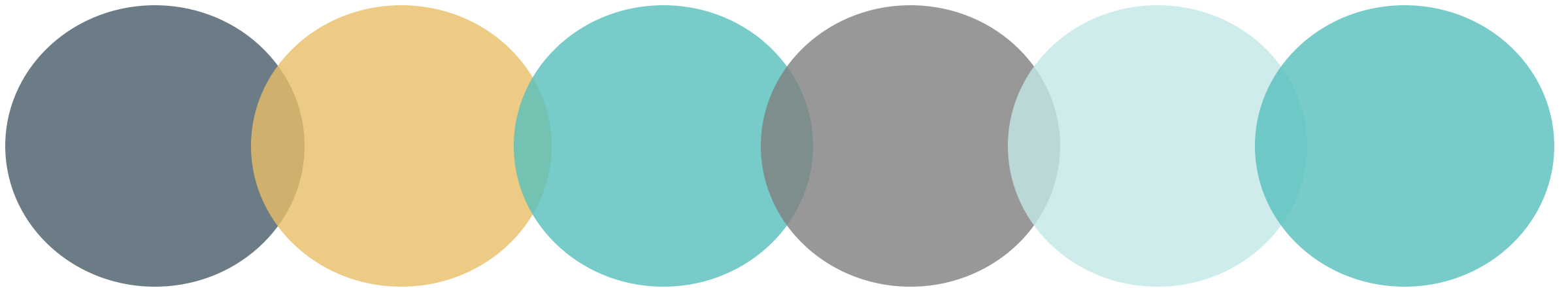


spear

centre for sport, physical education
& activity research

Access Sport Young People Survey Analysis



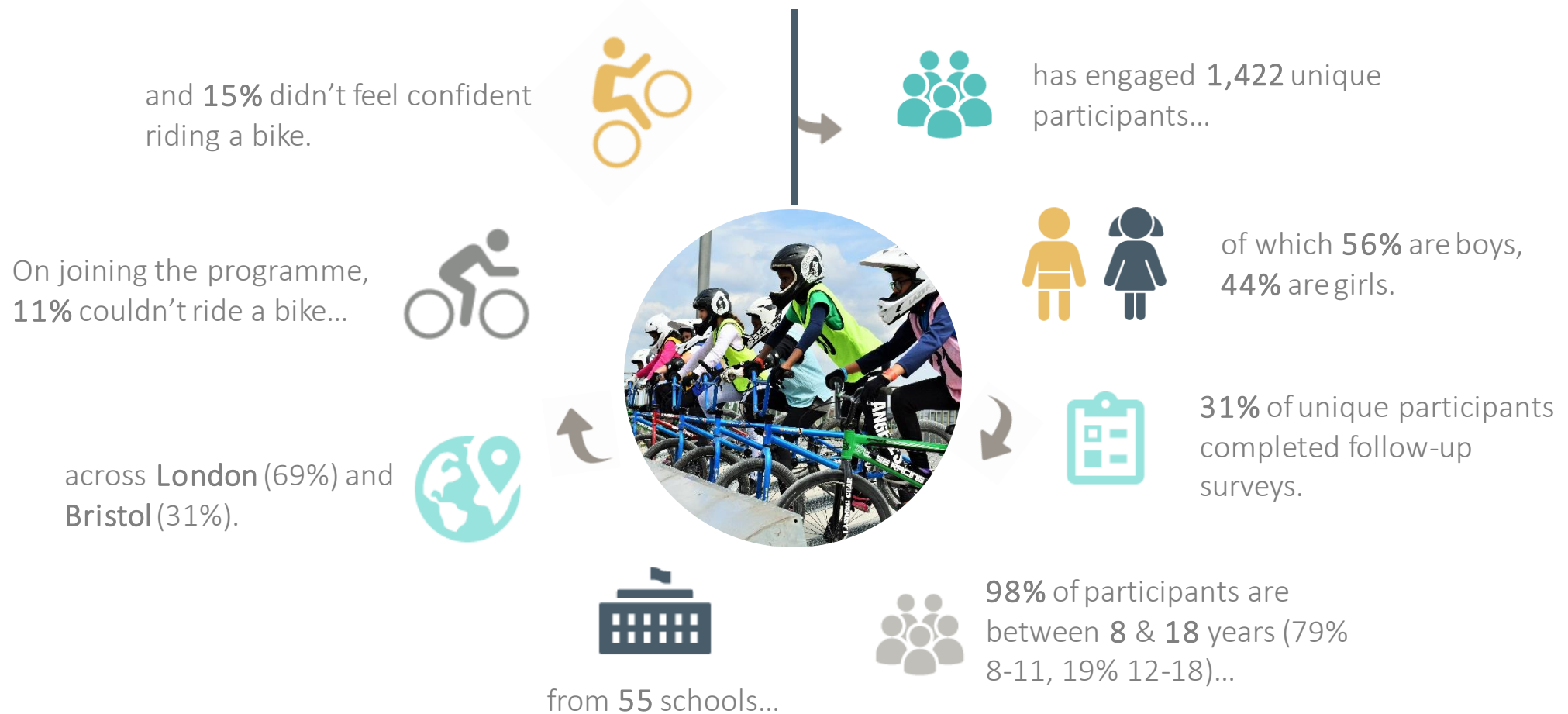
February 2020

Context

- *spear* has been commissioned by Access Sport from February 2019 to February 2020 to conduct analysis of the Young People Survey designed by *spear*, with data collated and inputted by Access Sport.
- Data analysis has been aligned to the most recent Sport England Active Lives Children and Young People Survey definitions.¹ The Young People survey returns have been analysed to provide data on the number of participants 'active', 'fairly active' and 'less active'.
 - Active – an average of 60 minutes or more a day
 - Fairly active – an average of 30-59 minutes a day
 - Less active – less than an average of 30 minutes a day
- Precise estimation of participants classified as 'active' is possible only through completion of the Sport England Physical Activity questions. To keep the Young People Survey short and simple and increase likelihood of completion, these questions were not included. Instead questions to estimate daily physical activity were asked. While this provides an estimate of the percentage of participants who are 'active', it may underestimate the percentage of those who are 'active' across the week.
- Sample sizes for the three timepoints are as follows: Week 1 (1,251), Week 12 (522) and 12 week follow-up (287).

¹ [Active Lives Children & Young People Survey: December 2019](#)

As of February 2020, the programme...



After 12 weeks of participation...



82% of participants know more about being healthy and active



75% of participants do more activity or sport than before



76% of participants ride a bike more than they did before



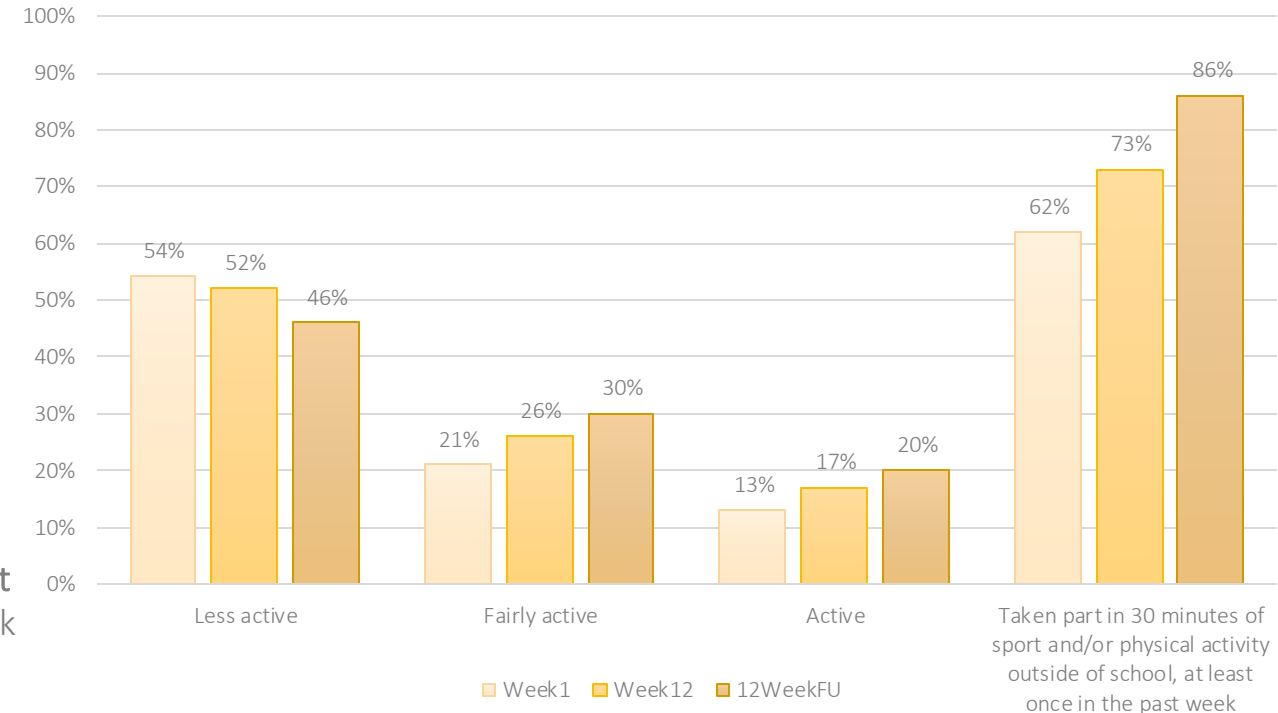
83% of participants want to do more activity or sport than before

What was the Impact?

Physical Activity Behaviour

- Impact on young people's physical activity is measured by asking about their physical activity behaviour i.e. the days they were physically active.
- Responses to these questions are analysed to categorise participants as 'less active', 'fairly active', 'active' and those 'taking part in 30 mins of sport and/or physical activity, outside school, at least once in the past week'.
- Significant increases are evident in the activity levels of young people. These increases occur between weeks 1 and 12 of engagement, and between week 1 and the 12 week follow-up.
- Significant increases are also evident in the percentage of young people who 'take part in 30 mins of sport and/or physical activity, outside school, at least once in the past week' between weeks 1 and 12, week 12 and 12 week follow-up, and week 1 and 12 week follow-up.

Physical Activity Behaviour
(week 1 n = 1,251, week 12 n = 522, 12 week follow-up n = 287)



Take home message:

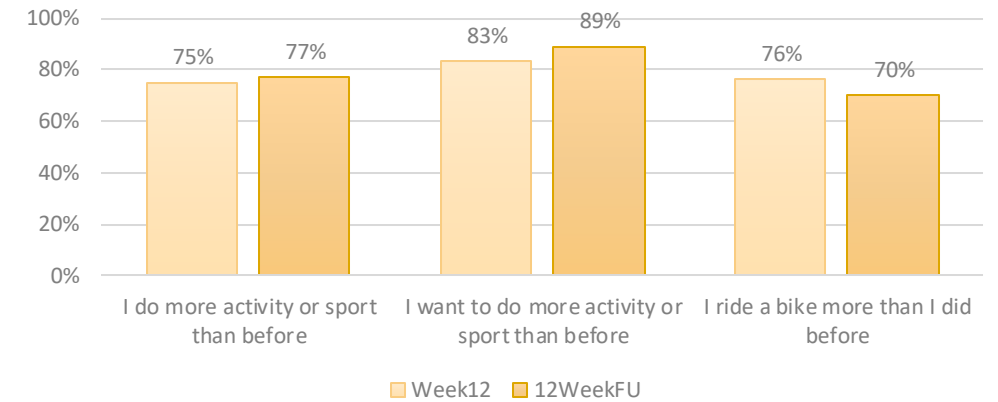
The proportion of young people 'active' or 'fairly active' has increased over the programme, and the proportion of young people 'less active' has decreased.

What was the Impact?

Physical Activity Behaviour continued

- Improvements are evident in young people's attitudes to and perceptions of physical activity since taking part in the programme. Young people now say: they now do more activity or sport, want to do more activity or sport, and ride a bike more since taking part in the programme.
- Programme aspects young people say they 'like best' support these positive impacts on physical activity behaviours and attitudes:

Physical Activity Behaviour
(week 12 n = 505, 12 week follow-up n = 276)



“
It's fun and very active
”

“
Being active
”

“
I like going fast and being active
”

“
You get fit and it's fun
”

“
It keeps you fit and healthy
”

“
That your heart rate goes up and you get nice and warm and lots of exercise
”

“
Cycling makes me feel energised
”

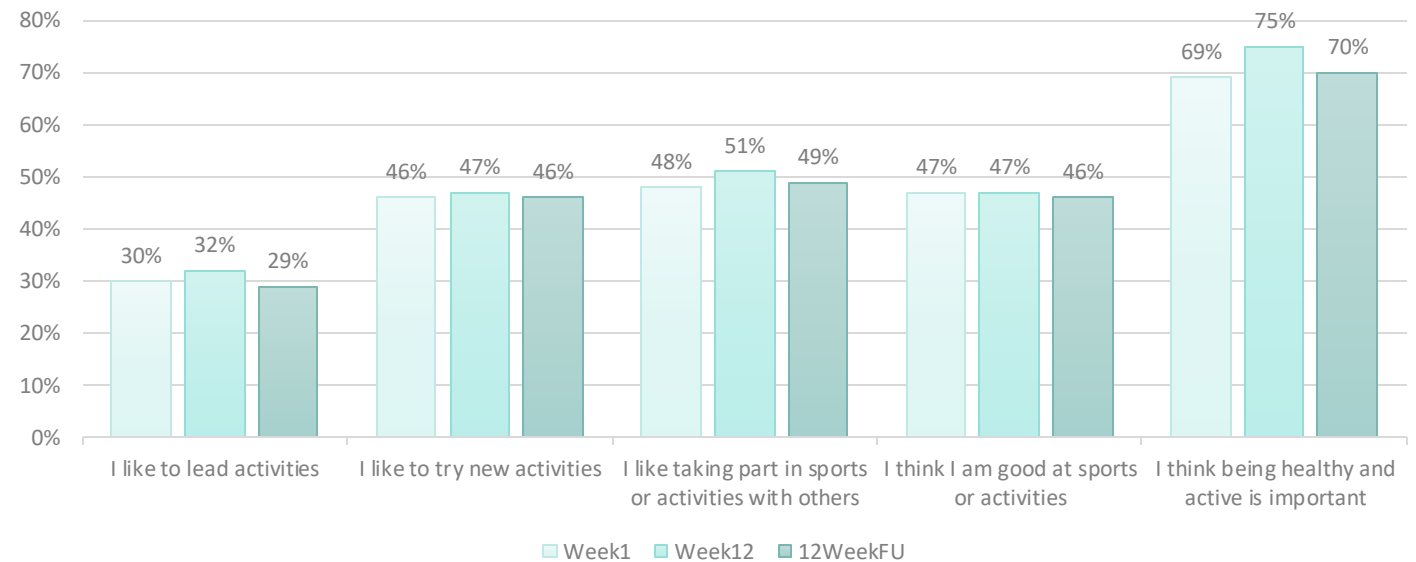
“
I like the exercise
”

What was the Impact?

Activity Attitudes

- The young people survey asks questions about young people's physical activity motivations, attitudes and knowledge and understanding.
- A significant increase is evident in the percentage of young people who think 'being healthy and active is important' between Weeks 1 and 12.
- A representative sample of young people's qualitative perceptions of activity are presented on the next slide.

Activity Attitudes 'Everyday'
(week 1 n = 1,220, week 12 n = 517, 12 week follow-up n = 287)



Take home message:

Encourage young people's awareness of changes in their behaviours, attitudes and perceptions through simple questions such as, 'what have you achieved today?' or 'did you like trying...[the new activity]?'

What I like best...Activity Attitudes

“ Learning how to ride a bike ”

“ Taking part with others ”

“ Being with my friends and doing something fun ”

“ It's just my favourite thing to do ”

“ New activities ”

“ I get to try new things ”

“ Learning to do tricks ”

“ I love riding a bike with my friends ”

“ Learning new skills ”

“ I like the feeling of freedom when your on a bike ”

“ Having fun ”

“ Helping friends and building confidence ”

“ Trying my best and not giving up ”

What was the Impact?

Cycling Behaviours & Attitudes

Week 1

82% can ride a bike

80% feel confident riding a bike

Week 12

96% can ride a bike

90% feel confident riding a bike

12 Week follow-up

97% can ride a bike

94% feel confident riding a bike

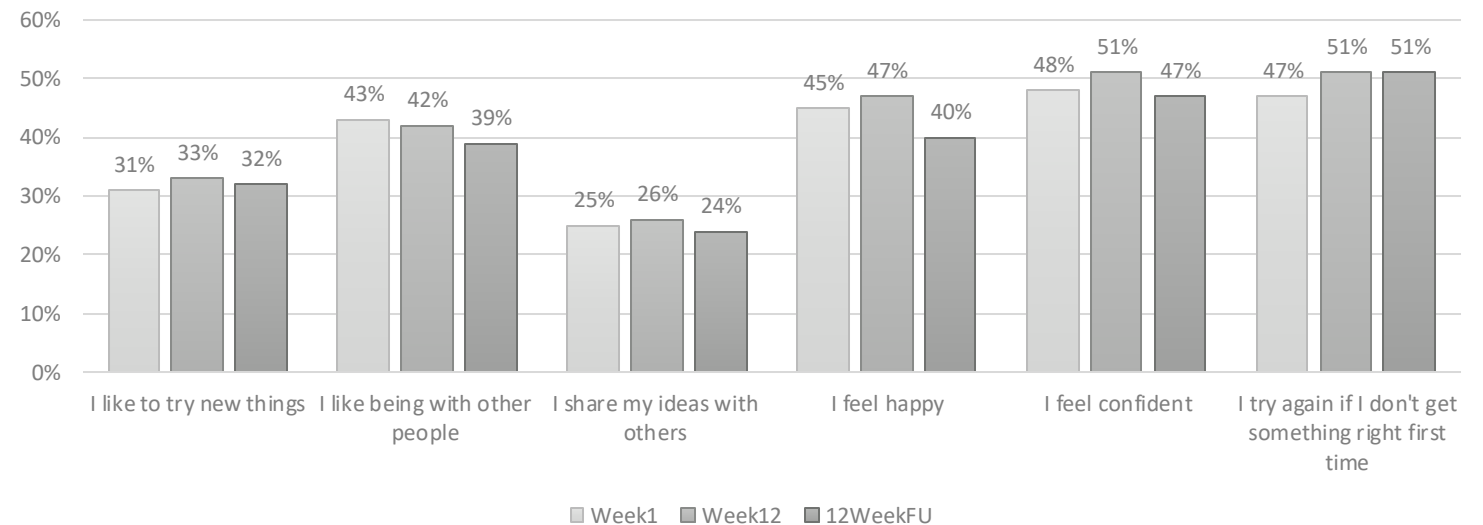
Significant, incremental increases are evident in the percentage of young people who 'can ride a bike' and 'feel confident riding a bike' between weeks 1 and 12, week 1 and 12 week follow-up, and week 12 and 12 week follow-up.

What was the Impact?

Wellbeing

- No significant changes are evident in young people's **resilience** (I try again if...), **confidence** (I feel confident), **happiness** (I feel happy), **communication** (I share my ideas...), **social development** (I like being with others...), and **individual development** (I like to try...).
- Changes in wellbeing are typically smaller and take longer to occur than changes in physical activity.
- A representative sample of young people's perceptions of impact on their wellbeing is presented on the next slide.

Wellbeing 'Everyday'
(week 1 n = 1,236, week 12 n = 518, 12 week follow-up n = 287)



Take home message:

A definitive focus on young people's wellbeing should be at the forefront of delivery. Evidence from a range of sport and physical activity programmes demonstrates that positive wellbeing underpins sustained engagement in physical activity.

What I like best...Wellbeing

“It’s fun and encourages you to do your best”

“Conquering my cycling fears”

“How supportive and friendly staff are”

“Doing something fun with my friends”

“The feeling of improving”

“Everyone is included”

“Having fun”

“It helps to build my confidence”

“Trying my best and not giving up”

“Learning with my friends”

“Being with others and helping”

“Learning new tricks and skills”

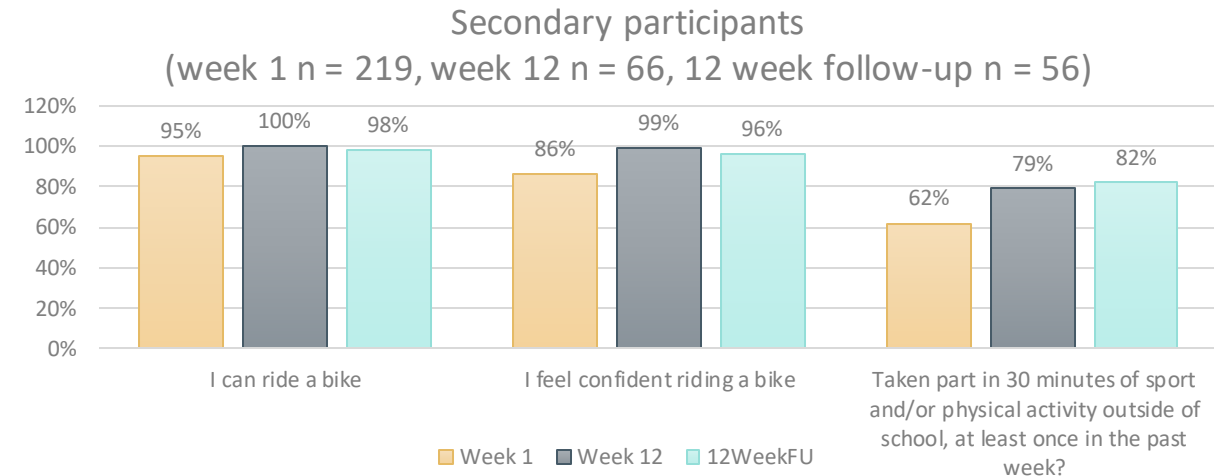
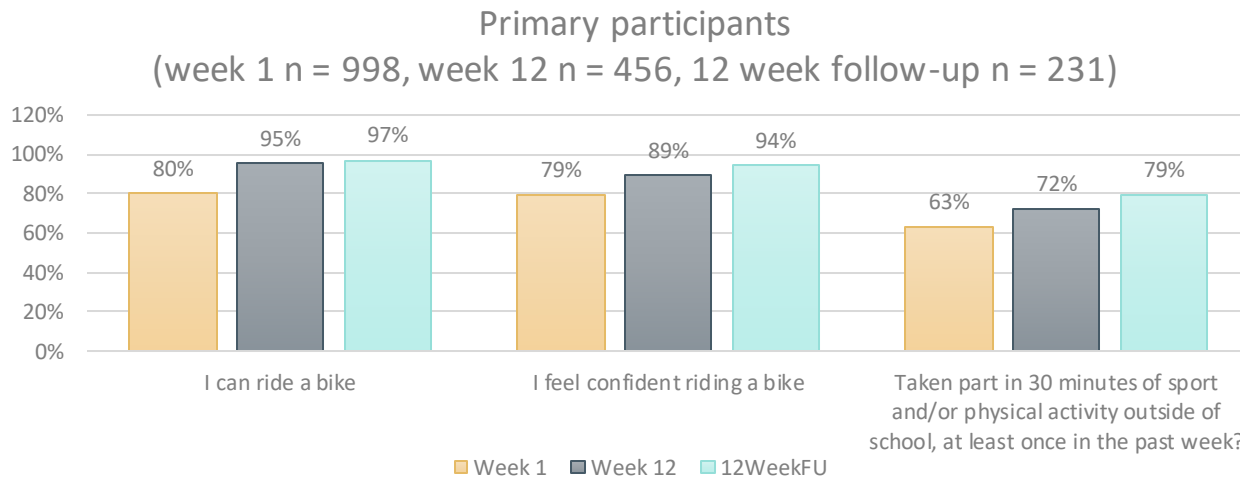
Sub-Analyses

School age

- Sub-analyses were conducted between primary and secondary school participants.
- After 12 weeks of participation, the greatest impact on young people's perceptions of their ability to 'ride a bike' occurs among primary-aged participants, while impacts on young people 'achieving 30 minutes of activity at least once in the past week' are greatest among secondary-aged participants.

Take home message:

The BMX Legacy programme supports achievement of DCMS and Sport England priorities by enabling primary-aged participants to ride a bike and supporting secondary-aged participants to be more active.

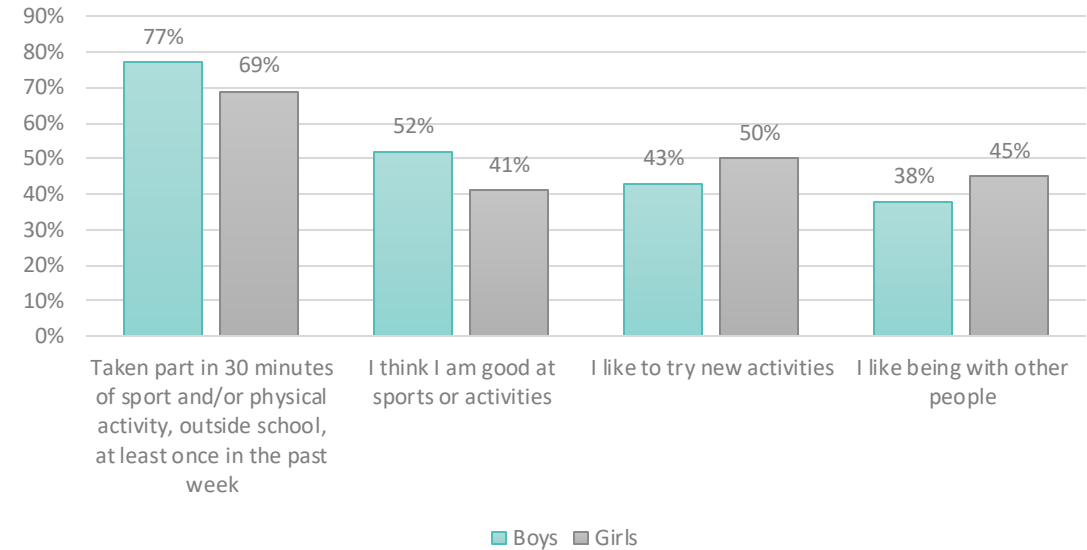


Sub-Analyses

Gender

- Significant differences between boys and girls are present within physical activity behaviours, activity attitudes and wellbeing after 12 weeks of participation.
- Boys are significantly more likely to take part in 30 minutes of sport and/or physical activity, outside school, at least once in the past week and to think they are good at these activities. However, girls are more likely to enjoy trying new activities and being with other people.

Gender
(Boys n = 274, Girls n = 244)



Region

- Sub-analyses were conducted by region, no significant differences in activity or other variables are evident.

Recommended programme actions

1 Wellbeing focus within coaching methodology

Wellbeing underpins changes in physical activity, with increased wellbeing associated with sustained engagement in physical activity. Focusing coaching on skill development *and* wellbeing supports achievement, physical and mental health and the development of valuable transferable skills.

2 Gather proxy responses from teachers/coaches/parents

Young people, particularly primary-aged, find it difficult to report on their activity levels and wellbeing. Collecting observations from others (i.e. young people's teachers, coaches or parents) through surveys or interviews will help capture changes observed by others that young people have yet to recognise.

3 Celebrate and showcase achievements

Significant impacts on primary-aged perceptions of ability to ride a bike, and positive impacts on secondary-aged participants' activity levels support current UK policy priorities. Celebrate and showcase these programme achievements.

Methodological note

Access Sport Young People Survey

- The Young People Surveys were designed to assess key process and outcome indicators of the programme. To increase accessibility and the validity and reliability of responses, surveys were produced in Clear Print, Easy Read formats, with questions written in plain language (measured against the Flesch Reading Ease for readability). The surveys were scrutinised by *spear*'s quality assurance lead Professor Mike Weed and *spear*'s inclusion expert, Professor Jan Burns.

Data Analyses

- To maximise use of the sample, cross-sectional analyses were conducted. Where significant differences are identified, these are presented here. Data tables for physical activity behaviour, activity attitudes and wellbeing are found in Appendix A. Sub-analyses were conducted by school (Primary/Secondary), gender and region. Where significant differences are evident, these are reported.

Statistical Significance

- Where changes are identified, these are significant at $p < .05$. Where values presented suggest a change (i.e. observed increase or decrease), but this change is not identified as significant, there is no change (i.e. any observed change is within the margin of error).

Appendix A: Physical Activity Behaviour

My active week

	Week 1	Week 12	12 week FU
<i>Less active (less than an average of 30 minutes a day)</i>	54%	52%	46%
<i>Fairly active (an average of 30-59 minutes a day)</i>	21%	26%	30%
<i>Active (an average of 60 minutes or more everyday)</i>	13%	17%	20%
<i>Taken part in 30 minutes of sport and/or physical activity, outside of school, at least once in the past week</i>	62%	73%	86%

	Week 12	12 week FU
<i>I do more activity or sport than before</i>	75%	77%
<i>I want to do more activity or sport than before</i>	83%	89%
<i>I ride a bike more than I did before</i>	76%	70%

Appendix A: Activity Attitudes

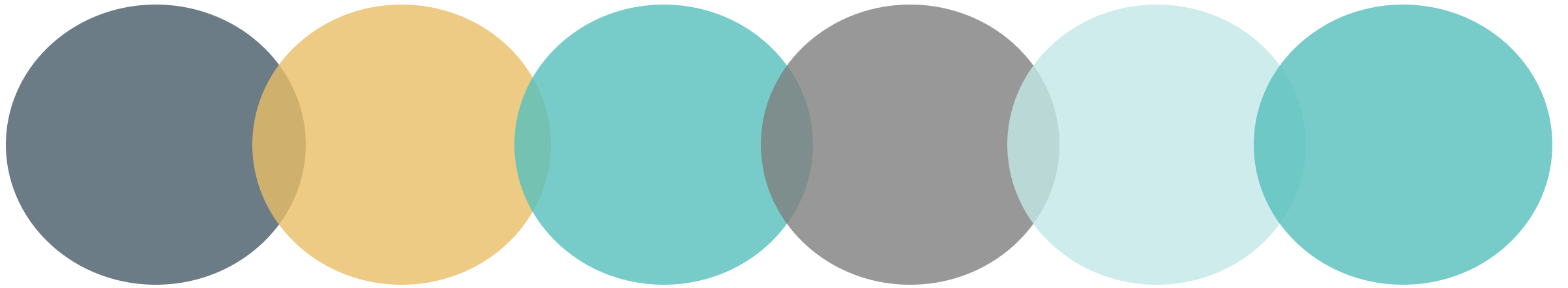
Me & being active

	Everyday			Most days			Some days			Never		
	Week 1	Week 12	12 week FU	Week 1	Week 12	12 week FU	Week 1	Week 12	12 week FU	Week 1	Week 12	12 week FU
<i>I like to lead activities</i>	30%	32%	29%	21%	22%	23%	29%	27%	33%	20%	19%	15%
<i>I like to try new activities</i>	46%	47%	46%	26%	29%	34%	22%	20%	18%	6%	5%	3%
<i>I like taking part in sports or activities with others</i>	48%	51%	49%	27%	27%	30%	19%	18%	17%	7%	4%	4%
<i>I think I am good at sports or activities</i>	47%	47%	46%	29%	31%	30%	18%	18%	21%	6%	5%	3%
<i>I think being healthy & active is important</i>	69%	75%	70%	19%	14%	18%	9%	10%	10%	3%	2%	2%

Appendix A: Wellbeing

About me

	<i>Everyday</i>			<i>Most days</i>			<i>Some days</i>			<i>Never</i>		
	<i>Week 1</i>	<i>Week 12</i>	<i>12 week FU</i>	<i>Week 1</i>	<i>Week 12</i>	<i>12 week FU</i>	<i>Week 1</i>	<i>Week 12</i>	<i>12 week FU</i>	<i>Week 1</i>	<i>Week 12</i>	<i>12 week FU</i>
<i>I like to try new things</i>	31%	33%	32%	29%	31%	37%	35%	33%	28%	5%	3%	3%
<i>I like being with other people</i>	43%	42%	39%	30%	31%	37%	22%	23%	23%	5%	4%	1%
<i>I share my ideas with others</i>	25%	26%	24%	30%	31%	32%	35%	33%	40%	11%	8%	4%
<i>I feel happy</i>	45%	47%	40%	36%	37%	43%	17%	14%	17%	3%	2%	1%
<i>I feel confident</i>	48%	51%	47%	30%	30%	37%	17%	17%	13%	6%	3%	3%
<i>I try again if I don't get something right first time</i>	47%	51%	51%	30%	30%	29%	19%	16%	18%	5%	4%	2%



More details on *spear* and its work can be found at:

www.Canterbury.ac.uk/spear