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& activity research

Skills2Play/Sport Programme Evaluation 2016



Final Report
July 2016

About SPEAR

The Centre for Sport, Physical Education and Activity Research (SPEAR) is located within the School of Human and Life Sciences. SPEAR undertakes a range of theoretically-informed analyses, from critical commentaries and reflections on current policy and practice, to commissioned research, evaluation and consultancy.

The Centre's research is funded by a range of national and international funders such as the International Olympic Committee, World Health Organisation, Terres des Hommes, Department of Health, Department for Education, Youth Sport Trust, UK Sport, Sport England and Sport Wales. Recent work has focused on sport and physical activity in schools and the community and on aspects of Olympic and Paralympic legacies.

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

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Context

About the programme

Skills2Play and Skills2PlaySport are complementary primary school initiatives designed by the Youth Sport Trust (YST) to develop children's physical literacy and support the Primary School Physical Literacy Framework. Together they comprise the Skills2Play/Sport programme. The programme consists of training and a resource and equipment package, which includes activity cards for both Skills2Play and Skills2PlaySport (sample set), supplied to primary school deliverers by YST. Skills2Play is targeted at Key Stage 1 (KS1) and focuses on generic skill development through a range of play activities that focus on stability, object control and locomotion. Skills2PlaySport is targeted at lower Key Stage 2 (KS2) and includes multi-skill activities that build from generic skills and introduce connectivity with sports through the development of skills specific to sporting 'themes' including Invasion, Striking and Fielding, Net/Wall and Gymnastics.

Physical literacy plays a key role in the government's stated aim of increasing physical activity, especially among the less active and inactive, and improving health and wellbeing through sport and physical activity; improving children's physical literacy is one of the key performance indicators in the 2016 Strategy of the Department for Culture, Media and Sport, 'Sporting Futures'.

About the evaluation

The Centre for Sport, Physical Education & Activity Research (SPEAR) was commissioned by YST to conduct an independent evaluation of the Skills2Play/Sport programme between January 2014 and July 2016. SPEAR evaluated the Skills2Play/Sport Pilot in May 2014 and evaluated the programme in July 2015, one year after its roll out to 1,000 schools nationally. This Final Report captures programme delivery and impact 2014-16; maximising survey samples, facilitating repeated measures analysis (to enhance the robustness of cross-sectional research findings in 2014/15) and the collection of qualitative data from school site visits in 2015/16. The Report comprises two substantive sections to address the three research objectives: Delivery and Impact (of Skills2Play and Skills2PlaySport). The final section provides Recommendations to support programme development and Case Studies are presented at appendix A. The Children's Survey and response data are presented at appendices B and C.

Definition:

Physical Literacy can be described as the motivation, confidence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity

Primary School Physical Literacy Framework, Youth Sport Trust et al.

Research Objectives:

1. To assess how Skills2Play and Skills2PlaySport are being delivered and sustained in primary schools to support children's physical literacy development
2. To investigate the impact of Skills2Play on the development of Key Stage 1 children's physical literacy over 12 weeks of the programme
3. To investigate the impact of Skills2PlaySport on the development of lower Key Stage 2 children's physical literacy over 12 weeks of the programme

Evaluation Approach

Table 1. Programme Evaluation

	Research	Sample
Relationship Management 2015/16	All 852 registered schools contacted. Detailed relationship management strategy implemented with schools to facilitate recruitment to 2016 Panel and participation in the research.	175 schools recruited to SPEAR research panel
Children's Survey 2015/16	Repeated measures survey of KS2 children participating in Skills2PlaySport distributed and completed at weeks 1 and 12 of engagement to assess programme impact on physical literacy	448 survey returns at week 1 381 survey returns at week 12 702 repeated measures surveys from 351 respondents in 17 schools
	Repeated measures data analysis of survey returns collated 2014-16	Combined 2014/15 & 2015/16 = 1,052 repeated measures surveys from 526 respondents (MME = +/-4.3%)*
Deliverer Telephone Interviews 2015/16	Structured interviews undertaken with schools delivering with KS2 to inform mini-case studies (SPEAR additionally received information from KS1 schools, which is presented as additional mini case studies)	4 KS2 schools 2 KS1 schools
Deliverer Survey 2015/16	Cross sectional online survey administered to all 852 contacts supplied by YST to examine perceptions of delivery, sustainability and impact	2014/15 = 109 deliverers 2015/16 = 152 (response rate = 18%)
	Data analysis of survey returns	261 survey returns (MME = +/-5.6%)
School Site Visits 2015/16	Visits to schools delivering with KS1 children at weeks 1 and 12 to assess delivery, sustainability and impact	3 schools
	Visits include observations of physical literacy outcomes, deliverer interview, participant focus group	
	Data analysis and production of Case Studies	

*MME = Maximum Margin of Error. Children's Survey MME is based on average number of participants (42 per school) reported in Deliverer Survey (YST participant monitoring data not available)

Programme Delivery

Data informing this section are drawn primarily from the Deliverer Survey, analysed to evaluate how the programme is being delivered and sustained to support children's physical literacy development. Qualitative data from school site visits and telephone interviews provide further insights.

Schools' reasons for delivering Skills2Play/Sport

Several themes emerge with regard to schools' decision to incorporate Skills2Play/Sport in their activities. These include the desire to increase children's physical activity; to gain new ideas and increase the range of activities on offer; to enhance children's enjoyment of physical activity through the provision of fun activities that raise their confidence and self-esteem; and to develop young leaders. Respondents highlight the ease of use of the programme as key to facilitating its delivery by young leaders and non-specialist staff. They also praise the programme for enabling the development of differentiated activities and offering structures and ideas for progression. Although schools do not specifically report the 'development of children's physical literacy' as their reason for delivery, their stated aims (improving confidence, increasing physical activity, enhancing attitudes) are reflective of the programme's key objective and demonstrate an understanding of physical literacy.

Schools' reasons for not delivering Skills2Play/Sport

Some respondents (11%) to the Deliverer Survey report that they have decided not to deliver Skills2Play/Sport. Important factors in this decision by schools responding 2014-16 include insufficient equipment in the Skills2Play/Sport package (22 of 29 respondents), the quality of equipment (19 of 29 respondents) and lack of space (16 of 29 respondents). Key factors for not running the programme cited by 17% of respondents to the 2016 survey include lack of staff time and availability (20 of 26 respondents) and other clubs in the school taking priority (14 of 26 respondents). In 2016, 6 of the 26 schools who report not delivering the programme commented that this was because they have yet to receive resources, encountered difficulties downloading resources or resources arrived too late for their planning schedule. During telephone interviews with teacher training students who had attended training, themes arising in relation to reasons for not running the programme include their (perceived) lack of influence over curriculum/club activities in placement schools and limited time of placement (6 weeks). Approximately three quarters of respondents to the Deliverer Survey not currently running the programme state that they intend to run it next year.

Key Components of Physical Literacy:

- Behaviour
- Motivation & Attitudes
- Confidence
- Knowledge & Understanding

“

Outstanding ideas, structure, equipment for all ages, all abilities and disabilities

Deliverer Survey 2015/16

“

The programme offers a differentiated way to learn new skills at a deconstructed level through fun and engaging games and activities

Deliverer Survey 2015/16

“

We use it to get children more active, increase confidence and self-esteem and improve their key core skills

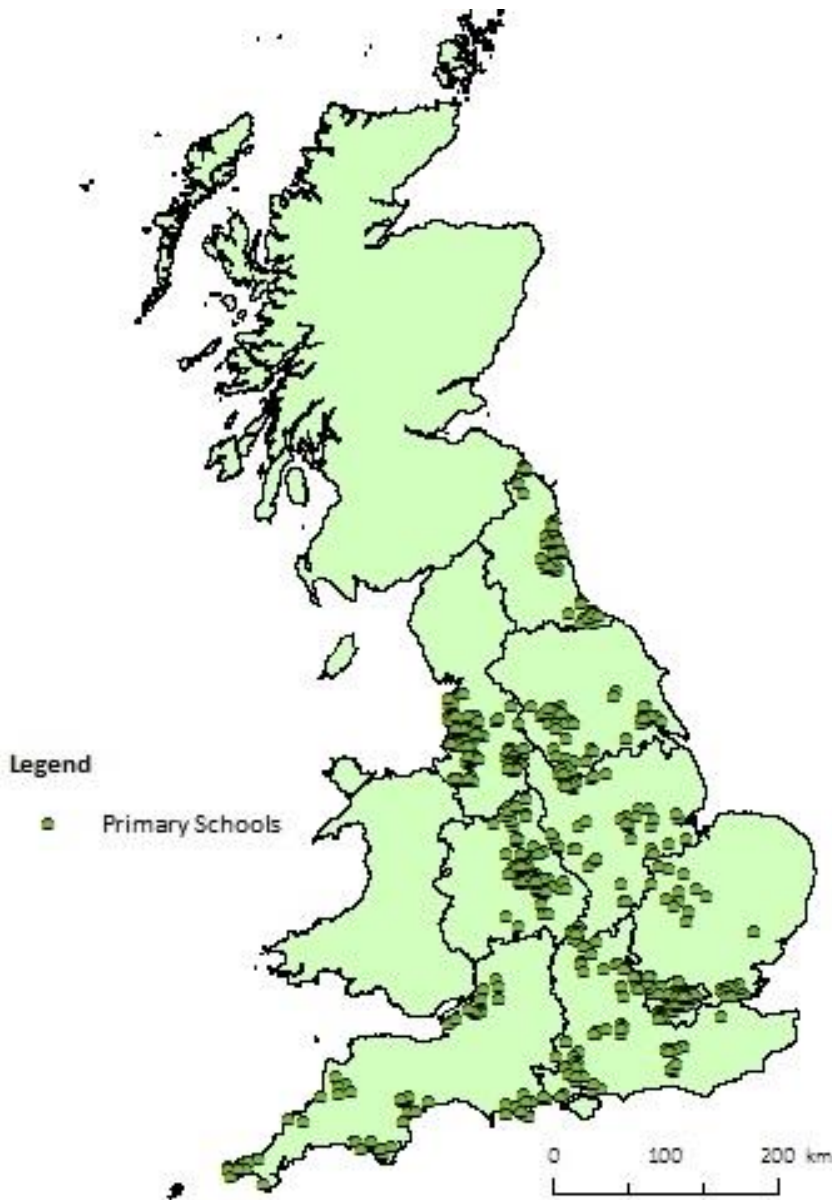
Deliverer Survey 2015/16

“

To get new ideas of games to play and to encourage more children to enjoy taking part

Deliverer Survey 2015/16

Schools that have attended YST Skills2Play/Sport training and were contacted to participate in the research in 2016 (n=852)



“

The training I received was invaluable. It gave me extra confidence in delivering this great programme

Deliverer Survey 2015/16

“

The training session and resources have given me the updated knowledge to confidently deliver training sessions to other teachers, pupils and welfare staff

Deliverer Survey 2015/16

“

I loved the training and could see how it benefits children's core skills and physical skills and this then helps in other areas of learning

Deliverer Survey 2015/16

YST interim monitoring data (to March 2016) show a total of 1,121 practitioners attending training in 2016 from 908 schools (of which 867 are new schools and 42 have attended previously and did so again in 2016; total number of schools trained 2014-16 is 1,867).

Total number of contacts supplied for the evaluation in 2016 is 852.

Who is delivering?

Responses to the Deliverer Survey indicate that the programme is being delivered by teachers in almost 60% of schools; teaching assistants and higher level teaching assistants are delivering in almost a quarter of schools; lunchtime supervisors in approximately 8% of schools.

However, this data is likely to reflect receipt and completion of the survey by teaching staff who have attended YST training. Deliverer Survey data provided in figure 1 suggest that while teachers are leading the programme in schools, they are assisted by other staff. Just over 40% of respondents report that teaching assistants are assisting in delivery of Skills2Play/Sport. Telephone interview and school site visit data support this evidence; interviews with teachers who have attended training suggest they are cascading this knowledge to other staff, and that delivery of sessions is often being undertaken by other staff in school. Deliverer Survey data also indicate that around a quarter of delivery is assisted by young leaders and around 13% by lunchtime supervisors.

Over half of respondents report that deliverers in their school have attended Skills2Play/Sport training (54%) and just under half have received training from a colleague (44%); 14% of respondents say that those assisting with delivery have received no training.

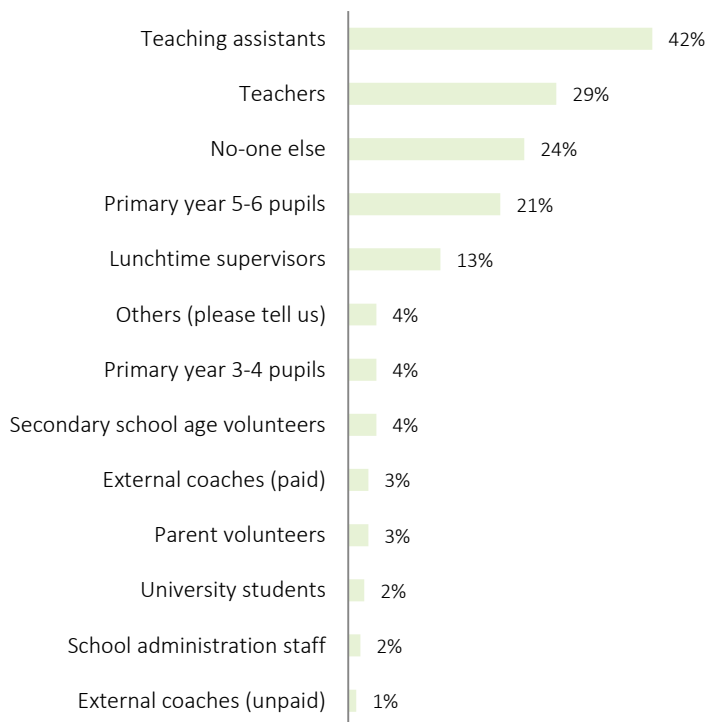


Figure 1. Who has assisted in delivering your Skills2Play/Sport sessions? Deliverer Survey (n=261)

“

We wanted to enable staff who supervise children at our breakfast club to deliver sporting activities

Deliverer Survey 2015/16

“

Easy to follow, engaging resources; children enjoy using the cards too

Deliverer Survey 2015/16

“

The sessions are nice and easy to read; staff find them better to follow than other programmes

Deliverer Survey 2015/16

“

A structure we can all use

Deliverer Survey 2015/16

“

Programme helps teaching staff plan engaging activities and lessons that help to fulfil the requirements of the national curriculum

Deliverer Survey 2015/16

Who is participating?

Schools report a range of 3 to 300 children participating in Skills2Play/Sport, with a mean average of 42 children per school. The average number of children participating for 12 weeks or more falls to 14 per school, and data indicate that around a third of schools run the programme for a six week term with the same group of children and then provide the opportunity for a different group of children.

Almost half (48%) of respondents are delivering the programme to both KS1 and KS2 children. Approximately 30% are delivering to KS1 only and approximately 20% to KS2.

Almost a third of respondents (30%) state that Skills2Play/Sport sessions are not targeted at any specific group of children. Over 40% of respondents report targeting Skills2Play/Sport sessions towards KS1 children and 25% towards KS2; 30% targeted less active children; approximately a quarter aim the programme at children with low confidence and just over a fifth at children who do not join other clubs.

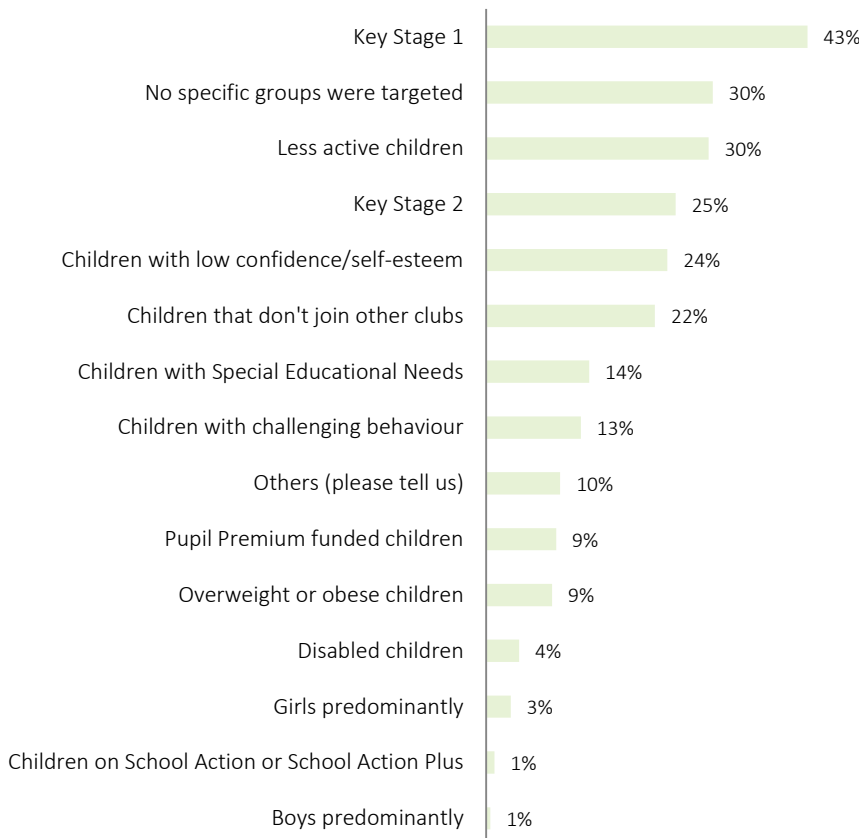


Figure 2. What groups, if any, have been targeted to take part in your Skills2Play/Sport sessions? Deliverer Survey (n=261)

- 30% of schools are delivering to KS1
- 20% of schools are delivering to KS2
- 48% of schools are delivering to both KS1 & KS2



Improves the delivery of basic skills across the whole school age range... children seem to rise to the challenges set by the cards. Having a better understanding of how to tailor activities to children's needs allows everyone to participate and achieve their own level

Deliverer Survey 2015/16

- 30% of schools are not targeting Skills2Play/Sport at specific groups of children
- 30% of schools are targeting sessions at less active children
- 24% of schools are targeting sessions at children with low confidence
- 22% of schools are targeting sessions at children who do not join other clubs

When is delivery?

Over 40% of schools report running the programme as an afterschool club (44%), with similar numbers reporting that they deliver sessions in lesson time (43%) and during lunchtime (42%). Qualitative data from telephone interviews also suggest that the flexibility of the programme is welcomed by deliverers as enabling use of the resources both within and outside curriculum time.

Approximately two thirds (67%) of schools report running the programme (with the same group of children) for 12 weeks or more, with a third (33%) running for 6 weeks or less. Of those delivering the programme for less than 12 weeks, just over a quarter (23 respondents) state they were unaware of the requirement to run the programme for a minimum of 12 weeks to maximise programme impact on participating children. The most reported factors in schools' decision to run the programme for less than 12 weeks were lack of staff time (36 respondents) and other clubs taking priority in school (33 respondents).

Schools visited during the research were delivering the programme at varying times. At Stag Lane Infant School, Skills2Play/Sport is delivered as an afterschool club. It is one of the few clubs offered for which families are not required to pay. The school aims to improve children's social skills and provide an outlet for children with behavioural issues, and children who the deliverer believes will benefit from the opportunity are invited to participate.

At Phillimore Community Primary School, although not directly involved in delivery, the Skills2Play/Sport lead has cascaded knowledge gained from training to teaching staff, lunchtime supervisors and Year 6 sports leaders to facilitate a whole school approach to the programme. The school decided to run the programme in order to improve children's fundamental movement skills, increase their physical activity and confidence to participate in sport, and improve health and fitness. Structured lunchtime activities provide all children with the opportunity to engage in physical activity and the Skills2Play/Sport lead sees this as fundamental to improving pupils' health and fitness:

Possibly teachers are tending to teach sport specific skills rather than fundamental skills, so in terms of developing fundamental skills so children can take them on and play any sport when they get to secondary school, that's something we're trying to develop... We have been doing some training with our teachers on this course so they can incorporate this into what they deliver in PE and I did some training with midday supervisors... I've realised we only have students for 2 hours in PE in lesson time, but children get 30-60 minutes of time at lunchtimes where they potentially have vigorous activity. I think the midday supervisors are going to play a key role.

(Skills2Play/Sport Lead, Phillimore Community Primary School)

“

The Skills2Play/Sport has given me inspiration and more ideas for lunchtime activities. I have organised a team of 8 sports leaders who deliver games and activities. I have also used the ideas for fun warm-up activities in other clubs

Deliverer Survey 2015/16

“

A resource to introduce leadership opportunities and introduce new games for children to play at break times

Deliverer Survey 2015/16

“

Good ideas and easy to integrate into curriculum and clubs

Deliverer Survey 2015/16

“

It fits in with the planning we do and helps to fill gaps in children's skills

Deliverer Survey 2015/16

“

We are using the ideas for warm up activities then go on to specific skills and playing full games

Deliverer Survey 2015/16

How are resources being utilised?

In 2016, in response to comments received during telephone interviews, an additional question was included in the Deliverer Survey to assess whether schools are delivering Skills2Play/Sport as a distinct programme. Only a quarter of respondents in 2016 state that they are delivering the programme in this way. Over two thirds (67%) report they are using Skills2Play/Sport as a 'dip-in' resource. Themes arising from reasons for using the resources to 'dip into' rather than a distinct programme of activities include: difficulties in implementing as a whole programme within lesson time due to other curriculum commitments; suitability of resources to aid non-specialist, less experienced staff; suitability of resources for use in warm up activities; and insufficient resources in the sample set of Skills2Play/Sport activity cards to enable schools to run a programme of activities. However, comments received in relation to using Skills2Play/Sport as a 'dip-in' resource are largely positive; respondents report an appreciation of the flexibility of the Skills2Play/Sport resources. They are able to supplement and complement other planned activities with Skills2Play/Sport resources to keep children engaged, and report that the resources facilitate the generation of new ideas and provide valuable support to less experienced colleagues.

What is engaging participants?

The 'fun' aspect of the programme is reported to engage participants by all respondents (100%). Other aspects rated highly include the Skills2Play/Sport equipment, reported by 98% of respondents and the activity cards, cited by 95% of respondents as effective in engaging children 'a little' or 'a lot'. An element of competition and the opportunity to contribute to delivery is reported by 90% of respondents to be engaging pupils.

Of aspects deliverers find useful in delivery, the Skills2Play/Sport activity cards rate most highly with almost all deliverers (99%) stating that these are useful or very useful. The Skills2Play/Sport equipment and training both gain similar feedback with 96% stating that these are useful to delivery; 90% report that support from the school has been useful.

In relation to the Skills2Play/Sport activity cards, the three aspects that the highest number of respondents report as useful are: illustrations on the cards (100%); the STEP model (99%); and Thinking/ Healthy/ Social/ Physical Me (99%). Other aspects of the cards (Spirit of the Games, Think Inc, Sporting Connections and Literacy and Numeracy Links) are reported as useful by around 90% of respondents.

“

It is hard to use as a whole lesson when other things are planned

Deliverer Survey 2015/16

“

It supports other activities we do for lunchtime activities plus the cards allow students to take ownership of the lessons

Deliverer Survey 2015/16

“

To try it out with less experienced staff and within an afterschool club setting

Deliverer Survey 2015/16

“

The sample cards were not enough to use as a full programme

Deliverer Survey 2015/16

-
- 100% deliverers say that the 'fun' aspect of the programme engages children
 - 99% deliverers found the activity cards useful to delivering activities to develop physical literacy
 - 98% deliverers say Skills2Play/Sport equipment engages children

Deliverer Survey 2014-16

Key successes and challenges in visit schools

Successes

- Adopting a whole school commitment to developing a physical literacy approach
- Building capacity through the development of playground leaders and lunchtime supervisors
- Recruiting targeted children appropriately and sensitively to develop social and physical skills
- Enabling children to take 'ownership' of the club by setting up, leading and demonstrating activities
- Focusing the sessions on fun to engage all children
- Combining resources, activities and ideas

Challenges

- Engaging all staff prior to the implementation of the programme to successfully adopt a whole school approach
- Providing training and ongoing support for all staff involved
- Garnering support from parents to enable participation in afterschool clubs
- Developing partnerships (e.g. with local universities) to support delivery in a sustainable way

“

The cards are good because we can actually show the lunchtime supervisors and playground leaders something visual and it helps them to get a better understanding of it all

Deliverer, Phillimore School

“

They showed us the games, so we try and get people to come over and then we explain the games to everyone else

Year 6 Playground Leader,
Phillimore School

“

It has been really fun and I have learnt a lot

Year 2 Participant, Stag
Lane School

“

He only came for a couple of sessions... he did say he wanted to come... maybe mum needed to get him home

Deliverer, Stag Lane School

Impact

Perceptions of Impact

The Deliverer Survey asks respondents about their perceptions of impact on children participating in Skills2Play/Sport. The majority of respondents report that the programme has helped children to become positive about being active (99%) and about sport (98%). In addition, nearly all respondents report improvements in movement skills (99%) and in sport specific skills (98%). Over 80% of respondents state that the programme has helped children to achieve 60 active minutes a day (in line with CMO recommendations) and become more active beyond and outside Skills2Play/Sport sessions (83%). The majority of respondents note gains in children’s confidence in their movement (99%) and in their understanding of their body’s movements (91%); key components of physical literacy development.

Chief Medical Officers’ (CMO) recommendations for children’s physical activity:

All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day

Department of Health, 2011, 26. Start Active, Stay Active: A report on physical activity from the four home countries’ Chief Medical Officers

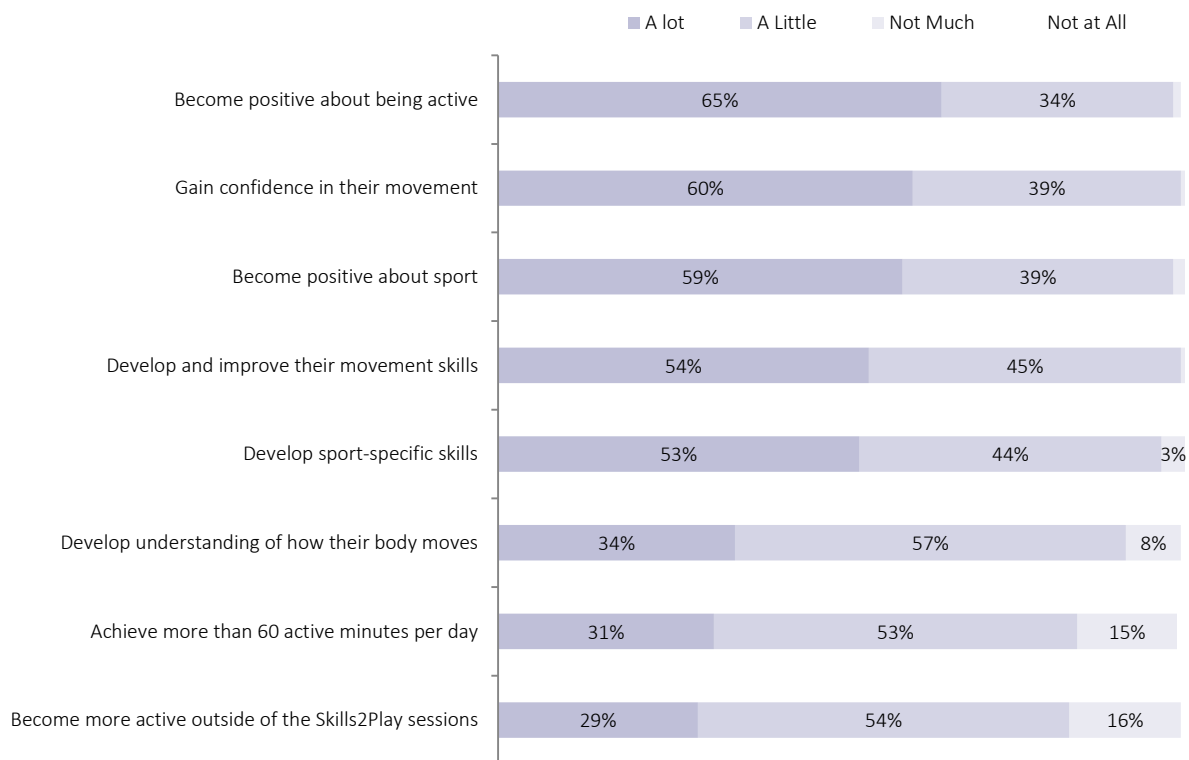


Figure 3. How far has Skills2Play/Sport helped the children to...? Deliverer Survey (n=261)

Broader outcomes, closely aligned to physical literacy, are also reported by deliverers. Skills2Play/Sport is reported by 97% of respondents to have contributed to increasing children’s confidence; to the development of social skills (93%); to increasing children’s knowledge of healthy lifestyles (89%); creativity (82%) and resilience (86%). The programme is also reported to raise children’s aspirations (79%); increase their sense of belonging (73%); and enhance their ability to empathise (69%). Two thirds of deliverers report that the programme supports cross curricular learning and a similar proportion report a positive impact on behaviour (66%).

Respondents note that the programme has contributed to whole school agenda by adding value (‘a little’ or ‘a lot’) to existing provision, such as school sport (by 90% of respondents); PE provision (80%); healthy lifestyle offer (84%); school games (78%) and delivery across the curriculum (68%). This ‘fit’ with schools’ existing commitments and priorities suggests potential longevity and sustainability of the programme.



Children were selected as either being SEND, pupil premium or in need of self-esteem development. Some were chosen because they were keen to take part and their enthusiasm was infectious... We hoped that all children would develop self-esteem and be keen to participate in more extra-curricular activities. We also hoped that we would see an impact on their confidence and attitude to their school work – and we did!

Deliverer, Burton CE Primary School

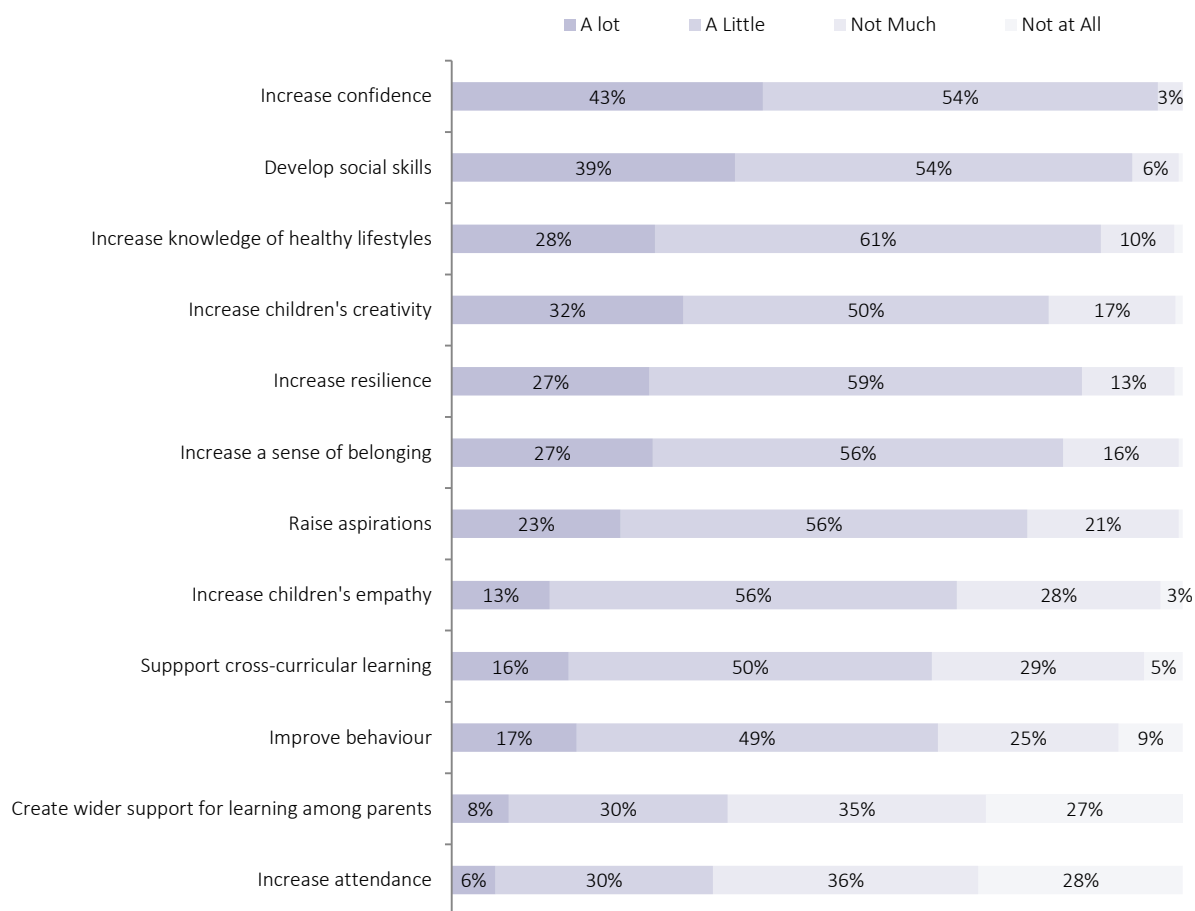


Figure 4. At your school, how far has Skills2Play/Sport helped to...? Deliverer Survey (n=261)

Qualitative data from school site visits provide further insights into deliverers' perceptions of programme impact. The Skills2Play/Sport lead at Phillimore Community Primary School sees improvements in fundamental movement skills, confidence and cross curricular learning as inextricably linked:

If a child is physically confident it will have a knock on effect in the classroom. Those gross motor skills can have an effect on fine motor skills like handwriting. Next stage along is improvement in attainment; there is a natural progression.

(Skills2Play/Sport Lead, Phillimore Community Primary School)

During the visit interview at week 12, the programme lead reported some positive impact on fundamental movement skills, although the main impact she has observed is increased awareness and behaviour in relation to inclusiveness, empathy and leadership skills. She reports that the participation of young leaders in delivery of lunchtime activities has increased children's willingness and ability to help their peers in the playground and in the classroom. However, she commented that it was difficult to identify the programme impact on cross curricular skills due to lack of measurement and noted the difficulties of identifying causal relationships without such measurement.

Across site visit schools, impact is being assessed through observation only and this is highlighted in responses to the Deliverer Survey. Only 16 respondents 2014-16 (6%) state that they are measuring children's progress in Skills2Play/Sport. Responses include general observation; a tick sheet provided to children; participants scored by young leaders; booklets for children to complete in which they set themselves weekly challenges; use of Skills2Achieve assessment; and attendance figures.

At Stag Lane School the deliverer interviewed has observed increases in confidence and improvements in movement skills and social skills. She noted that these have been facilitated by children's enjoyment of the Skills2Play/Sport sessions and commented that the programme's impact has varied for each individual:

There is one boy whose coordination was quite out and I've noticed with his throwing that it is much better now; he is (also) much better at balancing than he was. One child doesn't really talk; he actually doesn't talk to any other adults but he is beginning to talk to me now, even out of the Skills2Play club; he has definitely come out of his shell. It gets them talking to each other and improves their social skills. When they have finished setting up, they have to explain it to the other groups, so take it in turns and that's worked really well.

(Deliverer, Stag Lane Infant and Nursery School)

“

He was not a sporty child. In fact a very quiet, unconfident child; wasn't keen to offer answers in lessons or volunteer for anything... Fantastic results for this child. He soon took an active role in leading small groups within the sessions, telling and showing the others what to do. He suggested games to play and even how to alter/adapt games... he said that he has felt more confident to share his ideas in class and it has helped him playing as a team. The teacher too said he has become more vocal in school

Deliverer, Boston Tower Road Primary School

Impact of Skills2Play

This section presents qualitative data gathered during school site visits undertaken at weeks 1 and 12 at three schools. Visits comprised observations of Skills2Play sessions in order to assess programme impact on key outcome indicators of physical literacy including the fundamental movement skills of locomotion, stability and object control. Visits included interviews with lead deliverers in order to gain their perceptions of programme impact on all aspects of physical literacy (behaviour; motivation and attitudes; confidence; knowledge and understanding) and focus groups with participating children to gain further insight. Deliverer Survey data from schools running Skills2Play with KS1 children 2014-16 (n=194) is also presented in this summary section, and telephone interviews informed the mini case studies provided to demonstrate individual journeys. Full case studies of the three KS1 visit schools are provided at appendix A and present whole school journeys in developing physical literacy with Skills2Play.

In all three visit schools, interviews with lead deliverers reveal that schools welcome the opportunities that Skills2Play has opened up; deliverers report that the training and programme has provided new ideas and a space to re-evaluate both current and future offer for KS1 pupils.

In addition to new opportunities for KS1 children to be physically active, deliverers expressed appreciation of the value of helping children to develop positive attitudes, increase confidence and enhance knowledge and understanding as a means to facilitating their future participation in physical activity and sport. The programme has provided deliverers with an opportunity to think about how to improve these fundamental skills in children before offering sport specific opportunities.

All respondents (100%) to the Deliverer Survey running Skills2Play with KS1 children report that the programme has helped children to develop and improve their movement skills; become positive about sport; and gain confidence in their movement 'a little' or 'a lot'. Nearly all respondents report that the programme has helped children become positive about being active (99%); improve sport specific skills (96%) and develop understanding of how their body moves (94%). Among these respondents 86% say that children are more active outside Skills2Play sessions since taking part and 87% believe that the programme has helped children achieve at least 60 active minutes per day.

Other key impacts reported by nearly all Skills2Play respondents include increased confidence of participants (96%), resilience (88%), social skills (86%), creativity and sense of belonging (both 83%) 'a little' or 'a lot'. Positive programme impacts are also reported in relation to participants' aspirations (reported by 79% of respondents), empathy (68%) and behaviour (67%); just over a third (35%) say the programme supports cross curricular learning with this age group.



For the children who took part in the club, they had a fantastic time and they grew in confidence and resilience... I had quite a few reception children who have not had the opportunity to attend clubs before... this experience has been a great introduction to sport and has given them the confidence to attend more clubs in the future

Deliverer Survey 2015/16

Key outcome indicators of physical literacy:

- Stability
- Locomotion
- Object control

- 100% of KS1 deliverers report improvement in movement skills, increased confidence in movement and positive attitudes to sport

- 96% of deliverers believe children's overall confidence has increased

- 88% of deliverers say children are more resilient

- 87% of KS1 deliverers say Skills2Play is helping children to achieve at least 60 active minutes a day

Deliverer Survey 2014-16

Across all visit schools, participants were more confident and willing to try new things. While improvements in fundamental movement skills were not always apparent, children who expressed reluctance at week 1 to participate in physical activity, and especially in games or activities they were unfamiliar with, talked enthusiastically about their participation and desire to try new games by week 12.

At Phillimore Community Primary School, Skills2Play provides structured playground activities for all pupils during lunchtimes. Comments made by children at the week 1 visit suggested a lack of confidence, aspiration, creativity and resilience. By week 12, children demonstrated increased confidence, creativity, aspiration and resilience. In addition, an increase in knowledge and understanding was apparent in discussion with the children.

The programme has also helped to develop young leaders, with Year 6 pupils leading activities in the playground and encouraging their younger peers to participate. Lunchtime supervisors oversee the activities and by week 12 reported that the structured Skills2Play activities have been successful in engaging more children in physical activity and in establishing positive attitudes towards physical activity.

“

I don't really like playing any games because I'm not very good

Week 1: Participant,
Phillimore School

“

We have been doing lots of different games... hopefully they do a new one today

“

I always play the games because it is really important to be active... it helps you in lots of ways

Week 12: Participants,
Phillimore School

Developing movement and sports skills in PE lessons: Isaac's journey

Maple Cross JMI School use Skills2Play and Skills2PlaySport with both KS1 and KS2 children within its curriculum PE lessons. The deliverer explained that by using the programme in lesson time, *'we felt it would benefit more children and would improve their engagement with all the exciting new equipment'* (Deliverer).

The lessons have proved particularly popular with Year 1 and the deliverer described the progress of one boy, Isaac: *'he was more engaged than usual and was extremely excited at the prospect of using the colourful equipment'* (Deliverer). At the start of the year, Isaac had struggled with his co-ordination. Skills2Play PE lessons incorporated activities aimed at improving coordination, agility and other skills by, for example, standing back to back with a partner passing a ball from side to side: *'In the first lesson, Isaac found this extremely challenging, as the weeks progressed he was able to do it as well as other members in the class'* (Deliverer).

Isaac's movement skills have improved with each session and he has shown improvement in other areas of sports such as athletics and gymnastics. In the final assessments for Summer term, he had moved from 'below age related' (last year) to 'working at age-related' in all sports.

At Phillimore Community Primary School, the Skills2Play lead sees improvements in children's motivation, confidence and understanding as the forerunner and facilitator of fundamental movement skills development. Slight improvements in children's object control, stability and locomotion were observed at week 12 compared to week 1 and the lead (who is also the PE lead) hopes to develop these further, both in curriculum PE and during lunchtimes:

I think it takes a while to develop those skills, but you can see their confidence and understanding is improving, and they want to be active now. As time goes on I think those fundamental movement skills will progress too.

(Skills2Play lead, Phillimore Community Primary School)

At Stag Lane Infant and Nursery School, Skills2Play is delivered as an after-school club. During the site visit to the club in its second week, children were hesitant to discuss their participation and found some of the activities, such as throwing accurately, challenging. During the return visit at week 12, notable improvements were observed in children's fundamental movement skills. Most participants were able to successfully hit the targets in the bean bag throwing activity and demonstrated appropriate balancing techniques in the bench walk. In addition, participants were eager to engage and to discuss their experiences of the programme. The deliverer has also noticed improvements in their confidence, understanding of physical activity, communication skills and behaviour in the classroom:

At the start, a lot of them wouldn't stand up and explain the activity but now they will all get up and explain the activities to the rest of the group. You need to have a lot of confidence to do that and I don't think they all did when we first started.

(Skills2Play deliverer, Stag Lane Infant and Nursery School)

“

I learnt how to hit the target... I can balance a lot better

Participant, Stag Lane School

“

It has been really fun and I have learnt a lot... It has been really fun just being with friends

Participant, Stag Lane School

“

Some of them are behaving a lot better now. I think having those role models has really helped them

Deliverer, Stag Lane School



Skills2Play session at Phillimore Community Primary School



Skills2Play session at Stag Lane Infant and Nursery School

Willow Tree Primary School decided to deliver Skills2Play in order to increase opportunities for KS1 children to participate in school clubs. The sessions have aimed to develop participants' fundamental movement skills, each session focusing on a different skill with activities such as running, throwing and catching. The deliverer at Willow Tree reports that children's movement skills have improved over the course of 12 weeks, and observations of object control, locomotion and stability during the visit support this. In addition, children have demonstrated increased creativity and aspiration; making up their own games and expressing eagerness to join other clubs:

I think all of their skills have got better because we have done games where they have to balance, or use a hockey stick, or skip, or jump. Some of the kids at the beginning struggled to even pick up a hockey stick properly and now they can move the ball between the cones pretty easily.

(Skills2Play deliverer, Willow Tree Primary School)



Skills2Play session at Willow Tree Primary School

“

It was all really fun... I want to carry on or join a different club if there is one

Participant, Willow Tree Primary School

“

A lot of them have talked about joining other clubs now so it has been a good introduction for them

Deliverer, Willow Tree Primary School

Improving engagement and communication: Kyle's journey

Henbury View First School is delivering Skills2Play/Sport with both KS1 and KS2 children. Some children have been invited to join the club, which they have named 'Fitness Frogs', to develop specific skills. Kyle, in Year 1, was selected to participate as he did not attend any other clubs at school. The deliverer, who is the PE Coordinator, also commented that *'his social skills and coping skills in class were becoming an issue.'*

Kyle engaged fully and enthusiastically in the club; helping to choose the types of activity and games played in the club and wearing his Fitness Frogs badge with *'a real sense of pride and identity... every week when he saw me, he asked "is it Fitness Frogs today?"'* (Deliverer).

The deliverer reports that since participating in Fitness Frogs, Kyle has become more active and is able to communicate more effectively with his peers and teachers. He has also joined an after-school running club, in which he engages positively and demonstrates stamina and determination.

Impact of Skills2PlaySport

The research utilised a Children’s Survey to capture data relating to key aspects of physical literacy. The survey has been designed to be completed by KS2 children and to capture data that can be analysed to measure respondents’ behaviour, motivation and attitudes, confidence, knowledge and understanding. Questions on the survey are grouped under the headings Physical Me, Social Me, Thinking Me and Healthy Me in order to increase accessibility and comprehension for this age group and to link with the programme themes. However, the questions are designed and analysed in the constructs (outcomes) of physical literacy. These physical literacy outcomes are closely aligned to YST CARE outcomes (Creativity, Aspiration, Resilience and Empathy) and impact on these aspects is reported.

This section presents repeated measures analysis of data and highlights where statistically significant changes have occurred over 12 weeks of the programme (at $p < .05$). Change (impact) is calculated on the basis of overall movement on the response scale; graphs show change in respect of ‘every day’ responses. Children’s Survey data is supplemented by data from the Deliverer Survey 2014-16 relating to schools that report using Skills2PlaySport with KS2 children (n=173). Mini case studies in this section provide qualitative insights from telephone interviews conducted with deliverers of Skills2PlaySport and present individual and whole school journeys.

Impact on Physical Literacy

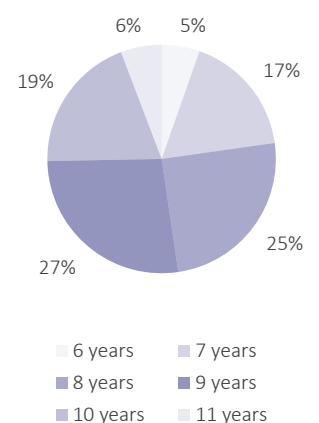
Children’s Survey data show a statistically significant increase between weeks 1 and 12 in the physical literacy of KS2 participants. Statistically significant increases are also evident in all component constructs of physical literacy - behaviour, motivation and attitudes, confidence, knowledge and understanding.

The impact on each aspect is explored in this section and mini case studies of schools that participated in telephone interviews are presented.

Summary data of ‘every day’ responses to the key constructs of physical literacy are presented in figure 5 and a breakdown of all responses to the Children’s Survey provided at appendix C.

- Children’s Survey data show a statistically significant increase in children’s physical literacy over 12 weeks of participation in Skills2PlaySport
- All aspects of physical literacy – behaviour, motivation and attitudes, confidence knowledge and understanding – increase significantly over 12 weeks of participation in Skills2PlaySport

Age of participants returning surveys



Behaviour

The Children’s Survey measures behaviour in relation to physical literacy by asking questions about the frequency and intensity of their participation in physical activity. Respondents indicate how often they ‘do more than 60 minutes of physical activity’, ‘do more than 30 minutes of physical activity’, ‘get out of breath when playing games’ and ‘get hot and sweaty when playing games.’ The behaviour construct is comprised of the combination of responses to these questions.

Data show a statistically significant increase between weeks 1 and 12 in participating children’s level and intensity of physical activity. The percentage of children reporting that they undertake 60 minutes of physical activity ‘every day’ increases from 21% at week 1 to 28% in week 12 and the percentage reporting 60 active minutes ‘most days’ or ‘every day’ (combined) increases from 46% to 55% over the 12 week period. A strong, positive, statistically significant correlation between responses to the activity frequency and intensity questions indicates that the reported activity is of least moderate intensity. This represents a significant increase in the proportion of participating children meeting the Chief Medical Officers’ recommendations for physical activity.

Deliverer Survey data suggest that over a third of schools delivering Skills2PlaySport (38%) are deliberately targeting their sessions at less active KS2 pupils. Data from the Children’s Survey suggest the programme is successful in increasing the physical activity of these children. Over 80% of respondents to the Deliverer Survey report that the programme has helped children achieve more than 60 active minutes per day and be more active outside Skills2PlaySport sessions.

- Children undertaking 60 active minutes every day rises from 21% at week 1 of Skills2PlaySport participation to 28% at week 12
- Over half of children participating in Skills2PlaySport are achieving 60 active minutes most days or every day by week 12

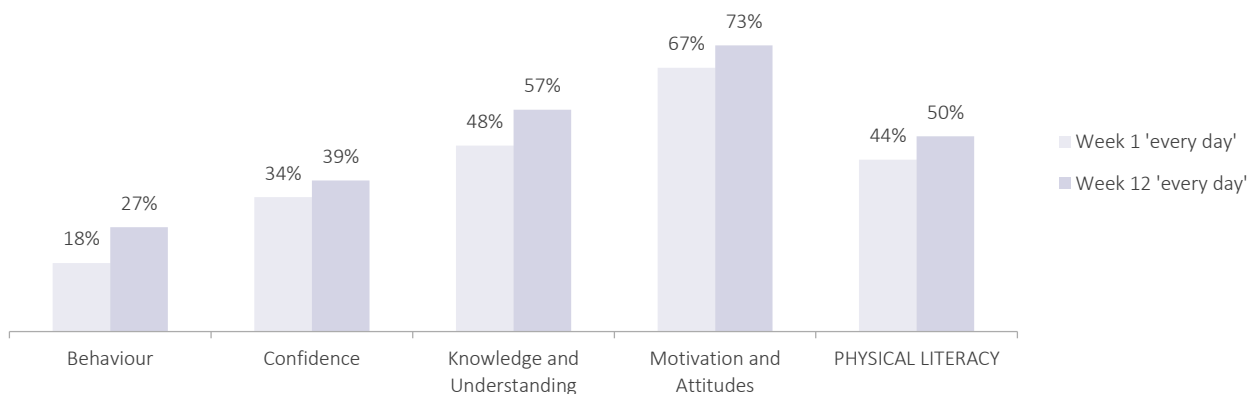


Figure 5. Aspects of Physical Literacy: ‘every day’ responses to Children’s Survey (n=526 children)

Confidence

Confidence is measured by asking respondents how often they 'help others when they play games', 'can make up new ways to play', 'think they are good at playing games', 'can learn new skills when they play games', and 'like to try new games'. Statistically significant increases are evident in children's ability to help others and to make up new ways to play. The overall construct shows a statistically significant increase in children's confidence between participation in weeks 1 and 12.

Over a third of respondents (35%) to the Deliverer Survey report that their school targets Skills2PlaySport sessions at children with low confidence or low self-esteem. Nearly all respondents to the Deliverer Survey (97%) state that Skills2PlaySport has helped to increase children's confidence generally, either 'a little' (53%) or 'a lot' (44%); 99% report that participants have gained confidence in their movement.

The positive impact of Skills2PlaySport on children's confidence has also been reported during telephone interviews with deliverers. The mini case study of William Ford CofE Primary School indicates the interplay of increased confidence and skills for one participant and the ways in which this has impacted more widely on his availability to learn.

“

I enjoyed running Skills2Play after school. I found it especially useful for some children who lacked confidence. The children didn't want it to end!

Deliverer Survey 2015/16

“

After attending the training I was inspired to start a focused afterschool club for those children who sometimes struggle to confidently access PE sessions

Deliverer Survey 2015/16

Enhancing confidence and creativity to increase activity

Ashburnham Community Primary has selected five students from every class in KS2 to participate in Skills2PlaySport. The school is keen to involve children who are less active, overweight or struggle with social skills. The school aims to build creativity and confidence through physical play. The deliverer sees Skills2PlaySport as a good opportunity for the children who struggle to use and be creative with equipment in the playground and who find it difficult to play confidently with their peers:

Well I think it has been very useful for the children, as a lot of them weren't too confident, so they would only play with children from their own class, and after Skills2Play they have built up confidence to play with others, as well as having more ideas to play with the resources at break time and this has made them more confident.

(Club Deliverer)

The deliverer observed children learning to use the equipment in different ways and play with others from different year groups. He commented that by providing a framework for play, Skills2PlaySport has helped children to develop games and play with more confidence:

Before, they were only playing with their close friends at break times, and not sharing the equipment with other children. Whereas now if I go outside at break time I see them playing not only with their friends but with other students, mixing with different age groups, as well as sharing the equipment and ideas for games.

(Club Deliverer)

Knowledge and Understanding

The programme impact on knowledge and understanding is assessed by asking children a series of questions relating to the importance they place on being active, their awareness of their movements and their ability to verbalise this. Responses to three of the four questions show statistically significant increases (the importance placed on being active showed no change); the increase between weeks 1 and 12 in participants' knowledge and understanding (construct) is statistically significant.

Nearly all respondents to the Deliverer Survey (99%) state that Skills2PlaySport has helped KS2 children develop and improve their movement skills, and the majority (97%) report that the programme has helped them develop sport specific skills either 'a little' or 'a lot'. Similarly, 89% of respondents state that Skills2PlaySport has developed children's understanding of how their body moves; almost two thirds (62%) report that the programme has helped increase pupils' knowledge of healthy active lifestyles.

Responses to the Deliverer Survey also suggest the programme has had a positive impact on deliverers' knowledge and understanding, and concomitantly on their confidence and ability to deliver sessions to enhance children's physical literacy.

“

The programme has really helped developed their understanding of the key components within physical literacy. It has developed their social skills too and they have enjoyed all of it

Deliverer Survey 2015/16

“

I have more understanding about physical literacy and how essential movement is, especially for the younger child. The games and ideas give me more confidence in how to incorporate these into fun sessions

Deliverer Survey 2015/16

The impact of small steps: Max's journey

William Ford Church of England Primary School is running Skills2PlaySport with Year 4 students in a Summer term club. Some children have been chosen to participate to improve specific skills; the aim for Max was to improve hand-eye coordination and concentration skills and to enhance his ability to follow set tasks.

By encouraging progress in 'small steps' the club has positively impacted on Max's ability to listen, concentrate and follow instructions and guidance. His hand-eye coordination and balance have also improved, and his confidence and ability to engage with peers have increased; he particularly enjoys playing quick cricket with the other participants. These skills have been carried beyond the Skills2Play sessions, enhancing his ability to learn in school:

The club has had a massive impact on Max and he has made a lot of progress... Around school it's been noticed that he listens more in class and his concentration skills are slowly improving. To hear this from other teachers is great as Max has struggled so much before the Skills2Play club and it's shown the club has helped him in small steps...He has so much more confidence when taking part in physical activity because he can listen and concentrate on the teacher. He knows that if he tries his hardest to listen he will be able to participate in the sport not only in Skills2Play but PE as well. It's been a pleasure to watch him grow as an individual during the time at the club.

(Club Deliverer)

Motivation and Attitudes

Data show participants already hold positive attitudes and motivations in relation to physical activity when they join the programme. High levels are maintained throughout the 12 week period, with 96% of respondents reporting a positive attitude 'more than half the time' (combined 'every day' and 'most days' responses to the relevant questions). The levels at which they report liking to play with others and feeling happy when playing games remain high throughout and data show a statistically significant increase in relation to looking forward to playing games.

Nearly all respondents to the Deliverer Survey report increases in children's positive attitudes towards sport; 61% reporting that the programme has helped 'a lot' in this respect, 36% 'a little'. Similarly, respondents report increases in positive attitudes towards being active; 64% reporting that the programme had helped 'a lot', 35% 'a little'. Data from the Deliverer Survey also indicate that the programme has increased children's sense of belonging (84% of respondents) and helped children to develop social skills (85%).

“

Good range of resources which are motivating to children

Deliverer Survey 2016

“

We use it to encourage children who would not normally take part in physical activity, that sport can be fun

Deliverer Survey 2016

Cross curricular impact: John's journey

The Skills2PlaySport lead at Walkergate Primary School chose to participate in the programme because he was aware of the benefits of children engaging in physical activity and its wider impact on the curriculum. He identified children in Year 6 who found engaging in sport difficult, had social and emotional needs and might struggle with the transition to secondary school. Since participating in the programme, the majority of children have now gone on to join additional after school clubs.

John found it difficult to engage with his peers and often felt alienated due to low social skills: *'During PE lessons, he was the one that would be picked last and would usually make excuses for why he couldn't take part'* (Deliverer). Since taking part in the programme, his class teacher reports that he is engaging well in PE lessons, his confidence has greatly improved and he has become a sports leader. The deliverer believes that the programme has impacted positively on John's learning in other subjects: *'He wasn't coping well academically but I checked his SATs results today and he has passed all of them! He has changed massively'* (Deliverer).

Another child who participated in the programme is a talented athlete but struggled with his self-confidence, *'We used him as a technical role model which gave him confidence. He really engaged well with the programme and came out of his shell'* (Deliverer).

CARE (Creativity, Aspiration, Resilience, Empathy)

While the Children’s Survey is designed to measure physical literacy, it includes questions indicative of YST’s CARE outcomes: creativity (making up new games), aspiration (willingness to take on new challenges), resilience (trying again if not successful first time) and empathy (helping others).

Statistically significant increases in responses to questions about children’s ability to make up new games to play and help others suggest a positive impact on participants’ creativity and empathy.

Of those respondents to the Deliverer Survey running Skills2PlaySport with KS2, 79% report that the programme has increased children’s creativity; 80% believe that it has raised participants’ aspirations; 85% report a positive impact on children’s resilience and 69% say that the programme has helped to increase children’s empathy either ‘a little’ or ‘a lot’.

During telephone interviews, deliverers spoke more widely about the positive impact of the programme on children’s teamwork and social skills (empathy), their enjoyment of using the Skills2PlaySport resources to make up new games (creativity) and the positive ways in which the programme has encouraged participation and engagement among pupils lacking in confidence. Deliverers report that Skills2PlaySport sessions have enhanced the ability of these children to engage with physical activity in school and that this impacts positively on their engagement in the classroom, playground and extracurricular clubs (aspiration).w

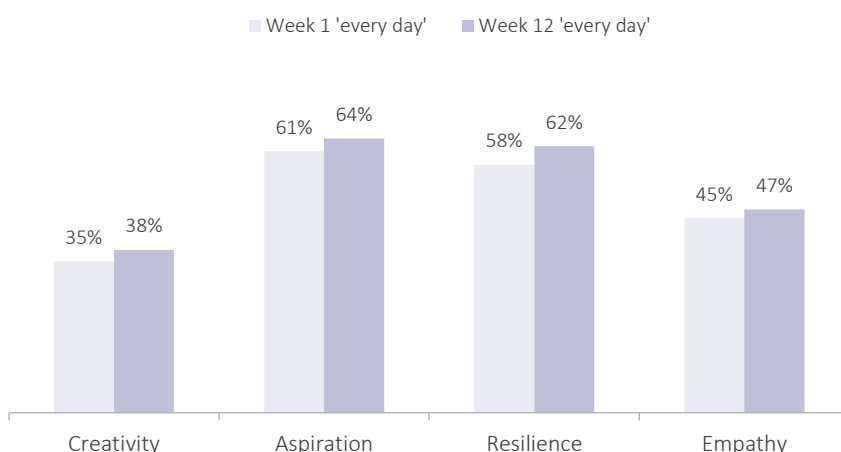


Figure 6. Children’s Survey ‘every day’ responses in relation to CARE (Creativity and Empathy n = 526 children; Aspiration and Resilience n = 351 children)

- 79% of deliverers report increases in children’s creativity
- 80% report increases in aspirations
- 85% report increased resilience
- 69% report increased empathy

Deliverer Survey 2014-16



For the children who took part in the club, they had a fantastic time and they grew in confidence and resilience

Deliverer Survey 2015/16



Before, they were only playing with their close friends at break times, and not sharing the equipment with other children. Whereas now if I go outside at break time I see them playing not only with their friends but with other students, mixing with different age groups, as well as sharing the equipment and ideas for games

Deliverer, Ashburnham School

Confidence to lead: Matthew's journey

Croftway Primary Academy has utilised Skills2PlaySport to develop young leaders and to garner a sense of ownership among leaders and their peers of activities they could run in the school's Multi-Use Games Area. Skills2PlaySport supplied the school with resources to support delivery and application of these plans. The programme's training and activity cards have helped the children to plan activities and enhanced children's enjoyment of the sessions.

Matthew, in Year 6, was reported to have extremely low confidence and self-esteem. Although a very able hockey player, he was quiet and withdrawn and needed a lot of prompting to become involved. Matthew received one to one support in the classroom to support his attainment in school. The Skills2Play lead identified Matthew for young leader training to increase his confidence and independence, and to provide opportunities for him to enjoy delivering inclusive activities to other children.

Matthew has been able to lead Skills2PlaySport activities and now participates more fully in school and in competitive sport:

In terms of impact, he volunteers for more things now, will come forward, speaks out more and his attendance has been exemplary. The biggest impact has been in terms of his confidence and independence - he is no longer phased about trying new things in school.

(Skills2Play Lead)

Matthew has expressed his increased enjoyment, understanding, empathy and confidence: I enjoy sports more now and the increase in competitions and Skills2Play leadership activities has helped to keep me fit and to play with my friends at a high level. I am more respectful of the rules of games and I feel that I have much more knowledge and understanding in PE and sport. I feel much more confident about leading activities and explaining how to play and improve to others.

(Matthew, Participant)

Matthew's Mum has commented on his increased confidence, understanding and aspiration:

It has helped him to be more confident in decision making, think on his own and believe in what he says...He has shown increased levels of determination and commitment to improving skills and a better understanding of how to keep fit...He has demonstrated an immense rise in self-confidence, belief and self-esteem. He now believes he can achieve anything he puts his mind to and because of this I am a very proud parent.

(Matthew's Mum)

The Skills2Play lead at Croftway reports a positive impact of the programme on the other young leaders too:

For the group as a whole there have been a core group that have been very reliable, committed and passionate about their roles. They have been extremely engaged in their leadership roles and have felt valued as they have helped others to improve their behaviour and enjoyment on the playground

(Skills2Play Lead)

Recommendations

Encourage schools to deliver Skills2Play/Sport as a distinct 12 week programme to maximise impact

- Data from the Deliverer Survey presented in the Delivery section suggest that around two thirds of schools participating in Skills2Play/Sport are using programme resources as a 'dip-in' resource. Deliverers praise the flexibility of the programme and report their ability to incorporate it into curriculum planning, lunchtime activities and afterschool clubs. They also report that the activity cards facilitate delivery by non-specialist staff (including lunchtime supervisors) and young leaders, and data in the Impact sections suggests that this has encouraged participant ownership and engagement. However, the programme's flexibility has also resulted in schools' sporadic use of Skills2Play/Sport resources to provide new ideas and supplement other activities, rather than delivering the programme as a distinct 12 week programme. Raising awareness, through training and support, of the benefits of this approach will maximise programme outcomes.

Link Skills2Play/Sport physical literacy outcomes with whole school agenda to embed and sustain the programme in schools

- Deliverer Survey data presented in the Delivery section indicate an awareness among Skills2Play/Sport deliverers of the programme's added value to their existing provision. Raising awareness of the ways in which Skills2Play/Sport facilitates broader whole school outcomes, including pupil's health and wellbeing, meeting Ofsted requirements and demonstrating impact on government key performance indicators in relation to physical literacy, will maximise the reach and impact of the programme. Showcasing programme impact on key aspects of physical literacy (behaviour, confidence, motivation and attitudes, knowledge and understanding) linked to these wider agenda will encourage schools to deliver the programme, help them garner support from staff and embed Skills2Play/Sport in school planning to enhance its sustainability.

- 25% respondents to the Deliverer Survey report running Skills2Play/Sport as a distinct programme
- 67% respondents to the Deliverer Survey report use of Skills2Play/Sport as a 'dip-in' resource

Deliverer Survey 2014-16

- 90% respondents say that Skills2Play/Sport adds value to their school sport provision
- 80% respondents say the programme adds value to PE
- 84% respondents say the programme adds value to their healthy lifestyle offer
- 68% say the programme adds value to delivery across the curriculum

Deliverer Survey 2014-16

Encourage schools to measure progress to enhance awareness of key outcomes, demonstrate impact and contribute to physical literacy development

- Data from the Deliverer Survey and site visits, presented in the Delivery and Impact sections suggest that schools are unsure of how to measure progress in children's physical literacy development. The provision of guidance and encouragement to schools on key outcomes and their measurement, linked to whole school agenda, will enhance schools' ability to demonstrate programme impact on pupils and contribute to physical literacy development by raising children's awareness, knowledge and understanding.

-
- 6% of respondents to the Deliverer Survey state that they are measuring children's progress in Skills2Play/Sport

Deliverer Survey 2014-16

spear

centre for sport, physical education
& activity research

Appendix A: Skills2Play School Journeys



July 2016

Skills2Play Journey

Phillimore Community Primary School

School Context

Phillimore Community Primary School is a larger than average sized primary school, located in Sheffield. Most pupils come from minority ethnic backgrounds, and around 75% of pupils speak English as an additional language.

Phillimore currently offers a range of extra-curricular activities, including rugby, athletics and fitness classes to both Key Stage 1 and Key Stage 2 children. The school has access to a large gated playground behind the school, as well as an indoor sports hall.



Phillimore Community Primary School

Reasons for Engagement

Jo Searle, PE subject lead at Phillimore, has highlighted physical competency as an area for concern among some of the school's older pupils:

There has been a reduction in children's fundamental skills, which I see in Year's 5 and 6. I've been at this school for years, and children's skills are clearly poorer than they used to be, and that's having an impact on competitions as we're not doing as well as we used to... teachers are tending to teach to sport specific skills, rather than fundamental skills.

(Jo Searle, PE subject lead)

Jo has placed an emphasis on the development of fundamental skills in the hope that this will provide children with the necessary tools to remain active:

We are focused on developing fundamental skills, so children can take them on and play any sport when they get to secondary school. We're trying to get teachers to realise they don't have to do a rugby session with Key Stage 1, but instead work on a range of skills.

(Jo Searle, PE subject lead)

The school hoped that Skills2Play would be a step towards enhancing children's fundamental skills: *"Hopefully it will give the staff the guidance they need to help the kids develop those skills"* (Jo Searle, PE subject lead). Jo also believed that Skills2Play could help children gain confidence in their own ability:

A lot of the children lack confidence to participate in after school sports clubs; that's another side of Skill2Play, having a programme to develop skills and fitness, as well as giving them the confidence they need.

(Jo Searle, PE subject lead)

The school wanted to offer Skills2Play as a lunchtime activity, as Jo has been looking for ways to get children more active during their lunch break:

We are hoping to make lunchtimes a bit more structured, kind of get some learning going. In the past it has been 'let's get some cricket stumps out and just play some cricket'. In my view, lunchtimes will become more active, more constructive, and children will not be standing around doing nothing.

(Jo Searle, PE subject lead)

Overall, Skills2Play forms part of a new whole school approach at Phillimore, as the school begins to roll out various strategies emphasising the importance of developing physical literacy and physical activity throughout the life-course: *"Skills2Play is part of our whole approach... we have a lot of different things planned to improve physical literacy and keep them active"* (Jo Searle, PE subject lead).

Perceptions of Resources

The Skills2Play resource cards have played an important role in the transfer of knowledge between Jo and the Skills2Play deliverers: *"The cards are good because we can actually show the lunchtime supervisors and playground leaders something visual, and it helps them get a better understanding of it all"* (Jo Searle, PE subject lead).

The Skills2Play equipment supplements the school's current resources and also provides a separate resource for lunchtime activities: *"It is always available at lunchtime. Just having a dedicated set of resources for lunchtime encourages the lunchtime supervisors and the kids to use it"* (Jo Searle, PE subject lead).

Site Visit: Week 1

At the time of the first visit, the lunchtime supervisors had only recently been introduced to the Skills2Play resource cards and had not fully decided on the best way to deliver the activities: *"We are not sure how it's all going to work yet... It will be a bit of trial and error"* (Lunchtime supervisor).

After eating their lunch, children separated into their friendship groups; some played football or used the skipping ropes, while many sat on benches to chat. When asked whether they liked to try new games, the majority of children responded with uncertainty: *"Maybe... It depends if I am good at it or not"* (Year 2 child).

The children all appeared happy as the lunchtime supervisors encouraged them to play with other children and dance to music: *"They love it when the music comes on, it really gets them moving"* (Lunchtime supervisor).

Some children were hesitant to get involved in the activities on offer, and held a generally negative attitude toward physical activity: *"I don't really like playing any games because I'm not very good"* (Year 2 child).

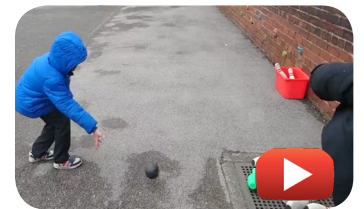
Site Visit: Week 12

At the time of the second visit, the lunchtime supervisors had established a programme of delivery for Skills2Play activities, offering a range of different games each week: *"We have a bit of a rota now; we get them doing different games every week"* (Lunchtime supervisor).

Playground leaders have been introduced to deliver activities and encourage children to be active at lunchtime. The lunchtime supervisors have used the Skills2Play resource cards to provide playground leaders with ideas and tips to deliver structured and beneficial sessions: *"They showed us the games, so we try to get people to come over and then we explain the games to everyone else"* (Year 6 playground leader).

Children were noticeably more eager to be physically active and try new games: *"We have been doing lots of different games... Hopefully they do a new one today"* (Year 2 child).

Overall, there was a clear improvement in children's attitude towards physical activity, and an increased understanding of why it is important: *"I always play the games because it is really important to be active... It helps you in lots of ways"* (Year 2 child).



S2P Week 12: Bowling
(click picture to play video)



S2P Week 12: Playground Leaders
(click picture to play video)

Impact of Skills2Play at Phillimore

At the time of the first visit, lunchtimes at Phillimore involved limited opportunities to be physically active; although some children would play games, many children sat in small groups and remained inactive throughout. Since the introduction of Skills2Play, along with Phillimore's new whole school approach, the lunchtime supervisors have successfully engaged more children and established a positive attitude toward physical activity: *"They are all really keen to get involved, and they are telling me about what new games they want to play... Some of this is from kids who never really wanted to do anything before"* (Lunchtime supervisor).

Jo emphasised the importance of developing physical literacy gradually; while there were only slight improvements in children's object control, locomotion and stability at this stage, Jo hopes that improved motivation, confidence and understanding of physical activity will allow physical competency to develop over time:

I think it takes a while to develop those skills, but you can see their confidence and understanding is improving, and they want to be active now. As time goes on I think those fundamental movement skills will progress too.

(Jo Searle, PE subject lead)

Skills2Play has been used at Phillimore as an introduction to games and activities working on fundamental skills, but also encouraging creative, free-play: *"The kids take control of it really, especially now we have the playground leaders... They use the ideas to create their own games"* (Lunchtime supervisor).

Sustaining and Embedding

Phillimore plan to continue to focus on the development of fundamental skills, both within PE and at lunchtime: *“It is just the beginning really... in terms of what we are trying to do, we are getting there but still want to do more”* (Jo Searle, PE subject lead). Jo plans to continue using the Skills2Play resources, and is hoping to train playground leaders to deliver the activities independently: *“We are talking about getting the playground leaders to take it off the lunchtime supervisors a bit... get them familiar with the equipment and cards so they can deliver sessions on their own”* (Jo Searle, PE Subject lead).

While the Skills2Play resources will largely be reserved for lunchtime activities, Jo intends to have them available to all staff delivering PE: *“They will still be kept for lunchtime, but they will be accessible to all staff to dip in and nick ideas for sessions”* (Jo Searle, PE subject lead).

Key Successes

- A whole school commitment to developing a physical literacy approach
- Building capacity through the development of playground leaders and lunchtime supervisors

Key Considerations

- Engaging and garnering support of all staff prior to the implementation of the programme

Skills2Play Journey Stag Lane Infants

School Context

Stag Lane Infant and Nursery School is located in North West London, and is a mixed school for children aged three to seven. The majority of pupils come from minority ethnic backgrounds and around 90% of pupils speak English as an additional language.

Stag Lane is currently working towards achieving the UNICEF Rights Respecting School accreditation, and already holds the International School award. The school offers a range of extra-curricular clubs, including football, karate and Change4Life.



Stag Lane Infant and Nursery School

Reasons for Engagement

Stag Lane were initially intrigued by the offer of free equipment, as they seek to expand their resources for PE and sport: *“The equipment was a big incentive as we needed some extra equipment for the playground”* (Tracy Barnett, S2P club lead). The school also hoped to develop social skills within a particular group of Year 2 pupils, selected by class teachers as children in need of extra attention:

We asked the teachers to pick 4 children from each of the three classes... two of them are quite introverted and don't really talk at all, a lot of them struggle with their social skills or their behaviour has become a problem.

(Tracy Barnett, S2P club lead)

The school has highlighted Skills2Play as a strategy to develop leadership within their 'PE & Sports Grant Funding' summary, as some children were chosen to take part as a 'positive role model' for other children in the group:

Some of the children are in there as positive role models for the others... I'm hoping that they'll help the other children... and encourage them to come out of their shell a bit.

(Tracy Barnett, S2P club lead)

Perceptions of Resources

Tracy found the resource cards to be integral to the success of the Skills2Play club at Stag Lane, as they allowed and encouraged children to access the activities: *“They are very simple and easy to use; the kids were able to pick them up and understand them without much fuss”* (Tracy Barnett, S2P club lead). The resource cards also provided Tracy with ideas and tips for delivering structured sessions: *“It has been good to have something planned and for it to explain why you are doing what you are doing... That is very useful when you are delivering”* (Tracy Barnett, S2P club lead).



Week 1: Cups and saucers - warm up
(click picture to play video)

Site Visit: Week 1

Tracy Barnett is the Skills2Play club lead at Stag Lane, and delivers Skills2Play as a weekly after school club. At the time of the first site visit, Tracy was delivering her second Skills2Play session, and selected a range of activities from different Skills2Play resource cards. The session began with a short discussion about what the session will involve and what skills they will be working on.

Tracy encouraged children to use the Skills2Play resource cards and asked one child to explain the first activity to his peers. Tracy set up a 'cups and saucers' game as a warm up activity, as groups were split into two teams; one team had to turn the cones over and the other team had to turn them back. Following the warm up, Tracy asked the children to work together to set up the next activity using the 'Perfect Pitch and Brilliant Bowl' resource card. Children were split into pairs and took turns throwing bean bags through a hoop held by their partner. A number of children struggled to accurately throw the bean bags, often releasing too late. After a few minutes, Tracy paired the children who were struggling with some of the stronger throwers.

The session finished with a game of continuous cricket, as each child took turns batting, bowling and fielding. The children were excited to try new games and learn new skills: *"It was really fun playing cricket because I haven't done it before... I learnt how to bat, throw and catch"* (Year 2 child). Overall, the majority of children were hesitant to talk about their experience of the Skills2Play session at the time of the first visit, often deferring to one child who was more comfortable talking in front of the rest of the group.

Site Visit: Week 12

At the time of the second visit, Stag Lane were delivering their final Skills2Play session of the year and Tracy immediately asked the children to get into their pairs. Since the first session, Tracy has tried to pair children based on their strengths and weaknesses: *"You just hope that they will bounce off each other"* (Tracy Barnett, S2P club lead).

Tracy asked each pair to set up a different activity using a Skills2Play resource card, then demonstrate their activity to the rest of the class, and finally take turns completing each activity. All of the children used the resource cards to select the appropriate equipment and space to set up their activity, before confidently walking through the activity and explaining it to their peers. At the time of the first visit, the majority of children were hesitant to demonstrate the activities and discuss their experience of the Skills2Play club, but now most children were eager to talk about the activities and help their classmates: *"It is a lot more difficult if you look at your feet so you need to look forward"* (Year 2 child).

There was notable improvement in the children's object manipulation as the majority were able to successfully hit the cones in a bean bag throwing activity, adjusting their release point to the height and distance of the target. The children also demonstrated appropriate balancing technique, as Tracy asked the children to keep arms outstretched and eyes forward as they walked along the bench.



Week 1: Explaining the activity
(click picture to play video)



Week 1: Helping others
(click pictures to play video)



Week 1: Perfect pitch and brilliant bowl
(click pictures to play video)



Week 1: Discussing S2P
(click picture to play video)



Week 12: Setting up the activity
(click picture to play video)



Week 12: Demonstrating the activity
(click pictures to play video)



Week 12: Object manipulation
(click picture to play video)



Week 12: Stability
(click picture to play video)

The session finished with another game of continuous cricket, before the children discussed what they had learnt from their time in the Skills2Play club: *"I learnt how to hit the target... I can balance a lot better"* (Year 2 child). The children were visibly more confident throughout the session and keen to engage in discussion.

Impact of Skills2Play at Stag Lane

The children at Stag Lane were noticeably timid at the time of the first visit, with the exception of one child, but by week 12 of the Skills2Play club all the children were keen to engage and discuss their experience of the programme: *"It has been really fun and I have learnt a lot... It has been really fun just being with friends"* (Year 2 child).

Tracy has also noticed improved confidence and understanding of physical activity:

At the start, a lot of them wouldn't stand up and explain the activity but now they will all get up and explain the activities to the rest of the group. You need to have a lot of confidence to do that and I don't think they all did when we first started.

(Tracy Barnett, S2P club lead)

One child in particular has benefited from Skills2Play at Stag Lane, as he has been able to develop greater confidence and communication skills by working in a group: *"He never used to really talk, especially to adults, but he is beginning to talk to me now - even out of the Skills2Play club!"* (Tracy Barnett, S2P club lead).

Tracy has found that a number of children have learnt from the positive role models in the group and are demonstrating improved behaviour in the club and in the classroom: *"Some of them are behaving a lot better now. I think having those role models has really helped them"* (Tracy Barnett, S2P club lead).

Sustaining and Embedding

The children at Stag Lane have enjoyed being a part of Skills2Play and are all keen to continue. Tracy is not certain about the future of the club but has already started to work on plans to offer Skills2Play as a lunchtime club: *"I think it would be great to run the activities at lunchtime. I have to be in the playground at lunchtime so I am hoping to teach the dinner ladies to use the cards"* (Tracy Barnett, S2P club lead).

Tracy believes that the resource cards will help dinner ladies and other support staff to deliver Skills2Play confidently and competently, allowing the club to continue into the next academic year:

I think because the cards are quite easy... there are quite good pictures and descriptions. We've done lots of different playground games and courses for our dinner ladies. It would be nice to say here is a card, here is the equipment and just do it with a little group. All you have to do is set it up and the game is there.

(Tracy Barnett, S2P club lead)



Week 12: Trying again
(click picture to play video)



Week 12: What do you like about Skills2Play?
(click picture to play video)



Week 12: What did you learn today?
(click picture to play video)

Key Successes

- Recruiting targeted children appropriately and sensitively to develop social and physical skills
- Enabling the children to take 'ownership' of the club by setting up, leading and demonstrating activities

Key Considerations

- Informing parents of what the club entails and benefits of participation

Skills2Play Journey

Willow Tree Primary School

School Context

Willow Tree Primary School is an average sized primary school, located in St Helens. The majority of pupils are from White British backgrounds, and the proportion of pupils who speak English as an additional language is below national average.



Willow Tree Primary School

Reasons for Engagement

Willow Tree currently offers a range of sports clubs for Key Stage 2 children, however they have been looking to enhance their sports offer for Key Stage 1: *"There's not as many clubs as we would like, we do have netball, multi-skills etc., but we want to have more available to our Key Stage 1 children"* (Stephen Latham, PE subject lead).

Willow Tree is keen to increase participation in sport and extra-curricular clubs at the school and Stephen Latham, PE subject lead, has emphasised the importance of developing the Key Stage 1 sport and physical activity offer to lead to a sustainable change:

Participation in Key Stage 2 isn't great, so the plan is to build an interest in Key Stage 1 so they can take that forward as they progress through the school.

(Stephen Latham, PE subject lead)

Stephen hoped that Skills2Play would increase interest and awareness of physical activity at the school: *"I think it will just get them more interested in physical activity... Some of them don't really know what they need to do"* (Stephen Latham, PE subject lead).

Perceptions of Resources

The Skills2Play resource cards have been used to transfer knowledge between Stephen and other members of staff at Willow Tree: *"You can show the cards to whoever is going to deliver and that will give them an idea of what it is all about"* (Stephen Latham, PE subject lead).

The school has used the resource cards for each Skills2Play session, combined with current school resources: *"We have tried to mix in the Skills2Play cards with our own ideas, and resources that we already have at the school"* (Stephen Latham, PE subject lead).

Site Visit: Week 1

Willow Tree arranged for a university student called Jamie to deliver a weekly Skills2Play club. At the time of the first visit, the focus was on introducing the children to a number of fun activities. Most of the children in the Skills2Play club have not previously attended an extra-curricular club, so Jamie wanted to use the first session to slowly introduce them to team games and some basic fundamental skills: *"We are going to take it pretty slowly, a lot of them have never done anything like this before so it can be a bit scary"* (Jamie, S2P club lead).

The session started with a short warm up before the children started the first activity, in which one child stood with their back facing the group while the others had to walk, run or skip to the end of hall; if the child turned around and saw any of the children moving they were out. The majority of children had difficulty changing direction at speed, resulting in lots of collisions. The session finished with a game of duck, duck, goose, before Jamie explained what they would be doing in future session: *"We are going to carry on doing fun games, but start to focus on balance and throwing etc., and also bring in some ideas from the cards"* (Jamie, S2P club lead).

The children appeared to enjoy the session but struggled to identify anything they had learnt: *"I don't really know, I don't think I learnt anything really"* (Year 1 child).



Week 1: Activity 1
(click picture to play video)



Week 1: Duck, duck, goose
(click pictures to play video)

Site Visit: Week 12

At the time of the second visit, Jamie had delivered 12 Skills2Play sessions focused on developing a variety of skills: *"We've done sessions on balance, running, throwing catching; a bit of everything really"* (Jamie, S2P club lead). Only three children attended the session due to an overlap with another after school club, but Jamie planned a session recapping all of the skills the children have learnt while at the Skills2Play club.

After a short warm up, the children were asked to complete a circuit involving a number of different activities: a slalom course with a hockey stick, balancing a ball on a tennis racket, hopping from 'lily-pads', and balancing along a bench. Some of the children struggled to keep the ball under control as they moved through the slalom course, but Jamie reminded them to keep their eyes on the ball and to position their hands lower on the hockey stick. The children had similar issues when trying to balance the ball on a tennis racket, however as they progressed through the session the children demonstrated improved object manipulation, remaining in control of the ball from start to finish.

Jamie had set up a number of 'lily-pads' and the children were asked to jump across each one to reach the next activity. Each child swung their arms on take off and bent their knees as they landed. The final activity required the children to walk across a bench without falling off, and all 3 children looked forwards and had their arms outstretched to maintain their balance.

Jamie regularly asked the children to think about what they needed to do to successfully complete the activity, and what skills they could use from previous sessions.



Week 12: Object manipulation
(click picture to play video)



Week 12: Locomotion and stability
(click picture to play video)



Week 12: Creativity
(click pictures to play video)



Week 12: Object manipulation
(click picture to play video)

At the end of the session, Jamie asked the children to suggest ideas for how they could adapt the activity to work on different skills: *"You could add a jump to the balance beam bit"* (Year 1 child).

Impact of Skills2Play at Willow Tree

Stephen was keen to develop an increased interest in sport and physical activity at Willow Tree, and by week 12 it was clear that children were eager to participate in more clubs moving forward: *"It was all really fun... I want to carry on or join a different club if there is one"* (Year 1 child). The majority of children had not previously attended an extra-curricular club so the school hopes that Skills2Play will act as an gateway to other clubs: *"A lot of them have talked about joining other clubs now so it is has been a good introduction for them"* (Jamie, S2P club lead).

The Skills2Play sessions at Willow Tree have been focused on developing fundamental skills, and over the 12 weeks a number of children have demonstrated improved locomotion, stability and object manipulation:

I think all of their skills have got better because we have done games where they have to balance, or use the hockey stick, or skip, or jump. Some of the kids at the beginning struggled to even pick up a hockey stick properly and now they can move the ball between the cones pretty easily.

(Jamie, S2P club lead)

The children have also demonstrated improved creativity as Jamie has encouraged them to come up with their own activities and variations on games: *"They have started to think outside of the box"* (Jamie, S2P club lead).

Sustaining and Embedding

The Skills2Play club at Willow Tree will not continue, now that Jamie has returned to university, but Stephen hopes that the resources will continue to be used in PE lessons and clubs: *"Now that we have the resources and equipment, we will try to get other teachers to use it and mix it into other things we have on offer"* (Stephen Latham, PE subject lead).

The school has also recently introduced a young leaders programme, and Stephen is planning to use the resource cards as part of their training: *"The resource cards will be good to give them ideas and teach them how to deliver"* (Stephen Latham, PE subject lead).

Key Successes

- Focusing the sessions on fun to engage all children
- Combining resources, activities and ideas

Key Considerations

- Developing partnerships with local universities to support delivery

Appendix B

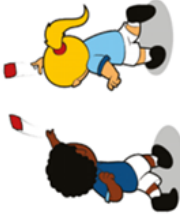
Children's Survey

My name is:

My school is:

I am a: Boy Girl

I am age:



SKILLS 2 PLAY SPORT

Please complete this Quiz in the **1st week** of your Skills2PlaySport activities.

Physical me

I get out of breath when I play games every day most days some days never

I get hot and sweaty when I play games every day most days some days never

I can learn new skills when I play games every day most days some days never

I know what I need to do to play games well every day most days some days never

Please turn over

Thinking me

I think about how to move when I play games every day most days some days never

I can say how my body feels when it moves every day most days some days never

Social me

I can make up new ways to play every day most days some days never

I like to try new games every day most days some days never

Creative me

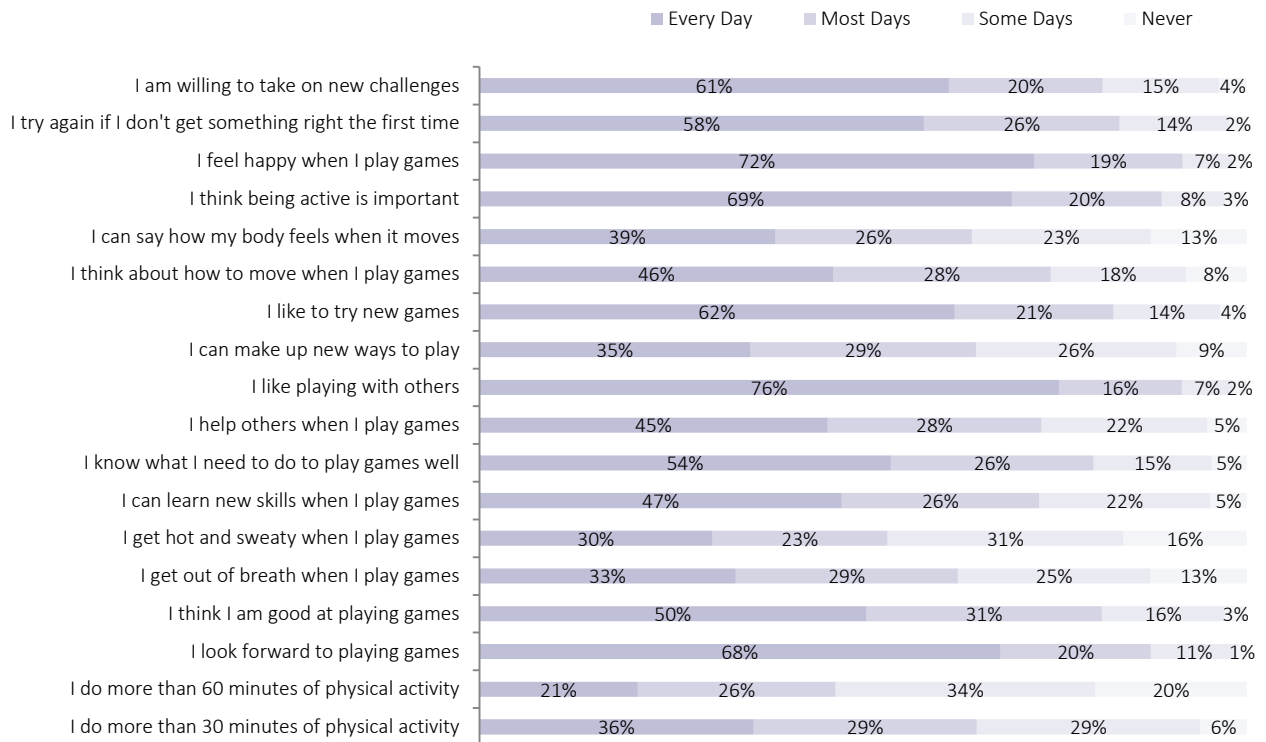
I help others when I play games every day most days some days never

I like playing games with others every day most days some days never

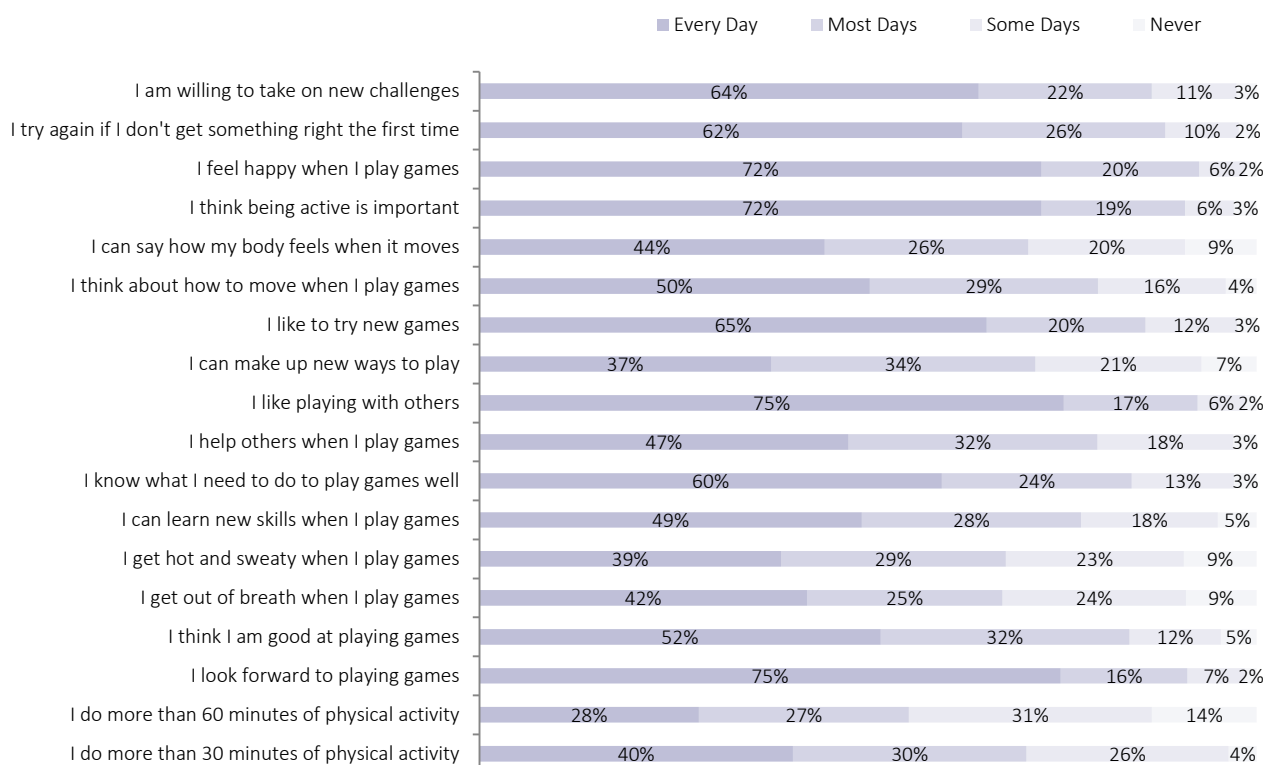
Please return all quizzes to:
SPEAR, Canterbury Christ Church University, Canterbury, Kent CT1 1QU
Thank you!

Appendix C

Children's Survey Data: Week 1

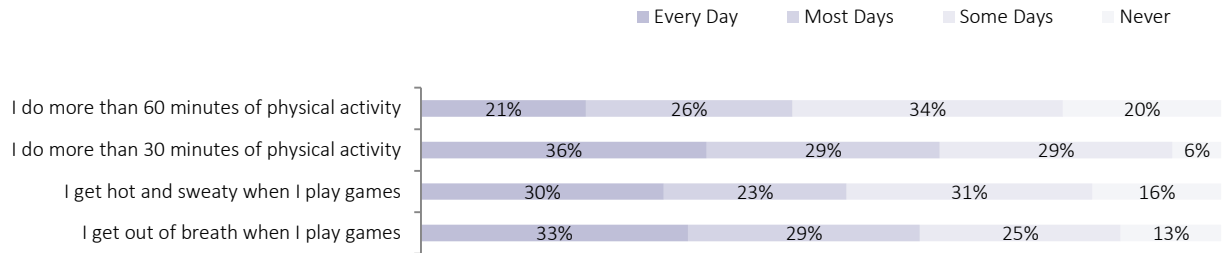


Children's Survey Data: Week 12

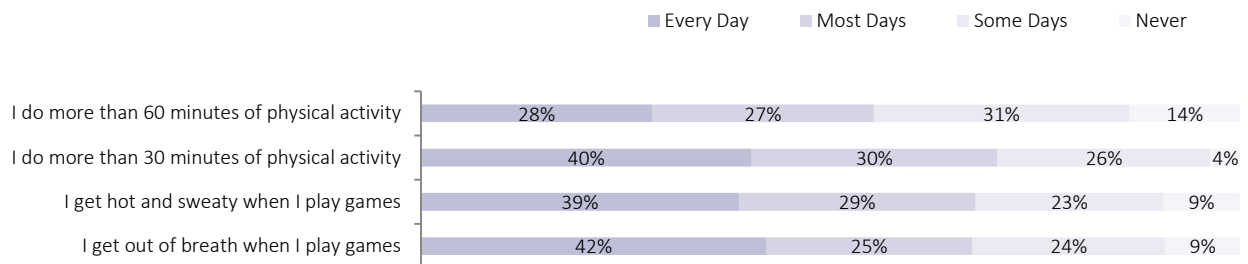


Children's Survey Construct Data

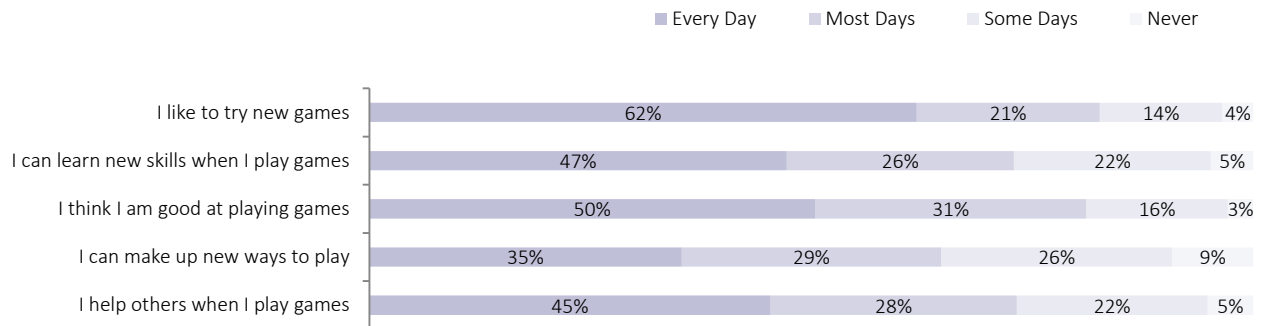
Behaviour: Week 1



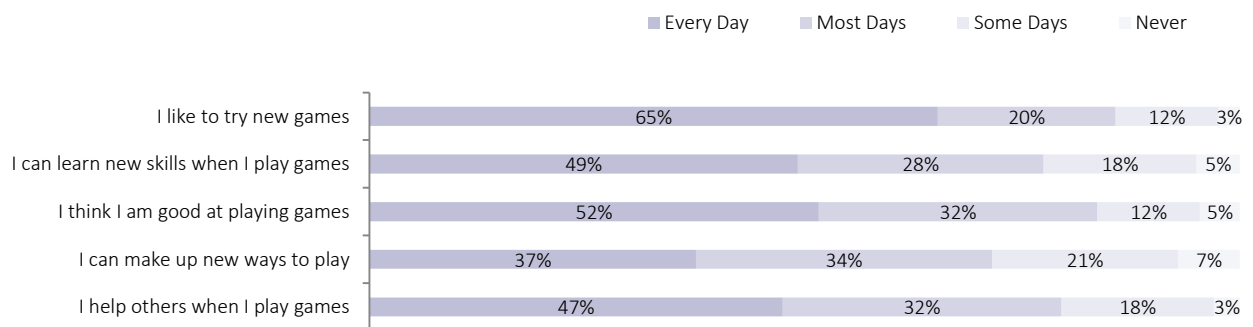
Behaviour: Week 12



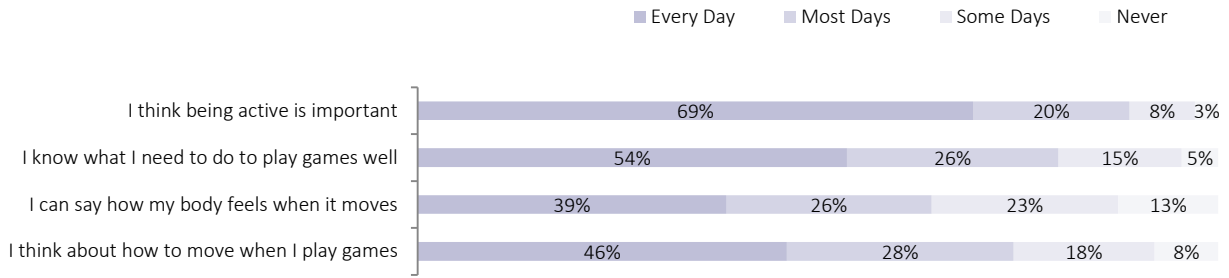
Confidence: Week 1



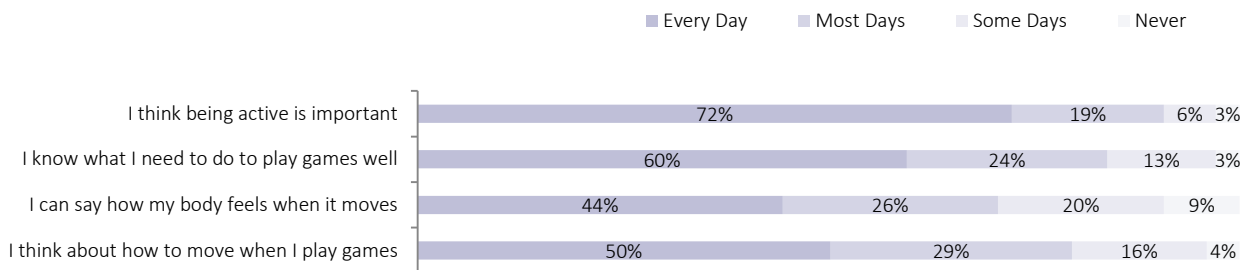
Confidence: Week 12



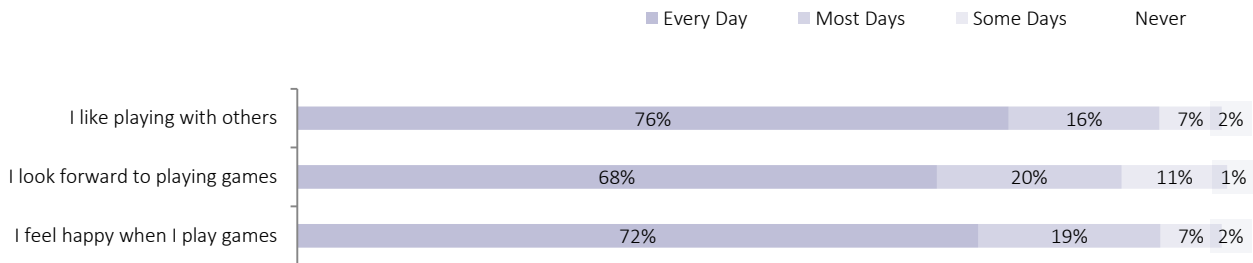
Knowledge & Understanding: Week 1



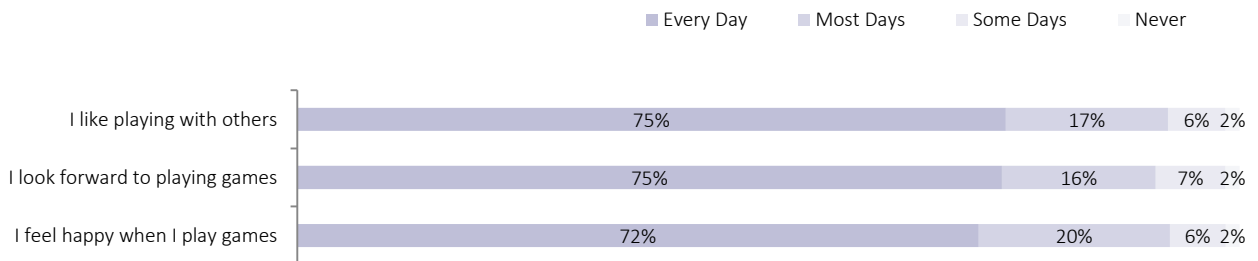
Knowledge & Understanding: Week 12



Motivation & Attitudes: Week 1



Motivation & Attitudes: Week 12



Children's Survey Construct Significance Test Data

Constructs	Week 1	N	Week 12	N	Mean Difference	t	Sig. (2-Tailed)
Behaviour	2.84	526	3.06	526	0.22	-5.914	0.000
Confidence	3.20	526	3.27	526	0.07	-2.157	0.031
Knowledge and Understanding	3.35	526	3.48	526	0.13	-3.615	0.000
Motivation and Attitudes	3.62	526	3.69	526	0.07	-2.09	0.037
Physical Literacy (all aspects)	3.38	526	3.45	526	0.07	-2.356	0.019
Creativity	2.91	526	3.03	526	0.12	-2.433	0.015
Aspiration	3.39	351	3.49	351	0.10	-1.890	0.400
Resilience	3.39	351	3.48	351	0.09	-1.746	0.082
Empathy	3.13	526	3.24	526	0.11	-2.356	0.019