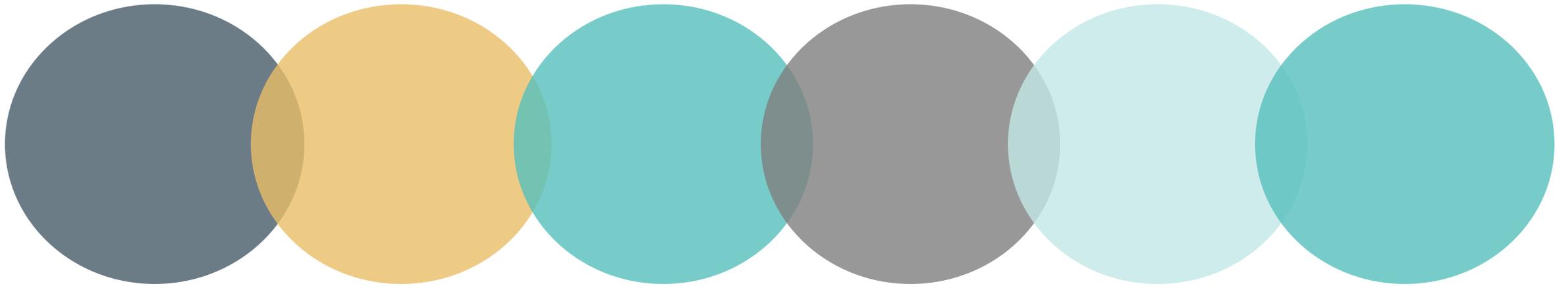


# spear

centre for sport, physical education  
& activity research

## Access Sport Young People Survey Analysis



September 2019

# Context

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- *spear* has been commissioned by Access Sport from February 2019 to February 2021 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.<sup>1</sup> The Young People survey returns have been analysed to provide data on the number of participants 'active everyday', 'fairly active' and 'less active'.
  - Active everyday – at least 60 minutes everyday
  - Fairly active – an average of 30-59 minutes a day
  - Less active – less than an average of 30 minutes a day
- Estimating participants 'Active across the week' 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. Hence, it is not possible to estimate participants 'Active across the week', i.e. an average of 60 minutes or more a day across the week.
- Sample sizes for the three timepoints are as follows Week 1 (349), Week 12 (265) and 12week follow-up (97). The sample size decreases at the 12week follow-up, therefore data and results associated with this timepoint must be viewed with caution.

<sup>1</sup> Active Lives Children & Young People Survey: December 2018

# As of September 2019, the programme...



# Since taking part in the programme...

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84% of participants know more about being healthy and active



78% of participants do more activity or sport than before



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

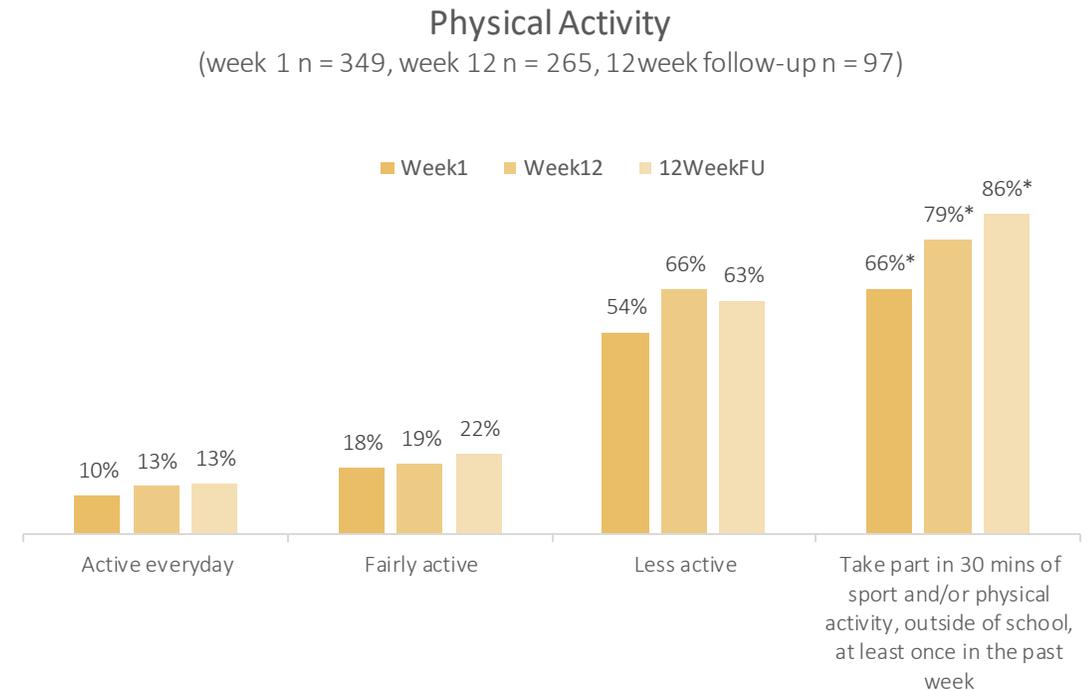


85% of participants want to do more activity or sport than before

# 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 **'active everyday'** (at least 60 minutes everyday), **'fairly active'** (an average of 30-59 minutes a day), **'less active'** (less than an average of 30 minutes a day) and those **'taking part in 30mins of sport and/or physical activity, outside school, at least once in the past week'**.
- No significant changes are evident in the percentage of young people 'active everyday', 'fairly active', or 'less active'. However, the representative sample of qualitative responses (next slide) suggest positive impacts on physical activity behaviours and attitudes.
- Significant increases are evident in the percentage of young people who **'take part in 30mins of sport and/or physical activity, outside school, at least once in the past week'** between weeks 1 and 12, and weeks 1 and 12week follow-up.



\*change is significant at  $p < .05$

# What I like best...Physical Activity

“  
It's good exercise  
”

“  
It's physical  
”

“  
It encourages you to  
cycle more  
”

“  
It helped me  
become more active  
than before  
”

“  
Getting out the house  
and being active  
”

“  
Getting more exercise  
”

“  
Doing exercise and  
being healthy  
”

“  
Getting  
healthy  
”

“  
Being out doing things  
”

“  
It's active and fun  
”

“  
Being active  
”

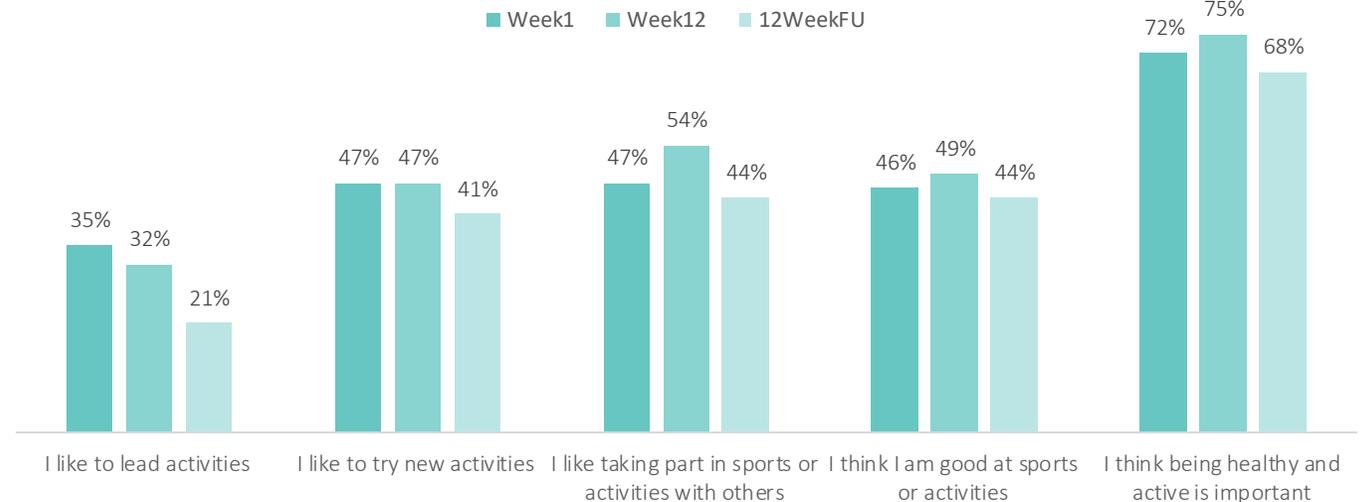
“  
It's a great way to get  
60mins of exercise a day  
”

# What was the Impact?

## Activity Attitudes

- The young people survey asks questions about young people's physical activity motivations, attitudes and knowledge and understanding.
- As yet, no significant changes are evident in young people's attitudes.
- A representative sample of young people's qualitative perceptions of activity are presented on the next slide.

Activity Attitudes 'everyday'  
(week 1 n = 349, week 12 n = 265, 12week follow-up n = 97)



# What I like best...Activity Attitudes

“  
If anyone asks for help  
I can now help them  
”

“  
I couldn't ride a  
bike but now I can  
”

“  
Learning how to  
ride a BMX bike  
”

“  
I get to try new things  
”

“  
New  
activities  
”

“  
Learning new tricks  
”

“  
Riding with  
my friends  
”

“  
Supporting  
others  
”

“  
Learning to ride a  
bike and be healthy  
”

“  
It keeps me healthy  
”

“  
Being with  
my friends  
”

“  
Helping  
friends  
”

“  
I like learning BMX  
riding with my friends  
”

# What was the Impact?

## Cycling Behaviours & Attitudes

### Week 1

77% can ride a bike

75% feel confident riding a bike

### Week 12

96% can ride a bike

92% feel confident riding a bike

### 12Week follow-up

98% can ride a bike

92% feel confident riding a bike



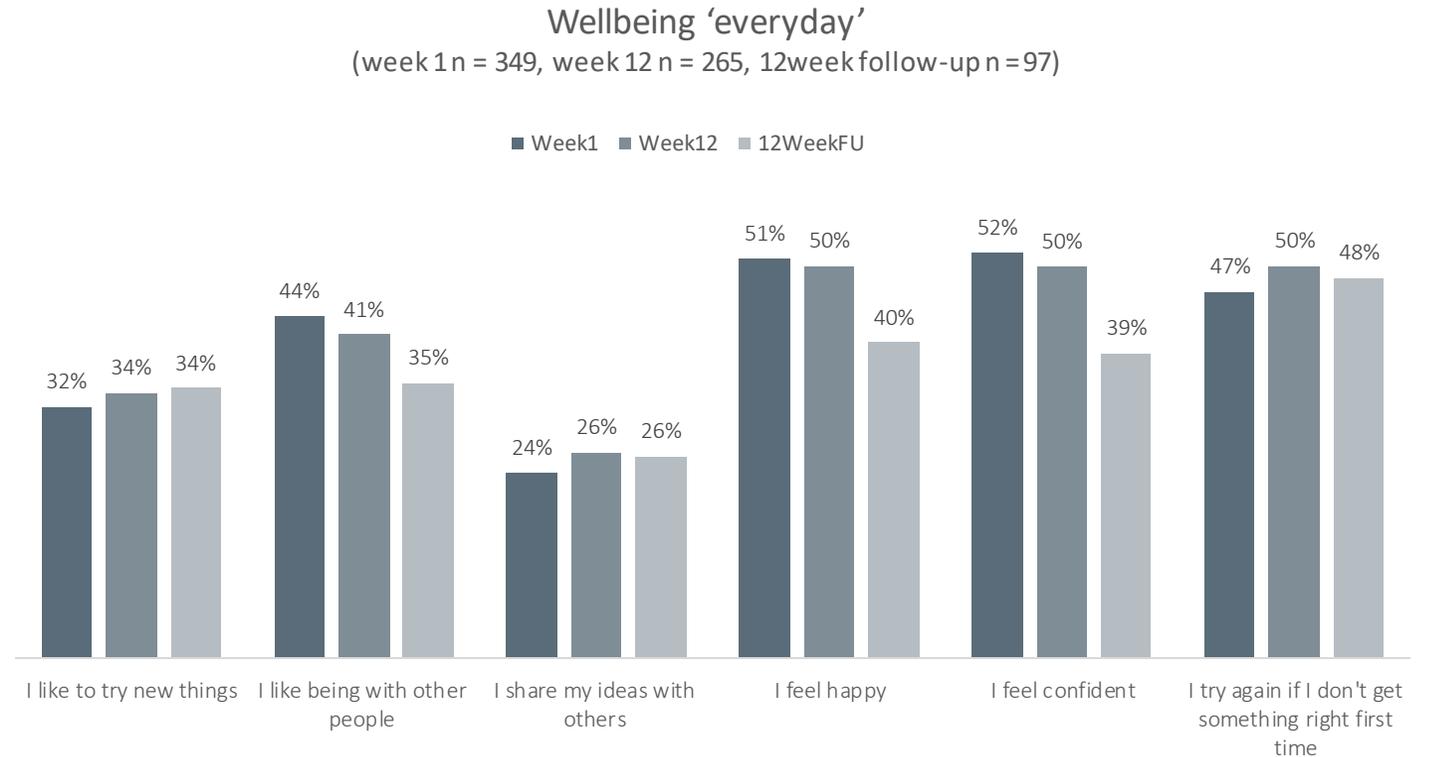
Significant increases are evident in the percentage of young people who **'can ride a bike'** and **'feel confident riding a bike'** between weeks 1 and 12, and weeks 1 and 12week follow-up.



# What was the Impact?

## Wellbeing

- No significant changes are evident in young people's **resilience** (I try again if...), **confidence** (I feel confident), **communication** (I share my ideas...), **happiness** (I feel happy), **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.



# What I like best...Wellbeing

“  
Playing with others  
”

“  
It keeps me happy  
”

“  
Conquering  
my cycling  
fears  
”

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

“  
If we fall we try  
again  
”

“  
It helps boost  
my confidence  
”

“  
Hanging out with my  
friends and having fun  
”

“  
You have to keep trying  
until you succeed  
”

“  
I like getting up  
when I fall  
”

“  
Everyone is friendly  
”

“  
Never  
giving up  
”

“  
Learning new tricks  
”

# Sub-Analyses by School, Gender & Region

## School

Sub-analyses were conducted between primary and secondary school participants.

No significant differences in activity or other variables are evident across the programme for secondary school students. However, significant increases are evident in the percentage of **primary school** students who 'can ride a bike', 'feel confident riding a bike' and 'take part in 30mins of sport and/ or physical activity, outside school, at least once in the past week' between weeks 1 and 12, and weeks 1 and 12week follow-up.

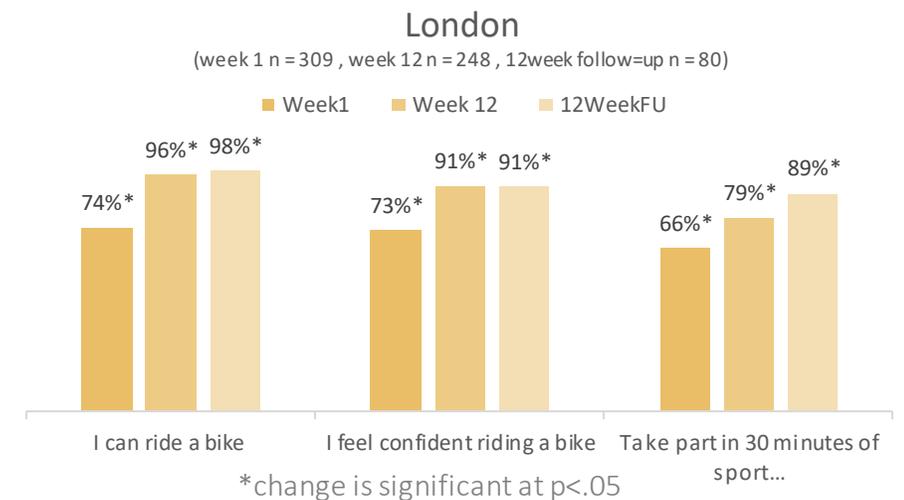
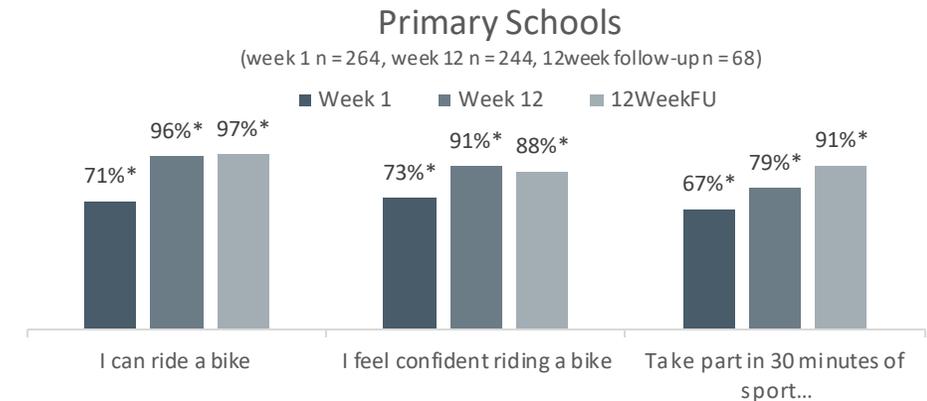
## Gender

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

## Region

Sub-analyses were conducted between London and Bristol.

No significant differences in activity or other variables are evident across the programme for Bristol. However, significant increases are evident in the percentage of young participants from **London** who 'can ride a bike', 'feel confident riding a bike' and 'take part in 30mins of sport and/ or physical activity, outside school, at least once in the past week' between weeks 1 and 12, and weeks 1 and 12week follow-up. **N.B. at this stage, this is likely a reflection of the larger sample of participants from London.**



# Recommended evaluation actions

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## 1 Increase your sample size

Continue to collect data at each time point. As your survey numbers increase, so does the power of your data. Changes in wellbeing take longer to occur than physical activity and are smaller and more difficult to detect. The bigger the sample, the more likely it is that any changes that have occurred will be identified as statistically significant.

## 2 Qualitative data collection

Qualitative data adds insight and richness to your quantitative data. Collecting data from Graffiti Walls and insight questions brings data to life and sheds light on processes (i.e. what works well, what works less well, and the motivations and barriers to participation) key to effective and successful delivery.

## 3 Create good practice case studies

Case studies are often welcomed by funders and deliverers. Attend sessions to gain insight into delivery, successes, challenges and lessons learnt from coaches, participants and the wider community. Case studies are a great way for deliverers to showcase their involvement in the programme and share good practice with others.

# Methodological note

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## 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, 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

## My active week

	<i>Week 1</i>	<i>Week 12</i>	<i>12week FU</i>
<i>Active everyday (at least 60 minutes every day)</i>	10%	13%	13%
<i>Fairly active (an average of 30-59 minutes a day)</i>	18%	19%	22%
<i>Less active (less than an average of 30 minutes a day)</i>	54%	66%	63%
<i>Taken part in 30 minutes of sport and/or physical activity, outside of school, at least once in the past week</i>	66%	79%	86%

# Appendix A: Activity Attitudes

## Me & being active

	<i>Everyday</i>			<i>Most days</i>			<i>Somedays</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 lead activities</i>	35%	32%	21%	18%	24%	28%	29%	26%	34%	18%	18%	18%
<i>I like to try new activities</i>	47%	47%	41%	28%	30%	35%	20%	19%	20%	5%	5%	4%
<i>I like taking part in sports or activities with others</i>	47%	54%	44%	27%	24%	35%	20%	18%	16%	7%	4%	5%
<i>I think I am good at sports or activities</i>	46%	49%	44%	31%	33%	32%	17%	16%	20%	6%	3%	4%
<i>I think being healthy &amp; active is important</i>	72%	75%	68%	18%	15%	17%	8%	8%	11%	2%	2%	4%

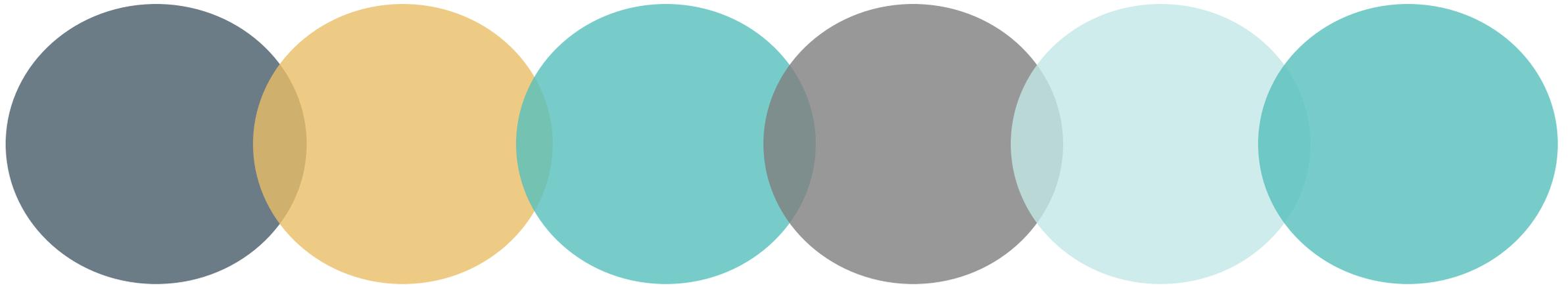
# Appendix A: Wellbeing

## About me

	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 try new things</i>	32%	34%	34%	30%	32%	35%	34%	32%	26%	4%	2%	4%
<i>I like being with other people</i>	44%	41%	35%	30%	34%	35%	22%	21%	28%	5%	3%	2%
<i>I share my ideas with others</i>	24%	26%	26%	33%	34%	31%	35%	33%	39%	9%	6%	4%
<i>I feel happy</i>	51%	50%	40%	30%	37%	42%	17%	12%	16%	2%	1%	2%
<i>I feel confident</i>	52%	50%	39%	28%	32%	43%	15%	17%	14%	5%	2%	4%
<i>I try again if I don't get something right first time</i>	47%	50%	48%	32%	35%	33%	18%	14%	18%	4%	2%	1%

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

[www.Canterbury.ac.uk/spear](http://www.Canterbury.ac.uk/spear)