young people in programmes aimed at increasing activity levels by 'selling' the programmes as a chance to have fun with friends.*

Recommendations for programme managers…

- *Encourage schools to embed the leadership pathway by highlighting the potential for leadership opportunities to develop transferable skills and support whole school outcomes.*

- *Maximise opportunities for funding by promoting the alignment of leadership and activity programmes with existing and emerging public health agendas.*

- *Facilitate effective and efficient programme implementation and evaluation by scheduling training towards the end of a school term where possible.*

Recommendation for programme funders…

- *Establish the efficacy of informal, peer led activity in increasing the engagement and activity levels of less active, secondary-aged young people.*

1) CONTEXT

1.1) ABOUT THE PROGRAMME

The 2015/16 YA Peer Leader programme is funded by the Department for Education (DfE) and delivered by the Youth Sport Trust (YST). The programme aims to increase activity levels and support leadership and holistic development through delivery of inclusive, engaging peer led activity. Schools access the programme through online resources and training material, or by attending a regional conference, receiving enhanced support and being part of the programme evaluation. Training has been provided for 309 school staff and 1,702 Peer Leaders through 10 regional conferences to support the delivery of 12 weeks, or sessions, of peer led activity.

1.2) ABOUT THE EVALUATION

SPEAR has been commissioned from June 2015 to March 2016 to conduct an independent evaluation of the YA Peer Leader programme. The evaluation is designed to capture evidence of outcomes achieved and draw out key lessons learnt. The six key objectives for the evaluation are:

1. *Investigate the impact of the YA Peer Leader programme on the development of Peer Leaders and the participation of the least active young people over 12 weeks of the programme.*

2. *Evaluate Peer Leaders', teachers' and SGOs' perceptions of the training, resources, support, delivery and impact of the YA Peer Leader programme.*

3. *Explore Peer Leaders', young participants', teachers', SGOs' and training providers' experiences of the YA Peer Leader programme.*

4. *Assess how the programme is being delivered and sustained in schools to develop peer led activity and the leadership pathway; increase physical activity participation, health and wellbeing and; support whole school achievement.*

5. *Identify the design and delivery aspects of the YA Peer Leader programme that have been most and least successful, and factors that have helped or hindered the success of the programme.*

6. *Estimate the counterfactual for what would have happened had the programme not been implemented.*

In December 2015, SPEAR produced an Interim Report including Perceptions of Conference Training and Initial Participation and Delivery Insights. This Final Report both supplements and supersedes the Interim Report. The Final Report focuses on the impact of the programme on participants, Peer Leaders, school staff and schools; explores how the programme has worked in schools and; provides a counterfactual estimation for the programme. Data informing this report are drawn from YST monitoring data, and survey returns from 2,123 participants, 1,430 Peer Leaders and 71 school staff. Young Sports Reporter video entries from 9 schools, telephone interviews with 6 school staff and data from 5 site visits complements and triangulates the survey data allowing the perspectives and experiences of a range of stakeholders to be presented.

Key messages are summarised at the start of each section (and in the Headlines section on pages 2-4). The report is divided into four substantive sections: Who participated? What was the impact? What worked & what were the challenges? and What was the additional impact of the YA Peer Leader programme compared to the counterfactual case? Recommendations for activity and leadership programmes drawn from this evaluation are also presented. Table 1.1 summarises the evaluation approach for the programme.

1.3) EVALUATION APPROACH

Table 1.1) YA Peer Leader programme evaluation

	Research	Sample
Relationship management	• Sustained relationship management with school staff to facilitate evaluation participation.	170 staff in participating schools recruited to SPEAR research panel.
Young People Quiz	• Cross sectional survey of participants completed in weeks 1 and 12 of the programme. • Data analysed to assess the impact of the programme on physical activity levels; physical literacy; social, emotional and individual development; opportunities and; awareness.	2,447 survey returns from 2,123 participants in 44 schools (MME*+/-1.9%). All school returns (44 schools): Wk 1 n=1,539, Wk 12 n=908 (MME*+/-3.1%). Primary school returns (20 schools): Wk 1 n=544, Wk 12 n=482 (MME*+/-4.3%). Secondary school returns (21 schools): Wk 1 n=963, Wk 12 n=392 (MME*+/-4.7%). Special school returns (3 schools): Wk 1 n=32, Wk 12 n=34 (MME* n/a).
Peer Leader Quiz	• Cross sectional survey of Peer Leaders completed on engagement (at a YA Peer Leader training conference) and week 12 of the programme. • Data analysed to assess physical activity levels; social, emotional and individual development; leadership skills and attributes and; activity and leadership opportunities.	1,568 survey returns from 1,430 Peer Leaders in 163 schools (MME*+/-1.0%). All school returns (163 schools): Wk 1 n=1,321, Wk 12 n=247 (MME*+/-5.8%). Primary school returns (89 schools): Wk 1 n=703, Wk 12 n=127 (MME*+/-8.1%). Secondary school returns (69 schools): Wk 1 n=584, Wk 12 n=97 (MME*+/-9.1%). Special school returns (5 schools): Wk 1 n=34, Wk 12 n=23 (MME* n/a).
School Staff Survey	• Online survey to capture perceptions of impact and delivery administered Dec 2015 and Jan 2016.	Completions from 71 staff (26 primary, 36 secondary, 9 special schools, MME*+/-9.2%).
School Staff Interviews	• Telephone interviews with school staff to create mini case studies charting the journey of the school, group or individual.	Telephone interviews with 6 school staff.
Interactive Case Studies	• Site visits to create interactive case studies capturing delivery and impact. • Includes interviews, focus groups and observation of peer led activity.	Visits made to 5 schools; 2 primary, 2 secondary and 1 special school.
Young Sports Reporter Award	• Young Sports Reporter video entries to capture experiences of the programme.	Young Sports Reporter video entries from 9 schools.
Counterfactual Estimation	• Telephone interviews with representatives of the DfE and YST to inform counterfactual estimation.	Telephone interviews conducted with senior representatives of the DfE (1) and YST (1).
Secondary Analysis	• Analysis of YST monitoring returns to generate participation figures. • Analysis of YST Pre and Post Conference PE & School Sport Staff Survey returns.	Returns from 115 of 191 participating schools (MME*+/-5.7%). YST Pre/Post Conference returns from 164/ 156 school staff (MME*+/-2.9%; +/-3.4%).

* MME = Maximum Margin of Error.

2) WHO PARTICIPATED?

HEADLINES

- *In 2015/16, the YA Peer Leader programme has engaged over 9,800 young participants including almost 1,300 young people with SEND in peer led activities.*

- *Around 1,700 Peer Leaders and 300 school staff from 191 schools attended conference training, with attendees cascading training to over 160 colleagues and 420 Peer Leaders.*

- *Over half of all schools engaged in the programme are primary (58%) and just over a third are secondary (36%). Special schools comprise 6% of the sample.*

- *Around a third of schools have run the programme for 12 weeks or more (34%), a fifth for approximately 10 weeks (19%) and just under half for less than 10 weeks (47%).*

- *The majority of schools yet to run the programme for 12 weeks plan to do so (83%). Schools cited the timing of conference training as the main reason for delaying delivery; by September, school staff, space and time were often already committed.*

- *Primary schools are each engaging around 45 participants in the peer led activities, secondary schools around 55 and special schools around 18.*

- *Participants have primarily been selected because they are perceived to be less active (67%), or not engaging with PE and school sport (43%).*

In 2015, SGOs and schools were invited to apply for the YA Peer Leader programme and a total of 191 schools attended the regional training conferences held across England. These schools, their Peer Leaders and the participants of the peer led activity comprise the sample for evaluation of the YA Peer Leader programme. Data informing this section are drawn from 115 school monitoring returns collated by YST; 164 YST PE & School Sport Staff Survey completions; 71 SPEAR School Staff Survey responses and; quiz returns from 2,123 participants and 1,430 Peer Leaders.

Outputs for the YA Peer Leader programme are presented in table 2.1.

Table 2.1) YA Peer Leader programme outputs[1]

Since June 2015, the YA Peer Leader programme has:	
engaged	191 schools in the programme, conference training and evaluation
...and trained	309 school staff and 1,702 Peer Leaders
…to deliver activities to	9,814 young participants
...of whom	5,108 are boys, 4,706 are girls,
	1,259 have SEND
…and	960 are from a BME group

[1] YST monitoring data from 115 of 191 participating schools has been appropriately upscaled to provide participation figures for the population of schools engaged in the programme (MME +/-5.7%). Unscaled summary data are presented in appendix B.

2.1) SCHOOLS

Figure 2.1 shows the geographic and socioeconomic spread of the 191 schools participating in the programme and evaluation. ***Over half of all schools are primary (58%) and just over a third are secondary (36%). Special schools comprise 6% of the sample.*** Schools are situated across the UK and within areas of varying levels of deprivation.
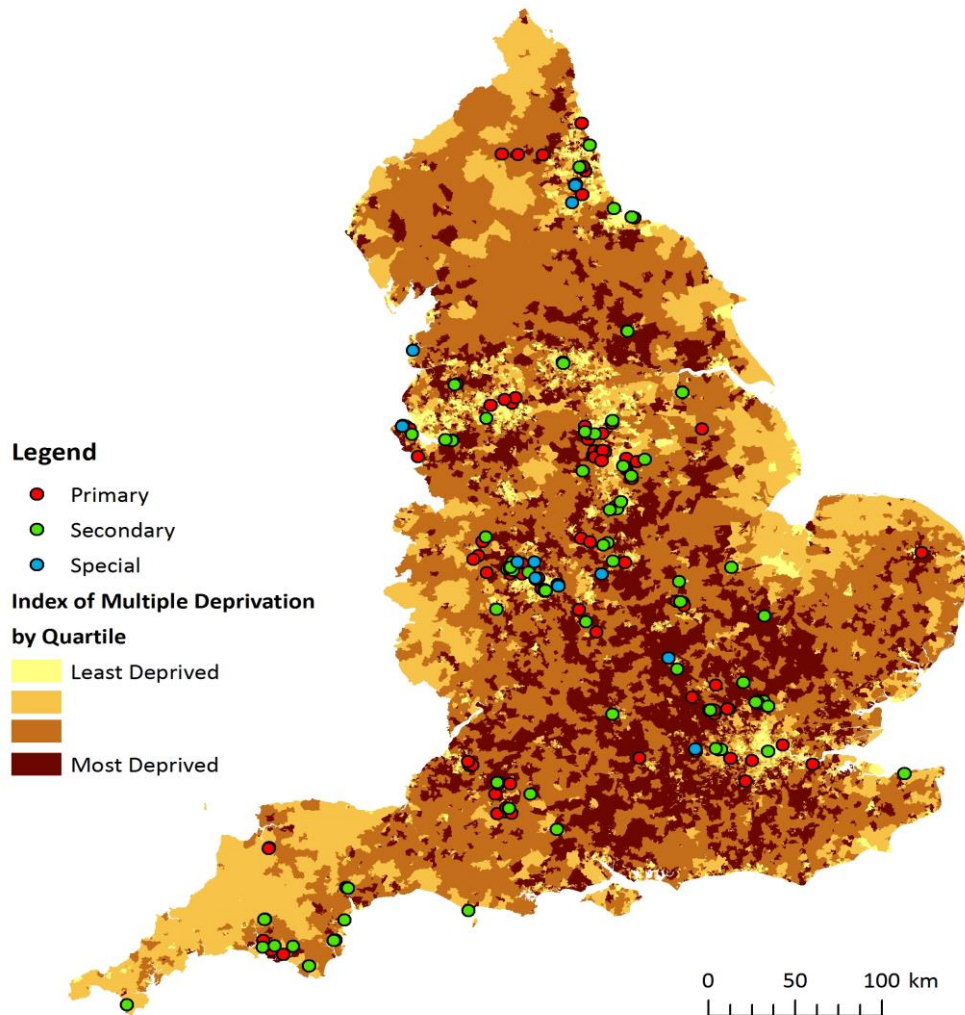

Figure 2.1) Geographic and socioeconomic spread of participating schools

Among the site visit schools, the main reason for participating in the YA Peer Leader programme was to enhance the provision of leadership opportunities for their pupils. The lead at Southfield School for Girls said that *"although students have lots of opportunities to lead and coach, we looked at YA Peer Leaders as a great way to develop more transferrable leadership skills"* (lead, East Midlands site visit secondary school, appendix D). Participants at site visit schools were not specifically targeted, however, the Head of PE at Herne Bay High believed the programme was an opportunity to focus on engaging less active and less confident pupils (South East site visit secondary school, appendix D). The lead at Southfield explained that they offered a range of extracurricular sports clubs, but that *"it is usually the same 'sporty' people that turn up."* She thought that peer led activity was a chance to engage less active or less 'sporty' pupils *"from a different perspective"* (lead, East Midlands site visit secondary school, appendix D).

Responses to the School Staff Survey suggest that by March 2016, *around a third of schools have run the YA Peer Leader programme in their school for 12 weeks or more (34%), a fifth for approximately 10 weeks (19%) and just under half for less than 10 weeks (47%). The majority of schools yet to run for 12 weeks plan to do so (83%). Schools cited the timing of conference training as the main reason for delaying delivery; by September, school staff, space and time were often already committed.*

Just over two-thirds of schools (67%) are running the programme with around 10 Peer Leaders per school. Around a fifth (22%) are running with less than 10 Peer Leaders, and around a tenth (11%) with more than 10. Young People Quiz returns suggest that *primary schools are each engaging around 45 participants in the peer led activities, secondary schools around 55 and special schools around 18.*

2.2) SCHOOL STAFF

Responses to the YST Start of Conference School Staff Survey suggest that over half of school staff engaged in the programme and supporting the Peer Leaders are female (57%), under half are male (43%); almost all are from a white ethnic background (96%). Almost half of participating school staff cite their primary role as being PE or sports related (e.g. PE teacher, sports coordinator, 49%). Just under a third cite their key role as 'teacher' (30%), 5% as headteacher or senior lead teacher, and 16% as 'other' (e.g. health and wellbeing lead, achievement coach, leadership organiser). School staff reporting to have a disability comprise 4% of the sample.

2.3) PEER LEADERS

Over 1,700 Peer Leaders are engaged in the programme and have been trained to deliver physical activity sessions to their peers. (Peer Leader demographics drawn from YST monitoring data and Peer Leader Quiz returns are presented in table 2.2.) Responses to the School Staff Survey suggest that almost two-thirds of Peer Leaders have been selected because they show 'a commitment to helping others be active' (64%). Around two-thirds of Peer Leaders are existing Sports Leaders (64%); just under a third are existing Young Ambassadors (30%). Around a tenth of schools selected Peer Leaders for 'other' reasons (9%); comments from the School Staff Survey and site visits indicate that Peer Leaders with varying attributes have often been selected to form a cohort, or pair, that can support and learn from one another:

> *We have some who are very sporty but lack confidence, some who aren't so sporty but are very confident, and some who just have natural leadership skills. We try to pair them up strategically so hopefully they will bounce off each other and maybe turn some of their weaknesses into strengths.*
>
> (PE Specialist, South East site visit primary school [Cecil Road], appendix D)

Table 2.2) Peer Leader demographics

	Peer Leaders	Schools	Boys	Girls	Target year group
Primary	987 (58%)	111 (58%)	461 (47%)	526 (53%)	96% (5-6)
Secondary	613 (36%)	69 (36%)	236 (39%)	377 (61%)	90% (8-9)
Special	102 (6%)	11 (6%)	69 (68%)	33 (32%)	n/a (48% 6-9, 52% 10-14)
Total	**1,702**	**191**	**766 (45%)**	**936 (55%)**	-

2.4) YOUNG PARTICIPANTS

Over 9,800 young participants are engaged in the peer led activities. (Participant demographics drawn from YST monitoring data and Young People Quiz returns are presented in table 2.3.) Responses to the School Staff Survey suggest that ***participants have primarily been selected because they are perceived to be less active (67%), or not engaging with PE and school sport (43%).*** Over a quarter of schools have targeted participants for 'other' reasons, for example, pupils lacking in confidence, not engaging in extracurricular clubs, pupils with SEND, and Pupil Premium children (27%). Around a quarter of schools have not targeted any specific pupil characteristics (27%).

Table 2.3) Young participant demographics

	Participants	Schools	Boys	Girls	Target year group
Primary	5,452 (56%)	111 (58%)	2,790 (51%)	2,662 (49%)	82% (3-6)
Secondary	4,136 (42%)	69 (36%)	2,151 (52%)	1,985 (48%)	99% (7-9)
Special	226 (2%)	11 (6%)	167 (74%)	59 (26%)	n/a (62% 5-9, 38% 9-13)
Total	**9,814**	**191**	**5,108 (52%)**	**4,706 (48%)**	-

3) WHAT WAS THE IMPACT?

HEADLINES

- *Survey returns from over 2,100 participants show that the programme has significantly increased the physical activity levels, physical literacy, social, emotional and individual development, opportunities and awareness of primary participants.*

- *The percentage of primary participants achieving 60 daily active minutes has increased from 38% to 46%, resulting in 442 children newly meeting CMO guidelines for physical activity.*

- *Data suggest the programme has yet to impact positively on secondary participants.*

- *Over 90% of primary staff but less than two-thirds of secondary staff (62%) believe the programme has helped participants achieve 60 active minutes every day.*

- *Almost a third of secondary respondents to the School Staff Survey (30%) reported that it was difficult to engage targeted pupils in outdoor activity over the winter.*

- *Engaging in peer led activities is seen by around 90% of school staff to have increased participants' confidence, social skills, sense of belonging and knowledge of healthy lifestyles.*

- *Around four-fifths of school staff (~83%) believe the programme has increased participants' awareness of activity and leadership opportunities and raised aspirations.*

- *Interview, survey and site visit data show that Peer Leaders have developed valuable attributes and transferable skills, including confidence, communication and initiative.*

- *Peer Leaders are now happier, more confident leaders; they are aspirational, show creativity, resilience and empathy, and understand how being a leader can support their development.*

- *The development of Peer Leaders' skills and attributes is supported by increased opportunities to coach sport (+40%), plan sessions (+38%) and lead activities (+46%).*

- *Increased leadership provision has been facilitated by increases in the competence and understanding of school staff around leadership development and the leadership pathway.*

- *The majority of school staff believe the programme has added value to schools' healthy lifestyle offer (80%), PE delivery (81%) and sport provision (85%).*

This section focuses on the impact of the YA Peer Leader Programme on young participants, Peer Leaders, school staff and schools. Data informing this section are drawn from YST monitoring data; survey returns from 2,123 participants, 1,430 Peer Leaders and 71 school staff; Young Sports Reporter video entries from 9 schools; telephone interviews with 6 school staff and; data from 5 site visits.

Only a third of schools have run the YA Peer Leader Programme for 12 weeks or more. Data from two-thirds of the 71 respondents to the School Staff Survey therefore represent initial perceptions of impact. The timing of delivery in schools also means that young people in two-thirds of schools have not yet completed their week 12 Young People and Peer Leader Quizzes. The sample of week 12 survey returns is subsequently smaller than returns on engagement with the programme.

Data presented in section 1, table 1.1 show that the sample of Young People Quiz returns at week 12 is sufficient to provide evidence of impact on all participants, and to allow sub-analysis of impact on primary and secondary participants. The impact of the programme on the physical activity levels of boys and girls is presented, however, these data have maximum margins of error of around 6.5% and should be viewed with caution. The sample of week 12 Peer Leader Quiz returns has a maximum margin of error of 5.8% and is therefore insufficient to allow sub-analysis by school or gender.

Young people in special schools comprise 3% and 4% of the sample of Young People and Peer Leader Quiz returns respectively. Data from these survey returns are not presented separately because the sample is too small to allow robust inferences to be made. They are, however, included in the analysis of impact on all young people. They are also used to inform the narrative together with the survey responses of staff from special schools and data from the special school site visit. These data provide an insight into the experiences of participants, Peer Leaders and staff in the 11 special schools engaged in the programme.

In tables and figures throughout this report, statistically significant changes at p<.05 in overall responses are shown with an underline under the relevant figures.

3.1) YOUNG PARTICIPANTS

Table 3.1 shows the impact of the YA Peer Leader programme on key outcome indicators for participants: physical activity; physical literacy; social, emotional and individual development; opportunities and; awareness. Survey data from young people presented in table 3.1 show that *the programme has significantly increased the physical activity levels, physical literacy, social, emotional and individual development, opportunities and awareness of primary participants. However, data from the Young People Surveys suggest the programme has yet to impact positively on secondary participants.*

The Young People Quiz has been completed in weeks 1 and 12 of engagement in the peer led activities. The survey asks participants what they do, think and feel about being active and healthy, about being at school, and about themselves. It asks about the activity and leadership opportunities they have had, and the activity and leadership opportunities they are aware of (appendix A2).

Physical activity
This outcome is assessed by asking participants if they achieve at least 60 active minutes where their heart beats faster 'every day', 'most days', 'some days' or 'never'. The values presented in table 3.1 reflect the number of participants reporting to meet recommended guidelines for physical activity 'every day'. [3]

The values presented for physical literacy; social, emotional and individual development; opportunities and; awareness are each drawn from participants' responses to a series of questions relating to each key outcome (survey questions aligned to each outcome are presented in this section).

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[3]Start Active, Stay Active: A report on physical activity for health from the four home countries' Chief Medical Officers, 2011. Available at: https://www.sportengland.org/media/388152/dh_128210.pdf

Physical literacy
This outcome is assessed by asking participants 9 questions about their physical activity behaviour, confidence, motivation and knowledge and understanding 'every day', 'most days', 'some days' or 'never'. The values shown in table 3.1 reflect the sum of the 'every day' responses to these multiple questions.

Social, emotional and individual development
This outcome is assessed by asking participants 13 questions about their happiness, confidence, creativity, aspirations, resilience, empathy and sociability 'every day', 'most days', 'some days' or 'never'. The values shown in table 3.1 reflect the sum of the 'every day' responses to these multiple questions.

Activity and leadership opportunities
This outcome is assessed by asking participants 5 questions about the opportunities they have had to lead and be active 'a lot', 'a little', 'not much' or 'not at all'. The values shown in table 3.1 reflect the sum of the 'a lot' responses to these multiple questions.

Awareness of activity and leadership opportunities
This outcome is assessed by asking participants 6 questions about the activity and leadership opportunities they are aware of 'a lot', 'a little', 'not much' or 'not at all'. The values shown in table 3.1 reflect the sum of the 'a lot' responses to these multiple questions.

Table 3.1 shows that over 12 weeks of engagement, ***the percentage of primary participants achieving 60 daily active minutes has increased from 38% to 46%, resulting in 442 children newly meeting CMO guidelines for physical activity.[4]*** While the activity levels of primary participants have increased over the course of the programme, the percentage of secondary participants reporting to achieve at least 60 active minutes every day has decreased from 33% to 26%. Figure 3.1 suggests that the impact differs between boys and girls; activity levels significantly increasing in primary girls and significantly decreasing in secondary boys.
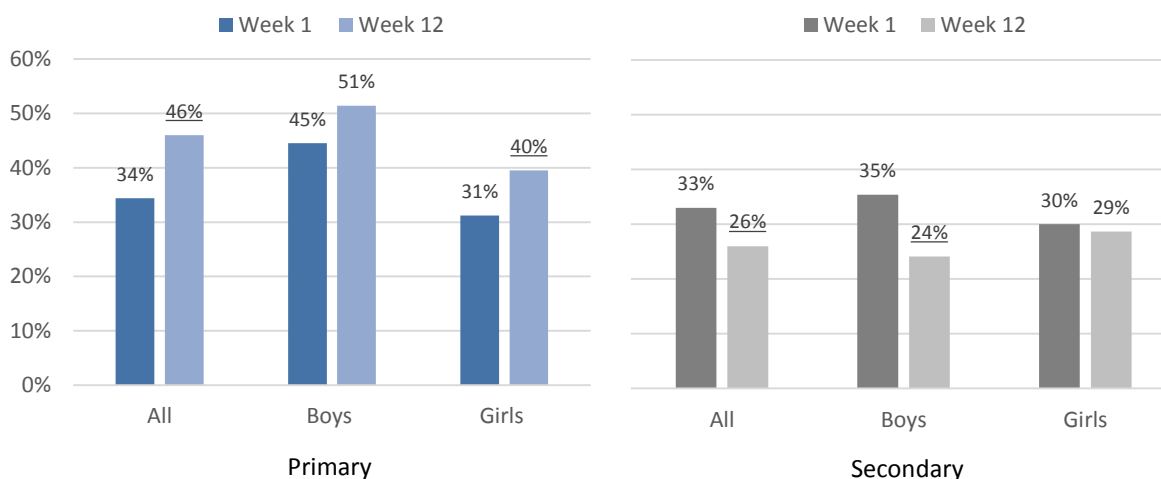
Figure 3.1) Participants achieving at least 60 active minutes 'every day'
(Young People Quiz, Primary: All wk1 n=544, wk12 n=482; Boys wk1 n=258, wk12 n=247; Girls wk1 n=286, wk12 n=235. Secondary: All wk 1 n=963, wk 12 n=392; Boys wk 1 n=494, wk 12 n=203; Girls wk 1 n=469, wk 12 n=189).

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[4] [4]Start Active, Stay Active: A report on physical activity for health from the four home countries' Chief Medical Officers, 2011. Available at: https://www.sportengland.org/media/388152/dh_128210.pdf

Table 3.1) Impact of the programme on young participants (n=2,123) [1]

ON JOINING THE PROGRAMME…

Participants	All (9,814)	Primary (5,452)	Secondary (4,136)
Participation in at least 60 active minutes 'every day'	**3,376** (34%)	**2,045** (38%)	**1,357** (33%)
Physical literacy 'every day'	**4,299** (37%)	**2,884** (50%)	**1,580** (29%)
Social, emotional and individual development 'every day'	**3,641** (40%)	**2,737** (51%)	**1,204** (33%)
Activity and leadership opportunities 'a lot'	**2,198** (22%)	**1,625** (30%)	**744** (18%)
Awareness of activity and leadership opportunities 'a lot'	**3,111** (32%)	**1,894** (34%)	**1,249** (30%)

…12 WEEKS LATER

Participants	All (9,814)	Primary (5,452)	Secondary (4,136)
Participation in at least 60 active minutes 'every day'	**3,602** (37%)	**2,486** (46%)	**1,088** (26%)
Physical literacy 'every day'	**4,505** (41%)	**3,179** (55%)	**1,290** (24%)
Social, emotional and individual development 'every day'	**3,994** (43%)	**2,998** (53%)	**972** (24%)
Activity and leadership opportunities 'a lot'	**2,885** (29%)	**2,061** (38%)	**790** (19%)
Awareness of activity and leadership opportunities 'a lot'	**3,474** (35%)	**2,192** (40%)	**1,212** (29%)

WHAT WAS THE IMPACT?

Participants	All (9,814)	Primary (5,452)	Secondary (4,136)
Participation in at least 60 active minutes every day	**+7%** (+226)	**+22%** (+442)	**-20%** (-269)
Physical literacy	**+5%** (206)	**+10%** (+294)	**-18%** (-290)
Social, emotional and individual development	**+10%** (+353)	**+9%** (+251)	**-19%** (-232)
Activity and leadership opportunities	**+31%** (+687)	**+27%** (+436)	**+6%** (+45)
Awareness of activity and leadership opportunities	**+12%** (+363)	**+18%** (+338)	**-3%** (-37)

[1] All n=2,123, wk1 n=1,539, wk12 n=908; Primary n=906, wk1 n=544, wk12 n=482; Secondary n=1,162, wk1 n=963, wk 12 n=392.

In addition to asking participants about their physical activity levels, participants were asked about their physical literacy; what they do, think and feel about being healthy and active. Table 3.1 shows that the impact of the programme on participant's physical literacy is consistent with the impact on activity; significantly increasing in primary participants and significantly decreasing in secondary participants. Figure 3.2 shows that after 12 weeks of engagement in peer led activities, primary participants are more active, more often. They also enjoy taking part in new activities and have the confidence to make up new games more than they did before.
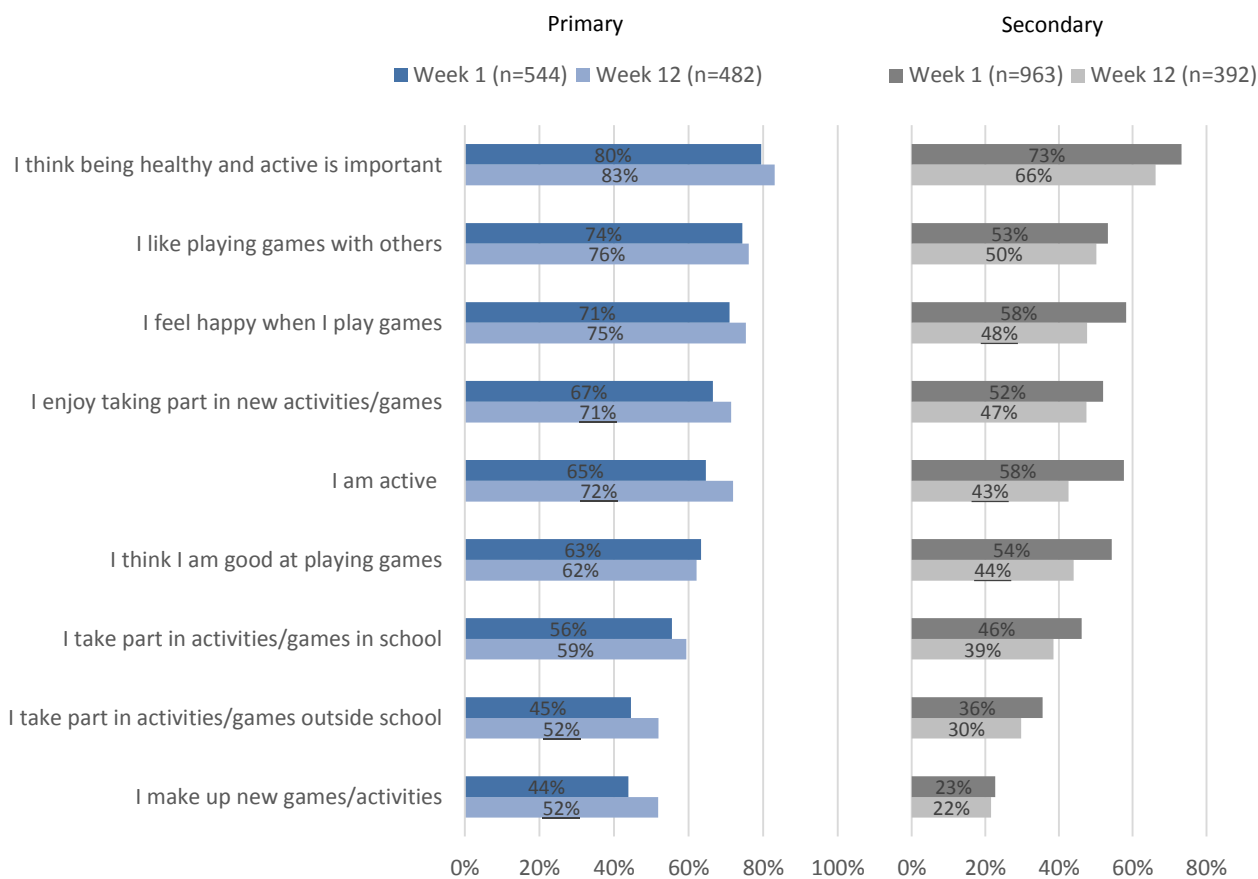
Figure 3.2) Aspects of physical literacy reported 'every day' (Young People Quiz)

Once again, responses to the Young People Quiz suggest the programme has yet to have a positive impact on the social, emotional and individual development of secondary participants. However, a significant increase is evident among primary participants, with specific increases in their aspiration to learn, their empathy to help others and their resilience to keep trying if they don't get something right first time (figure 3.3).

While secondary participants have not perceived a change in opportunities or awareness, primary participants believe they have more activity and leadership opportunities and are more aware of activity and leadership opportunities than they were at the start of the programme. Primary participants report to have significantly more opportunities to engage in, help with, plan, and lead physical activities and games than they did on joining the programme (figure 3.4). They are also more aware of physical activities they can do and sports clubs they can join both inside and outside of school, and how to become a leader outside school (figure 3.5).

Primary

■ Week 1 (n=544) ■ Week 12 (n=482)

Secondary

■ Week 1 (n=963) ■ Week 12 (n=392)

Statement	Primary Week 1	Primary Week 12	Secondary Week 1	Secondary Week 12
I think learning at school is important	80%	79%	61%	57%
I like to learn new things	70%	75%	53%	50%
I like to listen to others	67%	72%	48%	47%
I like taking part in class	62%	68%	37%	34%
I try again if I don't get something right first time	53%	63%	42%	36%
I like being with other young people	64%	63%	47%	40%
I like being at school	58%	62%	30%	23%
I like to try new things	59%	61%	44%	37%
I like finding out about things	52%	60%	39%	34%
I help others in class	49%	57%	31%	26%
I share my ideas with others	50%	53%	34%	33%
I feel happy	45%	50%	25%	22%
I feel confident	44%	49%	31%	29%

Figure 3.3) Aspects of social, emotional and individual development reported 'every day'
(Young People Quiz)

Primary

■ Week 1 (n=544) ■ Week 12 (n=482)

Secondary

■ Week 1 (n=963) ■ Week 12 (n=392)

Statement	Primary Week 1	Primary Week 12	Secondary Week 1	Secondary Week 12
Take part in new activities/games	57%	63%	54%	49%
Help with activities/games	37%	50%	22%	22%
Plan activities/games	37%	47%	21%	21%
Lead activities/games	35%	42%	22%	18%
Attend a leaders course	32%	36%	16%	19%
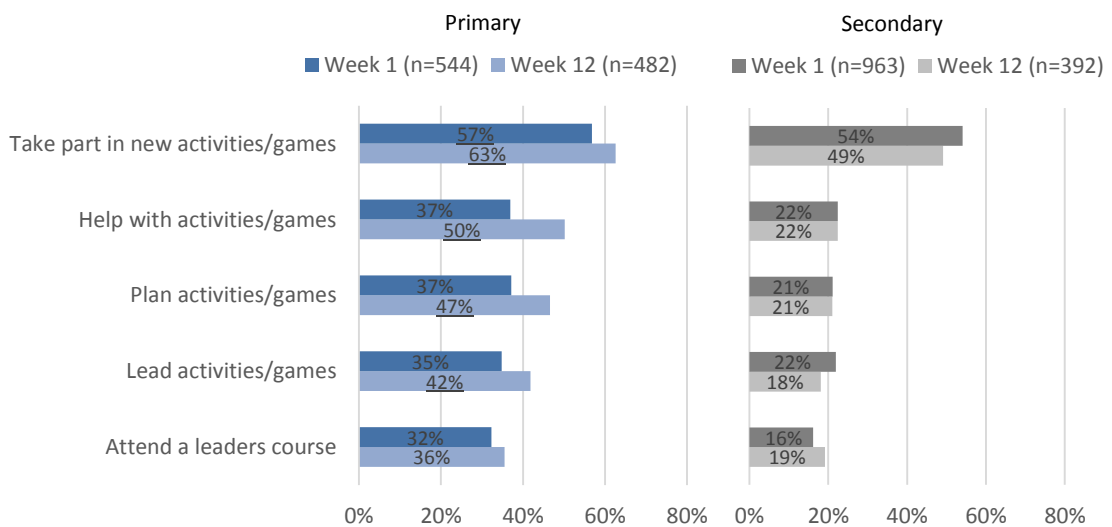
Figure 3.4) Activity and leadership opportunities reported 'a lot' (Young People Quiz)

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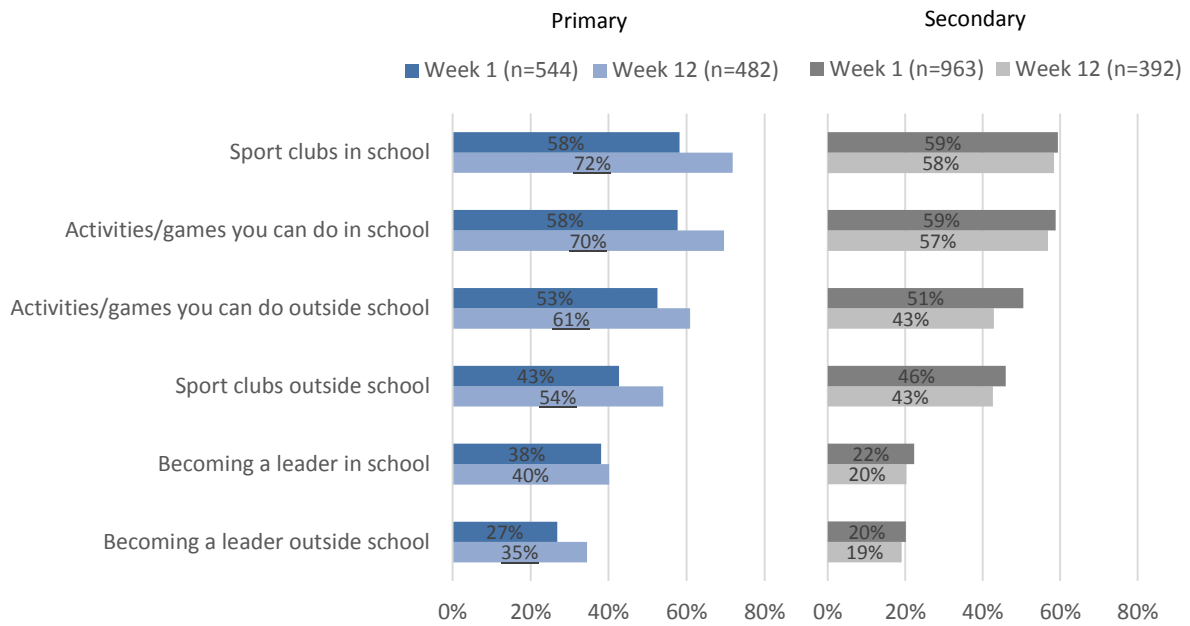
Figure 3.5) Awareness of activity and leadership opportunities 'a lot' (Young People Quiz)

Figure 3.6 shows that 'having fun', 'being with friends' and 'feeling happy' consistently rate top among aspects of activity enjoyed by participants. The opportunity to make new friends, learn new things and make up new games is more important to primary than secondary participants. Under two-thirds of primary and just over half of secondary participants like 'playing to win'.
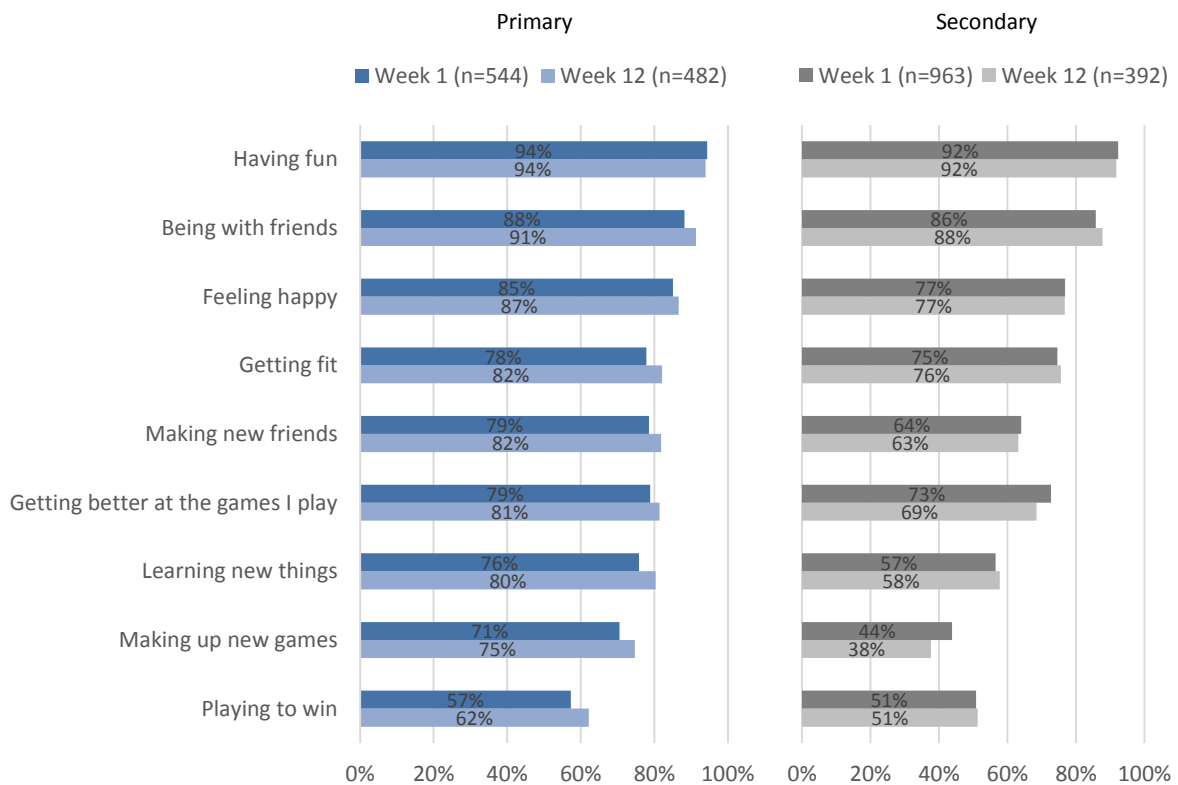
Figure 3.6) Aspects of activity enjoyed by participants (Young People Quiz)

Responses to the School Staff Survey provide some support for the participation impact data from the Young People Quiz. Figure 3.7 shows that around 90% of school staff believe the programme has helped participants become positive about sport and being active, and assisted the development of physical skills. Around three-quarters of respondents feel the programme has helped participants increase their activity levels. While the sample of primary and secondary respondents is small (26 and 36 respectively), **over 90% of primary school staff but less than two-thirds of secondary school staff (62%) feel the programme has helped participants achieve 60 active minutes every day. Almost a third of secondary respondents (30%) reported that they found it difficult to engage targeted pupils in outdoor activity over the winter:**

> *The biggest barrier in getting young people active through this programme is the time of year it rolled out. The focus is on playground activities but the weather has been so appalling it has disrupted the enthusiasm of participants - they don't want to be outside in the cold and the wet. I strongly believe that if delivery in schools had rolled out around Easter it would have been a completely different story, far more successful.*

(Secondary respondent, School Staff Survey)
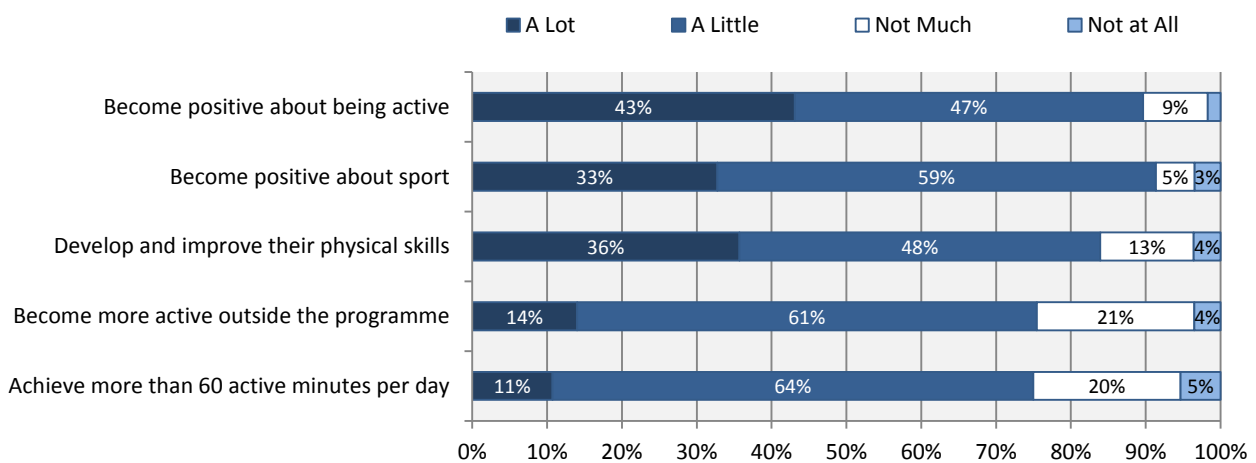
Figure 3.7) Impact on participants' physical activity and physical literacy
(School Staff Survey, n=71)

Communication with programme leads, responses to the School Staff Survey and insights from site visits suggest that increasing activity levels among less active pupils was seen by some school as a subsidiary aim of the programme, focus placed primarily on the development of Peer Leaders. At Southfield, the lead hoped the programme would increase activity levels "*but that was not really our main goal with the Peer Leader programme*" (lead, East Midlands site visit secondary school, appendix D). While visit schools did not specifically focus on participation, programme leads, Peer Leaders and participants at all visit schools commented on the positive impact of participation in the peer led activities. These comments are presented in panel 3.1 alongside illustrative comments from School Staff Survey respondents.

Panel 3.1) Stakeholder perceptions of impact on participants
(School Staff Survey and site visits)

The participants are much more confident and their physical activity levels have increased (lead, East Midlands site visit special school, appendix D)

I don't really like sport very much but the games we played were really different and really fun (participant, East Midlands site visit secondary school, appendix D)

A lot of them are joining other clubs now which is because they have really enjoyed doing the activities (lead, North West site visit primary school, appendix D)

I think just giving them that opportunity that wasn't there before has just allowed them to be physically active (lead, North West site visit primary school, appendix D)

It has Increased the aspirations of young people to aspire to and look up to their peers (respondent, School Staff Survey)

The kids come along every week and these are kids I never usually see down here (lead, South East site visit secondary school, appendix D)

We had 61 who displayed an interest, only 11 have engaged… they don't want to be outside in the wet. Peer Leaders are becoming demoralised because they are struggling to get target groups active (respondent, School Staff Survey)

It is difficult to comment on impact because it is different kids every week… we weren't really focused on that side of it (lead, South East site visit primary school, appendix D)

Some of the kids asked how we became Peer Leaders so at one of the sessions we explained what we are doing and how it all happened (Peer Leader, East Midlands site visit secondary school, appendix D)

At Slated Row, the Sixth Form Peer Leaders with Moderate Learning Disabilities delivered a range of activities including Badminton, Basketball, Boccia and Tag Rugby. The aim was to encourage pupils with Severe Learning Disabilities who would normally be inactive during their 'choosing time' to participate in peer led physical activity. For the school, this was a new approach to engaging less active pupils and seen as an opportunity for learners with a range of moderate to complex special educational needs to work together. The programme lead reported that pupils previously reluctant to participate in physical activities are now motivated and willing to engage; *"the participants are much more confident and their physical activity levels have increased"* (lead, East Midlands site visit special school, appendix D).

The positive impact of the YA Peer Leader programme on the engagement less active participants was reiterated in telephone interviews with programme leads. The journeys of participants from three schools are presented in boxes 3.1, 3.2 and 3.3.

Box 3.1) Horningsham primary participants' journey

Horningsham primary - The Participants' Journey
(programme lead, telephone interview)

The participants from Horningsham primary were selected from children on the SEN register who didn't attend afterschool clubs and were reluctant to engage in physical activity: *"we chose children we knew need a little extra push to join in activities."*

The fun, sociable activities offered by the Peer Leaders have been highly effective in engaging participants. The programme is seen to have impacted positively on their physical skills and activity levels, while simultaneously developing valuable holistic skills: *"there has been a positive change in participants' fundamental movement skills and in their ability to communicate, make friends, empathise and listen to others."*

Participation in the YA Peer Leader programme has given several participants the confidence to join other afterschool clubs, and they now participate regularly, and enthusiastically.

When I sat down with the group after 12 weeks of the programme they told me they now understood why physical activity is important and that it can even be fun!

Box 3.2) Saughall All Saints primary participant's journey

Molly - A Participant's Journey
(programme lead, telephone interview)

Molly is a pupil at Saughall All Saints primary school. She was chosen to participate in the YA Peer Leader programme because she was reluctant to engage in the school's extracurricular sport or physical activity provision.

At the start of the programme, the Peer Leaders put up a list of children they wanted to attend their activity sessions. Molly saw her name on the list and crossed it out: *"She was crying and saying 'I can't do that, I've never played, I don't know what to do'."* The programme lead spoke to the Peer Leaders about how to sensitively encourage Molly and include her in appropriate activities.

After a reluctant start and with the support of the Peer Leaders, Molly now keenly engages in the peer led activities. She was particularly delighted to win her one-on-one invasion game, scoring the winning goal for the team!

"Molly would usually have never put herself forward, never attended any sports clubs and froze at the thought of holding a hockey stick" but with the support of her Peer Leaders now regularly participates in physical activities.

Box 3.3) Garden Fields primary participant's journey

Katie - A Participant's Journey
(programme lead, telephone interview)

Katie is a Year 1 pupil from Garden Fields primary school. She was selected for the programme because she wasn't taking part in the activity opportunities the school had to offer.

Katie has Downs Syndrome and often *"struggles in the busy playground because she is tiny and has special needs."* To encourage her participation in the peer led activities she has been given her very own Peer Leader to support and encourage her. This has helped make the activities more accessible for Katie and increase her involvement: *"Other participants will pass to her because her Peer Leader will receive the ball and then she can kick it, so it has definitely helped."*

Katie continues to take part in the activity sessions provided by the Peer Leaders. The programme lead believes that the peer led structure of programme has given Katie a unique opportunity to engage in physical activity that she would not have otherwise had.

School staff perceptions of impact on broader participant and whole school outcomes are shown in figure 3.8. Around 90% of school staff responding to the survey believe that **engaging in peer led activities has increased participants' confidence, social skills, sense of belonging and knowledge of healthy and active lifestyles**. School staff perceptions of impact on attendance, behaviour and cross curricular learning are more moderate.

Around four-fifths of survey respondents feel **the programme has increased participants' awareness of activity and leadership opportunities and raised aspirations.** This is supported by insights from visit schools, programme leads explaining that engagement in peer led activities has shown participants what that can do and what they can achieve; Peer Leaders are viewed as role models and the participants aspire to be like them: *"We have children asking all the time if and how they can become Peer Leaders, and it is usually the same kids you see out there participating in the Peer Leaders' activities"* (lead, South East site visit primary school [Cecil Road], appendix D).

At Slated Row, the collaborative efforts of the Peer Leaders to provide inclusive activities for pupils with severe learning disabilities are seen to have inspired participants and supported holistic development. As a result, the programme is believed to have helped achieve individual Educational Health Plan outcomes for participants which *"goes hand in hand with developing strong life skills and was definitely an unexpected outcome for us"* (Head Teacher, East Midlands site visit special school, appendix D).
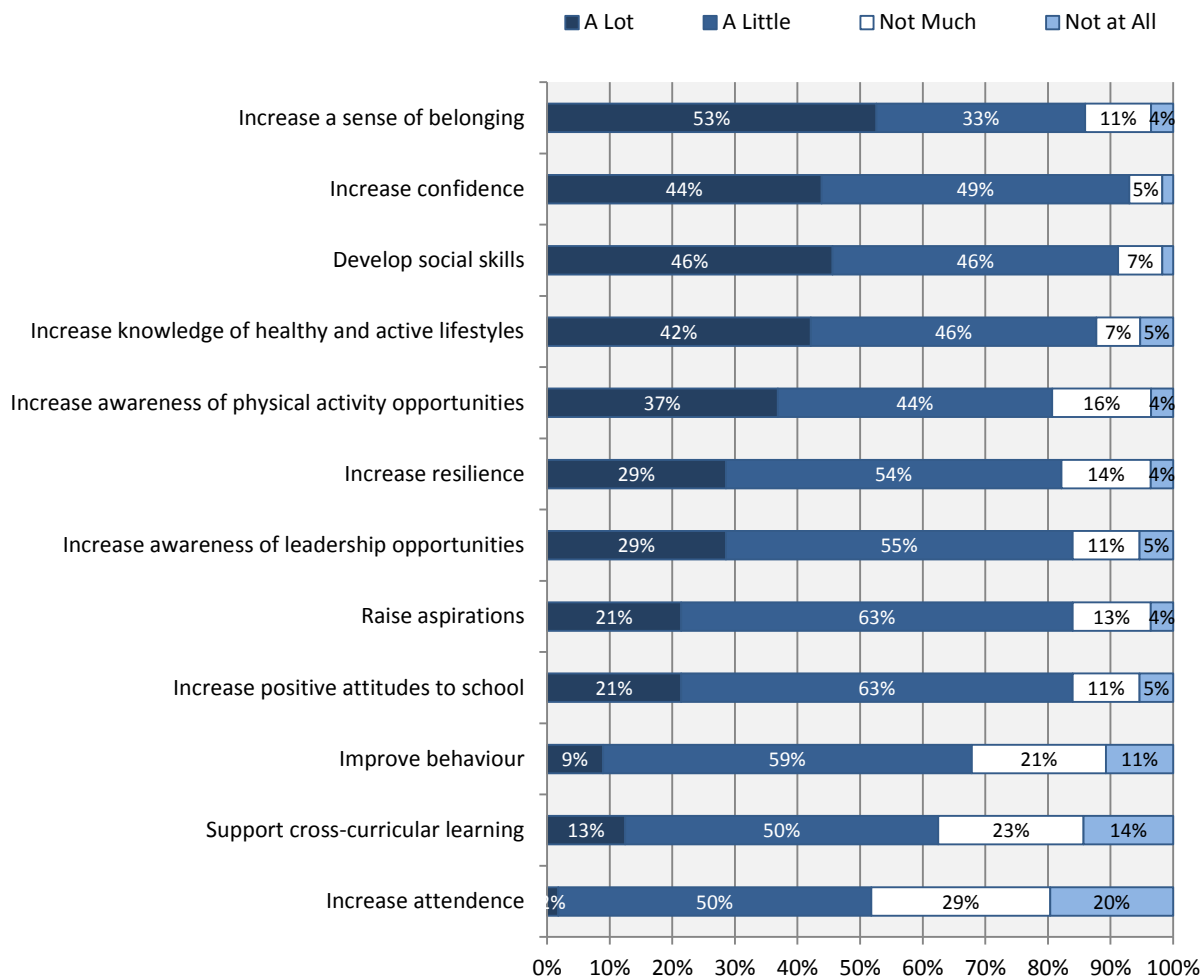
Figure 3.8) Impact on wider participant and whole school outcomes
(School Staff Survey, n=71)

3.2) PEER LEADERS

Table 3.2 shows the impact of the YA Peer Leader programme on key outcome indicators for Peer Leaders: social, emotional and individual development; leadership skills and attributes and; activity and leadership opportunities. Physical activity levels are also presented. Survey data from Peer Leaders presented in table 3.2 suggest that the YA Peer Leader programme has had a significant, positive impact on the provision of activity and leadership opportunities in participating schools.

The Peer Leader Quiz was completed at the conference and in week 12 of delivery of the activity sessions. The survey asks Peer Leaders about the activities they have done and what they have enjoyed. It asks them what they think and feel about being a leader and what they like about being active. It also asks questions about their physical literacy and their creativity, aspirations, resilience and empathy (appendix A1).

Physical activity
This outcome is assessed by asking Peer Leaders if they achieve at least 60 active minutes where their heart beats faster 'every day', 'most days', 'some days' or 'never'. The values presented in table 3.2 reflect the number of Peer Leaders reporting to meet recommended guidelines for physical activity 'every day'. [5]

The values presented for social, emotional and individual development; leadership skills and attributes and; leadership development opportunities are each drawn from Peer Leaders' responses to a series of questions relating to each key outcome (survey questions aligned to each outcome are presented in this section).

Social, emotional and individual development
This outcome is assessed by asking Peer Leaders 5 questions about their happiness, confidence, creativity, aspirations and resilience 'every day', 'most days', 'some days' or 'never'. The values shown in table 3.2 reflect the sum of the 'every day' responses to these multiple questions.

Leadership skills and attributes
This outcome is assessed by asking participants 21 questions about their motivation, confidence and competence to organise and deliver inclusive physical activity opportunities 'a lot', 'a little', 'not much' or 'not at all'. The values shown in table 3.2 reflect the sum of the 'a lot' responses to these multiple questions.

Activity and leadership opportunities
This outcome is assessed by asking participants 11 questions about the opportunities they have had to engage in activities and develop as a leader 'a lot', 'a little', 'not much' or 'not at all'. The values shown in table 3.2 reflect the sum of the 'a lot' responses to these multiple questions.

Figure 3.9 shows that the activity levels of Peer Leaders and their understanding of the importance of a healthy and active lifestyle are unchanged; around half achieve the recommended 60 active minutes, over three-quarters are active, and almost 90% think being healthy and active is important 'every day'.
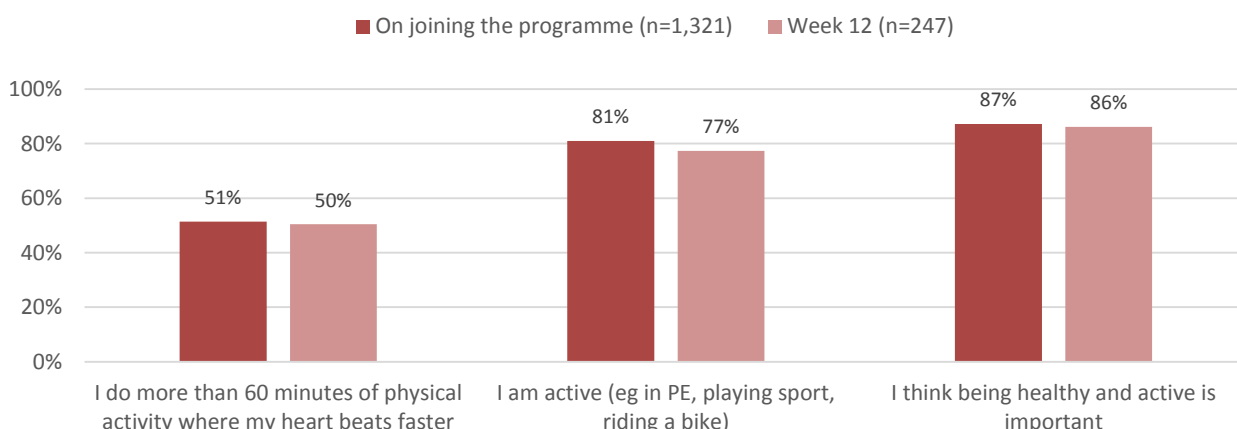
Figure 3.9) Aspects of physical activity and physical literacy reported 'every day'
(Peer Leader Quiz)

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[5] Start Active, Stay Active: A report on physical activity for health from the four home countries' Chief Medical Officers, 2011. Available at: https://www.sportengland.org/media/388152/dh_128210.pdf

Table 3.2) Impact of the programme on Peer Leaders (n=1,430) [1]

ON JOINING THE PROGRAMME…

OVERALL	**1,702**
Participation in at least 60 active minutes 'every day'	**875** (51%)
Social, emotional and individual development 'every day'	**861** (51%)
Leadership skills and attributes 'a lot'	**1,350** (79%)
Activity and leadership opportunities 'a lot'	**926** (54%)

…12 WEEKS LATER

Participation in at least 60 active minutes 'every day'	**858** (50%)
Social, emotional and individual development 'every day'	**928** (55%)
Leadership skills and attributes 'a lot'	**1,363** (80%)
Activity and leadership opportunities 'a lot'	**1,176** (69%)

WHAT WAS THE IMPACT?

Participation in at least 60 active minutes every day	**-2%** (-17)
Social, emotional and individual development	**+8%** (+66)
Leadership skills and attributes	**+1%** (+14)
Activity and leadership opportunities	**+27%** (+250)

[1] All n=1,430; wk1 n=1,321; wk12 n=247.

While the aspirations and resilience of Peer Leaders remain relatively high and stable, the confidence of Peer Leaders has increased significantly over the course of the programme, with over half of Peer Leaders now feeling confident 'every day' (figure 3.10).
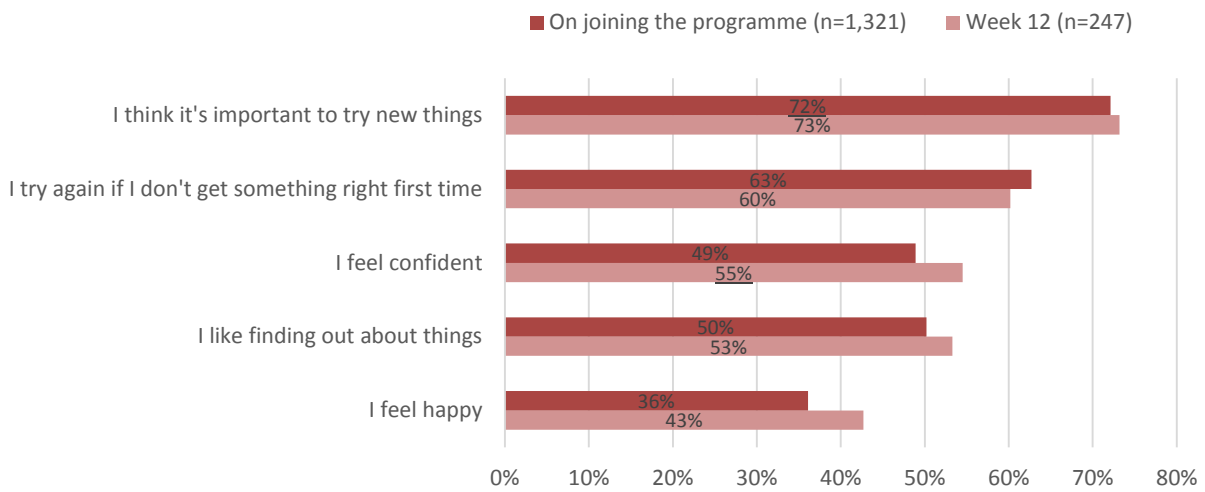
Figure 3.10) Aspects of social, emotional and individual development reported 'every day'
(Peer Leader Quiz)

Leadership skills and attributes have been assessed by asking Peer Leaders what they think, feel, like and know about being a leader. Figures 3.11 and 3.12 show that *Peer Leaders are now happier, more confident leaders; they are aspirational, show creativity, resilience and empathy and they understand how being a leader can support their development.*
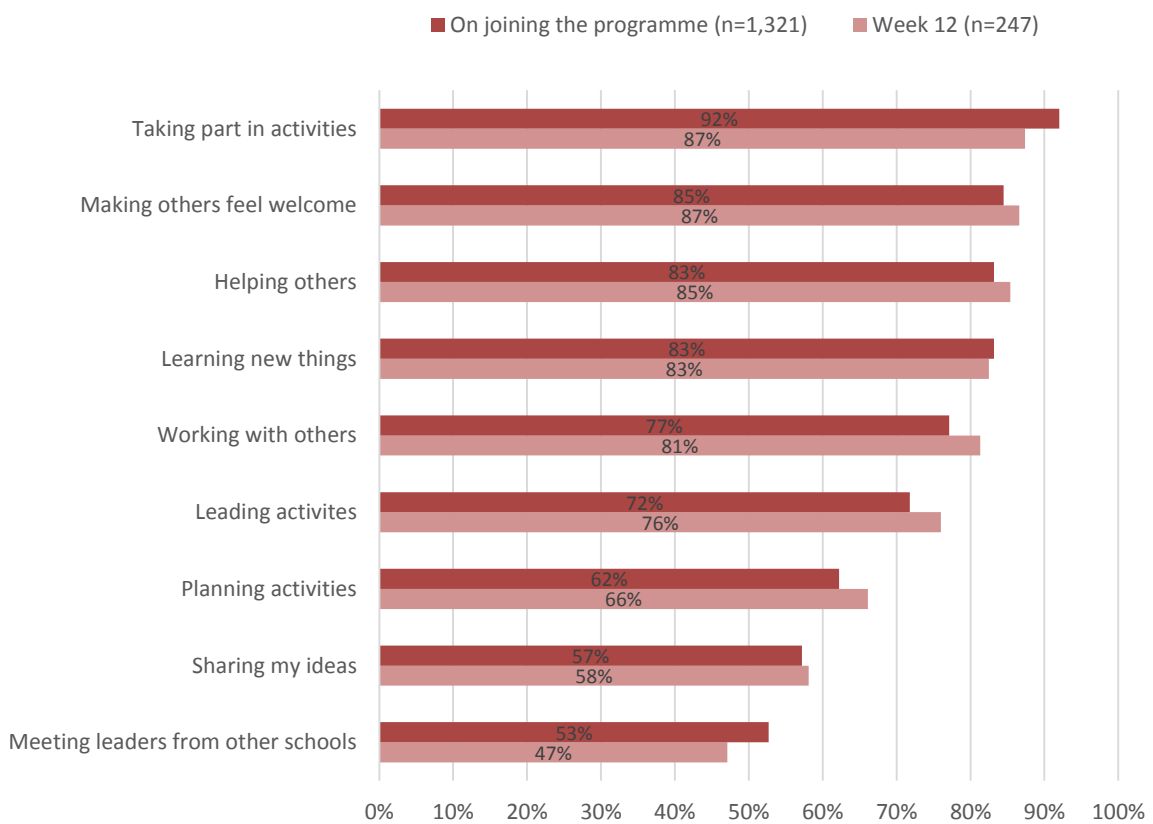
Figure 3.11) Aspects of being a Peer Leader enjoyed 'a lot' (Peer Leader Quiz)
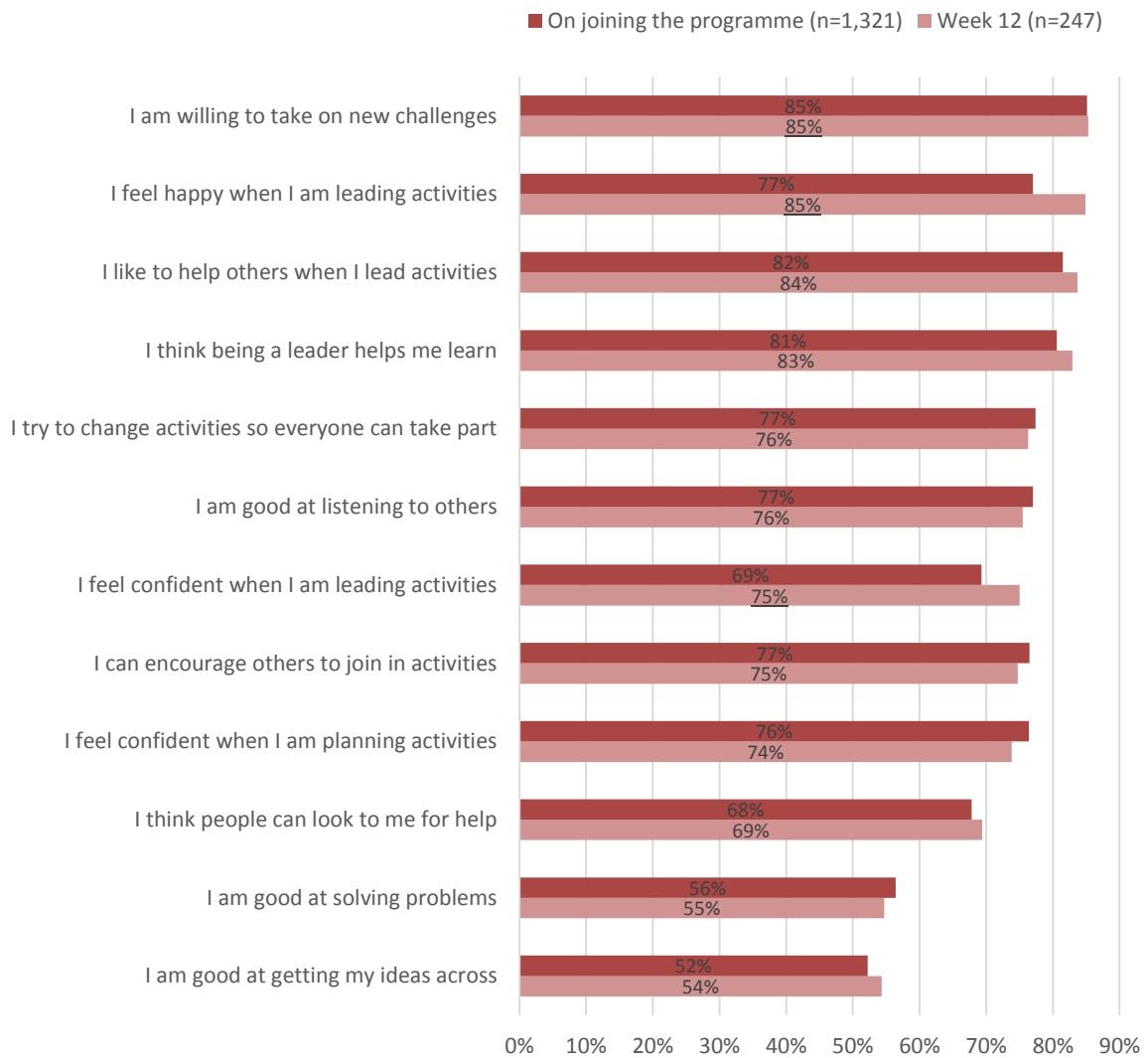
Figure 3.12) Leadership skills and attributes reported 'a lot' (Peer Leader Quiz)

The development of leadership skills and attributes is supported by increased opportunities to coach sport, plan sessions and lead activities (figure 3.13). Perceived opportunities to take part in activities in school and to learn and try new things remain high and stable. However, opportunities to coach, plan and lead activities have increased by 40%, 38% and 46% respectively.

Figure 3.14 shows the aspects of activity opportunities Peer Leaders enjoy. Like participants, Peer Leaders value the chance to have fun, feel happy and be with friends. They also like getting fitter and getting better at the sports and games they play. The proportion of Peer Leaders who like making up new games and learning new things has increased significantly over the course of the programme.
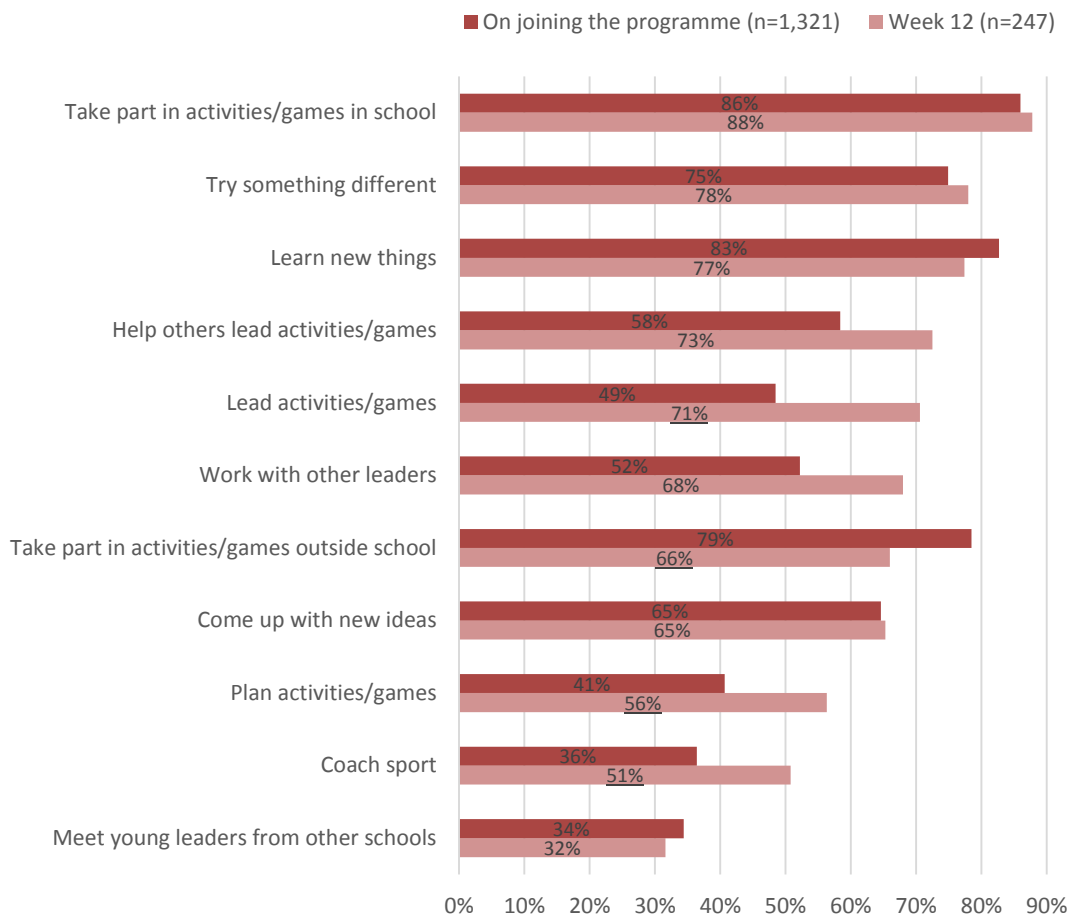
Figure 3.13) Activity and leadership opportunities reported 'a lot' (Peer Leader Quiz)
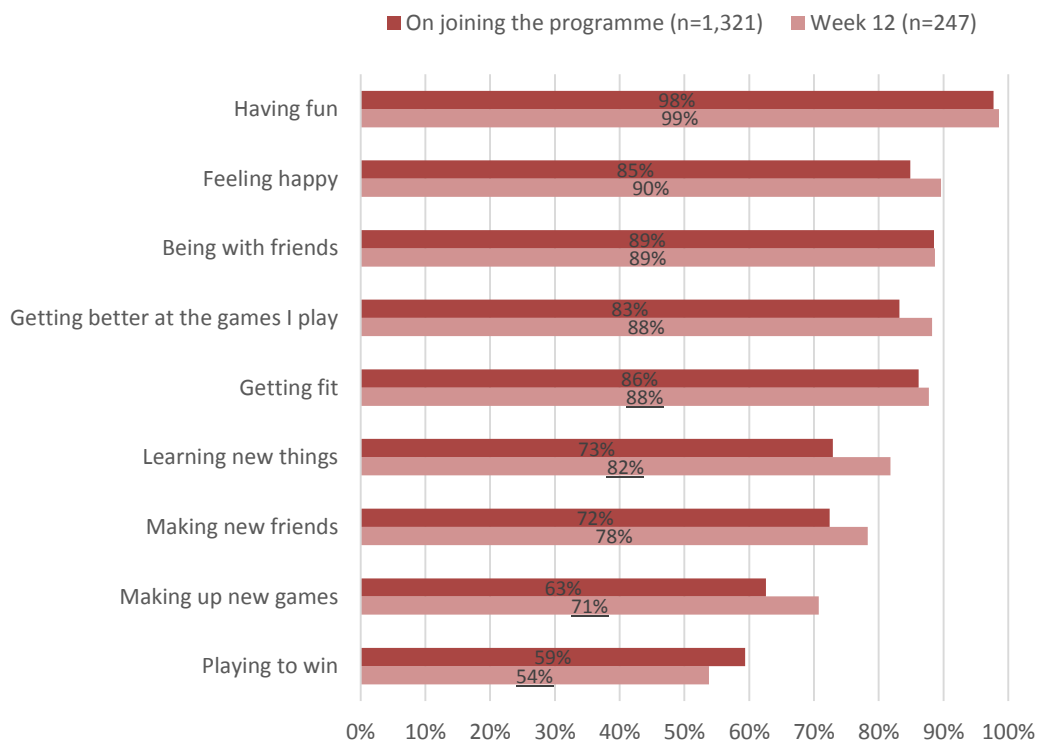
Figure 3.14) Aspects of activity enjoyed by Peer Leaders (Peer Leader Quiz)

Participation in, and attitudes to, sport and activities were reported by Peer Leaders to be relatively high and stable. Figure 3.15 shows that the majority of staff responding to the School Staff Survey feel that being a Peer Leader has further enhanced the engagement of these young people in the activity opportunities available. Survey (figures 3.15 and 3.16) and site visit data also suggest that through the programme, *Peer Leaders have developed valuable attributes and transferable skills, including communication, confidence, aspirations, resilience, initiative and empathy.*
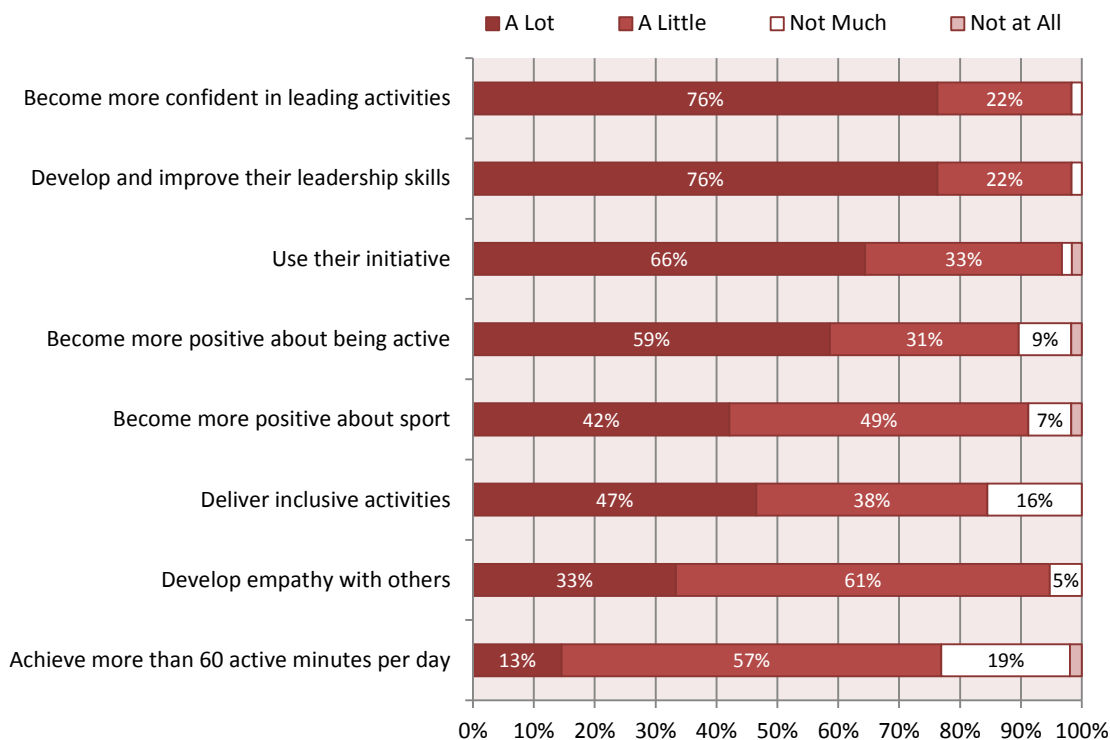
Figure 3.15) Impact on the development of leadership skills and attributes
(School Staff Survey, n=71)

For the Peer Leaders at Southfield, their developmental journey began at the YA Peer Leader training conference. They were inspired by the Young Ambassadors and gained the confidence and essential skills to deliver fun, inclusive activities to groups of 20 participants. The Peer Leaders believe their participation in the programme has given them transferrable skills that will help them meet the demands of life beyond school: *"I've learnt how to communicate with different people in different situations… I think a lot of the things we have done will be really useful in the workplace"* (Peer Leader, East Midlands site visit secondary school, appendix D). The programme has had a notable impact on one Peer Leader from the school, and her journey is presented in box 3.4.
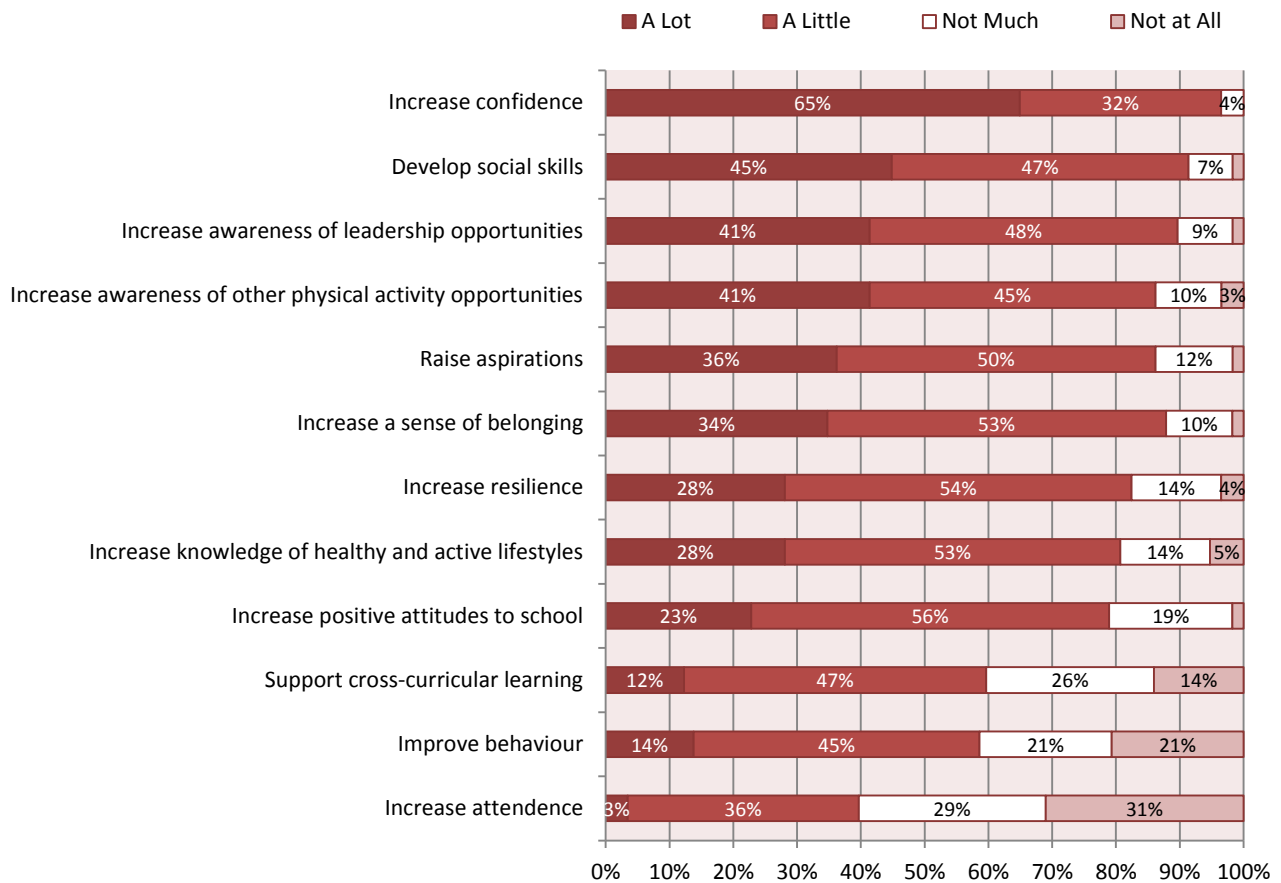
Figure 3.16) Impact on broad individual and whole school outcomes
(School Staff Survey, n=71)

Box 3.4) Southfield secondary Peer Leader's journey

> ### Hannah - A Peer Leader's Journey
> (Site visit, East Midlands secondary school)
>
> Hannah is a Year 10 pupil at Southfield School for Girls. She was chosen to be a Peer Leader to give her focus and get her 'back on track': *"she is a lovely girl but she didn't really have anything to keep her focused… her behaviour was slipping and she was missing a lot of time"* (programme lead).
>
> Since becoming a Peer Leader Hannah has *"come on leaps and bounds… she is great with the younger pupils and she is always offering to do more sessions"* (programme lead). Hannah's attendance and behaviour have improved, which the programme lead attributes to an increased sense of purpose: *"She has found something she loves, and that is something she was lacking before."*
>
> Hannah recently signed up to a separate leadership programme at the school and is hoping to become a PE teacher: *"I have always been interested in PE but I have never really thought about teaching people, from doing this it showed me that I would really enjoy it… and I think I would be pretty good!"* (Hannah, Year 10 Peer Leader).

The Peer Leaders at Slated Row deliver inclusive activities to learners with severe learning disabilities. The programme has been embraced as an opportunity to develop transferrable skills: *"this provides a real life chance to our young people, skills they can bank on in the future, an opportunity to grow and develop"* (Headteacher, East Midlands site visit special school, appendix D). Observed improvements in self-esteem, confidence and self-regulation have enhanced delivery of the programme, while improvements in communication, organisation, problem solving, teamwork and facilitative skills have enabled Peer Leaders to provide flexible and engaging activity. The development of cross-cutting personal and social skills is seen as a particular highlight of the programme: *"they have responded really well, grown in maturity. They listen to others now and are much more empathetic and resilient"* (Head of Sixth Form, East Midlands site visit special school, appendix D). One Peer Leader from the school has responded particularly well to the opportunities provided through the programme, and his journey is presented in box 3.5.

Box 3.5) Slated Row special school Peer Leader's journey

Steven - A Peer Leader's Journey
(Site visit, East Midlands special school)

Stephen is a pupil at Slated Row. Prior to being a Peer Leader Steven struggled to empathise with his peers; he had difficulty regulating his communication, behaviour and social interaction, often becoming frustrated with others.

The programme is seen to have had a profoundly positive impact on Steven's holistic development: *"I think Steven was the biggest unexpected outcome, the impact the programme has had on his social skills is astounding, especially since they are real part of his learning difficulty. It's been a good learning curve for him"* (Headteacher).

The YA Peer Leader programme has enabled Steven to flourish and develop cross-cutting and transferable life skills that have helped him gain an IT internship at the school.

Being a Peer Leader has helped me learn my faults, helped me get on with people. When I am leading activities, working with others, and seeing them smile it makes me feel proud and want to push myself
(Steven, Peer Leader)

At Cecil Road, encouraging Peer Leaders to take ownership of the programme has impacted positively on their confidence and social skills. Peer Leaders previously shy and reserved are reported to have embraced the leadership role, speaking up proudly during the activities and in the classroom. The development of skills and confidence has, in turn, enhanced their resilience: *"when something goes wrong they don't panic like they used to, they know what they need to do and they just make it work. They are a resilient bunch"* (lead, South East site visit primary school, appendix D). Giving Peer Leaders ownership of the programme is reported to have enhanced their aspirations, and the aspirations of one Peer Leader in particular (box 3.6).

Box 3.6) Herne Bay High school Peer Leader's journey

Amy - A Peer Leader's Journey
(Site visit, South East secondary school)

Amy is a pupil at Herne Bay High school. She was reported to have had behavioural issues and had started to become disruptive in class: *"She was going a bit off the rails… she was lovely but had the tendency to make bad decisions"* (programme lead).

Becoming a Peer Leader is seen to have given Amy something positive to focus on. Her behaviour is improved and she is now a confident, capable leader: *"She is so confident, if you give her a group of primary school kids she is in her element… she is a completely different person"* (programme lead).

Amy is now hoping to become a PE teacher and is working hard to get on the school's BTEC Sport course: *"All the teachers have said she has really matured, and I think having a goal (becoming a PE teacher) and something that she can work towards each day is the key"* (programme lead).

3.3) SCHOOL STAFF & SCHOOLS

The YA Peer Leader conference training was attended by staff and Peer Leaders from the 191 schools engaged in the programme and evaluation. Detailed experiences of conference training are presented in the Interim Report and are not reproduced here. However, survey and interview data suggest that the training was generally well received by staff, with 90% reporting that they were likely to make changes to their delivery of PE and physical activity as a result of attending the conference.

At the start of the programme, less than half of school staff said their pupils had the opportunity to lead sport and physical activities and just over a quarter said their pupils helped to plan activities on most or every day of the week. Responses to the School Staff Survey suggest that since engaging with the programme, opportunities for pupils to lead and plan activities have increased by 15%. Figure 3.17 shows that around half of staff in participating schools now provide regular opportunities for pupils to lead sport and physical activities while just under a third involve pupils in the planning of activities 'most days' or 'every day'.
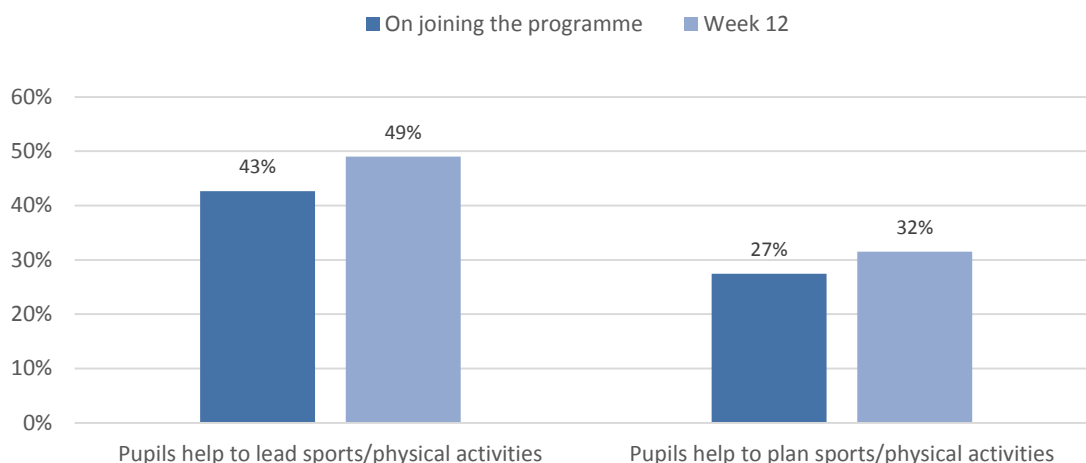
Figure 3.17) Opportunities for pupils to lead and plan activities 'most days' or 'every day'
(School Staff Survey, n=71)

Responses to the School Staff Survey and insights from site visits suggest that *increased leadership provision has been facilitated by increases in the competence, awareness and understanding of school staff around the development of young leaders and the value of embedding the leadership pathway.* Staff also report being more aware of the needs of less active pupils and more confident in providing inclusive activity opportunities (figure 3.18).
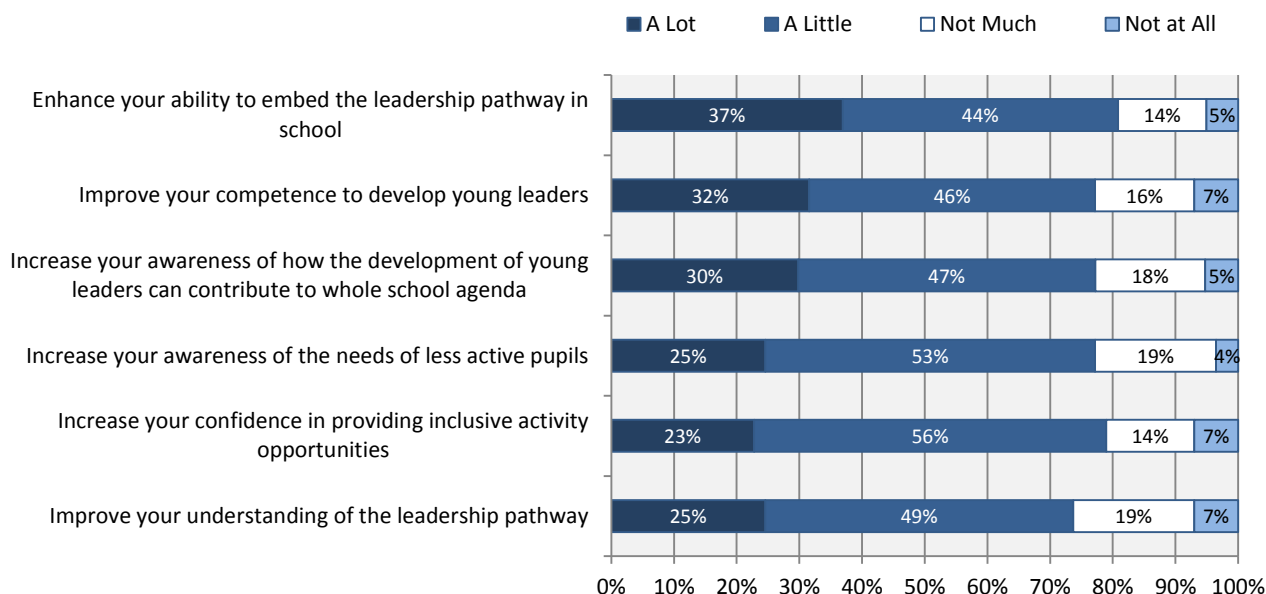
Figure 3.18) Impact on confidence, competence, awareness and understanding
(School Staff Survey, n=71)

In terms of adding value to school provision more generally, figure 3.19 shows that the majority of school staff believe *the programme has added value to schools' healthy lifestyle offer and PE and sport provision.* Around two-thirds feel it has added to School Games Delivery and benefitted delivery across the curriculum.
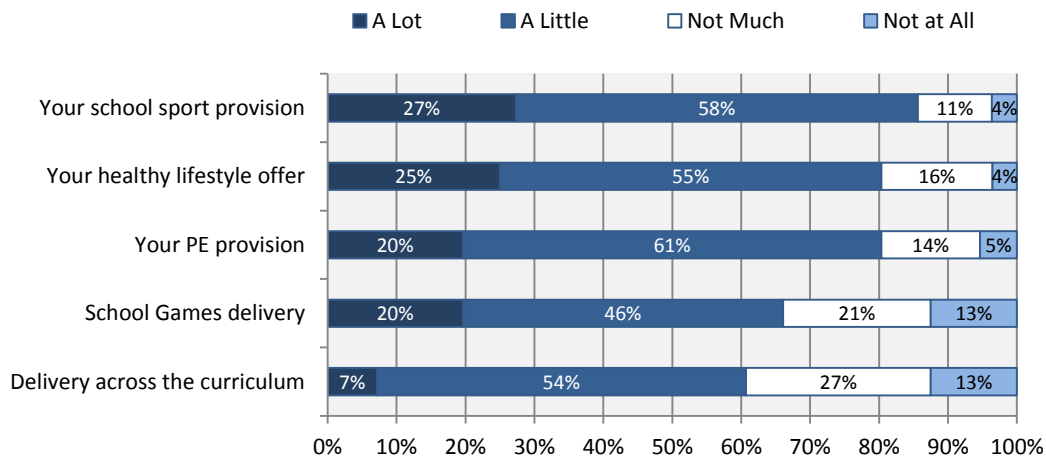
Figure 3.19) How the programme has added value to school provision
(School Staff Survey, n=71)

At Herne Bay High, the programme has captured the interest of staff from across the school, increasing whole school awareness of the importance of leadership development and enhancing the provision on offer (South East site visit secondary school, appendix D). During a telephone interview, one programme lead explained how the playtime experiences of pupils have been transformed by the provision of structured activity opportunities driven by the YA Peer Leader programme. The school's journey is presented in box 3.7.

Box 3.7) Garden Fields primary school's journey

Garden Fields primary - A School's Journey
(programme lead, telephone interview)

"Our playgrounds were really dull places and our midday suppervisors spent a lot of time telling children what they couldn't do." The programme lead had previously tried to initiate activities by buying equipment but *"the kit got lost or broken and the midday supervisors wanted to ban the skipping ropes in case someone got hit."*

The YA Peer Leader programme has given the programme lead leverage to drive playtime activities and helped get midday supervisors on board. Since engaging with the programme *"the playgrounds are much nicer to be on; the kids are interacting and doing stuff. Behaviour is better because there is more to do, it's more constructive."*

The school is now looking to expand their provision by zoning off parts of the playground to create active play, ball skills and quiet play areas.

It's been rocky between me and the midday supervisors because I haven't agreed that children shouldn't be allowed to run on the field; it has seemed like I was against them but now there is a partnership and that positivity helps. We are already planning summer activities for the field!

4) WHAT WORKED & WHAT WERE THE CHALLENGES?

HEADLINES

- *YA Peer Leader conference training was valued highly by school staff, rating top among aspects of the programme useful to delivery.*

- *Around two-thirds of schools (66%) postponed delivery of the programme until after the October 2015 half term and in some cases, until January 2016.*

- *The key implication of delaying programme delivery was the challenge of engaging participants in a programme focused on playground activities over the winter.*

- *The chance to have fun, be with friends and take part in activities led by peers was seen by 81%, 70% and 60% of school staff respectively to be highly effective in engaging participants.*

- *PE and Sport Premium funding is being used by just under half of primary schools (45%) to support delivery of the peer led activities.*

- *Most schools have considered exit routes, with further leadership opportunities planned for Peer Leaders (82%) and other sports and extracurricular clubs for participants (87%).*

- *Less than a fifth of schools have no planned exit routes for Peer Leaders (18%) or participants (13%).*

The impact data in section 3 highlights some of the changes experienced by participants, Peer Leaders, school staff and schools participating in the YA Peer Leader programme. This section complements the data presented in section 3 by exploring *how* these positive changes were experienced. In particular, it examines what specific elements of the programme were most effective in maximising impact, and reflects on those elements that were not so successful. Data informing this section are drawn from responses to the School Staff Survey, telephone interviews with programme leads and insights from site visits.

YA Peer Leader conference training was valued highly by school staff, rating top among aspects of the programme useful to delivery (figure 3.20). Data from the YST End of Conference Survey presented in the Interim Report showed that the majority of school staff left the conferences feeling competent to support their Peer Leaders, enthusiastic about improving their sport and physical activity provision and knowledgeable about the leadership pathway and how it could work within their school.

While conference training was valued highly by staff, a fifth of the 71 respondents to the School Staff Survey commented on the timing of training. The majority of schools attended conferences in September, by which time the programme of school activities was planned and staffing, space and time committed. Data presented in the Interim Report suggested that around a third of participating schools delayed implementation of the programme; responses to the School Staff Survey suggest that ***around two-thirds of schools (66%) postponed delivery of the programme until after the October 2015 half term and in some cases, until January 2016.***
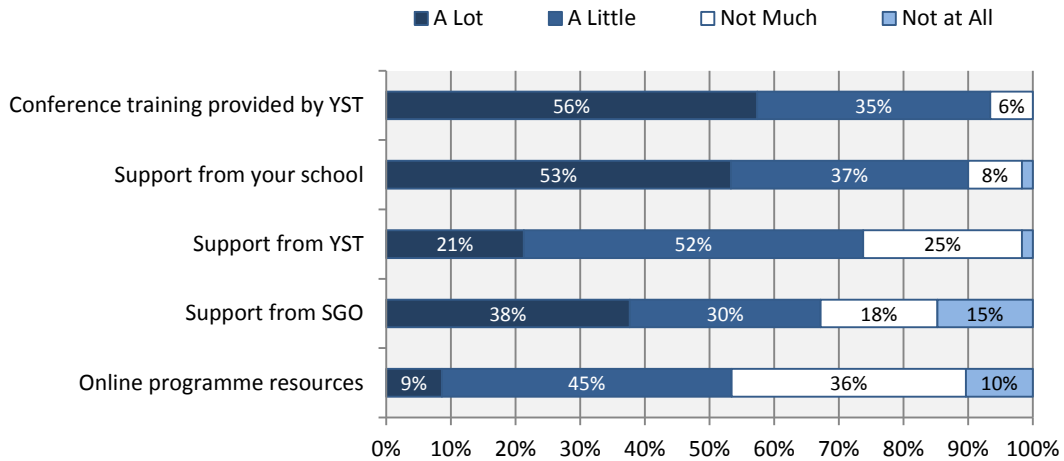
Figure 3.20) Aspects of the programme useful to delivery (School Staff Survey, n=71)

Responses to the School Staff Survey and relationship management with schools suggest that ***the key implication of delaying delivery and running the programme from November onwards was the challenge of engaging participants in a programme focused on playground activities over the winter.*** This was particularly evident for secondary schools engaged in the programme as highlighted in section 3. In addition to the implications for engagement, delayed implementation also has implications for evaluation; in a programme funded initially for one year, swift implementation in schools is vital to ensure that impact can be effectively assessed. Responses from school staff engaged in the YA Peer Leader programme replicate comments from deliverers of other programmes (e.g. Change4Life, Skills2Play); programme training should be provided at the end of a school term to enable expeditious delivery the following term. Comments from school staff around the timing of training and delivery are presented in panel 3.2, alongside illustrative comments about other aspects of the programme deliverers feel could be improved.

While the prospect of outdoor activity may not have appealed to some participants, ***the chance to have fun, be with friends and take part in activities led by peers was seen to be highly effective in engaging participants*** (figure 3.21). The perceptions of school staff echo the responses of participants themselves who noted that having fun and being with friends was what they liked best about being active.
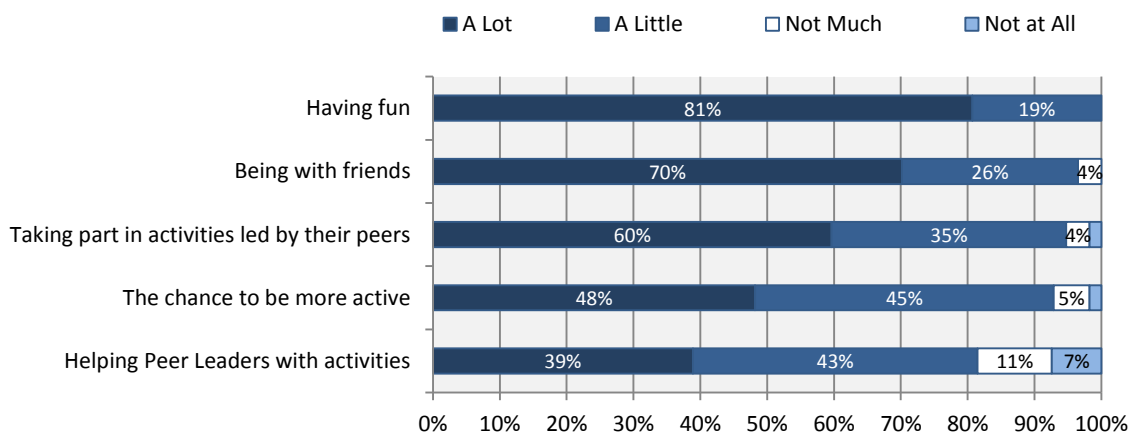
Figure 3.21) Aspects of the programme that engaged participants (School Staff Survey, n=71)

Panel 3.2) Illustrative comments from school staff around programme improvements
(School Staff Survey)

At training, teachers need to be working alongside their pupils so it is easier to embed the learning back in school. I had to invest a lot of time with the children to get the programme established.

Further support and resources for students. Games ideas delivery cards, blank session plans and case studies to give them ideas to engage students and develop opportunities.

The size of the non-active groups is too big - 10 different pupils per leader. Schools struggle with opportunities to offer this many sessions due to facilities, time and pressure.

Provide a scheme that will give session ideas to help leaders to begin delivering the programme.

Training should be done in Term 6 ready to start in Term 1 the following year or Term 2 for the rest of the year. The training was too close to the start of term. Not particularly secondary school friendly.

Timing - plan in summer term to implement in Autumn - we did it too late so the extracurricular was already set making it difficult to plan and deliver sessions.

The biggest barrier I see in getting young people active through this programme is the time of year it rolled out.

Another meeting half way through the programme to keep the children fresh and inspired.

While the majority of school staff believed that the peer led activities had effectively engaged participants, at Herne Bay High, participants were initially reluctant to be led by their peers. However, the approachability of the Peer Leaders and the 'laid back' games they delivered created a fun, accessible environment and participant numbers quickly increased: *"The kids come along every week and these are kids I never usually see down here"* (lead, South East site visit secondary school, appendix D). One participant explained the appeal of the peer led activities: *"It is just really fun… and being coached by the Peer Leaders makes it feel a bit less serious than normal"* (participant, South East site visit secondary school, appendix D).

Data presented in the Interim Report suggest that Peer Leaders returned from the YST conference training inspired, enthusiastic and eager to start their sessions: *"they loved the conference and the kids were really keen to start straight away"* (lead, telephone interview). Responses to the School Staff Survey suggest that in almost three-quarters of schools these sessions comprise of multi skills activities (74%). Over half of Peer Leaders are delivering sessions tailored to the needs of participants (53%) and just over a tenth are delivering a specific programme of activities (e.g. Change4Life, Skills2Play, 11%). Sports equipment already owned by the school is being used by Peer Leaders to deliver sessions in almost all schools (97%) and over a third are using resources or equipment from other programmes (39%). **PE and Sport Premium funding is being used by just under half of primary schools (45%) to support delivery of the peer led activities.**

Aspects of the programme perceived by school staff to engage Peer Leaders reiterate the opinions of Peer Leaders themselves (section 3); the opportunity to lead and take part in activities rated by over three-quarters of schools as highly effective in engaging Peer Leaders. YST conference training and the chance to work with others were cited by around two-thirds of school staff. The opportunity to plan activity sessions and encourage less active peers to be more active were seen to effectively engage Peer Leaders in around half of schools (figure 3.22).
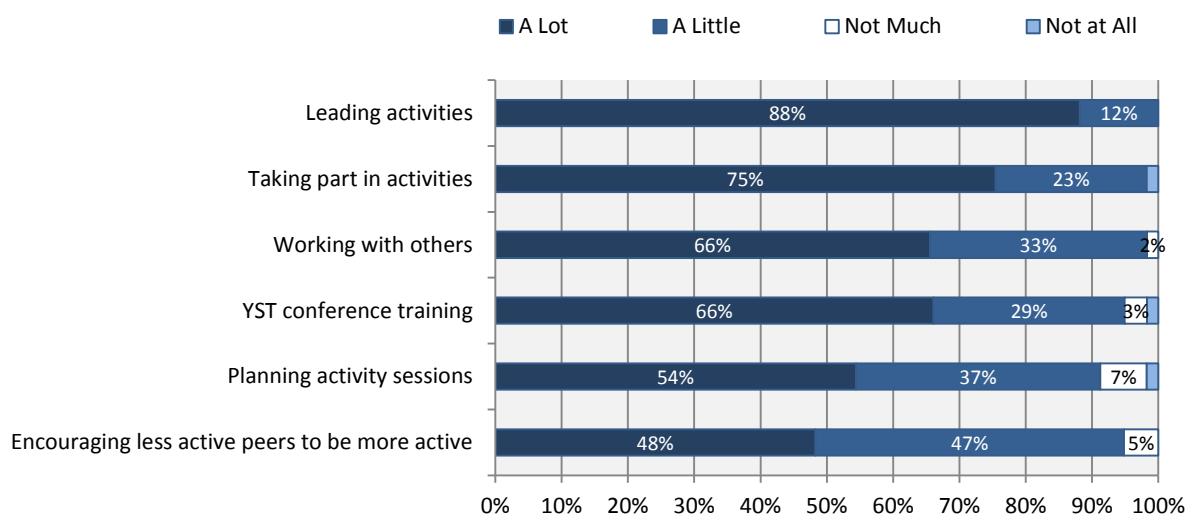
Figure 3.22) Aspects of the programme that engaged Peer Leaders
(School Staff Survey, n=71)

In the Young Sports Reporter videos and at all visit schools it was evident that the Peer Leaders enjoyed their role, with many expressing the desire to continue developing as a leader: *"I am definitely going to carry on at secondary school, I know I can still get loads better so I just want to keep doing it"* (Peer Leader, South East site visit primary school [Cecil Road], appendix D). The Peer Leaders at Southfield have gained confidence in their ability to lead, and three out of the six have signed up for a separate leadership programme at the school: "*It has done just what we hoped it would do, they are on the right track… it has kind of been a stepping stone for them*" (lead, East Midlands site visit secondary school, appendix D).

Responses to the School Staff Survey suggest that ***most schools have other leadership opportunities planned for their Peer Leaders (82%)***, including the Young Ambassador programme, Step into Sport, or becoming a Change4Life Champion. ***Exit routes for participants comprise of sports clubs in and out of school and other extracurricular clubs in school. Less than a fifth of schools have no planned exit routes for Peer Leaders (18%) or participants (13%).***

At Southfield, the programme is believed to have acted as a gateway to physical activity and the school is hopeful of sustained impact: *"A few of the Year 7's who haven't done much before have joined some of the sports teams now… I think some of them will definitely carry on doing more"* (Peer Leader, East Midlands site visit secondary school, appendix D). At Cecil Road, the aim is that participants will gain enough confidence step onto the leadership ladder as PLAY Leaders, then Sports Crew and finally Peer Leaders (South East site visit primary school, appendix D). The lead at Herne Bay High also plans to use leadership opportunities to support the development of participants:

I'd like to use the programme to help students who don't currently represent the school feel comfortable enough to lead. That is a big deal, with skills they can take on to university and everyday jobs. You need that confidence to stand up and be in control... I would like to see the opportunities broadening and going towards the target students who don't usually represent the school in sport.

(Lead, South East site visit secondary school, appendix D)

At St Gerard's, the YA Peer Leader programme is the first step to developing a leadership pathway (North West site visit primary school, appendix D). At Herne Bay High, the success of the programme and the interest expressed by staff and pupils across the school mean that staff are already looking ahead to next year and planning how to maximise the impact of their activity and leadership provision (South East site visit secondary school, appendix D). Key factors for the success of the programme and the provision of activity and leadership opportunities were evident from site visits to schools, and these are presented in table 3.3.

Table 3.3) Key factors for the success of the YA Peer Leader programme
(site visit schools)

Key success factors
• *Giving Peer Leaders responsibility of the programme*   • *Pairing Peer Leaders with contrasting strengths and weaknesses*   • *Encouraging a focus on non-traditional games to engage the least active*   • *Providing regular and consistent opportunities for pupils to lead*   • *Giving Peer Leaders a visible identity*   • *Promoting activities to participants as a chance to have fun with friends*   • *Building teamwork through ownership of session planning and delivery*   • *Encouraging reflection to foster creativity and resilience*   • *Using community links to extend activity and leadership opportunities*

**5) WHAT WAS THE ADDITIONAL IMPACT OF THE YA PEER LEADER PROGRAMME
COMPARED TO THE COUNTERFACTUAL CASE?**

HEADLINES

- *The YA Peer Leader programme out-performed the counterfactual case (the most likely alternative intervention in a scenario in which the YA Peer Leader programme had not been commissioned), generating:*

  - *over 5,000 more participants...*   }
  - *over 800 more Peer Leaders...*   } *than was modelled for*
  - *over 50 more newly active primary participants...*   } *the counterfactual case*
  - *almost 120 more Peer Leaders accessing opportunities…* }

- *This enhanced impact over and above the counterfactual has been achieved through success in recruiting schools as a result of the SGO network, and the focus of the programme on a greater number of participants and Peer Leaders in a smaller number of schools.*

Section 3 shows how the YA Peer Leader programme has impacted on young participants and Peer Leaders. However, an assessment of the *additionality* of the programme requires that the evaluation considers what might have happened if the YA Peer Leader programme had not been established in its current format. This does not mean comparing the impact of the programme with no intervention, but with a counterfactual scenario representing the most likely alternative.

To establish the counterfactual scenario, counterfactual interviews were undertaken with the Department for Education (DfE) and the Youth Sport Trust (YST). Following SPEAR's methodology for counterfactual modelling outlined in the British Medical Journal in 2010, the counterfactual interviews are used to establish a scenario of counterfactual inputs under three headings: resources, thematic emphases, and support and enthusiasm. This is the first stage in establishing a counterfactual case.

The counterfactual interviews established that the most likely counterfactual scenario would have been that the DfE did not commission the YA Peer Leader programme, but commissioned the second ranked proposal in the tendering process for a peer leadership scheme, which proposed a formal club-based model delivered only in primary schools. In this scenario, while the YST would have continued to seek funding to support its Young Ambassador programme, the assumption is that the existence of a DfE funded peer leadership scheme in schools would have rendered it highly unlikely that such alternative funding would have been secured. Consequently, the counterfactual scenario assumes that there was no additional support or funding for the YST Young Ambassador programme, beyond the continuation of the Young Ambassador network and YST Connect which continued alongside the YA Peer Leader programme during 2015/16.

Table 5.1 summarises the counterfactual case and the assumptions that underpin it, outlining counterfactual inputs, activities, outputs and outcomes set against actual inputs, activities, outputs and outcomes for the YA Peer Leader programme. A detailed explanation of the counterfactual case methodology, and the assumptions that underpin it, is provided at appendix C.

Table 5.1) Comparison of the YA Peer Leader programme with the Counterfactual Case

YA Peer Leader INPUTS	Counterfactual INPUTS	
RESOURCES		Assumes second placed bidder would have been awarded peer leadership contract from DfE at same level of funding
• £250,000	• £250,000	
THEMATIC EMPHASES		Assumes the counterfactual would target only primary schools and develop a club based model (as per second ranked proposal in DfE tendering process)
• Informal playground support from peers in primary and secondary schools	• Formal club based model with peer leadership in primary schools	
SUPPORT AND ENTHUSIASM		Assumes counterfactual would need to use eMail contacts and sign-up, and that schools are fatigued with initiatives based around school clubs.
• Support from SGO network	• No support framework	
• Novel informal playground model stimulates interest	• Fatigue with club based models in schools	

YA Peer Leader ACTIVITIES	Counterfactual ACTIVITIES	
• Regional training conferences delivered	• Club and peer leadership resources provided	Assumes counterfactual would provide resources to support club setup and peer leadership, but no equipment.
• Peer leadership resources provided		

YA Peer Leader OUTPUTS	Counterfactual OUTPUTS	
• 191 primary and secondary schools engaged	• 300 primary schools engaged	Assumes that the counterfactual targeted 600 schools and recruited 300 (based on data for percentage sign up from NSSW, as this was conducted via eMail contact rather than SGO contact)
• 9,814 participants engaged in primary and secondary schools	• 4,800 participants engaged in primary schools	Assumes counterfactual targeted 20 children per club and recruited 16 (based on data for recruitment per club against target from the C4L SSC primary programme)
• 1,702 Peer Leaders engaged in primary and secondary schools	• 900 Peer Leaders engaged in primary schools	Assumes counterfactual targeted and recruited 3 Peer Leaders per club (based on data for young leaders per club recruitment from the C4L SSC primary programme)

A Peer Leader OUTCOMES	Counterfactual OUTCOMES	
• 442 additional primary children meeting CMO recommendations of 60 active minutes every day	• 388 additional primary children meeting CMO recommendations of 60 active minutes every day	Assumes the impact of peer leadership on participants' activity in the counterfactual would replicate that in YA Peer Leaders as no other data is available to estimate a differentiated impact
• Yet to impact positively on secondary participants		
• 250 Peer Leaders in primary and secondary schools accessing more leadership opportunities	• 132 Peer Leaders in primary schools accessing more leadership opportunities	Assumes the impact on Peer Leaders in the counterfactual would replicate that in YA Peer Leaders as no other data is available to estimate a differentiated impact

NOTE: NSSW = National School Sport Weeks | C4L SSC = Change 4 Life School Sport Clubs

The comparison of outcomes and outputs summarised in table 5.1 shows that *the YA Peer Leader programme out-performed the counterfactual case, generating:*

- *over 5,000 more participants...*   }
- *over 800 more Peer Leaders...*   } *than was modelled for*
- *over 50 more newly active primary participants...*   } *the counterfactual case*
- *almost 120 more Peer Leaders accessing opportunities…*   }

This enhanced impact over and above the counterfactual has been achieved through success in recruiting schools as a result of the SGO network, and the focus of the programme on a greater number of participants and Peer Leaders in a smaller number of schools. In particular, it appears that the SGO network and the reach it creates into schools is a significant advantage, both for YA Peer Leaders, and for other YST programmes.

6) RECOMMENDATIONS

HEADLINES

Recommendation for schools…

- *Capture the interest and engagement of young people in programmes aimed at increasing activity levels by 'selling' the programmes as a chance to have fun with friends.*

Recommendations for programme managers…

- *Encourage schools to embed the leadership pathway by highlighting the potential for leadership opportunities to develop transferable skills and support whole school outcomes.*

- *Maximise opportunities for funding by promoting the alignment of leadership and activity programmes with existing and emerging public health agendas.*

- *Facilitate effective and efficient programme implementation and evaluation by scheduling training towards the end of a school term where possible.*

Recommendation for programme funders…

- *Establish the efficacy of informal, peer led activity in increasing the engagement and activity levels of less active, secondary-aged young people.*

Recommendation for schools…

- ***Capture the interest and engagement of young people in programmes aimed at increasing activity levels by 'selling' the programmes as a chance to have fun with friends.*** Data presented in section 3 supports evidence widely reported elsewhere that engaging secondary-aged and less active young people in activity opportunities can be challenging. However, data from the Young People and Peer Leader Quizzes presented in section 3 suggest that having fun and being with friends are almost universally appealing to young people, rated by around 90% of primary and secondary participants, boys and girls, and Peer Leaders as aspects of activity they enjoy. Responses to the School Staff Survey also show that the chance to have fun and be with friends was recognised by staff to be highly effective in engaging participants. Therefore 'selling' programmes aimed at increasing activity levels as an opportunity to have fun with friends may help capture the interest and engagement of targeted young people.

Recommendation for programme managers…

- ***Encourage schools to embed the leadership pathway by highlighting the potential for leadership opportunities to develop transferable skills and support whole school outcomes.*** Data from the Peer Leader Quiz, School Staff Survey and site visits presented in sections 3 and 4 show that the programme is widely perceived to support the development of skills and attributes important to young people and valued by schools. These include social skills, confidence, creativity, aspirations, resilience, empathy and initiative. Sections 3 and 4 highlight how the development of these cross-cutting skills and attributes has been enabled by the provision of increased leadership opportunities. This enhanced provision has, in turn, been facilitated by the increased competence, awareness and understanding of school staff around the development of young leaders and the value of embedding the leadership pathway. Data from school staff also show that the YA Peer Leader programme is seen to have added value to

schools' healthy lifestyle offer and PE and sport provision. Promoting the potential of leadership opportunities to support holistic development, enhance pedagogy and add value to school provision may help encourage those schools yet to embed the leadership pathway, to do so.

- ***Maximise opportunities for funding by promoting the alignment of leadership and activity programmes with existing and emerging public health agendas.*** Data presented in sections 3 and 4 suggest that while the programme has yet to impact positively on secondary participants, it has significantly increased the activity, physical literacy, social, emotional and individual development and awareness of primary pupils. It has also increased the leadership and transferable skills of Peer Leaders. These positive outcomes are clearly aligned to existing and emerging public health agendas (e.g. DCMS, Sporting Future: A New Strategy for an Active Nation, 2015; emerging Sport England Strategy 2017-2021). While funding decisions are based on a range of factors, alignment of programme outcomes to public health priorities is key to securing support and investment. Clearly communicating the potential and evidence for physical activity and leadership programmes to support public health agendas will therefore help to maximise opportunities for funding.

- ***Facilitate effective and efficient programme implementation and evaluation by scheduling training towards the end of a school term where possible.*** Data presented in section 4 show that the YA Peer Leader conference training was valued highly by school staff, rating top among aspects of the programme useful to delivery. However section 4 also highlights how the timing of training for the majority of participants (September 2015) meant that programme delivery in two-thirds of schools was postponed because activities were already planned and staffing, space and time committed. Data presented in sections 3 and 4 suggest that the key implication for delayed delivery in schools was the challenge of engaging young people in a programme focused on playground activities over the winter. However, delayed implementation also has implications for evaluation; by the time the evaluation concluded, only a third of schools had run the programme for the 12 weeks necessary to provide meaningful perceptions of impact and experiences. With programmes increasingly being funded for periods of one year or less, swift implementation is vital to maximise the impact of the programme and to ensure that this impact can be effectively assessed. While the challenges of planning and organising training are recognised, scheduling training swiftly and towards the end of a school term where possible will help to support expeditious implementation and evaluation.

Recommendation for programme funders…

- ***Establish the efficacy of informal, peer led activity in increasing the engagement and activity levels of less active, secondary-aged young people.*** Data presented in sections 3 and 4 demonstrate that the YA Peer Leader programme has impacted positively on the development of Peer Leaders across primary, secondary and special schools. Data also show that taking part in informal, peer led, playground activities has significantly increased the awareness, engagement, enjoyment and activity of primary children. However, data from school staff and from young people themselves suggest that, to date, the programme has not impacted positively on the activity levels of less active, secondary-aged participants. Comments from school staff presented in sections 3 and 4 suggest that the prospect of engaging in informal, outdoor activity over the winter did not appeal to targeted secondary pupils. Subsequently, it was challenging for schools to engage these young people in the peer led activities. It is possible that informal, outdoor, peer led activity is not an effective

model by which to engage less active, secondary-aged pupils. However, further evaluation is necessary before such an assertion can be made. Specifically, evaluation of the model in secondary schools that have had time to establish the programme and realise impact will determine where, and which aspects of the peer leadership model achieve key outcomes, address public health and whole school agenda, and warrant future investment.

YA PEER LEADER PROGRAMME

PEER LEADER QUIZ

We would like to know what you think about being a peer leader at your school, but first we need to know a little bit about you...

Please ask your teacher if you are taking part in the YA Peer Leader Programme

Yes ☐   No ☐

...and which week you are filling in this quiz

At the conference ☐   Week 12 ☐

Please tell us your name   ...the name of your school

[   ]   [   ]

...and the town you are in   Are you a...

[   ]   Boy ☐   Girl ☐

Please tell us what school year group you are [   ]

Please tell us a little bit more about yourself

	Every day	Most days	Some days	Never
I feel happy	☐	☐	☐	☐
I like finding out about things	☐	☐	☐	☐
I feel confident	☐	☐	☐	☐
I think it's important to try new things	☐	☐	☐	☐
I try again if I don't get something right first time	☐	☐	☐	☐
I think being healthy and active is important	☐	☐	☐	☐
I do more than 60 minutes of physical activity where my heart beats faster	☐	☐	☐	☐
I am active (e.g. in PE, playing sport, riding a bike, running about)	☐	☐	☐	☐

How much do you enjoy...

	A lot	A little	Not much	Not at all	I haven't done it
Planning activities/games	☐	☐	☐	☐	☐
Leading activities/games	☐	☐	☐	☐	☐
Sharing my ideas	☐	☐	☐	☐	☐
Helping others	☐	☐	☐	☐	☐
Taking part in activities/games	☐	☐	☐	☐	☐
Working with others	☐	☐	☐	☐	☐
Learning new things	☐	☐	☐	☐	☐
Making others feel welcome	☐	☐	☐	☐	☐
Meeting young leaders from other schools	☐	☐	☐	☐	☐

How much have you had the chance to...

	A lot	A little	Not much	Not at all
Plan activities/games	☐	☐	☐	☐
Lead activities/games	☐	☐	☐	☐
Coach sport	☐	☐	☐	☐
Try something different	☐	☐	☐	☐
Come up with new ideas	☐	☐	☐	☐
Work with other leaders	☐	☐	☐	☐
Help others lead activities/games	☐	☐	☐	☐
Learn new things	☐	☐	☐	☐
Meet young leaders from other schools	☐	☐	☐	☐
Take part in activities/games in school	☐	☐	☐	☐
Take part in activities/games outside of school	☐	☐	☐	☐

Please tell us what you like about playing games and being active (you can tick as many as you like)

Having fun	☐	Learning new things	☐	Feeling happy	☐
Getting fit	☐	Making new friends	☐	Playing to win	☐
Being with friends	☐	Getting better at the games I play	☐	Making up new games	☐

You and leading...

	A lot	A little	Not much	Not at all
I think being a leader helps me learn	☐	☐	☐	☐
I am good at getting my ideas across	☐	☐	☐	☐
I am willing to take on new challenges	☐	☐	☐	☐
I am good at solving problems	☐	☐	☐	☐
I feel happy when I am leading activities/games	☐	☐	☐	☐
I am good at listening to others	☐	☐	☐	☐
I can encourage others to join in activities/games	☐	☐	☐	☐
I think people can look to me for help	☐	☐	☐	☐
I feel confident when I am planning activities/games	☐	☐	☐	☐
I feel confident when I am leading activities/games	☐	☐	☐	☐
I like to help others when I lead activities/games	☐	☐	☐	☐
I try to change activities/games so everyone can take part	☐	☐	☐	☐

Thank you for completing our quiz!

YA PEER LEADER PROGRAMME

YOUNG PEOPLE QUIZ

We would like to know what you think about being at school and playing games, but first we need to know a little bit about you...

Please ask your teacher if you are taking part in the YA Peer Leader Programme

Yes ☐   No ☐

...and which week you are filling in this quiz

Week 1 ☐   Week 12 ☐

Please tell us your name ☐   ...the name of your school ☐

...and the town you are in ☐   Are you a...

Boy ☐   Girl ☐

Please tell us what school year group you are ☐

Please tell us a little bit more about yourself

	Every day	Most days	Some days	Never
I feel happy	☐	☐	☐	☐
I like finding out about things	☐	☐	☐	☐
I feel confident	☐	☐	☐	☐
I like to try new things	☐	☐	☐	☐
I try again if I don't get something right first time	☐	☐	☐	☐

You and school...
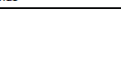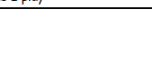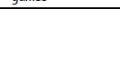
	Every day	Most days	Some days	Never
I like taking part in class	☐	☐	☐	☐
I like to listen to others	☐	☐	☐	☐
I share my ideas with others	☐	☐	☐	☐
I like to learn new things	☐	☐	☐	☐
I like being at school	☐	☐	☐	☐
I help others in class	☐	☐	☐	☐
I like being with other children/ young people	☐	☐	☐	☐
I think learning at school is important	☐	☐	☐	☐

You and being active...

	Every day	Most days	Some days	Never
I do more than 60 minutes of physical activity where my heart beats faster	☐	☐	☐	☐
I feel happy when I play games	☐	☐	☐	☐
I think being healthy and active is important	☐	☐	☐	☐
I take part in activities/games in school	☐	☐	☐	☐
I take part in activities/games outside of school	☐	☐	☐	☐
I think I am good at playing games	☐	☐	☐	☐
I make up new games/activities	☐	☐	☐	☐
I like playing games with others	☐	☐	☐	☐
I am active (e.g. in PE, playing sport, riding a bike, running about)	☐	☐	☐	☐
I enjoy taking part in new activities/ games	☐	☐	☐	☐

Please tell us what you like about playing games and being active (you can tick as many as you like)

Having fun ☐	Learning new things ☐	Feeling happy ☐
Getting fit ☐	Making new friends ☐	Playing to win ☐
Being with friends ☐	Getting better at the games I play ☐	Making up new games ☐

In school have you had the chance to...

	A lot	A little	Not much	Not at all
Take part in new activities/games	☐	☐	☐	☐
Take part in activities/games with peer leaders	☐	☐	☐	☐
Help peer leaders or teachers with activities/games	☐	☐	☐	☐
Plan activities/games	☐	☐	☐	☐
Lead activities/games	☐	☐	☐	☐
Attend a leaders course	☐	☐	☐	☐

Do you know about...

	A lot	A little	Not much	Not at all
Activities/games you can do in your school	☐	☐	☐	☐
Sport clubs in your school	☐	☐	☐	☐
Becoming a leader in your school	☐	☐	☐	☐
Activities/games you can do outside of school	☐	☐	☐	☐
Sport clubs outside of school	☐	☐	☐	☐
Becoming a leader outside of school	☐	☐	☐	☐

Thank you for completing our quiz!

APPENDIX B: YST MONITORING RETURNS FROM PARTICIPATING SCHOOLS

Table B.1) YST summary monitoring returns from 115 of the 191 schools participating in the YA Peer Leader programme and evaluation

Schools	Participants	Boys	Girls	SEND	BME
115	5,909	2,499	2,302	758	578

APPENDIX C: METHODOLOGY AND ASSUMPTIONS FOR THE COUNTERFACTUAL CASE

The first stage in establishing a counterfactual case is to use information from the counterfactual interviews to establish inputs for the counterfactual case in three categories: resources, thematic emphasis, and support and enthusiasm. The second ranked proposal in the tendering process was requesting the same £250,000 as the YA Peer Leader programme, and so the resource inputs were assumed to be the same. However, the second ranked proposal was for a formal club based model of peer leadership to be implemented only in primary schools, and thus had a very different emphasis to the YA Peer Leaders' informal playground based model. Finally, in relation to support and enthusiasm, it is assumed that the second ranked proposal would not have access to the SGO network and so would have to recruit schools through eMail communication rather than direct liaison and contact with SGOs. In addition, it has been assumed that there is some fatigue in schools with club-based programmes and that the more novel informal playground model for the YA Peer Leader programme stimulated additional interest in schools.

The second stage in establishing a counterfactual case is to use both evaluation data from the YA Peer Leader programme presented in this report, and evaluation data from previous programmes, to model the counterfactual impacts (activities, outputs and outcomes) likely to have resulted from the counterfactual inputs.

In terms of counterfactual activities, it has been assumed that resources to support the establishment of clubs in primary schools and resources to support peer leadership activities would have been provided in the counterfactual case. But, as was the case with the YA Peer Leader programme, it has been assumed that no equipment would have been provided. No assumptions have been made about the comparative effectiveness of the activities between the YA Peer Leader programme and the counterfactual case.

For counterfactual outputs, it has been estimated that the counterfactual case would have engaged 300 primary schools. Given the counterfactual case was for a club based model, it has been assumed that the participants per school would be lower, and the number of schools engaged would be higher than for the YA Peer Leader programme. Specifically, the second ranked proposal in the DfE tendering exercise proposed a target to engage circa 12,000 young people, and it has been estimated that the target needed to achieve this would have been 20 young people in 600 schools. However, the counterfactual case would not have had access to the SGO network, and recruitment would have to have been through eMail communication and contact. Data from SPEAR's evaluation of National School Sport Weeks between 2010 and 2013 suggest that seeking to recruit primary schools through this approach results in the engagement of circa 50% of the schools targeted, and so it has been estimated that 300 of the 600 targeted primary schools would have been engaged. Similarly, while it is estimated that the counterfactual case would need to target 20 participants per primary school to achieve its target, data from SPEAR's evaluations of the Change4Life School Sports Club programme since 2011/12 show that average recruitment against a target of 20 per club in primary schools is circa 16. Consequently, it has been estimated that an average of 16 participants per school were recruited in 300 primary schools, resulting in the engagement of 4,800 participants. Finally, data from the Change4Life School Sports Club evaluations show that a primary school club of around 16 is supported by, on average, 3 young leaders, and so it has been estimated that the counterfactual case targeted and recruited 3 Peer Leaders per club in 300 primary schools, resulting in the engagement of 900 Peer Leaders.

Finally, for the estimation of counterfactual outcomes, the best available data is that provided by this evaluation. Therefore, the same proportional impact per participant and per Peer Leader has been estimated for the counterfactual case as for the YA Peer Leader programme. This results in 388 additional primary children meeting CMO recommendations of 60 active minutes every day in the counterfactual case, and 132 Peer Leaders in primary schools accessing more leadership opportunities than before.