

EXECUTIVE SUMMARY

ABOUT THE PROGRAMME

Skills2Play and Skills2PlaySport are two complementary primary school physical literacy initiatives designed to support the objectives of the Primary School Physical Literacy Framework: to develop “the motivation, confidence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity.”¹ 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 supplied by the Youth Sport Trust. 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 the generic skills but also introduce the connectivity with the sports through the development of skills specific to sporting ‘themes’, namely ‘Invasion’, ‘Striking and Fielding’ and ‘Net/Wall’. Further themes are currently at varying stages of development and include ‘Aquatics’, ‘Gymnastics’, ‘Athletics’ and ‘Wheels’.

ABOUT THE EVALUATION

The Centre for Sport, Physical Education & Activity Research (SPEAR) was commissioned by the Youth Sport Trust in January 2014 to conduct an independent evaluation of the Skills2Play/Sport programme. The initial stages of the evaluation focused on the pilot programme undertaken in fifty primary schools. In May 2014 SPEAR produced the Pilot Evaluation Report, which captured teachers’ experiences of the training, resources and delivery of the Skills2Play/Sport pilot programme. The programme was then rolled out to 1,000 schools nationally and the objectives of the 2014/15 Evaluation of the national Skills2Play/Sport programme were:

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.*

Data informing the 2014/15 Evaluation Report is drawn from the survey returns of 584 children and 104 deliverers, telephone interviews with 172 deliverers and visits to 6 schools delivering Skills2Play/Sport sessions.

SKILLS2PLAY/SPORT PROGRAMME DELIVERY OUTPUTS 2014/15

Number of...	2014/15
Teachers trained	1130
Schools trained	938
Training courses delivered	60

¹ http://www.youthsporttrust.org/media/5174173/physical_literacy_framework.pdf

PROGRAMME DELIVERY

- All respondents to the Deliverer Survey² (100%) reported that the activity cards were useful to delivery and nearly all (99%) found the equipment useful.
- Almost half of schools responding to the Deliverer Survey ran Skills2Play/Sport sessions during lunchtime, around 40% during lesson time and 40% after school, with some running at more than one time.
- Data from school visits and telephone interviews suggest that the extent to which programme aims are successfully conveyed to participants is largely dependent upon the deliverers' understanding of physical literacy, rather than their experience of delivering PE.
- Respondents to the Deliverer Survey rated the 'fun' aspect of the programme (100%), the equipment (99%) and the activity cards (96%) most effective in engaging children.
- Responses to the Deliverer Survey and data from school visits indicate that children's progress in physical literacy is not being widely measured by schools.
- In addition to adding to PE and school sport provision, over 80% of respondents to the Deliverer Survey reported that the programme had added to school's healthy lifestyle offer and 65% highlighted value added to delivery across the curriculum.

PROGRAMME IMPACT

- In all three KS1 visit schools, the physical literacy of participating children was observed to have developed over the 12 week period.
- Observations of movement skills of KS1 participants in visit schools showed improvements in stability, object control and locomotion; these improvements were most noticeable in the youngest children (Year 1) and those initially demonstrating lower levels of physical literacy.
- Over the 12 week period in all KS1 visit schools, improvements were observed and reported (by both participants and deliverers) in children's confidence, social skills, creativity and resilience.
- Data from the Children's Survey show a statistically significant increase between weeks 1 and 12 in the number of KS2 children undertaking at least 60 minutes of physical activity.
- Children's Survey data show statistically significant increases between weeks 1 and 12 in the behaviour, confidence, knowledge and understanding of KS2 participants.
- KS2 Children's Survey data show that levels of motivation were high and attitudes were positive at week 1 and remained so at week 12.

RECOMMENDATIONS

1. *Ensure training emphasises the physical literacy aims of the programme to achieve consistency in schools' delivery and maximise programme outcomes.*
2. *Include clear guidance in the training on measuring progress in physical literacy to encourage assessment of outcomes and aid delivery within the curriculum.*
3. *Emphasise the cross-curricular aspects of the programme to encourage schools to embed Skills2Play/Sport and enhance its sustainability.*
4. *Continue evaluation through 2015/16 to increase sample sizes and enhance the robustness of evidence to inform programme development.*

² The Deliverer Survey examines delivery of both Skills2Play and Skills2PlaySport.