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## HEADLINES

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### WHO PARTICIPATED?

- *Data from the controlled, experimental evaluation show that Change4Life Primary School Sports Clubs have a significant, positive impact on the activity levels, health behaviours and wellbeing of participating children.*
- *Around 270,000 children have participated in Change4Life Primary Clubs over the lifetime of the programme. Almost 222,000 (82%) were not achieving at least 60 active minutes every day on joining the clubs, including over 185,000 (69%) who were not achieving at least 30 active minutes every day, thus the clubs effectively reach the key target group of those children who are less active.*
- *Data from over 3,000 children demonstrate that the clubs are effective mechanisms for increasing physical activity levels among less active children regardless of the extent of their initial inactivity.*
- *The number of children achieving at least 60 active minutes every day by week 12 has increased by 69%, resulting in almost 33,000 additional children achieving at least 60 active minutes every day over the lifetime of the programme.*
- *While Change4Life Primary Club members are 'less active' at the start of the programme, by week 12, 30% are achieving at least 60 active minutes every day. This level of participation is consistent with the evaluation control, and exceeds the 21% of 8 to 10 year olds reported in the Health Survey for England 2012 to engage in 60 active minutes every day across the UK<sup>1</sup>.*
- *The framework appears to be supporting schools in challenging areas to achieve the same positive outcomes as those that may face lesser challenges because there are no significant differences in the impact of the clubs between priority and other areas.*
- *Children join the clubs with positive attitudes to sport and games. Participation in 30 and 60 active minutes increases quickly and continues to rise in tandem with positive changes in self-efficacy.*
- *Children's Survey data collated across 24 weeks show that children yet to achieve at least 60 active minutes every day can benefit from continued engagement in the clubs, however, children achieving at least 60 active minutes every day by week 12 are likely to regress unless they are transitioned into more challenging activity opportunities.*
- *Continuous monitoring at school level will be important to determine the appropriate turnover of Change4Life Primary Club members.*
- *Monitoring data from SGOs suggest that a fifth of club members engage in 'additional opportunities to be active', and this may help to ease the transition and sustain the positive impact of participation in the Change4Life Primary Clubs.*

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<sup>1</sup> The Health and Social Care Information Centre (2013). Health Survey for England 2012. These data exclude activities during school hours and active travel and may underestimate the proportion of children meeting recommendations.

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## WHAT WORKED?

- *Insights from club leads suggest that the Change4Life Primary School Sports Clubs are seen as a 'safehouse' where children can play, and in the process, develop the creativity, aspirations, resilience and empathy to engage in wider school life.*
- *Across 2013-2015, the activity ideas, an element of competition and the opportunity to contribute to club delivery were rated most effective in engaging children.*
- *Deliverer ratings for enhancing positive attitudes to being active and to sport, improving physical skills, increasing confidence and knowledge of healthy lifestyles and developing a sense of belonging remain very positive.*
- *Data suggest there are four key elements to a Change4Life Club that engage children and achieve programme outcomes: Activities, Ownership, Fun and Incentives. Incentives support the learning process and complement the provision of fun activities in an environment that allows children ownership of their developmental journey.*
- *The majority of SGOs and deliverers believe that Change4Life Clubs have added value to schools healthy lifestyle offer, while over three-quarters think the clubs have added to school PE and sport provision.*
- *Over the lifetime of the programme the equipment has consistently rated top among aspects found useful to delivery. The activities, guidebook, training and SGO support also scored highly.*
- *SGOs expressed concern around the depletion of equipment and resources in existing clubs. This may lead to a two-tier experience being delivered in which the experience of participants in existing clubs falls short of that delivered to participants in new clubs.*
- *The imperative of refreshing clubs and raising the profile of the programme was seen by SGOs as key to retaining the interest of schools and encouraging them to embed the programme as a sustainable and evidencable part of their healthy lifestyle offer.*

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## WHAT DID THE CLUBS LOOK LIKE?

- *The average Change4Life Primary School Sports Club runs for just over twelve weeks and takes place mostly at lunchtime or after school, in a regular designated physical space with fifteen members and two Young Leaders.*
- *In the average club, five members increase the number of days on which they achieve at least 60 active minutes, of whom two are newly achieving at least 60 active minutes every day.*
- *By the end of the 2014/15 academic year<sup>2</sup> it is estimated that over 7,200 Change4Life Primary School Sports Clubs will have delivered sessions to almost 111,000 participants and involved almost 15,800 Young Leaders and over 7,600 coaches.*

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<sup>2</sup> Delivery outcomes for 2014/15 are projected from March 2015 monitoring data and the growth from interim to full year in previous years.

- *Delivery of the Target theme, or a combination of themes was most popular, each delivered by around a quarter of schools. A fifth of schools delivered the Adventure theme, while the Flight and Combat themes were each delivered by around 15% of schools. Delivery of the Creative theme has decreased from 23% in 2011/12 to 14% in 2014/15.*
  - *The number of clubs running at lunchtime has increased by 71%, with almost half of all clubs now running in the lunch hour. While around a half of clubs still run after school, this represents a 28% decrease since the programme began.*
  - *Almost half of schools ran their clubs beyond 12 weeks in 2013/14, and almost three-quarters aimed to do so in 2014/15.*
  - *Since the programme began, the involvement of primary pupils in delivery has more than doubled, with almost a quarter of schools now providing opportunities for young people to help run the clubs.*
  - *Preliminary data suggests that the support provided through the framework in priority areas is helping to reinvigorate clubs, foster links to the healthy schools agenda and encourage a sustainable model to be created in both new and existing clubs.*
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#### **WHAT WAS THE INFLUENCE OF THE CHANGE4LIFE BRAND?**

- *The Change4Life brand remains a key aspect of the primary programme and one that is valued by schools, children and parents.*
  - *Over two-thirds of teachers continue to find the Change4Life logo, images and branding useful in the delivery of their clubs, while around half of teachers believe they engage children.*
  - *The branded resources create a sense of exclusivity for children 'specially selected' for the programme, helping to foster a sense of ownership, belonging and pride among club members.*
  - *The branded resources remain highly valued by schools in engaging stakeholders, retaining the ethos of the programme and providing targeted children with the Change4Life experience.*
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## RECOMMENDATIONS

1. *Clearly articulate to schools how the Change4Life Clubs support whole school agenda and Ofsted expectations because the broad scope of the programme is perceived as key to its appeal over other initiatives.*
  2. *Focus efforts to sustain existing clubs on the provision of training and mentoring, and the replenishment of key branded resources because these are considered essential to preserving the ethos of the clubs and the Change4Life experience for children.*
  3. *Promote the success of the programme in developing Young Leaders to encourage more schools to do so, in turn easing delivery resource tensions and providing valuable developmental opportunities for pupils across the school.*
  4. *Encourage schools to transition children achieving 60 active minutes every day into more challenging activity opportunities to sustain their participation, and retain those yet to achieve 60 active minutes every day within the Change4Life Clubs.*
  5. *Advise schools to embed continuous monitoring into delivery of the Change4Life Clubs to ensure appropriate turnover of club participants and maximise impact, and to evidence the value of their investment in the programme.*
  6. *Recommendations for programme evaluation in 2015/16 are to: i) Establish the impact of the support framework; ii) Examine how effectively clubs are being sustained; iii) Assess programme alignment with public health priorities and; iv) Explore the possibility of attributing an economic value to the impact of the programme.*
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## 1) CONTEXT

### ABOUT THE PROGRAMME

The Change4Life Primary School Sports Club programme is funded by the Department of Health and managed by the Youth Sport Trust. The clubs were introduced into primary schools in 2011/12 and aim to increase the physical activity, health and wellbeing of less active 7-9 year olds through the provision of fun multi-sport themes and healthy lifestyle activities. SPEAR's evaluations of the primary programme have consistently demonstrated that Change4Life Clubs can be effective mechanisms for increasing physical activity levels among less active primary children. Through provision of a safe space to learn and play, the opportunity to contribute to club delivery and encouragement of small steps toward increasing activity levels, the clubs have helped less active children build the competencies, confidence and resilience they need to be healthy and active throughout the lifecourse. The success of the Change4Life Primary School Sports Clubs has resulted in additional funding to expand the programme as a central part of a broader healthy lifestyle offer in schools. This is supported by the development of a hub of expertise focused in the areas of greatest health inequalities (priority areas) to support and share effective practice among schools and local authority Health and Wellbeing boards.

### ABOUT THE EVALUATION

SPEAR was commissioned from October 2013 to March 2015 to conduct a third, successive evaluation of the Change4Life Primary School Sports Club programme. In October 2014, SPEAR produced an Interim Report including impact and delivery insights and progress and planning for the primary evaluation. SPEAR also recommended inclusion of a lifetime impact assessment to provide additional value to the Final Report findings and the project end date was subsequently extended to May 2015. This Final Report both supplements and supersedes the Interim Report.

SPEAR's current evaluation of the Change4Life Clubs reflects both the changing context and priorities of the primary programme and, through a systematic, controlled experimental evaluation, provides the robust evidence base necessary to support and further the programme as it develops into the future. The 2015 Final Report presents a lifetime evaluation of the programme to date. Drawing together extant data from SPEAR's 2011/12 and 2012/13 (2011-2013<sup>3</sup>) evaluations with new data collated across 2013/14 and early 2014/15<sup>4</sup> (2013-2015<sup>5</sup>), this report focuses on the lifetime impact of the clubs in key areas, namely physical activity, health behaviours and wellbeing. The report shows how delivery has evolved to address programme aims, discusses challenges faced embedding clubs as a sustainable part of schools' healthy lifestyle offer and considers preliminary evidence of the impact of the new support framework in priority areas. Data informing this report is drawn from the survey returns of over 7,500 children participating in more than 500 Change4Life Clubs and from just under 500 children in 15 control schools. Survey completions from over 2,000 club deliverers and SGOs, telephone interviews with 39 stakeholders and data from 20 site visits complements and triangulates the experimental data allowing the experiences and perspectives of a broad range of stakeholders to be presented.

Key messages are summarised at the start of each section (and in the Headlines section on pages 2-5). The report is divided into three substantive sections: Who participated? What worked? and What did the clubs look like? The Influence of the Change4Life Brand is addressed and Recommendations for the programme are presented. A methodological note is provided at appendix A; table 1.1 summarises the evaluation approach for the programme.

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<sup>3</sup> Data presented as 2011-2013 refers to data collated across 2011/12 and 2012/13.

<sup>4</sup> Data was collected between September 2014 and March 2015.

<sup>5</sup> Data presented as 2013-2015 refers to data collated across 2013/14 and 2014/15.

**Table 1.1) Change4Life Primary School Sports Club evaluation**

	Research	Sample
<b>2011-2015 Lifetime Impact Analysis</b>	<ul style="list-style-type: none"> <li>Primary and secondary data from 2011-2015 synthesised to assess the lifetime impact of the programme.</li> <li>Includes analysis of repeated measures survey data from 7,573 of the total population of 269,734 children engaged in the programme.</li> </ul>	<p>Monitoring returns from 393-447 of 448-451 SGO areas<sup>6</sup> (MME<sup>7</sup>~+/-1%).</p> <p>13,098 survey returns from 7,573 children in 512 Change4Life Clubs with 3,316 repeated measures (MME+/-1.7%).</p> <p>966 survey returns from 489 children in 15 control schools with 477 repeated measures (MME~+/-5%).</p> <p>2,047 survey completions from SGOs and club deliverers.</p> <p>20 site visits.</p>
<b>2013-2015 Secondary Analysis</b>	<ul style="list-style-type: none"> <li>YST returns on participation from SGO areas analysed to generate overall participation figures for 2013/14 and 2014/15.</li> </ul>	<p>Returns from 400/450 and 447/451 SGO areas in 2013/14 and 2014/15 respectively (MME~+/-1%).</p>
<b>2013-2015 Repeated Measures Survey of Children (including panel recruitment)</b>	<ul style="list-style-type: none"> <li>Sustained relationship management with SGOs and club leads to recruit to SPEAR panel.</li> <li>Repeated measures survey of participating children at weeks 1, 6, 12, 24 and 12 week follow-up in priority and other areas to track physical activity, health behaviours and wellbeing.</li> <li>Repeated measures survey of children at weeks 1 and 12 in a control condition to track physical activity, health behaviours and wellbeing.</li> </ul>	<p>217 SGOs and 78 schools recruited to the SPEAR panel.</p> <p>4,950 survey returns from 2,920 children in 221 Change4Life School Sports Clubs with 1,194 repeated measures (MME+/-2.8%)</p> <p>966 survey returns from 489 children in 15 control schools with 477 repeated measures (MME~+/-5%).</p>
<b>2013-2015 SGO &amp; Deliverer Survey</b>	<ul style="list-style-type: none"> <li>Online survey of SGOs and club deliverers administered at 2 timepoints to capture perceptions of impact, delivery and sustainability.</li> </ul>	<p>Survey completions from 257 SGOs (MME~+/-4%) and 912 club deliverers (MME~+/-3%)</p>
<b>2013-2015 SGO &amp; Club Lead Interviews</b>	<ul style="list-style-type: none"> <li>Telephone interviews with SGOs and club leads to explore perceptions of long term impact and sustainability.</li> </ul>	<p>Telephone interviews with 23 SGOs and 16 club leads.</p>
<b>2013-2015 Site Visits</b>	<ul style="list-style-type: none"> <li>Site visits exploring multiple perceptions of impact, delivery and sustainability.</li> </ul>	<p>8 visits: 7 clubs in priority areas and 1 club in an 'other' area.</p>

<sup>6</sup> There were 448 SGO areas in 2011/12, 450 in 2012/13 and 2013/14, and 451 in 2014/15.

<sup>7</sup> Maximum Margin of Error

## 2) WHO PARTICIPATED?

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### HEADLINES

- *Data from the controlled, experimental evaluation show that Change4Life Primary School Sports Clubs have a significant, positive impact on the activity levels, health behaviours and wellbeing of participating children.*
- *Around 270,000 children have participated in Change4Life Primary Clubs. Almost 222,000 (82%) were not achieving at least 60 active minutes every day on joining the clubs, including over 185,000 (69%) who were not achieving at least 30 active minutes every day, thus the clubs effectively reach the key target group of those children who are less active.*
- *Data from over 3,000 children demonstrate that the clubs are effective mechanisms for increasing physical activity levels among less active children regardless of the extent of their initial inactivity.*
- *The number of children achieving at least 60 active minutes every day by week 12 has increased by 69%, resulting in almost 33,000 additional children achieving at least 60 active minutes every day over the lifetime of the programme.*
- *While Change4Life Primary Club members are 'less active' at the start of the programme, by week 12, 30% are achieving at least 60 active minutes every day. This level of participation is consistent with the evaluation control, and exceeds the 21% of 8 to 10 year olds reported in the Health Survey for England 2012 to engage in 60 active minutes every day across the UK<sup>8</sup>.*
- *The framework appears to be supporting schools in challenging areas to achieve the same positive outcomes as those that may face lesser challenges because there are no significant differences in the impact of the clubs between priority and other areas.*
- *Children join the clubs with positive attitudes to sport and games. Participation in 30 and 60 active minutes increases quickly and continues to rise in tandem with positive changes in self-efficacy.*
- *Children's Survey data collated across 24 weeks show that children yet to achieve at least 60 active minutes every day can benefit from continued engagement in the clubs, however, children achieving at least 60 active minutes every day by week 12 are likely to regress unless they are transitioned into more challenging activity opportunities.*
- *Continuous monitoring at school level will be important to determine the appropriate turnover of Change4Life Primary Club members.*
- *Monitoring data from SGOs suggest that a fifth of club members engage in 'additional opportunities to be active', and this may help to ease the transition and sustain the positive impact of participation in the Change4Life Primary Clubs.*

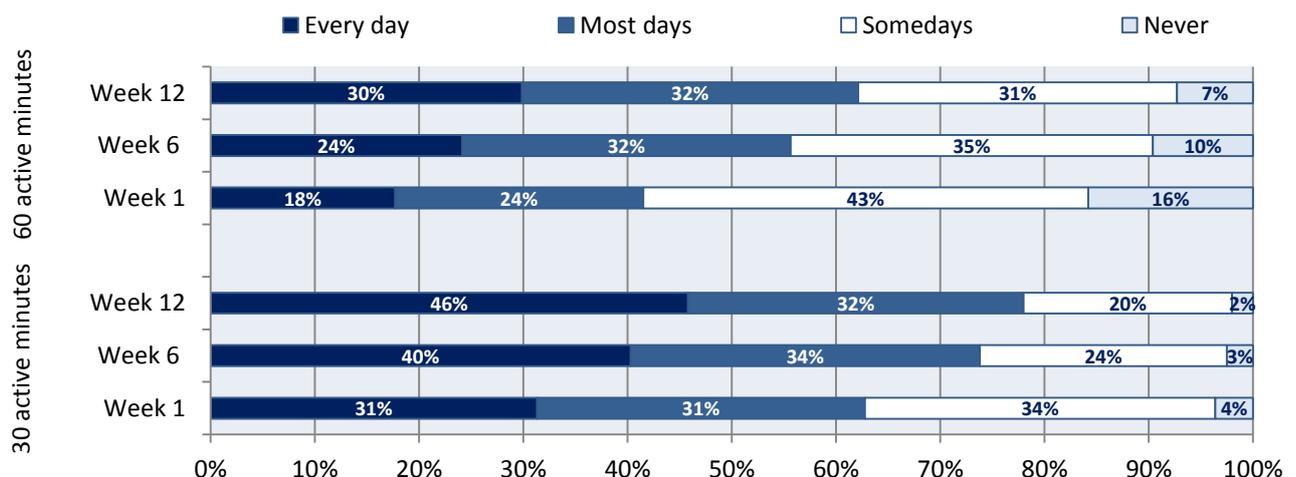
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<sup>8</sup> The Health and Social Care Information Centre (2013). Health Survey for England 2012. These data exclude activities during school hours and active travel and may underestimate the proportion of children meeting recommendations.

The Change4Life School Sports Club programme was introduced into primary schools in 2011/12 and is currently in its fourth year of operation. Each year, School Games Organisers (SGOs) are asked to report on the number of schools, participants, coaches and Young Leaders involved in the programme in their area (details on Young Leaders and coaches are provided in section 3). Responses have been received from between 393 and 447 of the relevant 448-451 SGO areas<sup>9</sup>, and this allows total participation in the programme to be estimated with a negligible maximum error of circa 1%. Matching this data with our own repeated measures survey of primary children in the programme (in which children complete their individual responses as part of a teacher-led group activity), we are able to estimate the success of the programme in reaching key target groups over the lifetime of the programme with a maximum error of +/-1.7%. This section presents the lifetime impact of the programme to date on the physical activity, health behaviours and wellbeing of children participating in Change4Life School Sports Clubs over 12, and 24, weeks. The impact of the programme 12 weeks after children stop participating in the clubs is also reported. Programme participation data is presented against data from a control condition. This enables any changes in physical activity, health behaviours and wellbeing observed in Change4Life School Sports Clubs over a 12 week period to be compared against the same data collated from children in Change4Life non-participating schools.

## 2.1) ...OVER 12 WEEKS OF THE PROGRAMME

**Over the four years of the programme almost 270,000<sup>10</sup> children have participated in Change4Life Primary School Sports Clubs.** Health Survey for England 2012 data suggest that 79% of children aged 8-10 years are not meeting physical activity guidelines and that 62% are achieving less than 30 minutes every day<sup>11</sup>. **Almost 222,000 (82%) children were not achieving at least 60 active minutes every day on joining the Change4Life Clubs, including over 185,000 (69%) who were not achieving at least 30 active minutes every day, thus the clubs effectively reach the key target group of those children who are less active. However, data from over 3,000 children collated over the lifetime of the programme demonstrate that over 12 weeks, Change4Life Primary Clubs are effective mechanisms for increasing physical activity levels among less active children regardless of the extent of their initial inactivity** (figure 2.1 and table 2.1).



**Figure 2.1) Physical activity participation changes over the lifetime of the programme (n=3,069)**

<sup>9</sup> There were 448 SGO areas in 2011/12, 450 in 2012/13 and 2013/14, and 451 in 2014/15.

<sup>10</sup> 269,734 unique children participated in the clubs between 2011 and 2015.

<sup>11</sup> The Health and Social Care Information Centre (2013). Health Survey for England 2012. These data exclude activities during school hours and active travel and may underestimate the proportion of children meeting recommendations.

**Table 2.1) Participation and impact over the lifetime of the programme (n=3,069)**

<b>WHO JOINED THE CLUBS?</b>		
OVERALL		<b>269,734</b>
	More than half the time <sup>1</sup>	Every day
Number of children active for at least 30 minutes/day	<b>169,123</b> (63%)	<b>84,427</b> (31%)
Number of children active for at least 60 minutes/day	<b>111,940</b> (42%)	<b>47,743</b> (18%)
TARGET GROUP		
Number of children <u>NOT</u> achieving at least 60 active minutes every day		<b>221,991</b> (82%)
<b>AFTER 12 WEEKS OF THE PROGRAMME...</b>		
	More than half the time <sup>1</sup>	Every day
Number of children active for at least 30 minutes/day	<b>210,393</b> (78%)	<b>123,538</b> (46%)
Number of children active for at least 60 minutes/day	<b>167,775</b> (62%)	<b>80,650</b> (30%)
<b>WHAT WAS THE IMPACT?</b>		
	More than half the time <sup>1</sup>	Every day
Increase in children active for at least 30 minutes/day	<b>24%</b> (41,270)	<b>46%</b> (39,111)
Increase in children active for at least 60 minutes/day	<b>50%</b> (55,835)	<b>69%</b> (32,907)

<sup>1</sup> the survey asked children whether they were active for 30/60 minutes 'everyday' / 'most days' / 'some days' / 'never' – the summative 'more than half the time' label represents the sum of those who answered 'everyday' and 'most days'.

Four levels of physical activity have been examined: those active for at least 30 minutes a day *more than half the time* (63% of programme recruits); those active for at least 30 minutes *every day* (31% of programme recruits); those active for at least 60 minutes a day *more than half the time* (42% of programme recruits); and those active for at least 60 minutes *every day* (18% of programme recruits). A detailed breakdown of those moving between activity levels is provided at appendix C.

### 2.1.1) ...in Change4Life Clubs

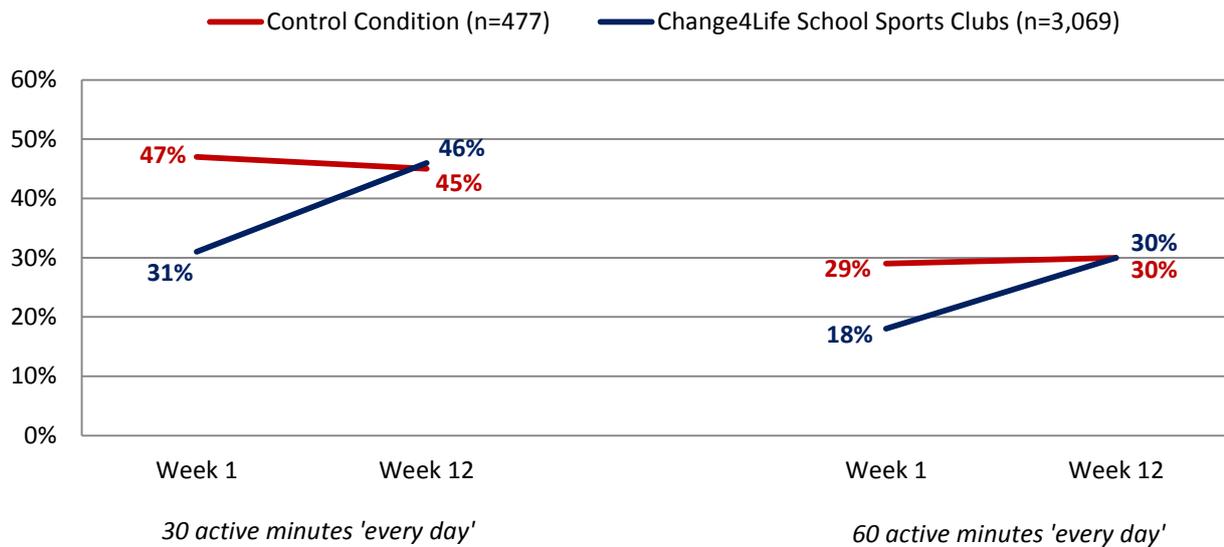
Despite almost 222,000 children (82%) not achieving at least 60 active minutes every day on joining the clubs, **the number of primary children achieving at least 60 active minutes every day by week 12 of their club membership has increased by 69%, resulting in almost 33,000 additional children achieving at least 60 active minutes every day over the lifetime of the programme.** At lower levels of activity, of the almost 100,500 children who entered the programme achieving at least 30 active minutes per day less than half the time, 41,000 (41%) were achieving at least 30 active minutes per day more than half the time by week 12 of the clubs.

While the data presented in table 2.1 provides an indication of activity frequency, a further consideration is activity intensity. While this is difficult to measure in primary aged children, an indication that the majority of the activity referred to in table 2.1 is of at least moderate intensity is that over two-thirds of children (194,208) were playing games where they get out of breath more than half the time by week 12 of the programme. This indication of intensity is based on rates of perceived exertion, whereby increased breathlessness indicates higher intensities of physical activity. A strong correlation between responses to the activity frequency and intensity questions in the children's survey provides further support that the reported activity is of at least moderate intensity.

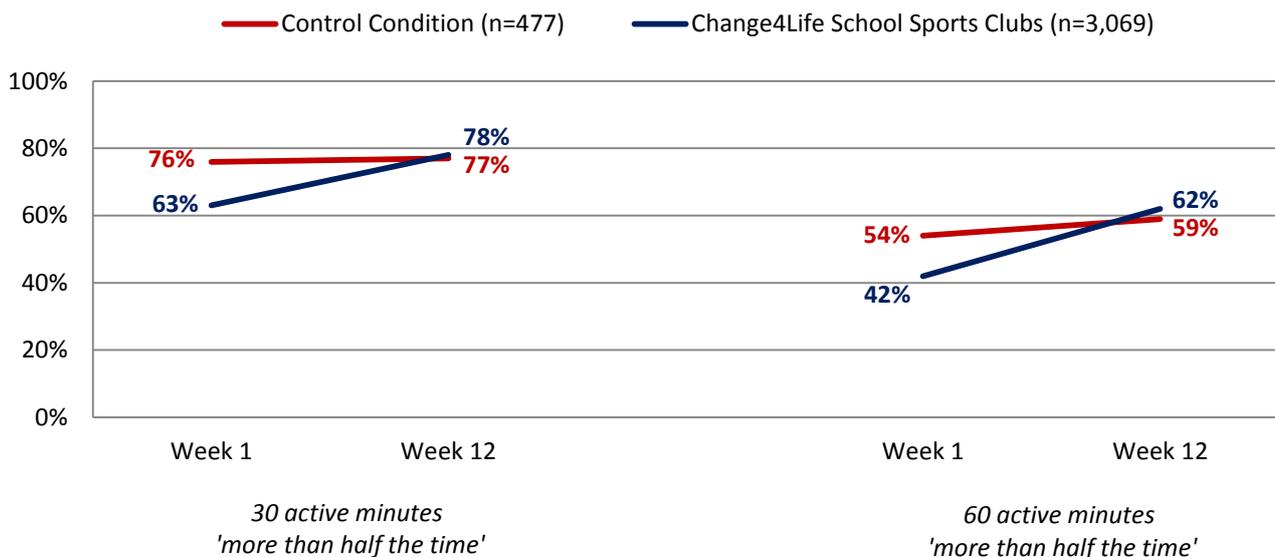
### 2.1.2) ...between Change4Life and control conditions

A key objective of the current evaluation was to examine the impact of Change4Life Primary School Sports Clubs against a control condition of children aged 7-9 years from Change4Life non-participating schools. Repeated measures survey returns at weeks 1 and 12 were collated from 477 children in 15 primary schools not participating in the Change4Life School Sports Club programme. Control data were gathered at three timepoints over the academic year to control for seasonal variation in activity levels. Figures 2.2 and 2.3 show the percentages of children achieving at least 30 and 60 active minutes every day and more than half the time across Change4Life and control conditions. (A detailed breakdown of the physical activity data for the control condition is provided at appendix C.)

While data from the Children's Surveys across the lifetime of the programme show significant increases in activity levels between weeks 1 and 12 for children participating in Change4Life Clubs, no significant differences are evident in the control condition. Moreover, the change scores over the 12 week period at both 30 and 60 minutes are significantly different between the Change4Life Club and control conditions. This means that **Change4Life Primary School Sports Clubs have a significant, positive effect on the activity levels of participating children against a control condition of children from non-participating schools.**



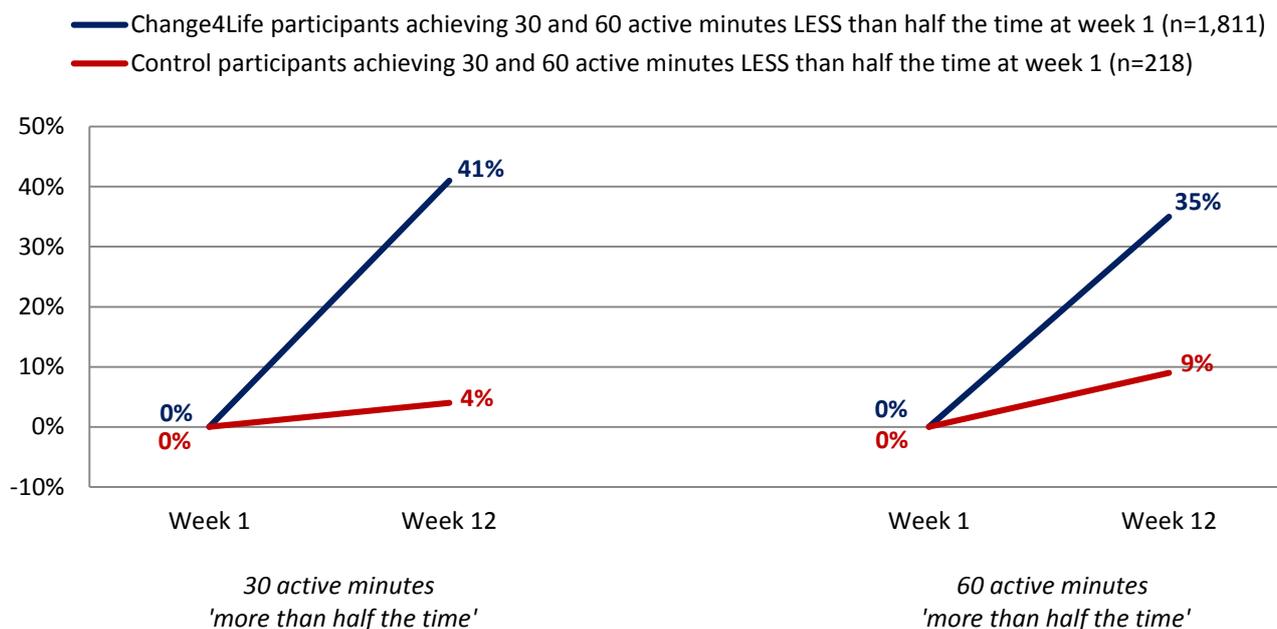
**Figure 2.2) Children achieving 30 and 60 active minutes every day across Change4Life and control conditions**



**Figure 2.3) Children achieving 30 and 60 active minutes more than half the time across Change4Life and control conditions**

The key outcome variable for this controlled evaluation is change over time as opposed to absolute levels of activity. It is recognised, however, that the scope for change may vary depending on the initial level of the child's activity. Analysis of preliminary data revealed that the activity levels of children in the control condition were statistically significantly higher than those of Change4Life School Sports Club members at week 1. While targeted recruitment for control schools was undertaken in the latter part of the evaluation to offset this disparity, activity levels for these children remain statistically significantly higher than those of children joining Change4Life Clubs. Additional analysis was therefore undertaken using data from the sub-sample of children in both Change4Life and control conditions who reported to achieve at least 30 and 60 active minutes *less than half the time* (i.e. 'never' or 'some days') at week 1. Figure 2.4 shows the

percentages of these 'less active' children who achieved at least 30 and 60 active minutes *more than half the time* by week 12.



**Figure 2.4) 'Less active' children in both Change4Life and control conditions achieving 30 and 60 active minutes more than half the time**

Analysis of the participation data for 'less active' children in Change4Life and control conditions identified that the activity levels of children in both conditions increased significantly over 12 weeks. However, the magnitude of the change at both 30 and 60 active minutes was significantly greater for less active children in Change4Life Clubs. This comparative analysis of children with similar initial levels of activity in Change4Life and control conditions supports the data presented in table 2.1 suggesting that the programme has a significant, positive impact on the activity levels of less active children. What is also notable, however, is that **while children in Change4Life Primary School Sports Clubs are 'less active' at the start of the programme, by week 12, 30% of club members are achieving at least 60 active minutes every day** (figure 2.2). **This level of participation is consistent with the evaluation control, and exceeds the 21% of 8 to 10 year olds reported in the Health Survey for England 2012 to engage in 60 active minutes every day across the UK<sup>12</sup>.**

### 2.1.3) ...across priority and other areas

A further remit of the current evaluation was to examine the impact of the new support framework rolled out from September 2014 in priority areas. This framework includes training for coaches and teachers, development of Change4Life Young Champions and recruitment of head teacher Change4Life advocates and lead schools to share best practice and support schools situated in areas of high health inequality. Analysis of Children's Survey returns by area identified **no significant differences in the impact of Change4Life School Sports Clubs on children's activity levels in priority and other areas.** As noted in the 2014 Interim Report, this finding is perhaps to be expected given that the new support framework has yet to become fully established and in no

<sup>12</sup> The Health and Social Care Information Centre (2013). Health Survey for England 2012. These data exclude activities during school hours and active travel and may underestimate the proportion of children meeting recommendations.

way suggests that the support framework is not having a positive impact. Rather, it suggests that the clubs are impacting positively on children's physical activity participation across *all* areas. The delivery insights highlighted in sections 3.3 and 4.3 suggest that where the new support framework is in place, this is seen by both SGOs and club leads to have enhanced the implementation, delivery and sustainability of clubs in those areas. ***Therefore the framework may be seen to be supporting schools in the most challenging areas to achieve the same positive outcomes as those that may face lesser challenges.***

#### 2.1.4) The process of change

In addition to measures of exercise frequency and intensity, children were surveyed about what they did, felt and liked in relation to physical activity and health behaviours 'everyday', 'most days', 'some days' or 'never'. The repeated measures design, in which the same children were surveyed on successive occasions, means that not only can changes be tracked, but the stage at which changes occurred can be identified. The changes that took place and the timing of the changes over 12 weeks of the programme are shown in table 2.2, while table 2.3 shows the changes in the numbers of children that did, felt or liked each element more than half the time (i.e. 'everyday' or 'most days').

Together, tables 2.2 and 2.3 provide a picture of the process of change in Change4Life Primary School Sports Clubs. The changes shown in table 2.2 represent a statistically significant change at  $p < .001$  in the numbers of children that said they did, felt or liked that particular element. This means that there is a less than one in a thousand chance that the changes in table 2.2 are not real changes that might be expected in the wider population beyond the sample. The nature of the data means that it is difficult to provide an overall summary measure of the size of changes that took place, so as illustration, table 2.3 presents the changes in the numbers of children that did, felt or liked each element more than half the time. All of the elements in table 2.3 increased over the first 12 weeks of the programme, but changes are only noted if they are statistically significant at  $p < .001$ . Where no change is listed, changes are non-significant at  $p > .001$  (see appendix A for methodological note regarding selection of probability level for statistical significance).

***Despite over 80% of participants not achieving at least 60 active minutes every day at the start of the programme, children join the clubs with positive attitudes to sport and games.*** Children joining the clubs look forward to games, feel happy after games, and enjoy playing with others and being active. ***Participation in 30 and 60 active minutes increases quickly and continues to rise in tandem with positive changes in self-efficacy,*** with the numbers of children who think they are good at playing games and help others improve rising steadily throughout the programme. ***Children's confidence to make up new games develops slowly, and while changes in those happy to try new things and learn new skills are not significant, almost 80% of children join the clubs already confident to engage in new activities.***

**Table 2.2) Timing of programme changes over the lifetime of the programme (n=3,069)**

	--- When Change Took Place --			Nature of Change <sup>1</sup>
	Week 1-6	Week 6-12	Week 1-12	
I do more than 30 minutes of physical activity				Early consistent change
I do more than 60 minutes of physical activity				Early consistent change
I play games where I get out of breath				Early consistent change
I drink water before, during and after games				Early consistent change
I eat my 5-a-day				Small change
I look forward to playing games				Already high <sup>2</sup> (Small change)
I feel happy after playing games				Already high <sup>2</sup> (No change)
I like playing games with others				Already high <sup>2</sup> (No change)
I like to be active				Already high <sup>2</sup> (Small change)
I think I am good at playing games				Early consistent change
When I play games I help others improve				Early consistent change
I make up new games to play				Late change
I like trying new games				No change
When I play games I like learning new skills				No change

<sup>1</sup> Changes listed are significant at  $p < .001$  (non-parametric Wilcoxon test for paired related samples)

<sup>2</sup> 'Already high' elements rated 'everyday' at week 1 by >60% of children and at least 'most days' by >80%

**Table 2.3) Size of programme changes over the lifetime of the programme (n=3,069)**

	----- More than half the time -----			Nature of Change <sup>1</sup>
	Week 1	Week 6	Week 12	
I do more than 30 minutes of physical activity	169,123 (63%)	199,064 (74%)	210,393 (78%)	Early consistent change
I do more than 60 minutes of physical activity	111,940 (42%)	149,972 (56%)	167,775 (62%)	Early consistent change
I play games where I get out of breath	158,064 (59%)	178,024 (66%)	194,208 (72%)	Early consistent change
I drink water before, during and after games	170,472 (63%)	193,399 (72%)	201,761 (75%)	Early consistent change
I eat my 5-a-day	175,597 (65%)	176,676 (66%)	193,669 (72%)	Small change
I look forward to playing games	229,544 (85%)	239,524 (89%)	242,491 (90%)	Already high <sup>2</sup> (Small change)
I feel happy after playing games	228,734 (85%)	234,669 (87%)	240,063 (89%)	Already high <sup>2</sup> (No change)
I like playing games with others	233,590 (87%)	241,682 (90%)	243,570 (90%)	Already high <sup>2</sup> (No change)
I like to be active	223,340 (83%)	234,399 (87%)	239,524 (89%)	Already high <sup>2</sup> (Small change)
I think I am good at playing games	222,531 (83%)	234,938 (87%)	241,682 (90%)	Early consistent change
When I play games I help others improve	162,110 (60%)	178,024 (66%)	196,097 (73%)	Early consistent change
I make up new games to play	143,768 (53%)	153,479 (57%)	166,696 (62%)	Late change
I like trying new games	209,314 (78%)	217,136 (81%)	226,037 (84%)	No change
When I play games I like learning new skills	205,268 (76%)	217,136 (81%)	224,688 (83%)	No change

<sup>1</sup> Changes listed are significant at p < .001 (non-parametric Wilcoxon test for paired related samples)

<sup>2</sup> 'Already high' elements rated 'everyday' at week 1 by >60% of children and at least 'most days' by >80%

In the control condition, no significant changes were observed in what children did, felt or liked in relation to the physical activity and health behaviours surveyed over the 12 week period. Positive attitudes toward taking part in sport and games and engaging in healthy behaviours such as eating 5-a-day were representative of those of Change4Life School Sports Club participants. Around half of all control children made up new games, over three-quarters liked trying new things and learning new skills and almost two-thirds felt they helped others improve 'more than half the time'. These proportions are also consistent with children joining Change4Life Clubs. However, while confidence to engage in new activities and support others remained stable in the control condition, children's confidence to make up new games and help others in Change4Life Clubs increased significantly, and by week 12, significantly exceeded that of the control condition. The extent to which Change4Life participants felt they were good at playing games was significantly lower than the control condition on joining the clubs, but again, increased significantly to exceed the self-efficacy of control children at week 12.

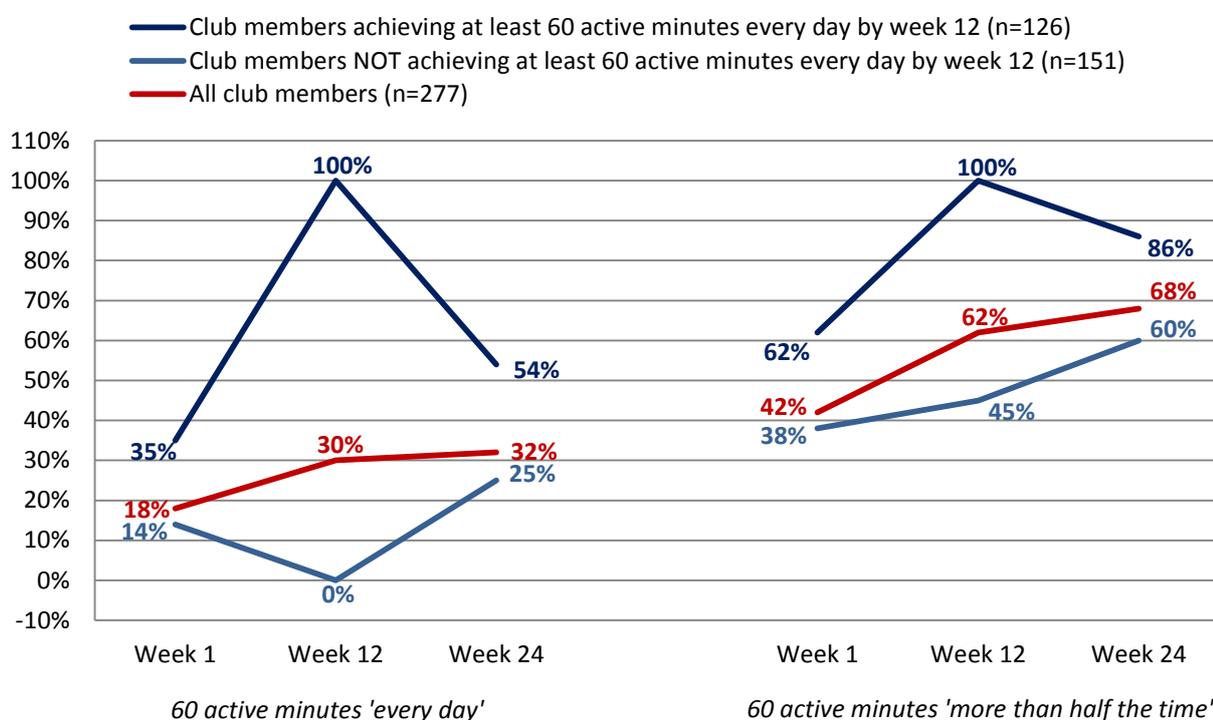
In the first year of the Change4Life Primary School Sports Club programme, changes in the self-efficacy of participating children happened slowly, with increases in those that thought they were good at playing games and helped others improve not occurring until after week 6. In recent years, these changes have happened earlier, with children's self-efficacy growing steadily over 12 weeks of club participation. A range of evidence from club leads and children collated over the lifetime of the programme has shown that the development of self-efficacy in less active children is not only a stepping stone to increasing activity levels; it is pivotal to *sustained* increases in activity levels. The evidence has also shown that, like the small but significant change in those happy to make up new games, the increase in children's confidence within the clubs is strongly related to the development of a sense of belonging and the opportunity to contribute to club delivery. Evidence from the extant evaluations and highlighted in sections 3 and 4 show that over the four years of the primary programme, the Change4Life School Sports Clubs are increasingly being developed as clubs for the children, by the children. Children's ownership of clubs is seen to have been progressively enhanced through informal contribution and more formal leadership opportunities. This has shaped not only the structure of the clubs, but also the impact of the programme on a range of outcomes central to the development of broader health and wellbeing. These include, but are not limited to, changes in self-perceptions, resilience, behaviour and availability to learn. The development of clubs for the children, by the children, appears to have extended the reach and appeal of the programme, helping it to become a valuable and sustainable part of schools' healthy lifestyle offer.

## 2.2) ...OVER 24 WEEKS OF THE PROGRAMME

The process of change observed over 12 weeks of the programme clearly demonstrates that Change4Life Primary School Sports Clubs are effective vehicles for enhancing the activity levels, health behaviours and wellbeing of participating children. However, data collated over the lifetime of the programme has also shown that by week 12, around 70% of children are yet to achieve at least 60 daily active minutes, and that the self-efficacy of these children is significantly lower than the self-efficacy of children achieving 60 active minutes every day. This has led to the suggestion that if schools run their clubs beyond 12 weeks and retain children not achieving 60 active minutes every day by week 12, those children may realise further changes in activity levels given time to develop the self-efficacy necessary to sustain daily activity.

Data from telephone interviews with SGOs and club leads, the Deliverer Surveys and site visits collated over the lifetime of the programme and highlighted in section 4 suggest that while some

schools would like to be able to run the programme beyond 12 weeks, staffing, space and time constraints mean this is not always achievable. The generally small club sizes and importance of targeting also necessitate turnover of club participants. Any recommendations for running clubs beyond 12 weeks and retaining children within these clubs must therefore be supported by robust data. In 2012/13, SPEAR provided schools with surveys at week 24 to assess the impact of participation beyond 12 weeks and from 2013/14, a week 24 survey and activities spanning 24 weeks have been included in the children’s logbooks to encourage participation and survey completion. Repeated measures data at weeks 12 and 24 has been received from 277 children participating in clubs that ran for more than 12 weeks, and this sample is sufficient to detect significant effects in subgroup analyses<sup>13</sup>. Figure 2.5 shows the impact of 24 weeks of participation in the programme on children achieving at least 60 active minutes every day and more than half the time. In addition to providing summary statistics for all participating children, figure 2.5 shows the impact of 24 weeks of club participation on those already achieving 60 active minutes every day, and the impact on those yet to achieve 60 active minutes every day by week 12 of the clubs.



**Figure 2.5) Impact of the programme across 24 weeks of club participation**

While the data shown in figure 2.5 suggest that across all club members, participation in at least 60 active minutes every day and more than half the time continues to rise, the magnitude of change is smaller than that observed between weeks 1 and 12 and this change is not significant. However, a significant increase in activity levels is evident between weeks 12 and 24 of the programme for children not achieving 60 active minutes every day by week 12. This means that of the children who had yet to achieve 60 active minutes every day by week 12 of their club participation, a quarter were achieving 60 active minutes every day and almost two-thirds achieving 60 active minutes more than half the time by week 24 of the clubs. In contrast, a significant decrease is evident between weeks 12 and 24 in the activity levels of those who were

<sup>13</sup> A target sample of 234 survey returns at each timepoint is required to allow for sub-analysis. The minimum sample in each subgroup required to detect significant effects is 117 (see methodological note at appendix A).

already achieving 60 active minutes every day by week 12; by week 24 of club participation, almost half of these children were no longer engaging in 60 active minutes every day while a fifth were not achieving 60 active minutes more than half the time. Despite the drop in activity levels between weeks 12 and 24 for children already achieving at least 60 active minutes every day by week 12, self-efficacy remained high and stable. However, the self-efficacy of children yet to achieve at least 60 active minutes every day by week 12 increased significantly, accompanying the positive changes in activity levels.

The data illustrated in figure 2.5 suggests that **children yet to achieve at least 60 active minutes every day can benefit from continued engagement in the clubs**. There is clear additional value in running clubs for more than 12 weeks, but retaining only those children who have yet to achieve at least 60 active minutes every day by week 12 within these clubs. The evidence also indicates that **children achieving at least 60 active minutes every day by week 12 are likely to regress unless they are transitioned into more challenging activity opportunities**. Encouraging these children to pursue alternative activity opportunities should help to sustain their participation and make room within the Change4Life Sports Clubs for targeted children. Several respondents to the Deliverer Survey cited examples of individuals joining sports teams and becoming Young Leaders on leaving the programme (see sections 3.1, 4.1 and 4.3). Others noted that children were creating their own games and independently accessing play equipment, but were not yet ready to engage in fully-fledged competitive settings. This suggests that a range of appropriate exit routes such as activity, leadership, school games and community club opportunities are required to support effective transition from the Change4Life Clubs. Continuous evaluation at the school level will be important in determining whether children should be retained in the clubs, or signposted to more challenging activities. However, provision of appropriate exit routes will help to ensure that the impact of participation in Change4Life School Sports Clubs is sustained and the value of the programme to the longer-term health and wellbeing of primary children is realised.

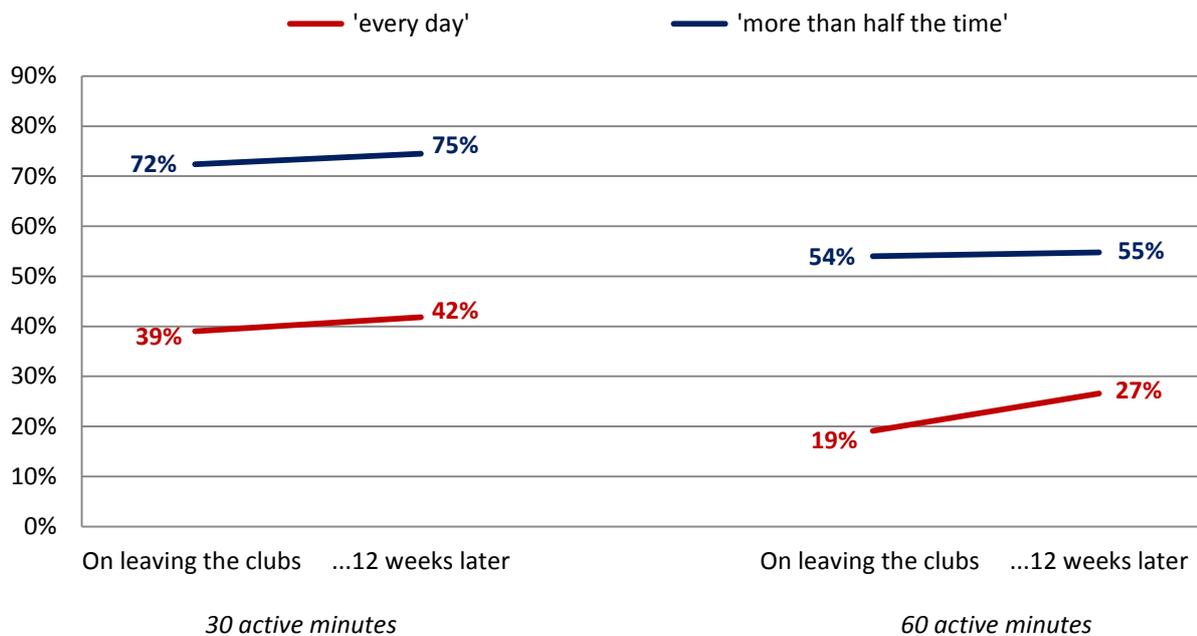
### 2.3) ....12 WEEKS AFTER COMPLETION OF CLUB SESSIONS

The Children's Survey data collated and analysed over the lifetime of the programme demonstrates that participation in Change4Life Primary School Sports Clubs has a significant, positive impact on children's activity levels, health behaviours and wellbeing. However, it is important to understand if this impact is sustained once children leave the clubs. Schools that had returned surveys for children at week 12 and/or 24 were contacted and asked if they would facilitate the completion of identical follow-up surveys with children 12 weeks after they had left the clubs.

A total of 308 follow-up surveys were returned from 41 schools for children who had also completed surveys at weeks 12 and/or 24<sup>14</sup>. Summary statistics for children achieving at least 30 and 60 active minutes every day and more than half the time on leaving the clubs are presented in figure 2.6, alongside summary statistics for children 12 weeks after they had completed club sessions. (A breakdown of the physical activity data for children's last week in the clubs and 12 weeks after completion of club sessions is provided at appendix C.)

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<sup>14</sup> Week 12 and 24 survey data for children who also completed follow-up surveys were combined to provide summary measures of the activity levels, health behaviours and wellbeing of children at the point at which they left the Change4Life Clubs.



**Figure 2.6) Sustained impact 12 weeks after completion of club sessions (n=308)**

No statistical differences were identified between the self-reported physical activity levels, health behaviours and wellbeing of children on leaving the clubs, and 12 weeks after completion of club sessions. As shown in figure 2.6, participation in at least 30 and 60 active minutes every day and more than half the time was sustained 12 weeks after children had left the clubs. Children retained their positive attitudes to being active and to sport, and their confidence in their ability to play games, engage in new activities and help others improve. This data therefore suggests that ***the positive impact of the Change4Life School Sports Clubs on children's activity levels, health behaviours and wellbeing is sustained 12 weeks after completion of club sessions.*** These findings are supported by the observations of club leads presented in section 4.1 who reported that children had stayed active on leaving the clubs by doing other clubs, taking part in lunchtime activities, or simply accessing play equipment themselves. Deliverers also noted that club members had often gone on to become leaders and mentors, promoting physical activity and healthy lifestyles across the school.

Figure 2.5 shows that only 19% of children were achieving at least 60 active minutes every day upon leaving the clubs (compared to 30% at week 12). As noted in section 2.2 and illustrated in figure 2.4, the activity levels of children already achieving at least 60 active minutes every day by week 12 may decline if they are not engaging in other activity opportunities alongside, or instead of, the Change4Life Clubs. These data reiterate the importance of transitioning children who are achieving 60 active minutes daily into more challenging activity opportunities to sustain their participation. As highlighted in section 2.2, continuous evaluation at school level will be important to identify when children are achieving 60 active minutes every day, when they should be encouraged to pursue other activity opportunities, and when they are ready to leave the clubs. ***Monitoring data from SGOs suggest that a fifth of club members engage in 'additional opportunities to be active' alongside their participation in the programme.*** Therefore ***encouraging children to access other activity opportunities before they leave the clubs may help to ease the transition and sustain the positive impact of participation in the Change4Life Clubs.***

## 2.4) ANALYSIS BY AGE, GENDER, AND SURVEY RETURN

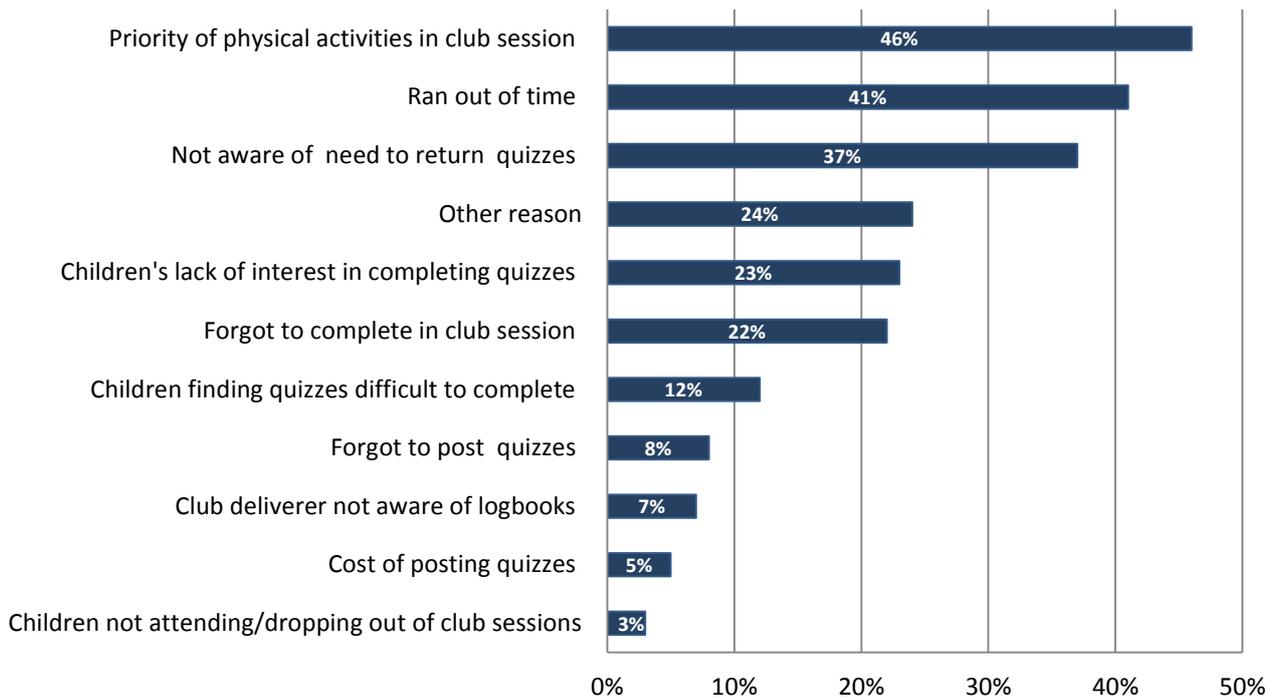
Change4Life Primary School Sports Clubs were designed to cater for children aged 7-9, and the majority of children in the programme (80%) were within that age range. 10% of children were aged between 4 and 6, with a further 10% aged between 10 and 12. Analysis by age shows that the impact of the programme appears to be greatest on the target age group of 7 to 9 year olds. While fewer statistically significant changes in programme elements among younger and older children are observed, the lack of significant differences may be the result of the lower sample sizes when the analysis is performed by specific age group on younger and older children. There was a relatively even split of boys and girls recruited to the programme, with 47% of programme participants being boys, and 53% being girls. Analyses by gender show no statistically significant differences in the impact of the programme between boys and girls.

The participation and impact data presented in this section is derived from the survey responses of children for whom data was received at two or more timepoints. However, data from 4,257 additional children was received for only one timepoint. Analysis of this data is important to determine whether the impact data presented above is representative of the impact of the programme on all participating children. It is also useful to explore why children did not complete surveys at more than one timepoint and to consider whether this reflects differences in their engagement with the programme.

No significant differences in the impact of the programme on children's physical activity levels, health behaviours and wellbeing are evident from the data received for children who completed surveys at one, and two or more timepoints (a detailed breakdown of the physical activity frequency data is provided at appendix C). This suggests that the primary impact data derived from children who completed surveys at two or more timepoints is representative of the impact of the programme on all participating children.

While data indicates that the programme impacted positively on children regardless of whether they completed the surveys, it is still useful to understand why these surveys were not completed. The SGO and Deliverer Survey asked club leads to identify factors that had affected the completion and return of the Children's Surveys, and their responses are provided in figure 2.7.

The main factor affecting the completion and return of the Children's Survey and reported by almost half of respondents was the priority given to physical activities in club sessions. Around a third of respondents cited lack of time as the reason for non-completion, and a further third reported that they were unaware of the need to return surveys. Just under a quarter stated that children were not interested in completing the surveys while a tenth suggested they found them difficult to complete. Only 3% of deliverers reported that surveys had not been completed because children had left the clubs.



**Figure 2.7) Factors affecting the completion and return of the Children's Survey (n=436)**

These data indicate that the decision not to complete surveys was made, for the most part, at the school level and does not reflect children's lack of engagement in the programme. This is supported by data presented in section 3.4 which shows that attendance was generally reported to be high and stable, and by observation of the dataset for children who had completed surveys at just one timepoint. This dataset shows that in over 80% of cases where children had not completed surveys at a particular timepoint, their co-club members had not completed surveys either. Although data suggest that completion of surveys did not affect engagement or impact, comments provided by club leads suggest that the surveys offered deliverers a simple but effective way to gain a better understanding of children's activity levels, health behaviours and wellbeing over the course of the programme. This ***monitoring will be important to inform decisions about whether children should remain in the clubs, or be transitioned into alternative activity opportunities, therefore schools should be encouraged to embed continuous evaluation into their future delivery of the Change4Life Primary School Sports Club programme.***

### 3) WHAT WORKED?

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#### HEADLINES

- *Insights from club leads suggest that the Change4Life Primary School Sports Clubs are seen as a 'safehouse' where children can play, and in the process, develop the creativity, aspirations, resilience and empathy to engage in wider school life.*
- *Across 2013-2015, the activity ideas, an element of competition and the opportunity to contribute to club delivery were rated most effective in engaging children.*
- *Deliverer ratings for enhancing positive attitudes to being active and to sport, improving physical skills, increasing confidence and knowledge of healthy lifestyles and developing a sense of belonging remain very positive.*
- *Data suggest there are four key elements to a Change4Life Club that engage children and achieve programme outcomes: Activities, Ownership, Fun and Incentives. Incentives support the learning process and complement the provision of fun activities in an environment that allows children ownership of their developmental journey.*
- *The majority of SGOs and deliverers believe that Change4Life Clubs have added value to schools healthy lifestyle offer, while over three-quarters think the clubs have added to school PE and sport provision.*
- *Over the lifetime of the programme the equipment has consistently rated top among aspects found useful to delivery. The activities, guidebook, training and SGO support also scored highly.*
- *SGOs expressed concern around the depletion of equipment and resources in existing clubs. This may lead to a two-tier experience being delivered in which the experience of participants in existing clubs falls short of that delivered to participants in new clubs.*
- *The imperative of refreshing clubs and raising the profile of the programme was seen by SGOs as key to retaining the interest of schools and encouraging them to embed the programme as a sustainable and evidencable part of their healthy lifestyle offer.*

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The participation data in section 2 highlights some of the changes in physical activity, health behaviours and wellbeing experienced by children participating in the Change4Life Primary School Sports Clubs. This section complements the survey data presented in section 2 by exploring *how* these positive changes were experienced. In particular, it examines what specific elements of the programme were most effective in maximising the impact of the programme on participating children and on whole school agenda, and reflects on those elements that may not have been quite so successful.

#### 3.1) IMPACT

Club leads at all site visit schools cited positive impacts on club members' physical activity levels, both inside and outside of school. Participants were reported to be more involved in playground games, school and community clubs, inter and intra-school sporting events and PE; *"they even remember their PE kit!"* (club lead, Central London combination club, appendix D8). However, the most striking impact was observed in the holistic development of targeted children. The lead at

the South East adventure club explained how the school had initially focused on getting their least active pupils more active, but that the wider application soon became apparent:

*We realised that some children struggled with social skills, behaviour and friendship issues...as we started to run the Change4Life activities in the playground, more and more were coming to join in...so as well as collecting data for children who were becoming more active, we could look at children who struggled to make friends or struggled with social skills and see they were massively improving...It's really motivated them to exercise and be more health conscious but they're so much happier...they're making friends and they're learning really good skills...it's just had a huge impact.*

(Club lead, South East adventure club, appendix D3)

This observation was supported by the midday supervisor who praised the initiative for its success in including children who would normally sit on their own in the playground or who might otherwise demonstrate anti-social behaviour. In a telephone interview, one club lead described the example of a pupil with special educational needs who was unable to interact with his peers, had a history of playing unsuitable games and often 'kicked out' at other children. The lead explained that the Change4Life programme has been the catalyst for changing this child's behaviour, and at break times he can now play, share and show empathy. The lead at the South West flight club also spoke about a targeted child who struggled to make friends and would not engage in PE. However, he explained that since joining the club, other children have started to interact with her and she is now taking part in PE; *"it's a huge credit to the club that she is here and enjoying it. She has even asked to borrow PE kit!"* (appendix D1). **Insights from club leads suggest that the Change4Life School Sports Clubs are seen as a 'safehouse' where children can play, and in the process, develop the creativity, aspirations, resilience and empathy to engage in wider school life.** This perspective was reiterated by respondents to the SGO and Deliverer Survey, one noting that Change4Life was the most worthwhile club she had run because it gave all children the confidence and belief that they could achieve; *"They don't seem to mind having a go in a small and kind group where no one laughs at them and only encourages."*



*I like playing games with others 'most days'*  
(Children's Survey return)

At the South West flight club, the lead explained that changes took place over a long period of time and that there were no 'quick fixes'. Rather, small changes were implemented in the hope of inspiring wider lifestyle changes. Feedback from club members was positive, particularly on the benefits of a healthy diet and realising how easily changes could be made: *"I have learnt how to cook, how to make pasta and how to make healthier choices"; "Sometimes my Mum puts a pepperami in my lunchbox and I ask if I can change it to a banana."* Club members' healthy eating habits were positively reinforced by the school that ran a VIP table complete with tablecloth and flowers for those who brought in three healthy lunchboxes in a row. For the club lead, it was all about embedding long-term change: *"even if in three or four years' time students choose fruit over other choices I feel this will have been useful"* (appendix D1).

The longer-term impact of the Change4Life School Sports Clubs was documented by a number of respondents to the SGO and Deliverer Survey, and a sample of illustrative comments is presented

The longer-term impact of the Change4Life School Sports Clubs was documented by a number of respondents to the SGO and Deliverer Survey, and a sample of illustrative comments is presented

in panel 3.1. Children who had attended sessions were widely reported to have stayed active on leaving the clubs by doing other clubs, taking part in lunchtime activities, or simply accessing play equipment themselves. Respondents also noted that club members had often gone on to become leaders and mentors, promoting physical activity and healthy lifestyles across the school. Alternative activity and leadership opportunities were seen to provide appropriate vehicles for capitalising on the participation, confidence and resilience achieved through the Change4Life School Sports Clubs.

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**Panel 3.1) Illustrative comments from deliverers about the longer-term impact of the clubs**

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*Many of our children who attended last year are now our Young Leaders promoting healthy active lifestyles at lunchtime.*

*Those who participated in Change4Life who are not now are creating their own games with other pupils which is very rewarding to see.*

*Yr5 or 6 children who have previously attended the club have shown a more positive attitude towards physical activity further up the school.*

*Behaviour and engagement in PE and afterschool sports and activity clubs is high and Change4Life really helped to kick start this.*

*A huge difference has been made in ex-club members' physical activity, behaviour, self-esteem, pupil peer support, confidence, sense of achievement, friendship and social skills.*

*Children have independently chosen to attend other clubs - Change4Life has given them the confidence to have a go! Some children have gone on to be picked for sports teams in and out of school.*

*Children have represented the school in athletics after attending Change4Life. They are more positive about PE and joining in games with peers during break times.*

*Massive change to awareness of healthy eating. Children who attended two years ago still come up to me in school and tell me about new fruit and veg they have eaten.*

*A number of Yr4s who are now too old for the programme have encouraged their families to take up the family side of Change4Life, getting their parents and siblings involved.*

*There have been a dozen or so children that only attended Change4Life but after a terms worth of sessions they have started to attend 2 or 3 other clubs during the week.*

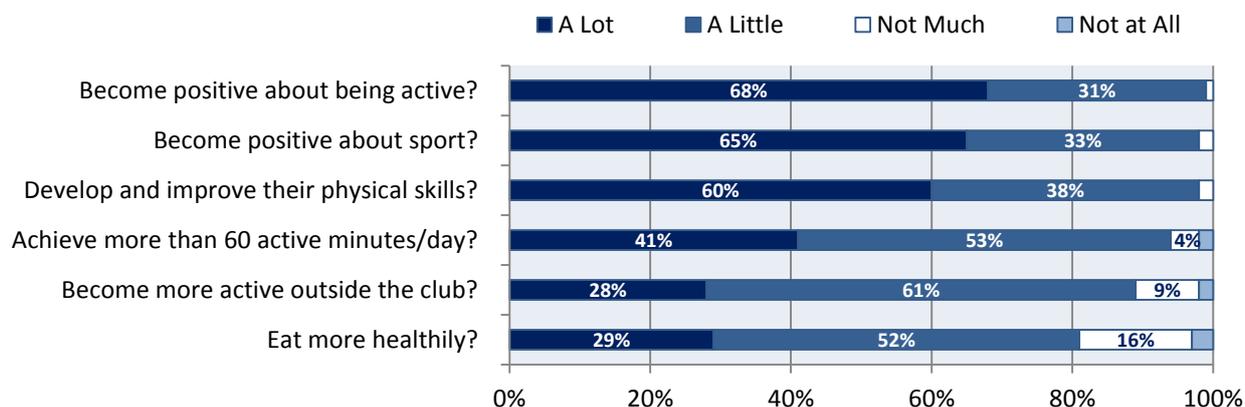
*Children who attended enjoyed sessions and stayed active after the club finished by doing other clubs, taking part in lunchtime Young Leaders activities or just accessing play equipment themselves.*

*They continue to show more positive attitudes towards PE and sport. They have better fitness and participation in PE. Social skills are improved and also behaviour and working with others.*

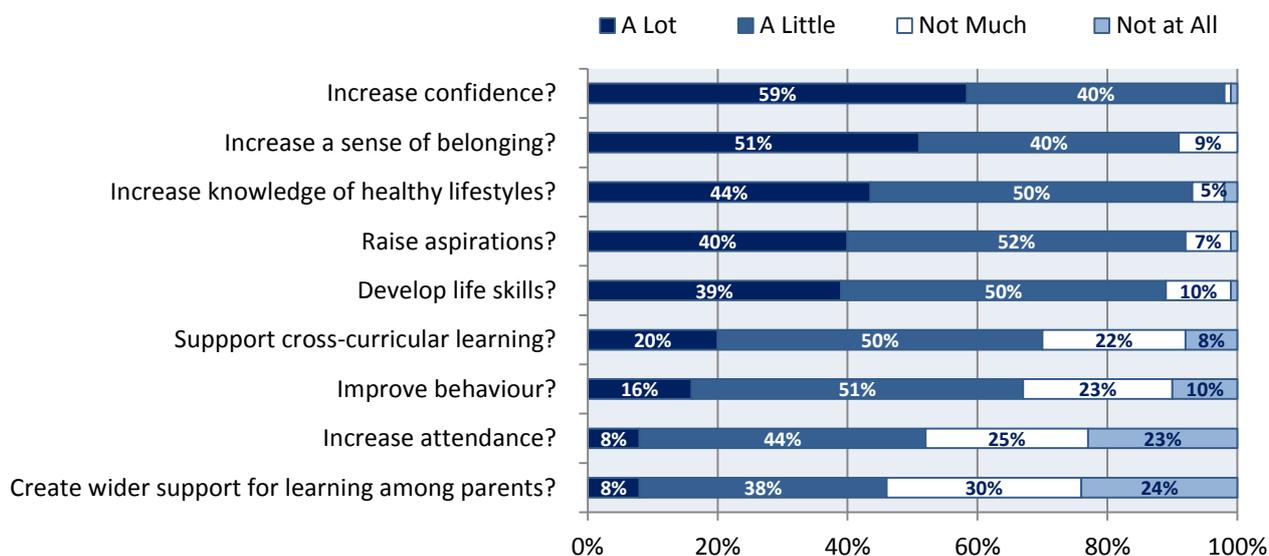
*The current club members will be the new Sports Leaders and help me organise and deliver activities and be role models for the new Yr3/4 children They are very much looking forward to this. I have prepared Volunteering Logbooks to support this and to contribute towards our next School Games Kitemark Award :-)*

As noted in the 2014 Interim Report, a key message running through the telephone interview data with SGOs and club leads was that the longer-term impact on club participants and whole school outcomes is maximised when Change4Life Clubs are embedded within schools in a sustainable manner. This was described as embracing the Change4Life School Sports Club as an integral part of schools' healthy lifestyle offer, sharing good practice, continuously mentoring deliverers, responding to targeted children's needs, refreshing clubs while retaining the Change4Life ethos, and providing pathways for those who have outgrown the clubs so that they can build upon the skills, confidence and resilience gained from participation in the programme.

Figure 3.1 reinforces the programme impact data presented in section 2, with **deliverer ratings for improving positive attitudes to being active and to sport, and for the development and improvement of physical skills remaining very positive**. In terms of wider outcomes, figure 3.2 reinforces the insights from site visit schools showing that **deliverers believe the Change4Life Clubs have a very positive impact in terms of increasing confidence, increasing knowledge of healthy lifestyles and developing a sense of belonging**. While only a moderate effect on behaviour and cross-curricular learning was observed, clubs leads at several site visit schools noted improvements in behaviour, communication, confidence and aspirations, all of which impact on learning across the curriculum by enhancing children's 'availability to learn'.

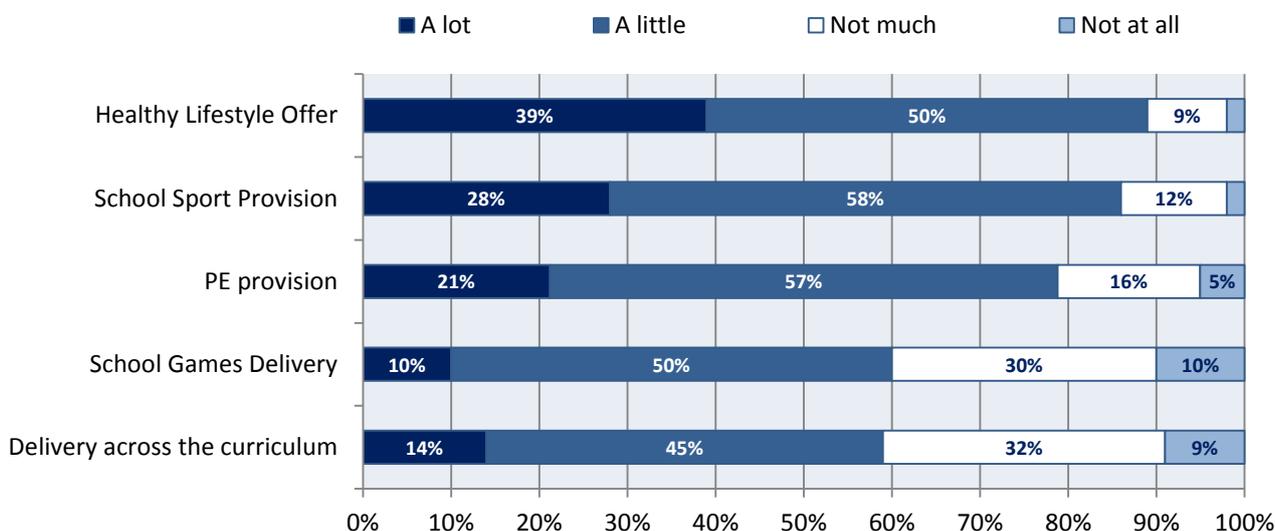


**Figure 3.1) Impact on physical activity, health behaviours and wellbeing outcomes across 2013-2015 (n=508)**



**Figure 3.2) Impact on whole school outcomes across 2013-2015 (n=500)**

In terms of adding value to school provision more generally, figure 3.3 shows that **the majority of SGOs and deliverers believe that Change4Life Primary School Sports Clubs have added value to schools healthy lifestyle offer. Over three-quarters think the clubs have added to school PE and sport provision**, while around a half feel they have added to School Games Delivery and benefitted delivery across the curriculum.



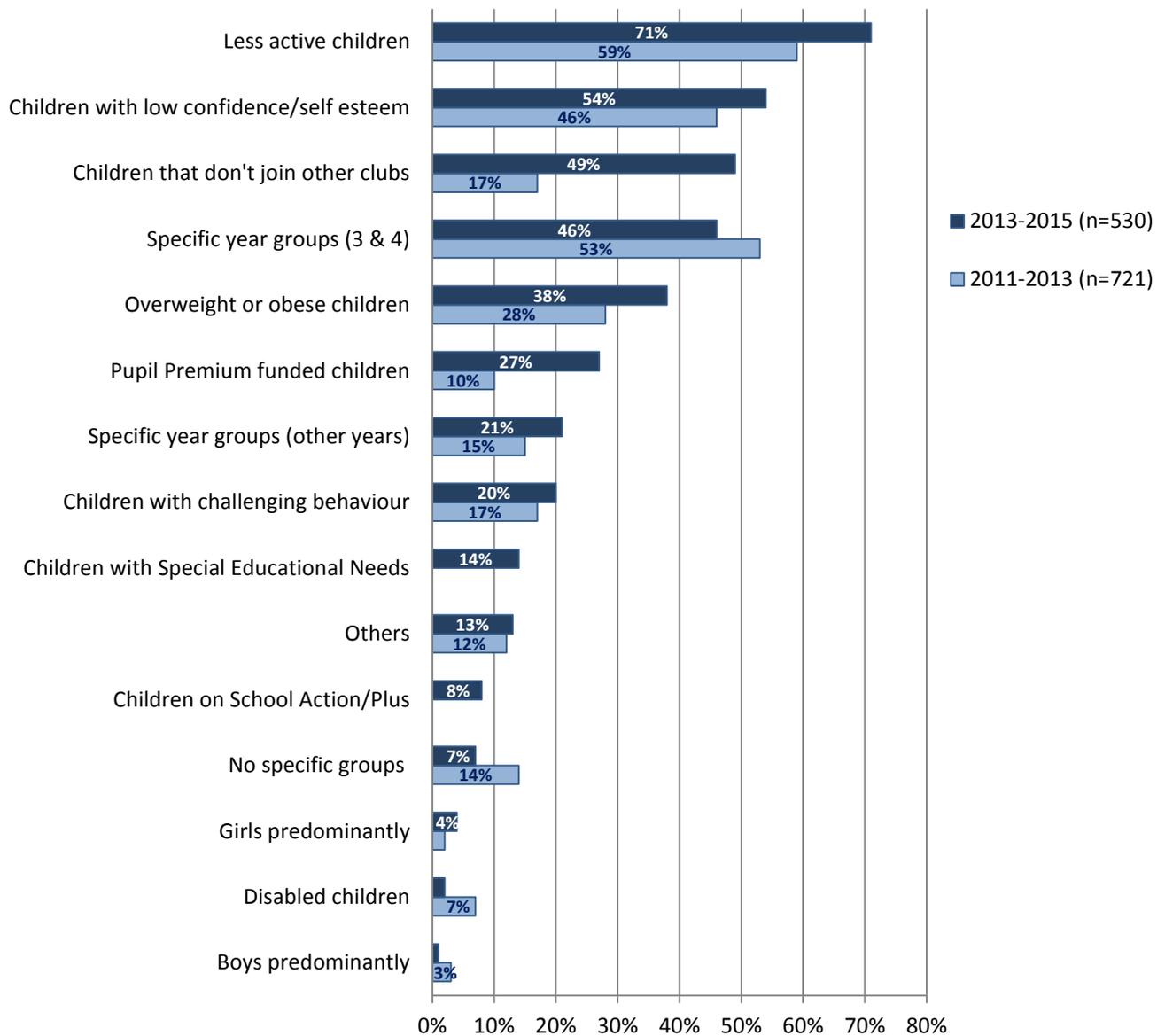
**Figure 3.3) How clubs have added value to school provision across 2013-2015 (n=644)**

A number of respondents indicated that the programme had challenged schools to look more closely at their healthy lifestyle provision and the opportunities offered to their less active and vulnerable pupils. The clubs were also seen to help schools evidence the work they were doing to promote health and wellbeing and to ‘close the gap’ for their Pupil Premium children. Moreover, by engaging staff who would not usually step forward to take PE or extra-curricular sports clubs, the programme was seen to have effectively increased the size of the ‘team’ involved in the promotion of physical activity, health and wellbeing in the school.

While the impact on delivery across the curriculum was perceived to be more moderate, the SGO at the East Midlands target club explained how the structure of the Change4Life programme complemented their project based teaching and learning approach. This enabled the programme to be successfully embedded across the curriculum, for example, linking the healthy food activities to numeracy by working out the ratios of different food types. In this way, links between subject areas were reinforced and the relevance of the learning enhanced (appendix D7). Just under half of respondents perceived the programme to have created wider support for learning among parents. Comments from club leads suggested that engaging parents was challenging, but that familial support for the programme was key to achieving sustained changes in children’s health and wellbeing.

### 3.2) TARGETING

Section 2 showed that over 80% of participants were not achieving at least 60 active minutes every day at the start of the programme, and that 69% were not achieving at least 30 active minutes every day. This suggests that the clubs are effectively targeted at the less active, and this is borne out by the responses to the SGO and Deliverer Survey (figure 3.4).



**Figure 3.4) Children targeted to join Change4Life Primary Clubs across 2011-2013 and 2013-2015**

Over the lifetime of the programme, the proportion of schools targeting less active children for the Change4Life Primary Clubs has increased, suggesting that key messages about the importance of targeting have been understood by schools. Across 2013-2015, almost three-quarters of schools targeted the less active, while around half of schools targeted children with low confidence and/or self-esteem and ‘Children who don’t join other clubs’. Children perceived to be overweight were targeted by over a third of schools and just under a third targeted their Pupil Premium children. Section 2 suggested that over three-quarters of programme participants were in the target age range for the programme of 7-9 years, although only around half of deliverers report to have targeted this age group. Less than a quarter of schools specifically targeted age ranges outside the 7-9 year target range for the programme, while less than a tenth targeted no specific groups.

All the site visit schools set out to target specific children, but all were careful to ensure that children felt ‘specially selected’ rather than ‘targeted’. A range of innovative strategies were employed including launch assemblies to showcase the programme and build children’s interest, Change4Life posters and newsletters to raise awareness, and coffee mornings to garner parental support. By harnessing children’s excitement and encouraging them to ‘self-select’ for the clubs,

schools were able to reach children most in need of the programme without obviously targeting as the lead at the South West flight club explained:

*Children are selected for the club in conference with class teachers. Our biggest concern was that it would be seen as a 'fat club' with stigma attached to those targeted, so we did a launch assembly to get everyone excited about it and then we got children to volunteer...It wasn't a case of us saying "You need it!" it was pupil led and as a result there is no stigma and they feel ownership over the club. They wanted to do it.*

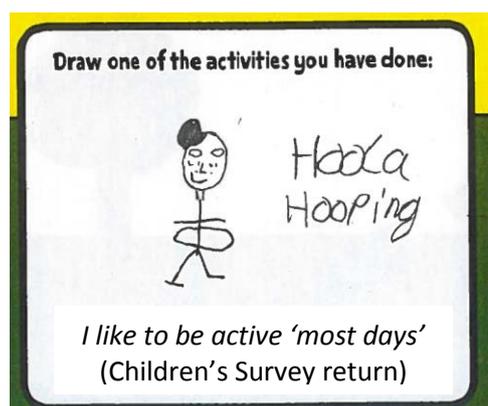
(Club lead, South West flight club, appendix D1)

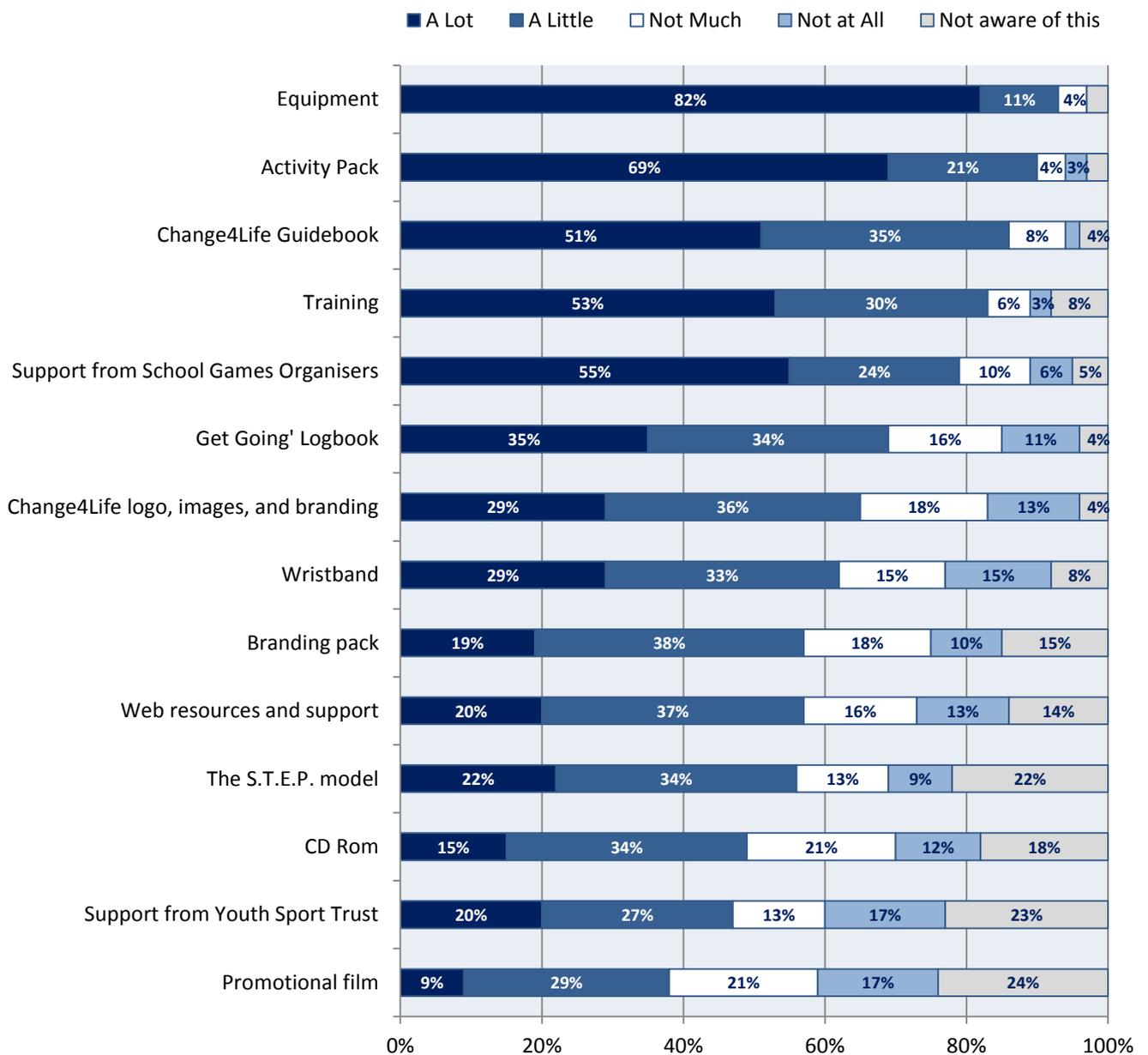
The importance of effective targeting was highlighted in the 2014 Interim Report following concern expressed by schools about how to approach targeted children and their parents. Requests were made for additional support and the development of 'A guide on engaging children and parents in your Change4Life Club' was suggested. Support was offered at the Change4Life Champions conference through a workshop dedicated to the provision of ideas and templates to aid sensitive, effective recruitment. Feedback from conference attendees indicates this was helpful in negating concerns around targeting and the ideas provided, for example, implementing a buddying system to encourage targeted children to engage, had proved successful (SGO and Deliverer Survey and communication with panel schools).

### 3.3) DELIVERY

While support with targeting was valued from a delivery perspective, other aspects schools have found useful in delivering their clubs are shown in figure 3.5. **Over the lifetime of the programme the equipment has consistently rated top among aspects found useful to delivery**, with over three-quarters of schools rating this useful to delivery 'a lot' across 2013-2015. **The activity pack, guidebook, training and SGO support also scored highly**, while two-third of schools found the Change4Life logo, images and branding useful in the delivery of their clubs (see section 5 for further discussion of the influence of the Change4Life brand).

The lead at the South West flight club reported that the high quality of the equipment separates it from much of the well-used school equipment (appendix D1) while at the North West target and creative club situated in a priority area, the resources were considered 'invaluable' and something the school would not otherwise have been able to afford (appendix D2). At the South East adventure club, the lead praised the Change4Life resources available to download from the website commenting that *"it's so easy to pull Change4Life in and incorporate the food topics, health and science aspects across the school"*. An example was the setting of 'Change4Life challenges' such as 'how long can you hoola?' which are included in the regular school newsletter. The lead also commented on the ease of communication with the Youth Sport Trust representative and the quality of training provided (appendix D3), and this was reiterated by the deliverers at the South East combination club. They went on to explain how being in a priority area had enabled them to receive valuable mentor support following the initial training, including guidance on how to embed the programme successfully across the school (appendix D5).

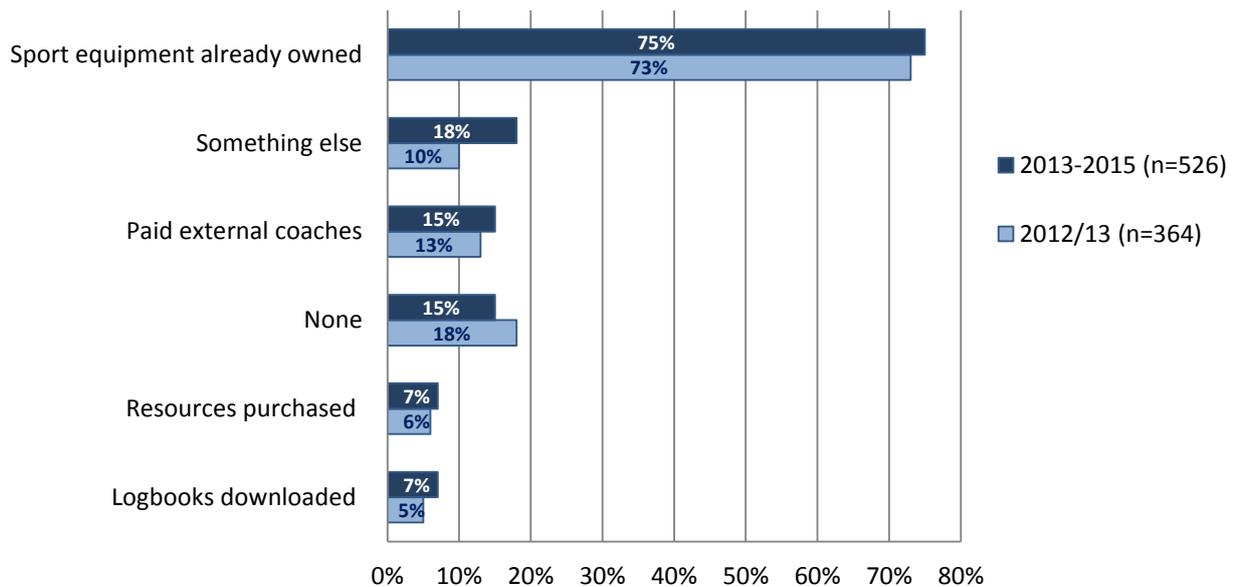




**Figure 3.5) What schools have found useful in delivering clubs across 2013-2015 (n=512)**

At the North West flight club, Pupil Premium funding is used to release the lead from teaching duties so that he can deliver PE, school sport and the Change4Life School Sports Club which has run across the academic year since 2011/12. The lead explained that while delivery has evolved and the range of activities expanded, full use of the Change4Life resources ensures that the aims and ethos of the programme are preserved. For example, the activities and quizzes in the logbooks are completed regularly and have *“really helped the children understand more about their own health and wellbeing and the importance of being active”*, while the stickers and wristbands are prized by members and provide an effective incentive to attend. The club is considered so successful that it is used by the headteacher to evidence how Pupil Premium funding is used to boost the attainment of vulnerable pupils and support whole school performance in relation to the Ofsted Inspection Framework (appendix D6).

The North West flight club provides an excellent example of where a club has been successfully sustained and embedded to support whole school agenda; however, the club is situated in a priority area and has benefited from additional support and a top-up of resources. In ‘other’ areas where schools have been delivering a comprehensive Change4Life School Sports Club programme, the equipment and resources are widely reported to be becoming depleted. Over 30% of the 321 respondents to the SGO and Deliverer Survey who offered suggestions for the programme moving forward cited the imperative of refreshing resources in existing clubs to prevent them either discontinuing, or morphing into a generic sports club. While additional resources are available, figure 3.6 shows that less than a tenth of schools purchased new resources or downloaded logbooks from the website.



**Figure 3.6) Additional resources used to support clubs in 2012/13 and across 2013-2015**

Concern around the impact of depleting resources was highlighted in the 2012/13 Final Report. Specifically, it was noted that *if existing clubs cannot or do not replenish their consumable resources for new members, then a two-tier experience may be delivered in which the experience of new participants in existing clubs falls short of that delivered to participants that join clubs in their first year*. Responses to the 2013-2015 SGO and Deliverer Survey suggest this may be the case, however, SGOs have found it difficult to persuade schools to purchase resources, particularly “when neighbouring schools have them for free!” They urged that there should be a contingency built in to support clubs to replace essential items such as equipment and logbooks which were seen as key to the Change4Life Primary School Sports Club experience for children and to the delivery of programme outcomes. Illustrative comments around the impact of depleting resources are illustrated in panel 3.2, alongside comments pertaining to other aspects of the programme perceived by deliverers and SGOs to have potential for improvement.

**Panel 3.2) SGO and deliverer perceptions as to how the programme could be improved  
(SGO and Deliverer Survey)**

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*More resources into schools who have had the previous set for 2yrs now. Most of the resources will be used, lost or broken. More resources for schools running clubs generally - they need a variety of equipment. (SGO)*

*At our school particularly it would be more convenient for equipment to be in plastic containers as we do not have the storage facilities for the big yellow bags. Boxes would be easier to store. (Deliverer)*

*Roll out of new bags as more schools are interested in the programme and some bags are getting old and tatty. (SGO)*

*Video demonstrations of the activities might be useful alongside a video promotion of the club itself - showing real children attending clubs, what they can look like in practice and what children can expect to learn/take part in? (Deliverer)*

*Look at providing a new range of bags that develop/help schools keep clubs fresh and challenging. (SGO)*

*Better explanation of the content of bags/themes prior to receiving bags would help the schools to decide which theme is right for their pupils. (SGO)*

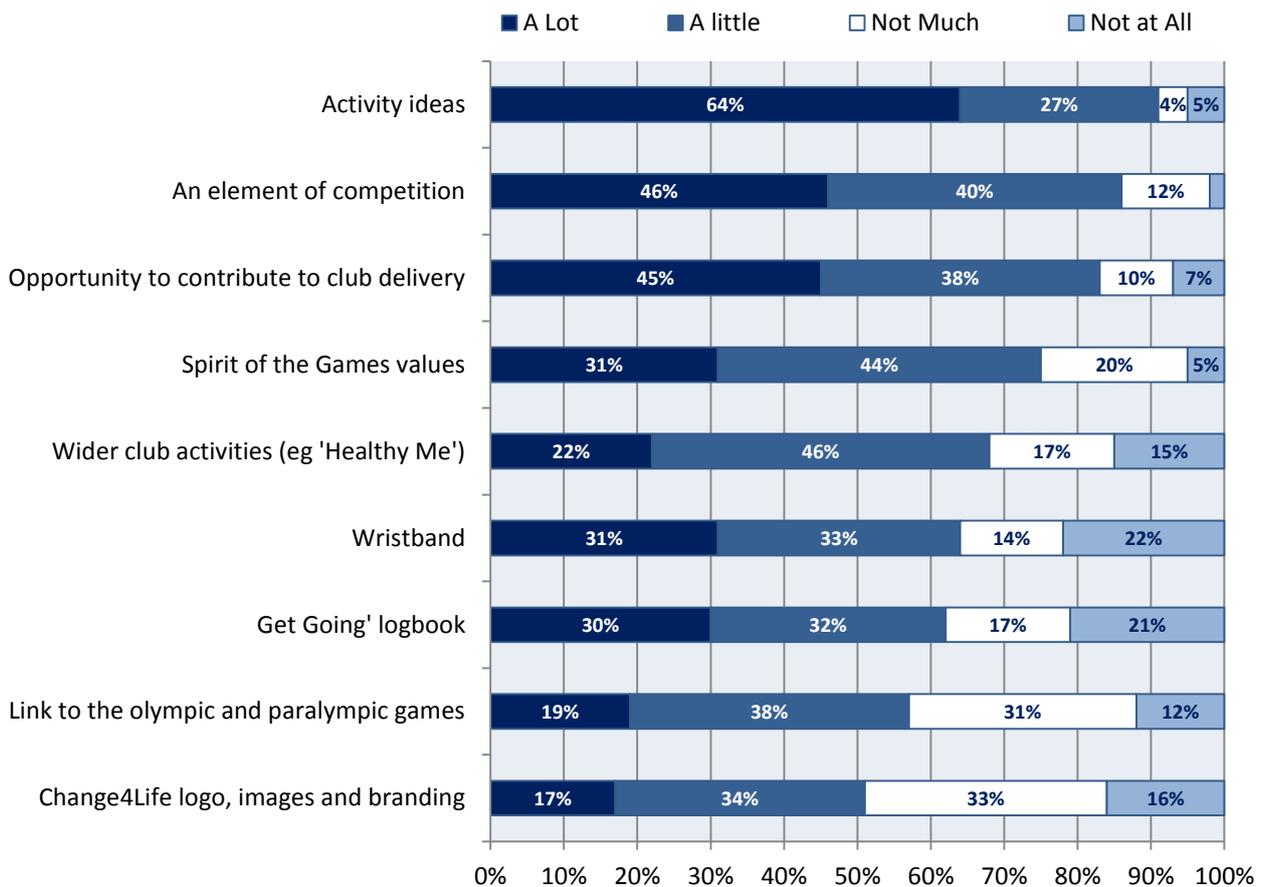
*I feel refresher training should be held for schools like us who have already attended training to provide new ideas after the resources have been exhausted. (Deliverer)*

*Somehow the parents need to be targeted. The children are too young to change home lifestyles where the crux of the problem is. Schools could be supported by Change4Life in hosting family health days or a health and wellbeing school fair!! (Deliverer)*

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### 3.4) ENGAGEMENT

While the physical resources were rated most useful to delivery, figure 3.7 shows that **across 2013-2015, the activity ideas, an element of competition and the opportunity to contribute to club delivery were rated most effective in engaging children**. The link to the Games and the Change4Life logo, images and branding scored more moderately (see section 5 for a wider discussion of the influence of the Change4Life brand).



**Figure 3.7) Aspects of the clubs that engaged children across 2013-2015 (n=508)**

The qualitative responses to the SGO and Deliverer Survey and insights from telephone interviews and site visits suggest that **there are four key elements to a Change4Life School Sports Club that engage children and achieve programme outcomes: Activities, Ownership, Fun and Incentives.** At the South West flight club, provision of a variety of activities was seen as essential to holding children’s interest; *“Mixing it up between the games, cooking and healthy lifestyle chats keeps them engaged and excited”* (club lead, appendix D1), while making these activities fun was viewed by the SGO at the South East adventure club as key to facilitating the learning process (appendix D3). At the Central London combination club the lead noted that it took time for children to become comfortable in the club, but once they found a role, started to make choices and take ownership, they became increasingly engaged and their confidence ‘soared’ (appendix D8). This was reiterated by the deliverer at the East Midlands target club who described a child who was intimidated by some of the more boisterous games; *“one little girl finds being in the circle too much so she chose a role outside the circle, pushing the ball into play and fetching the ball when it went out of play. She said ‘this is my role and I like it, I am responsible for this bit’.”* The lead explained that previously the child would cry and didn’t want to take part, but once she found her role, she was happy to participate (appendix D7).

Children value what they are good at doing and pursue things that they value<sup>15</sup>, so provision of activities that foster successful learning experiences in a fun, autonomous environment is central to achieving the Change4Life School Sports Club aims. However, until children learn to make the link between the activities and the *value* of the activities, incentives play an important role in providing positive reinforcement as one club lead explained; *“Eventually you’ll want them to come along irrespective of an incentive or a gift, but until they learn the value of the activities and healthy lifestyle messages, those stickers and wristbands are key”* (telephone interview). Children not only enjoyed receiving the incentives, they enjoyed taking responsibility for giving them out; *“we really loved handing out the stickers”* (Young Leader, North West flight club, appendix D6). Therefore ***incentives are seen to support the learning process and complement the provision of fun activities in an environment that allows children to take ownership of their developmental journey.***

Engagement in the Change4Life School Sports Clubs was widely reported to be high and stable. Nonetheless, some children were observed to have ‘dropped-out’ of the clubs and it is important to understand their reasons for doing so. The SGO and Deliverer Survey asked club leads to comment on the attendance of children in their Change4Life Club, and if children had stopped attending, to offer their opinions as to why they had done so. Around 200 deliverers provided qualitative responses, over half of whom stated that all children had attended consistently (aside from illness or appointments). Of the remaining 97 respondents, just under half reported that the main reasons for children not attending the clubs were that parents were unable, or unwilling to support their attendance. The majority of these comments related to parents’ reluctance or difficulty in picking up children from an afterschool club. A small number of respondents (4%) reported that parents had a negative perception of the club and were therefore not keen for their child to attend. One club lead explained how parents were invited to the last half an hour of the afterschool club session and that this had worked well in dispelling parental misconceptions and securing attendance. Around a quarter of respondents who cited reasons for children leaving the clubs explained that these children wanted to do other things; at lunchtime they wanted to play with their friends and after school they wanted to do other clubs. Around a fifth of comments suggested that alternative activity opportunities became more accessible once children were engaged and had gained in confidence, and this was perceived positively by club leads. Remaining respondents cited a range of reasons for non-attendance including children’s lack of interest, enjoyment and confidence (6% of respondents), peer influences (9% of respondents) and other commitments (7% of respondents).

### 3.5) SUSTAINABILITY

Insights from communication with SGOs and deliverers show that they have been thinking about the development of their clubs. They have also been thinking more broadly about the future of the Change4Life School Sports Club programme, and a sample of illustrative comments is provided in panel 3.3. Across the site visit schools key developmental considerations centred upon strategies to support sustained change for children who pass through the programme. These included the creation of additional clubs to allow more children to access the programme, and to stay in the programme if needed, but also clearer development of school and community club links so that children ready to leave the clubs can be signposted to appropriate activities. Expansion of Young Leader opportunities were planned to support appropriate progression and enhance the

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<sup>15</sup> Welk G.J (1999) The Youth Physical Activity Promotion Model: A conceptual bridge between theory and practice. *Quest* 51: 5-23.

sustainability of the clubs, while greater parental involvement was cited as vital to reinforcing changes made in school, at home. Finally all site visit schools planned to make better use of whole school initiatives to publicise the clubs, celebrate achievement and embed the programme across the school.

While club leads tended to focus on factors specific to the development of their own clubs, SGOs highlighted issues relating to the sustainability of the programme as a whole. Two main themes emerged from this data: ***the imperative of refreshing existing clubs and raising the profile of the programme in schools***. Focusing efforts around these two areas ***was widely considered by SGOs to be key to retaining the interest of schools and encouraging them to embed the programme as a sustainable and evidencable part of their healthy lifestyle offer***.

The biggest challenge to the longevity of the programme was perceived by SGOs to be keeping the clubs 'fresh'. The need to top-up equipment and branded resources featured strongly among the comments as highlighted in section 3.3 and panel 3.2, with requests made for the provision of clearer information to schools about how new consumable resources could be obtained. It was also suggested that schools running clubs could be rewarded and incentivised to continue with a small top-up of equipment; one respondent suggested giving schools a voucher so they could choose the resources they wanted. SGOs also identified the need for ongoing training and mentoring for deliverers and Young Leaders to ensure the Change4Life ethos was preserved, particularly in clubs where the original lead had moved on and new deliverers had taken over the running of the club. The Change4Life Champions Conference and Festivals and were praised for bringing stakeholders together to share best practice and celebrate achievements, however, it was felt that more extensive intervention was required to sustain the interest of schools and ensure that children joining existing clubs receive the same Change4Life experience as children joining new clubs.

In addition to refreshing the clubs, raising the profile of the programme was identified by SGOs as vital to encourage schools to embed the clubs as a central, sustainable part of their healthy lifestyle offer. Where schools have already embedded the programme in this way, recognition of its potential to support whole school agenda is growing. For example, the clubs have been used to demonstrate that Sport Premium funding is being spent effectively to improve the quality and breadth of PE and sport provision, while the children's logbook quizzes have been used to evidence the impact of this additional funding. As one SGO noted, *"The quizzes don't just assess children's physical activity and whether they are eating their 5-a-day. They assess whether they are changing their lives"* (SGO and Deliverer Survey). The programme has also been used more broadly to support School Improvement Plans to raise the attainment of disadvantaged pupils and 'close the gap' between these children and their peers across the curriculum. However, SGOs reported that many schools are unaware of the programmes broad application. They explained how schools are inundated with new initiatives and are unsure of which to try, or have existing provision and see no need to change what they are already doing. Therefore raising the profile of Change4Life by communicating how effectively it can support whole school agenda was seen as key to convincing schools yet to embrace the programme, to do so.



*When I play games I like learning new skills 'most days' (Children's Survey return)*

### Panel 3.3) Illustrative comments from SGOs on the future of the Change4Life Primary Clubs (SGO and Deliverer Survey)

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*For the programme to work it really needs the commitment of the school; that involves the timetabling, the resourcing and the physical space. It only works with committed and enthusiastic deliverers that work in partnership with the school and the school sports partnership. The club must have a clear purpose and an end thought in mind. If you get this right the commitment from the children is a given.*

*Change4Life equipment and concept is fantastic. Sometimes the bags are used for a short period of time then forgotten about because the club isn't embedded into whole school health and wellbeing thinking. It needs to link fully, I realise the log books try to do this.*

*There needs to be a contingency for replacing worn-out equipment, whether top-up of essential items, reward vouchers for running clubs so clubs can choose what they need, clear information given to schools so they know how to access what they need.*

*Clubs have decreased this year due to schools not replacing equipment and logbooks which creates an issue for new children getting involved.*

*It's an excellent scheme but it's trying to promote its successes and benefits to schools to encourage more to get involved and to maintain them.*

*I think where the links to health have been made, this has worked best and for schools using it for whole school improvement or to support their health agenda, then I think there is massive longevity.*

*We now run Change4Life festivals to invite targeted pupils to take part in competition with other schools using an array of the bags. This has been a massive success and has kept enthusiasm for the program alive.*

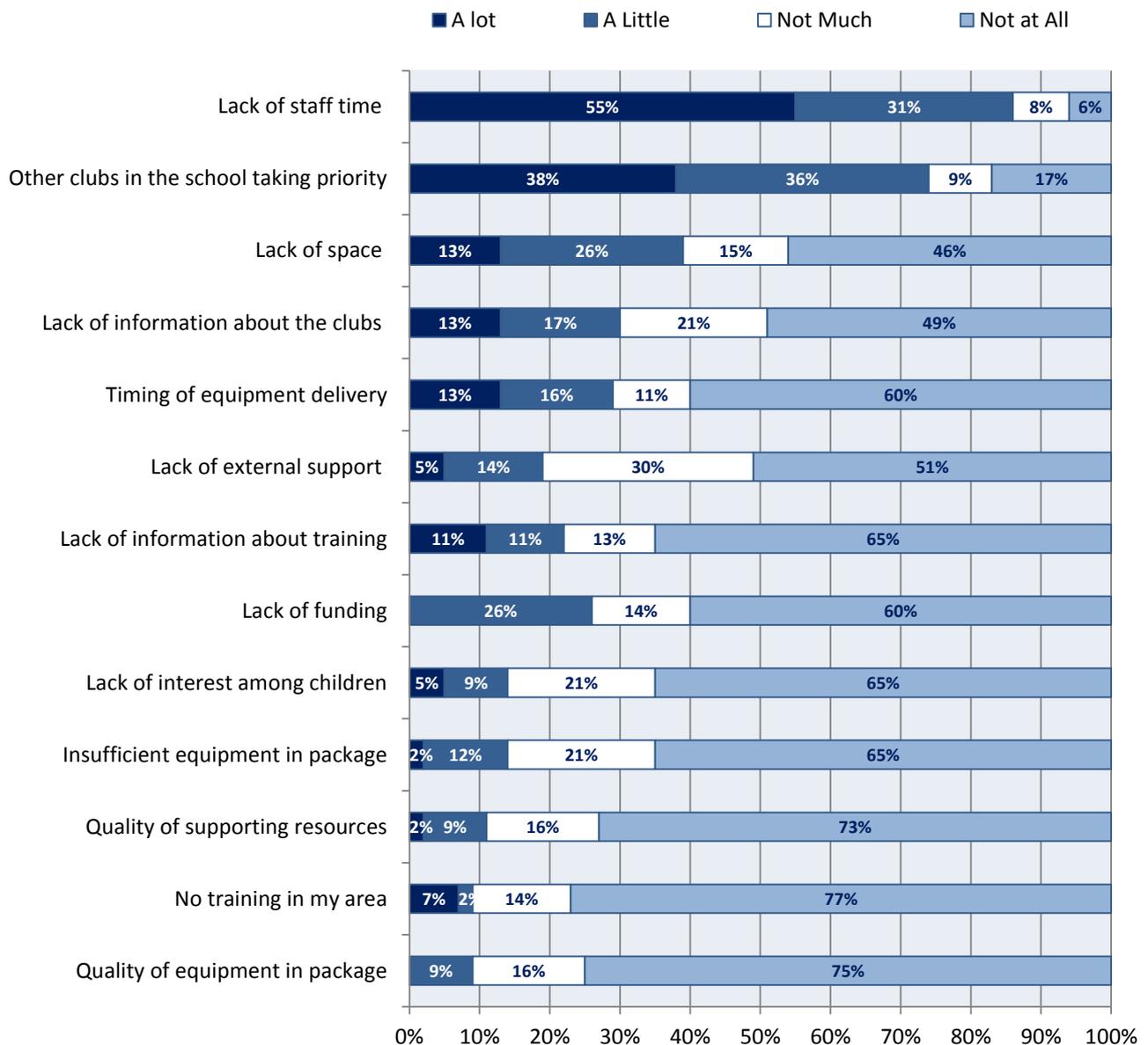
*For the clubs to become embedded it is vital that head teachers are on board with the programme...We need to ensure that Heads understand how Sport Premium funding supports Change4Life and how positively this will reflect with Ofsted. The profile of the clubs must be raised at the highest level in schools.*

*This programme is successful in our area due to the CPD advice and support given to schools. We would welcome more ongoing training and ideas for teachers rather than equipment. Logbooks need to be longer than 24 weeks and should remain free of charge (logbooks are more important than bags).*

*I have run several Change4Life training sessions over the last few years and although schools engage in the programme and see the benefit of setting up a club it is often difficult to get them to sustain the club after a year. I constantly have to retrain schools due to staff moving on or roles within the school changing. This year we have been able to link with the new Health and Wellbeing lead within the borough and train some Change4Life Champions and we are in the process of recruiting some mentors which will hopefully help with sustainability.*

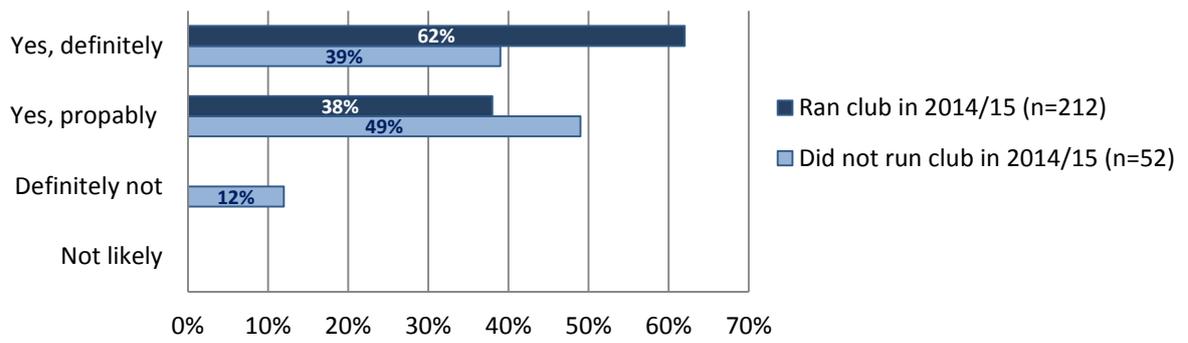
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Just under 20% of schools responding to the SGO and Deliverer Survey (n=138) decided not to run Change4Life Primary School Sports Clubs across 2013-15, 92 of whom had never run a club and 46 of whom had run a club in previous years. While this sample is small, it is useful to consider the reasons given by schools for not running a club. Figure 3.8 shows that the most significant factors in the decision not to run a club across 2013-2015 remain the long-standing issues that affect all school sport of lack of staff time, space and funding. At the other end of the scale, issues relating to the quality of supporting resources and equipment were negligible.



**Figure 3.8) Reasons for not running a Change4Life Primary Club across 2013-2015 (n=138)**

Despite some of the problems experienced by those who did not run a club in 2014/15, many were still positive about doing so in 2015/16 (figure 3.9). Moreover, all of those schools who ran clubs in 2014/15 said they would definitely or probably run a club again in 2015/16.



**Figure 3.9) Likelihood of running a Change4Life Primary School Sports Club in 2015/16**

#### 4) WHAT DID THE CLUBS LOOK LIKE?

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##### HEADLINES

- *The average Change4Life Primary School Sports Club runs for just over twelve weeks and takes place mostly at lunchtime or after school, in a regular designated physical space with fifteen members and two Young Leaders.*
- *In the average club, five members increase the number of days on which they achieve at least 60 active minutes, of whom two are newly achieving at least 60 active minutes every day.*
- *By the end of the 2014/15 academic year<sup>16</sup> it is estimated that over 7,200 Change4Life Primary Clubs will have delivered sessions to almost 111,000 participants and involved almost 15,800 Young Leaders and over 7,600 coaches.*
- *Delivery of the Target theme, or a combination of themes was most popular, each delivered by around a quarter of schools. A fifth of schools delivered the Adventure theme, while the Flight and Combat themes were each delivered by around 15% of schools. Delivery of the Creative theme has decreased from 23% in 2011/12 to 14% in 2014/15.*
- *The number of clubs running at lunchtime has increased by 71%, with almost half of all clubs now running in the lunch hour. While around a half of clubs still run after school, this represents a 28% decrease since the programme began.*
- *Almost half of schools ran their clubs beyond 12 weeks in 2013/14, and almost three-quarters aimed to do so in 2014/15.*
- *Since the programme began, the involvement of primary pupils in delivery has more than doubled, with almost a quarter of schools now providing opportunities for young people to help run the clubs.*
- *Preliminary data suggests that the support provided through the framework in priority areas is helping to reinvigorate clubs, foster links to the healthy schools agenda and encourage a sustainable model to be created in both new and existing clubs.*

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Section 2 shows that over the lifetime of the programme, Change4Life Primary School Sports Clubs have had a significant, positive impact on the physical activity, health behaviours and wellbeing of less active children. Section 3 examined how these changes were experienced, while section 4 assesses how this impact has been delivered. Specifically, this section shows what the clubs look like as a delivery mechanism. Data informing this section are drawn primarily from the current (2013-2015) evaluation to show what the clubs look like 'now'. However, where notable changes in delivery are evident, these are illustrated with data collated over the lifetime of the programme evaluation (2011-2013 and 2013-2015).

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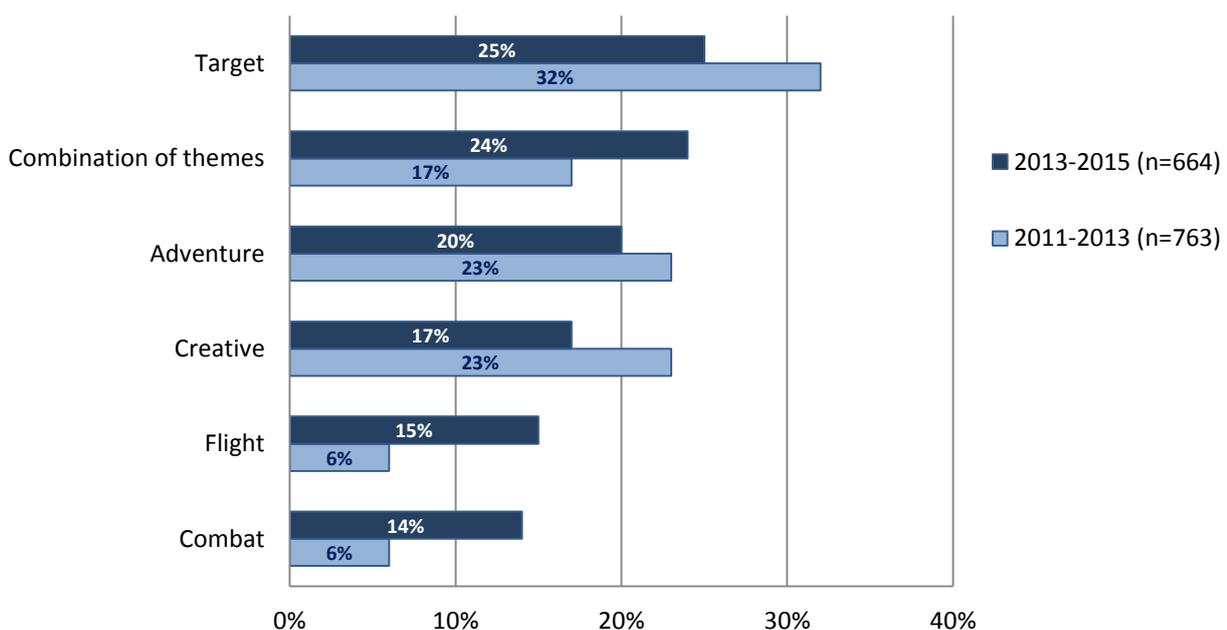
<sup>16</sup> Delivery outcomes for 2014/15 are projected from March 2015 monitoring data and the growth from interim to full year in previous years.

#### 4.1) Reasons for engagement

For the eight site schools visited across 2013-2015, the key reason for wanting to run, or continue to run a Change4Life Primary School Sports Club was that the programme supported their healthy lifestyle offer. At the South West flight club, the programme was initiated due to positive feedback from other local schools and the desire to improve the health and wellbeing of pupils, particularly those who tended not to engage in PE or extra-curricular clubs. It was felt that the non-competitive and inclusive ethos of the clubs would appeal to these children and provide a safe space where healthy lifestyle choices could be encouraged (appendix D1). The club lead at the North West flight club also felt that the clubs offered a 'unique' opportunity for less active children to get more active (appendix D6), while the headteacher at the East Midlands target club believed the programme was suitable for the Pupil Premium spend, aiding the school's efforts to increase the attainment of vulnerable children and 'close the gap' (appendix D7). At the Central London combination club situated in an area of high deprivation, the programme supported the school's drive to provide activity opportunities for their pupils that would not otherwise be available (appendix D8). The appeal of the reach of the programme and its ability to support a range of valued outcomes was highlighted by the SGO attending the East Midlands target club. He explained how the Change4Life Clubs were used to increase health and wellbeing, but also to enhance aspirations and improve academic attainment; *"We look at role models, leadership and taking ownership with the idea of empowering the children to achieve and make healthier choices as well as making them much more resilient"* (appendix D7).

#### 4.2) Mechanism of delivery

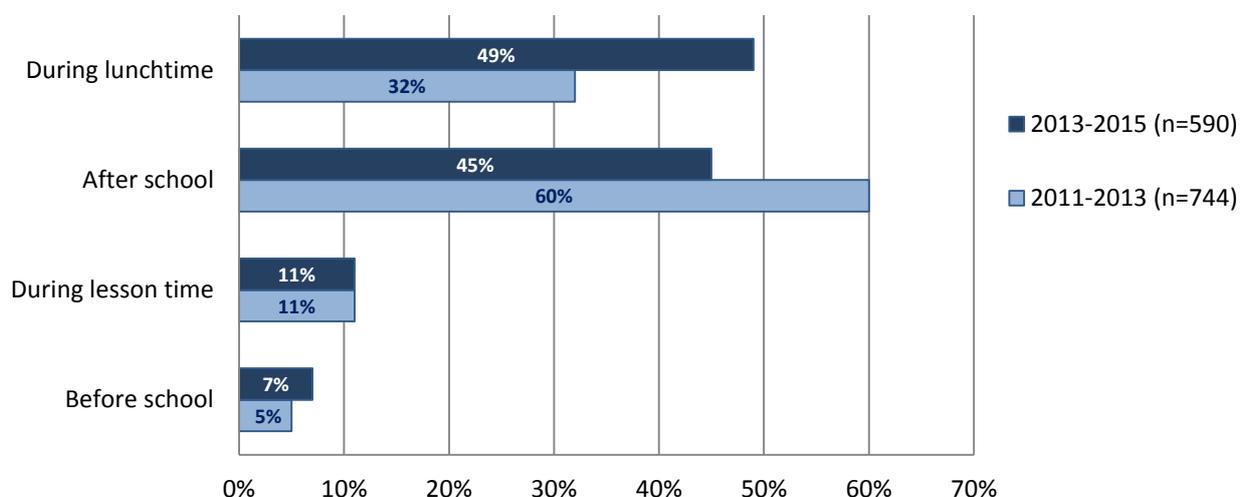
Of the Change4Life School Sports Club themes available to primary schools, figure 4.1 shows that **delivery of the Target theme, or a combination of themes was most popular, each delivered by around a quarter of schools across 2013-2015. A fifth of schools delivered the Adventure theme, while the Flight and Combat and themes were each delivered by around 15% of schools. Delivery of the Creative theme has decreased each year from 23% in 2011/12 to 14% in early 2014/15.**



**Figure 4.1) Change4Life Primary Club themes delivered across 2011-2013 and 2013-2015**

Feedback from the SGO at the East Midlands target club (appendix D7) and from an SGO responding to the SGO and Deliverer survey suggest that the equipment in the Target and Flight bags is viewed as more versatile and transferable than the equipment in the other bags. However, the SGO at the East Midlands target club did note that the creative bag was particularly useful in engaging girls in physical activity (appendix D7) and the North West target and creative club had taken on an additional Creative bag so that they could expand their activity provision to include dance (appendix D2). At the South West flight club the assistant explained how the partnership schools had agreed to swap bags to keep the clubs fresh (appendix D1), while the East Midlands target club had been provided with activity cards from all themes so that children could have a go at the different activities (appendix D7).

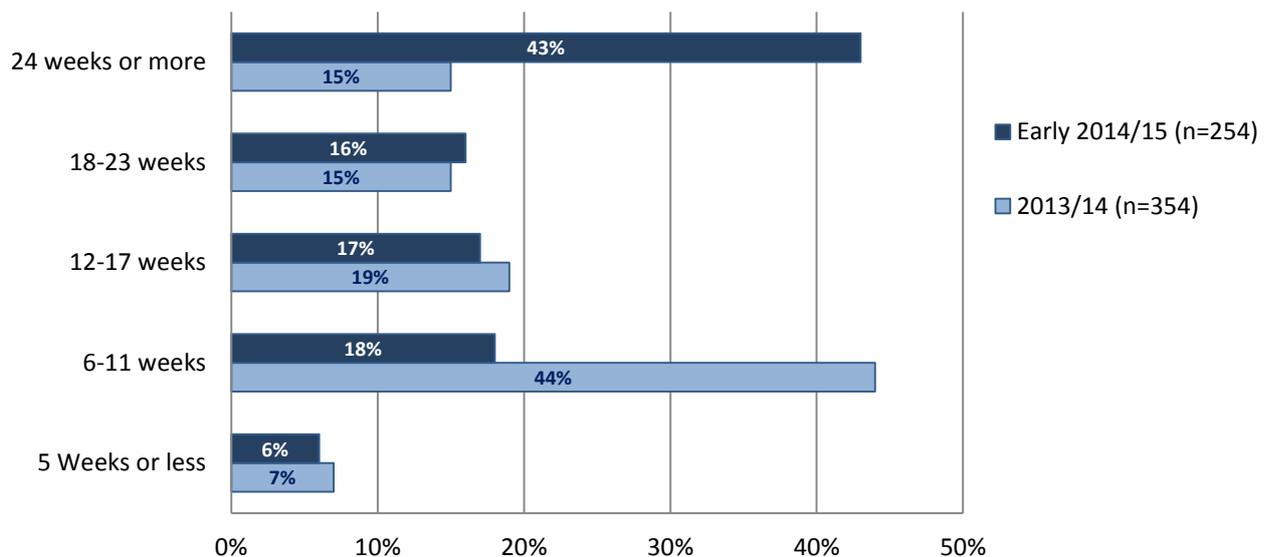
Figure 4.2 shows that **over the lifetime of the primary programme, the number of clubs running at lunchtime has increased by 71%, with almost half of clubs now running in the lunch hour. While a similar proportion still run after school, this represents a 28% decrease since the programme began.** Just over a tenth of schools ran their clubs before school and just under a tenth incorporated the Change4Life Clubs into lesson times across 2013-2015. The increasing tendency to accommodate clubs during the school day reflects the challenges reported in securing the attendance of targeted children in clubs run after school. Respondents to the SGO and Deliverer Survey explained that these children were either unable to attend, reluctant to stay after school or lacked parental support, therefore to target the children that would benefit most from participation they had to run the clubs at lunchtime.



**Figure 4.2) Time of day at which Change4Life Primary Clubs ran across 2011-2013 and 2013-2015**

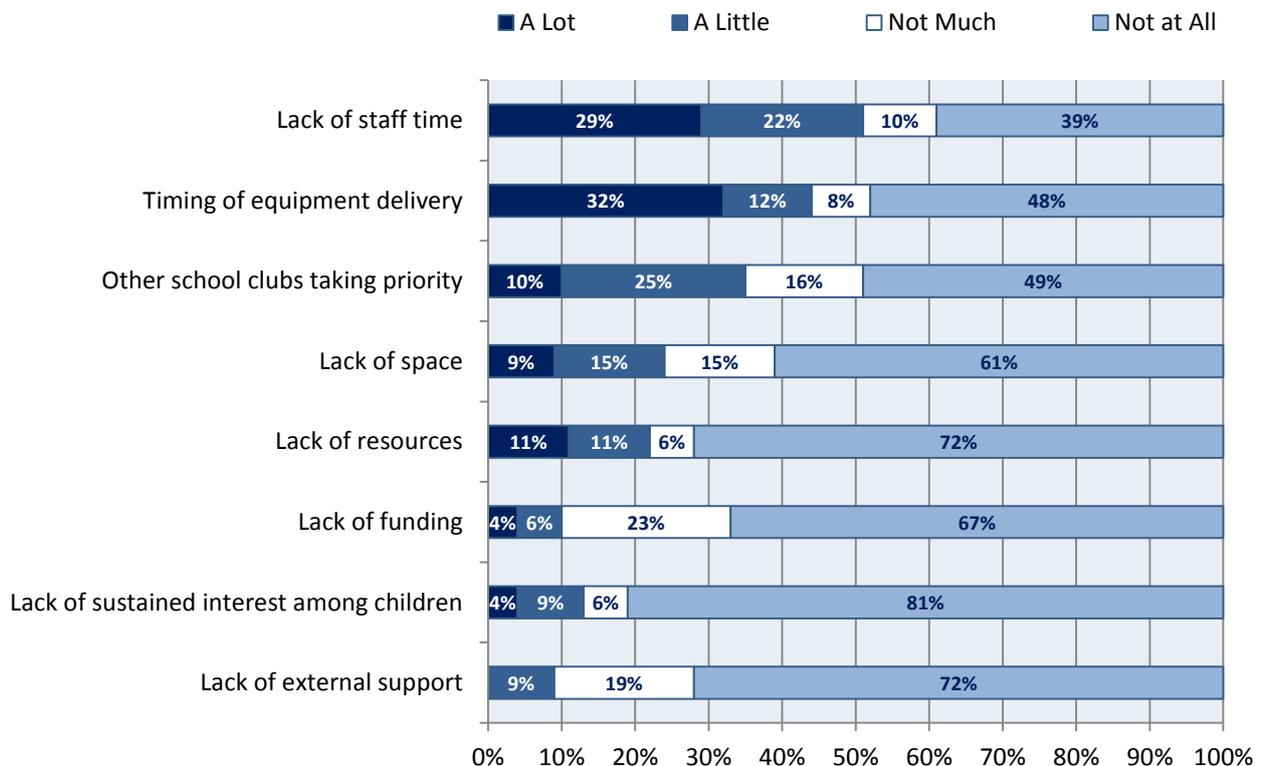
While lunchtime clubs tended to take place in the playground, over three-quarters of all clubs delivered took place in a regular designated space. This was seen by respondents to the SGO and Deliverer Survey as being important to establish a routine, facilitate attendance and engender the sense of belonging key to the achievement of programme aims.

The participation and impact data reported in section 2.2 highlights the value of running clubs beyond 12 weeks to the self-efficacy and activity levels of children yet to achieve at least 60 active minutes every day. Figure 4.3 shows that **almost half of clubs ran their clubs beyond 12 weeks in 2013/14, and almost three quarters aimed to do so in 2014/15. Around a quarter planned to run for less than 12 weeks in early 2014/15, while just over half had done so in 2013/14.**



**Figure 4.3) Number of weeks clubs ran in 2013/14, and planned to run in early 2014/15**

The reasons given by club leads for not running their clubs beyond 12 weeks in 2013/14 are shown in figure 4.4. While the sample of responses is small, it is useful to consider these reasons, key of which were competing pressures for staff time and club space and the timing of equipment delivery. Few deliverers cited a lack of support, funding or sustained interest among children as influencing their decision.



**Figure 4.4) Reasons for not running clubs beyond 12 weeks in 2013/14 (n=106)**

The qualitative responses to the SGO and Deliverer Survey and insights from interviews and site visits suggest a fairly even split in the numbers who feel that delivery of *any* one club for more than 12 weeks is an unrealistic and unmanageable target, and who believe that running clubs

beyond 12 weeks is essential to achieve sustained changes in activity levels, health behaviours and wellbeing. For example, the lead at the South West flight club believed there was no ‘quick fix’ to embedding long term change (appendix D1) and a respondent to the SGO and Deliverer Survey emphasised the importance of giving children time to achieve *“one small change at a time”*. However, one SGO pointed out that few school sport clubs ran successfully all year while another felt that running the same club throughout the year was *“simply incompatible with current school sport delivery”* (SGO and Deliverer Survey).

#### 4.3) Change4Life Club deliverers

Notwithstanding challenges associated with timetabling and space, the increasing contribution made by primary pupils in organising and running clubs is widely reported to have eased delivery resource tensions, in addition to providing valuable developmental opportunities for these young people. Figure 4.5 shows that ***since the programme began, the involvement of primary pupils in delivery has more than doubled, with almost a quarter of schools now providing opportunities for young people to help run the clubs.***

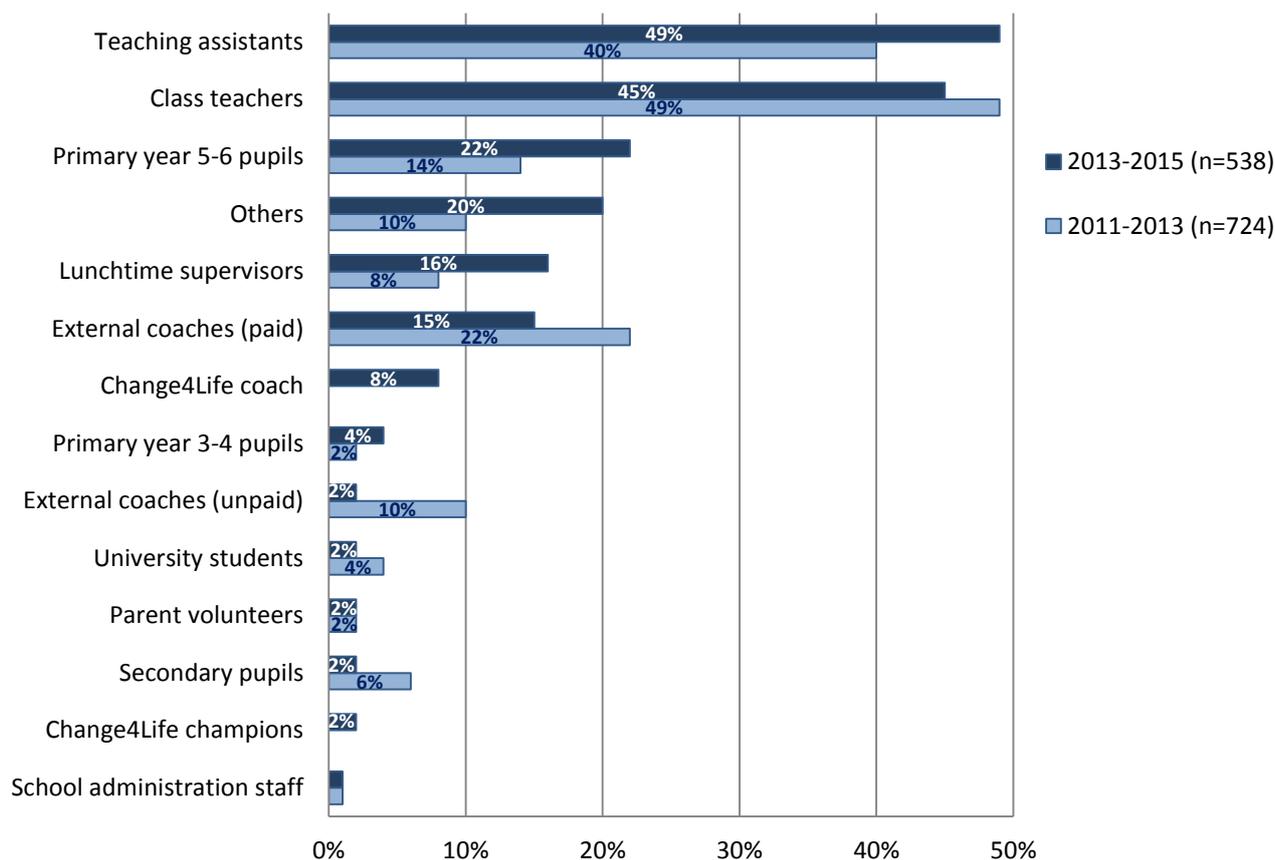
At the South East adventure club, the Change4Life programme has been incorporated into the Sports Leaders initiative and Sports Leaders play a pivotal role in delivering the clubs. The lead believes that the sustainability of the programme has been enhanced by the involvement and commitment of the Sports Leaders, who are inspiring the younger children to go on to train to lead activities themselves; *“They respond so well to the fact that their peers are leading it”* (appendix D3). At the North West target and creative club, the Young Leaders had attended the Change4Life Leadership course with one Young Leader saying that he *“really enjoyed the leaders’ course and meeting new people”*. The club lead indicated that this was a huge achievement for the child who was previously very shy but is now much more confident across the board (appendix D2). The ability of the Change4Life School Sports Club programme to provide a vehicle for *all* children to develop leadership skills was highlighted by an SGO during a telephone interview:



*When I play games I help others improve 'some days' (Children's Survey return)*

*It's great to have really sporty children but they don't necessarily make the best leaders. Change4Life helps children who don't even think they like sport to enjoy leading activities and to realise they can do that really well. So it gets more children involved in physical activity whether they are delivering or playing, but they usually end up doing both!*  
(SGO, telephone interview)

As noted in the 2012/13 Final Report, while the increase in the proportion of schools providing the opportunity for young people to contribute to club delivery is very positive, ***encouraging those schools yet to develop their Young Leader capacity to do so in 2015/16 may further enhance programme outcomes and ease delivery resource tensions to promote a more sustainable environment for the clubs.***



**Figure 4.5) Change4Life Primary Club deliverers across 2011-2013 and 2013-2015**

The importance of developing schools' internal delivery capacity was highlighted in both the 2011/12 and 2012/13 Final Reports as fundamental to maximising programme outcomes and sustaining the clubs. Figure 4.5 shows that the involvement of teachers and teaching assistants has remained fairly stable over the lifetime of the programme, while the involvement of lunchtime supervisors has doubled, possibly as a result of the increasing number of schools running their clubs at lunchtime. One-quarter of schools used external paid coaches to deliver their clubs in 2011/12, and this appeared to have been to the exclusion of other deliverers; however, in 2014/15, only 15% of schools have used external paid coaches to deliver their clubs. One SGO explained that in her area, coaches were employed to deliver alongside school staff until they felt able to deliver independently (telephone interview), while the SGO at the East Midlands target club highlighted how the new support framework had helped schools develop their internal delivery capacity through a team teaching and mentoring approach:

*As a result of the framework we are now able to offer additional support to schools. Many had clubs that were failing because they had become dependent on external delivery and didn't have staff internally to drive the programme forward. With the support framework we have been able to offer a team teaching and mentoring approach, working alongside enthusiastic staff to create a sustainable project which links to the health agenda of each individual school. We found that this has worked much better than in previous years.*

(SGO, East Midlands target club, appendix D7)

As the new support framework has yet to become fully established, limited data are available to evidence the impact of this framework. However, data collated from SGOs and club leads to-date suggest that ***the support provided through the framework in priority areas is helping to reinvigorate clubs, foster links to the healthy schools agenda and encourage a sustainable model to be created in both new and existing clubs.***

#### 4.4) Delivery outcomes

Table 4.1 shows that ***by the end of the 2014/15 academic year<sup>17</sup> it is estimated that over 7,200 Change4Life Primary School Sports Clubs will have delivered sessions to almost 111,000 participants and involved almost 15,800 Young Leaders and over 7,600 coaches.***

**Table 4.1) Change4Life Primary Club delivery outcomes across 2011-2015<sup>1</sup>**

Number of...	2011/12	2012/13	2013/14	2014/15	Change 2011/12 - 2014/15
Clubs established	4,074	4,012	5,910	7,211	+77%
Children participating	62,598	70,207	102,324	110,987	+77%
Young Leaders developed	4,136	6,025	10,715	15,794	+282%
Coaches trained	2,058	3,182	6,293	7,651	+272%
Average participants per club	15	17	17	15	0%

<sup>1</sup>Figures for 2011/12, 2012/13 and 2013/14 are drawn from full year monitoring data. Delivery outcomes for 2014/15 are projected from March 2015 monitoring data and the growth from interim to full year in previous years.

Drawing together the data presented in this section with the participation data presented in section 2, it is possible to paint a picture of what the ‘average’ Change4Life Primary School Sports Club looks like and what it delivers (table 4.2).

**Table 4.2) The ‘average’ Change4Life Primary School Sports Club**

In 2014/15, the average Change4Life Primary School Sports Club:

- runs for ***twelve and a half weeks***
- ...and takes place ***mostly at lunchtime or afterschool***
- ...in a ***regular designated physical space***
- ...with ***15 members***
- ...and ***2 Young Leaders***
- ...of whom ***5 members increase the number of days on which they achieve at least 60 active minutes***
- ...and an additional ***2 members achieve at least 60 active minutes every day.***

<sup>17</sup> Delivery outcomes for 2014/15 are projected from March 2015 monitoring data and the growth from interim to full year in previous years.

## 5) WHAT WAS THE INFLUENCE OF THE CHANGE4LIFE BRAND?

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### HEADLINES

- *The Change4Life brand remains a key aspect of the primary programme and one that is valued by schools, children and parents.*
  - *Over two-thirds of teachers continue to find the Change4Life logo, images and branding useful in the delivery of their clubs, while around half of teachers believe they engage children.*
  - *The branded resources create a sense of exclusivity for children 'specially selected' for the programme, helping to foster a sense of ownership, belonging and pride among club members.*
  - *The branded resources remain highly valued by schools in engaging stakeholders, retaining the ethos of the programme and providing targeted children with the Change4Life experience.*
- 

Across the primary evaluation comments have been offered and data specifically collected on the Change4Life logo, images and branding. This section collates this information in order to understand the influence of 'Change4Life' across the lifetime of the primary programme.

In 2011/12 and 2012/13, SPEAR reported on the positive influence of the Change4Life logo, images and branding on the primary clubs. 'Change4Life' was seen to add clear value to the primary programme with over two-thirds of schools rating it as useful to club delivery and over half of schools reporting that it engaged children.

Across 2013-2015, insights from site visit schools and communication with SGOs and deliverers suggest that ***the Change4Life brand remains a key aspect of the primary programme and one that is valued by schools, children and parents.*** Figure 5.1 shows that ***over two-thirds of club leads continue to find the Change4Life logo, images and branding and useful in the delivery of their clubs.*** Respondents to the SGO and Deliverer Survey highlighted how the logo, images and branding have been used on newsletters and in presentations to promote the programme, on posters placed around the school to raise awareness, and on certificates to reward the attendance of targeted children.



*When I play games I help others improve 'most days' (Children's Survey return)*

While 'Change4Life' was perceived as valuable as a form of quality mark for the programme, the wider Change4Life media campaign was reported to cause some confusion among parents as to the focus of the Change4Life School Sports Clubs. Specifically, parental misconceptions about their children being targeted for a 'fat club' were reported by a small number of club leads to have hindered engagement. However, the holistic focus of Change4Life was seen to resonate with

schools who viewed it as complementary to, and supportive of their efforts to enhance the health and wellbeing of pupils, their families and the community.

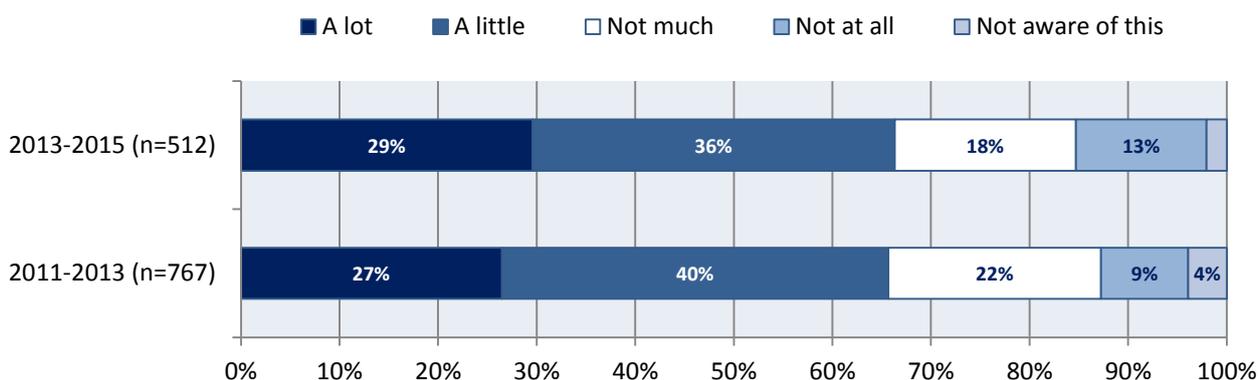


Figure 5.1) Usefulness of the Change4Life logo, images and branding in club delivery

Figure 5.2 shows that **around half of teachers believe the Change4Life logo, images and branding engage children**. Deliverers reported that the high visibility graphics were appealing, the short ‘strap lines’ easy to remember and the branded resources effective incentives. Most notably, **the branded resources were felt to create a sense of exclusivity for children ‘specially selected’ for the programme, helping to foster a sense of ownership, belonging and pride among club members**.

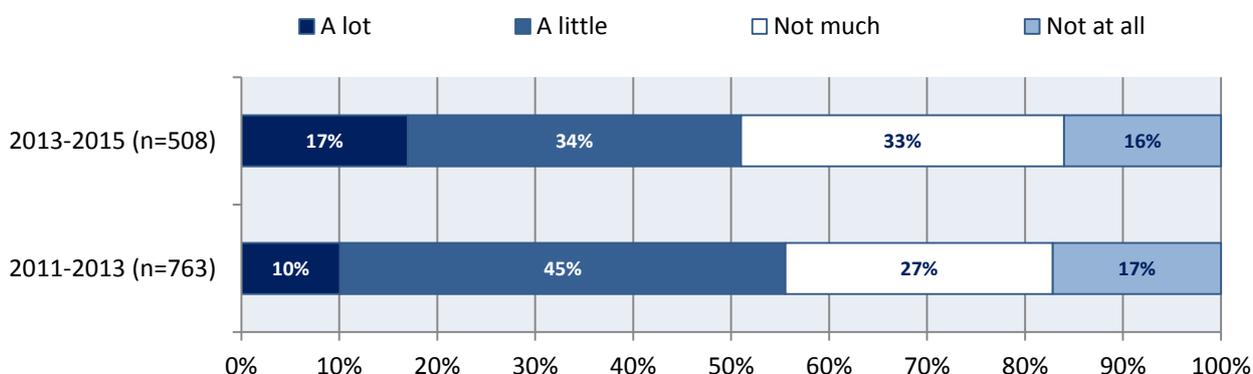


Figure 5.2) How much the Change4Life logo, images and branding engaged children

The Change4Life brand remains clearly relevant to the primary programme, with **the branded resources highly valued by schools**. Concerns voiced by SGOs and club leads around the depletion of these resources were presented in sections 3.3 and 3.5, however, these concerns reflect the value placed on the branded resources **in engaging stakeholders, retaining the ethos of the programme and providing targeted children with the Change4Life experience**. Panel 5.1 provides some illustrative comments from SGOs and club leads regarding the value of ‘Change4Life’ to the primary programme.

## Panel 5.1) Illustrative comments on the value of 'Change4Life' (SGO and Deliverer Survey)

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*The high visibility graphics and logos are great, they encourage the children. The short strap lines are easy to remember and I have used the branding to help me construct certificates. Children need something like the bracelets and stickers to identify with the club, encourage them to keep going and reward what they are doing. (SGO)*

*The Change4Life School Sports Clubs have been very successful in our area. It's the one initiative that caters for the children that need this help most and I feel it makes a real difference to targeted children's lives. (SGO)*

*The children have LOVED it! Considering that these are children who have previously shown little or no interest in PE for one reason or another, this is a great endorsement for Change4Life! (Deliverer)*

*Unless new resources come into circulation from time to time with the Change4Life branding I can see what are seen as Change4Life clubs dying a death as once equipment wears out it will no longer be a Change4Life Club. Even if we sustain the club, schools will no longer report on it as Change4Life thus diminishing the impact of the Change4Life brand which would be a great pity as the programme has been very well received and has made a difference. (SGO)*

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*Get rid of those stupid bags printed with 'Adventure', 'Creative' and 'Target'. Schools don't know what to do with them. Replace with a generic bright yellow equipment bag with something simple printed large on the outside that celebrates what Change4Life is all about; 'C4L: Play with this equipment now and often!' (SGO)*

*Change4Life supports midday supervisors, often the least paid and trained staff, to feel confident to engage youngsters in fun activities. This effectively increases the size of the 'team' involved in PE in the school. (SGO)*

*I think the Change4Life Sports Club is excellent at getting less active children involved in sport. We have seen a real impact in our school which is why we will continue to run it in the future. (Deliverer)*

## 6) RECOMMENDATIONS

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### HEADLINES

- 1. Clearly articulate to schools how the Change4Life Clubs support whole school agenda and Ofsted expectations because the broad scope of the programme is perceived as key to its appeal over other initiatives.**
  - 2. Focus efforts to sustain existing clubs on the provision of training and mentoring, and the replenishment of key branded resources because these are considered essential to preserving the ethos of the clubs and the Change4Life experience for children.**
  - 3. Promote the success of the programme in developing Young Leaders to encourage more schools to do so, in turn easing delivery resource tensions and providing valuable developmental opportunities for pupils across the school.**
  - 4. Encourage schools to transition children achieving 60 active minutes every day into more challenging activity opportunities to sustain their participation, and retain those yet to achieve 60 active minutes every day within the Change4Life Clubs.**
  - 5. Advise schools to embed continuous monitoring into delivery of the Change4Life Clubs to ensure appropriate turnover of club participants and maximise impact, and to evidence the value of their investment in the programme.**
  - 6. Recommendations for programme evaluation in 2015/16 are to: i) Establish the impact of the support framework; ii) Examine how effectively clubs are being sustained; iii) Assess programme alignment with public health priorities and; iv) Explore the possibility of attributing an economic value to the impact of the programme.**
- 

- 1. Clearly articulate to schools how the Change4Life Clubs support whole school agenda and Ofsted expectations because the broad scope of the programme is perceived as key to its appeal over other initiatives.** Section 3.5 highlighted how raising the profile of the programme was identified by SGOs as vital to encourage schools to embed the clubs as a central, sustainable part of their healthy lifestyle offer. It was noted that recognition of the potential of the programme to support whole school agenda and Ofsted expectations around PE provision, Sport Premium and Pupil Premium funding is growing, and this is supported by the insights from club leads presented in section 3.4. However, section 3.5 also noted the concern expressed by SGOs that many schools are unaware of the programmes broad application. Given the range of initiatives offered to schools, the ability of the programme to address a range of valued, whole school outcomes is perceived as key to the appeal of the programme. Therefore raising the profile of Change4Life by communicating how effectively it can support whole school agenda may help convince schools yet to embrace the programme, to do so.
- 2. Focus efforts to sustain existing clubs on the provision of training and mentoring, and the replenishment of key branded resources because these are considered essential to preserving the ethos of the clubs and the Change4Life experience for children.** Sections 3.3 and 3.5 highlighted that the biggest challenge to the longevity of the programme was perceived by SGOs to be keeping the clubs 'fresh' and retaining the integrity of the Change4Life programme. The need to top-up equipment and branded resources

featured strongly among the comments, alongside the need for ongoing training and mentoring for deliverers and Young Leaders. These factors were perceived as key to preserving the Change4Life ethos and preventing the clubs morphing into a generic sports club. The Change4Life Champions Conference and Festivals and were praised for bringing stakeholders together to share best practice and celebrate achievements, however, it is felt that more extensive support with resourcing, training and mentoring is required to sustain the interest of schools and ensure that children joining existing clubs receive the same Change4Life experience as children joining new clubs.

- 3. *Promote the success of the programme in developing Young Leaders to encourage more schools to do so, in turn easing delivery resource tensions and providing valuable developmental opportunities for pupils across the school.*** Data presented in section 4.3 shows that almost a quarter of schools now provide opportunities for young people to contribute to club delivery, and this is widely reported to have eased delivery resource tensions and provide valuable developmental opportunities for these young people. Section 4.3 also highlighted how the programme was perceived to enable *all* children to develop leadership skills, and that leadership opportunities were seen to provide an appropriate vehicle to support children's transition from the clubs. Promoting the success of the Change4Life programme in developing leadership skills may therefore encourage schools yet to develop their Young Leader capacity, to do so in 2015/16.
- 4. *Encourage schools to transition children achieving 60 active minutes every day into more challenging activity opportunities to sustain their participation, and retain those yet to achieve 60 active minutes every day within the Change4Life Clubs.*** Data presented in section 2.2 suggest that there is clear additional value in retaining children yet to achieve at least 60 active minutes every day by week 12 within the Change4Life Clubs to give them time to develop the requisite self-efficacy to engage in daily physical activity. However, the evidence presented in section 2.2 also indicates that children achieving at least 60 active minutes every day are likely to regress if they are not transitioned into more challenging activity opportunities. Encouraging schools to retain children that can benefit from continued engagement with the programme while transitioning those achieving 60 active minutes every day into alternative activity opportunities will help to maximise programme outcomes for all participants and make room within the clubs for targeted children.
- 5. *Advise schools to embed continuous monitoring into delivery of the Change4Life Clubs to ensure appropriate turnover of club participants and maximise impact, and to evidence the value of their investment in the programme.*** Data presented in sections 2.2 and 2.3 highlight the importance of monitoring children's participation in the clubs to inform decisions about when children should be retained in the programme, when they should be encouraged to pursue other activity opportunities and when they are ready to leave the clubs. This information is vital to maximise programme outcomes and ensure appropriate turnover of club participants. Section 3.3 also noted how the Children's Surveys have been used to enhance club members' awareness of their activity levels, health behaviours and wellbeing, and how schools are using this information to evidence the impact of their Pupil Premium funding. While schools may no longer be required to record programme outcomes for independent evaluation, continuous monitoring at school level will be important to enhance, evaluate and evidence the value

of the programme to whole school agenda and the health and wellbeing of targeted children.

- 6. Recommendations for programme evaluation in 2015/16 are to: i) Establish the impact of the support framework; ii) Examine how effectively clubs are being sustained; iii) Assess programme alignment with public health priorities and; iv) Explore the possibility of attributing an economic value to the impact of the programme.** Data collated over the lifetime of the programme and presented in section 2 have clearly established that Change4Life Primary Clubs have a positive impact on the physical activity, health behaviours and wellbeing of participating children. These data provide the foundation from which to extend the evaluation in 2015/16 and support and further the programme as it develops into the future. As such, recommendations for evaluation in 2015/16 include establishing the impact of the support framework, examining how clubs are being sustained, assessing programme alignment with public health priorities, and exploring the possibility of an economic impact evaluation. As highlighted in sections 2, 3 and 4, the support framework in priority areas has yet to be fully established therefore data to evidence the impact of this framework is currently limited. Continued evaluation will be necessary to evidence the value of investment in this framework. Evaluation will also be important to assess whether and how Change4Life Primary Clubs are being sustained. In this respect, consideration could be given to the development of an app or macro for schools, for example, a 'Change4Life Tracker App', to monitor children's progress, facilitate appropriate turnover, maximise programme outcomes and evidence the value of continued investment in the clubs. Evaluation of alignment with local and national health agenda is recommended to ensure the programme remains responsive to emerging policy priorities, and the possibility of attributing an economic value to the impact of the programme (given the known methodological challenges this poses) could be explored.

## APPENDIX A: METHODOLOGICAL NOTE

### 2011-2015 Lifetime impact evaluation

SPEAR synthesised primary and secondary data collated between 2011 and 2015 to evaluate the lifetime impact of the programme.

#### *Monitoring data reported by SGOs*

For the primary programme, monitoring returns were received by the Youth Sport Trust from between 393 and 447 of the relevant 448-451<sup>18</sup> School Games Organiser areas. This allows total participation in the programme to be estimated with a negligible maximum random error of circa 1%, therefore there is minimal scope for systematic response bias.

Participation figures for each year of the programme are derived from the Youth Sport Trust monitoring returns. Data from the SGO and Deliverer Surveys are used to estimate the percentage of participants new to the programme each year. The participation figures from the monitoring returns are multiplied by these percentages to provide the number of unique participants each year, and these data are summed to provide the total number of unique participants over the lifetime of the programme.

Where upscaled participation figures relating to attitudes, perceptions and behaviours are provided, they are derived from the sample of children for which repeated measures are available (n=3,316) and the Youth Sport Trust monitoring data from SGOs. Together, this results in a maximum error of +/- 1.7%. Grossed up demographic data is derived from the responses from 7,573 unique children, and this data has a maximum error of less than +/- 1.1%.

All figures presented for 2011/12, 2012/13 and 2013/14 are drawn from full year monitoring data. For the impact assessment (section 2: Who Participated?), figures for 2014/15 are derived from the March 2015 monitoring data. For the delivery assessment (section 4: What Did The Clubs Look Like?), delivery outcomes for 2014/15 are projected from March 2015 monitoring data and the growth from interim to full year outcomes in previous years.

#### *Primary Children Repeated Measures Survey*

In order to track changes in children's physical activity levels, health behaviours and wellbeing over the Change4Life Primary Clubs, a survey was designed in which children completed the same survey at repeated timepoints. Schools were issued with guidance regarding the individual completion of the surveys within a teacher-led group exercise and asked to return the surveys to SPEAR after completion at each timepoint. Over the lifetime of the evaluation, 13,098 survey returns were received from 7,573 children in 512 Change4Life Clubs. As this evaluation is designed to measure change over time in individual children, the key participation and impact data presented in section 2 is derived from the survey responses of 3,316 children for whom data was received at two or more timepoints. However, data from 4,257 additional children were received for only one timepoint. This data has been analysed to identify if there are any differences in the impact of the programme between children who completed surveys at one, and more than one timepoint, and to determine whether the key impact data presented in section 2 is representative of the impact on all participating children. This data is presented in section 2.4 and a detailed breakdown of the frequency data is provided at appendix C.

The key impact data for children in the programme was compared against data collected across 2013-2015 from a control condition of children in schools not participating in the Change4Life

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<sup>18</sup> There were 448 SGO areas in 2011/12, 450 in 2012/13 and 2013/14, and 451 in 2014/15.

School Sports Club programme. 966 survey returns from 489 children in 15 control schools with 477 repeated measures were analysed to provide comparison data and this data has a maximum error of circa +/- 5% (further details provided below).

Cluster power analysis was conducted using the Optimal Design Software to ascertain the sample size required to detect significant effects. This analysis identified that survey returns from 234 unique children were required to allow for meaningful sub-analysis by age, gender, activity level and priority or other area etc. Therefore the minimum sample in each subgroup required to detect significant effects is 117.

Where changes in children's attitudes, perceptions or behaviours are reported, they are significant with  $p < .001$ . This means that there is a less than one in a thousand chance that the changes reported are not real changes that might be expected in the wider population beyond the sample. A probability level of  $p < .001$  (as opposed to  $p < .05$  or  $p < .01$ ) for statistical significance was selected to account for the familywise error rate associated with conducting repeated pairwise analyses, and the clustering effect of children's responses within schools. Multilevel modelling was not used because the sample size at the school level was inconsistent and generally smaller than the recommended level-1 units (children) per level-2 units (school).

### **2013-2015**

#### *2013-2015 Repeated measures Children's Survey at weeks 1, 6, 12 and 24 across priority and other areas*

The logbooks were amended to include additional activities spanning weeks 13 to 24 and the Children's Survey modified to reflect the broader healthy lifestyle offer. For the 2013-2015 evaluation, SPEAR was provided with contact details for SGOs, rather than schools as in previous years, and 217 SGOs across priority and other areas were recruited to the SPEAR panel. Panel SGOs were asked if they preferred to facilitate survey completion themselves, or have SPEAR contact schools directly. Approximately 70% elected to liaise with schools about evaluation requirements while around 30% provided details of participating schools and asked SPEAR to approach these schools. SPEAR maintained contact with SGOs and schools throughout the evaluation to encourage survey completion. 4,950 survey returns were received from 2,920 children in 221 Change4Life School Sports Clubs. Repeated measures survey returns were received for 1,194 children at two or more timepoints.

#### *2013-2015 Repeated measures 12 week follow-up Children's Survey across priority and other areas*

SPEAR designed a 12 week follow-up survey to investigate whether the impact of the programme observed at 12 and 24 weeks is sustained 12 weeks after completion of club sessions. SPEAR researchers contacted and requested completion of the survey by schools who had returned surveys for children at week 12 in clubs that ran for 12 weeks, and week 24 in clubs that ran for 24 weeks. Repeated measures survey returns at week 12 and 12 week follow-up, and week 24 and 12 week follow-up were received for 308 children from 41 schools.

#### *2013-2015 Repeated measures Children's Survey at weeks 1 and 12 in a control condition of children in schools not participating in the Change4Life School Sports Club programme*

20 schools currently not participating in the Change4Life School Sports Club programme were recruited to the SPEAR panel. While returns from 15 schools were required to meet target samples for survey returns, 20 schools were recruited to account for possible attrition. 30 visits to 15 schools in the control condition were conducted to guide completion of the Children's Survey at the same 12 week timepoints as children in active Change4Life School Sports Clubs. Visits and

survey completion in the control condition were evenly spread between January – March 2014, April – July 2014, and September - December 2014 to account for seasonal variation in activity levels. 966 survey returns were received from 489 children in 15 control schools. Repeated measures survey returns at week 1 and 12 were received for 477 children and this data has a maximum error of circa +/- 5%.

The control schools were stratified for representativeness on the basis of geography, IMD, health inequality, and school size. The representativeness of children's activity levels was assessed in September 2014 by comparing the self-reported activity levels from the week 1 surveys in the control and Change4Life School Sports Club conditions. This analysis identified that children in the control group had significantly higher activity levels than children in Change4Life School Sports Clubs. Despite adjusting the latter stages of data collection for the control condition by targeting for specific activity characteristics, the activity levels of children in the control group remain significantly higher than the activity levels of Change4Life School Sports Club members at week 1. To address this disparity, two separate analyses were conducted; the first using data from the full sample of children in Change4Life Clubs and control conditions, the second using data from the 'least active' children in Change4Life Clubs and control conditions. Specifically, the second analysis was undertaken using data from the sub-sample of children in both Change4Life and control conditions who reported to achieve at least 30 and 60 active minutes *less than half the time* (i.e. 'never' or 'some days').

#### *2013-2015 Cross-sectional SGO and Deliverer Survey*

The SGO and Deliverer Survey continued to focus on delivery and sustainability issues, and to ask questions about impact to triangulate responses from the Children's Survey. The 2013-2015 survey also included questions as to why information may not have been provided for all children at all timepoints, about the long-term impact of the programme on children who are no longer club members, and the impact of new activities in supporting schools to develop a healthy lifestyle offer. The SGO and Deliverer Survey was circulated to SGOs to complete and send to deliverers for completion in July and November 2014. Responses were received from 257 SGOs and 912 deliverers. The sample of SGO respondents represents approximately 56% of the 450/451 SGO areas and has a maximum error of circa +/- 4.0%. The sample of deliverers represents approximately 8% of the 6,000+ Change4Life School Sports Clubs running in 2013/14 and 2014/15 and has a maximum error of circa +/- 3.0%.

#### *2013-2015 Telephone interviews*

SPEAR researchers conducted telephone interviews with club leads who were running, or who had run, a Change4Life School Sports Club between 2011/12 and 2014/15. These interviews focused on the long-term impact of participation on schools and children, why schools stopped running clubs or returning surveys, and the impact on children who are no longer club members, but participated in the programme in previous years. Telephone interviews were conducted with 23 SGOs and 16 club leads.

#### *2013-2015 Site visits*

The purpose of the site visits was to explore multiple perceptions of impact, delivery and sustainability in clubs in priority and other areas. Seven site visits to Change4Life School Sports Clubs in priority areas and one site visit to a Change4Life School Sports Clubs in an 'other' area were conducted between April 2014 and December 2014.

APPENDIX B: LOGBOOK SURVEY FORM

## a bit about me

**Week 1**

So that you can see how active you are, take five minutes to fill in this quiz (you can ask a grown up to help you if you don't understand anything). Use the other copies of this quiz at the back of the 'get going' logbook to see how you are getting on. Make sure you do this quiz when your club leader asks you to send it to them when you have finished.

My name is: \_\_\_\_\_

I am a:  boy  girl

Age:

My school is: \_\_\_\_\_

I joined the club  this school year  last school year

I do more than 30 minutes of physical activity

every day  most days  some days  never

I do more than 60 minutes of physical activity

every day  most days  some days  never

**Thinking me**

I think I am good at playing games

every day  most days  some days  never

I look forward to playing games

every day  most days  some days  never

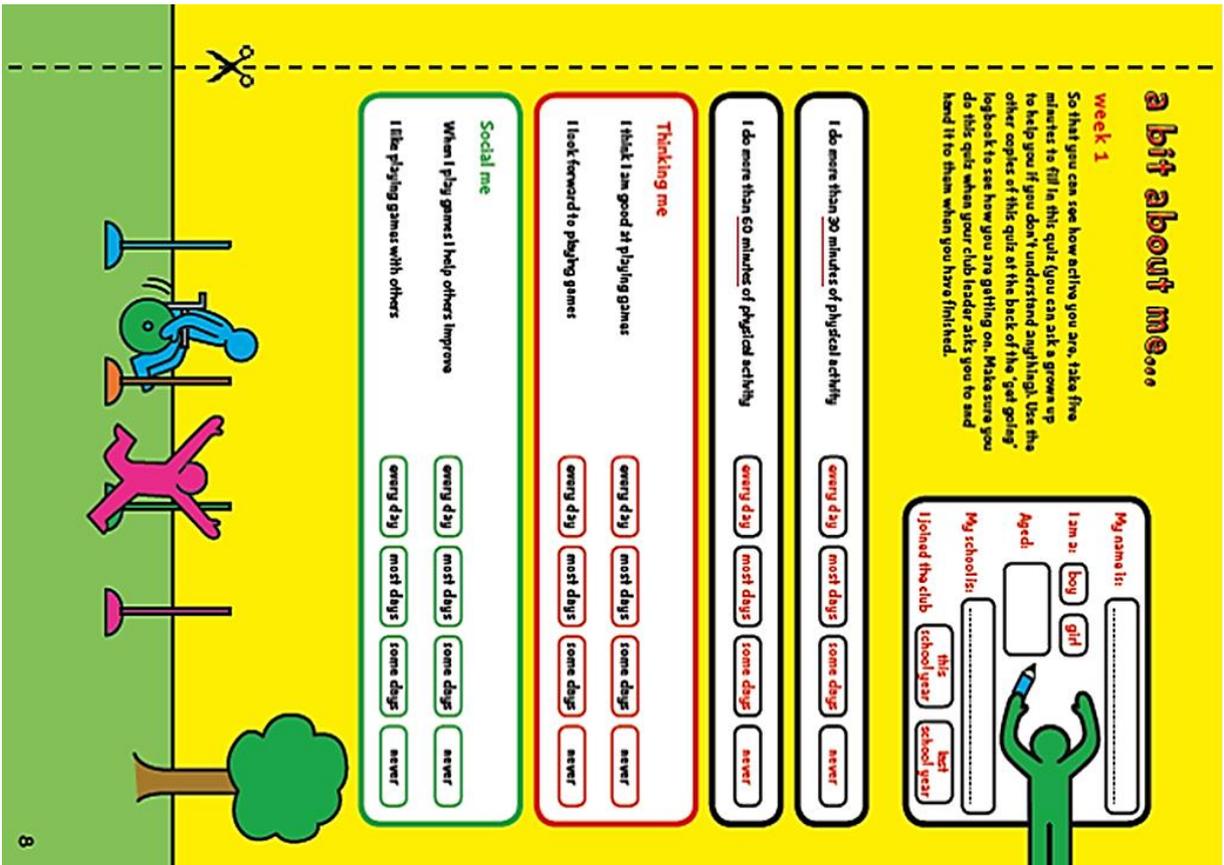
**Social me**

When I play games I help others improve

every day  most days  some days  never

I like playing games with others

every day  most days  some days  never



**Physical me**

I play games where I get out of breath

every day  most days  some days  never

When I play games I like learning new skills

every day  most days  some days  never

**Creative me**

I make up new games to play

every day  most days  some days  never

I like trying new games

every day  most days  some days  never

**Healthy me**

I eat my 5-a-day fruit and veg

every day  most days  some days  never

I feel happy after playing games

every day  most days  some days  never

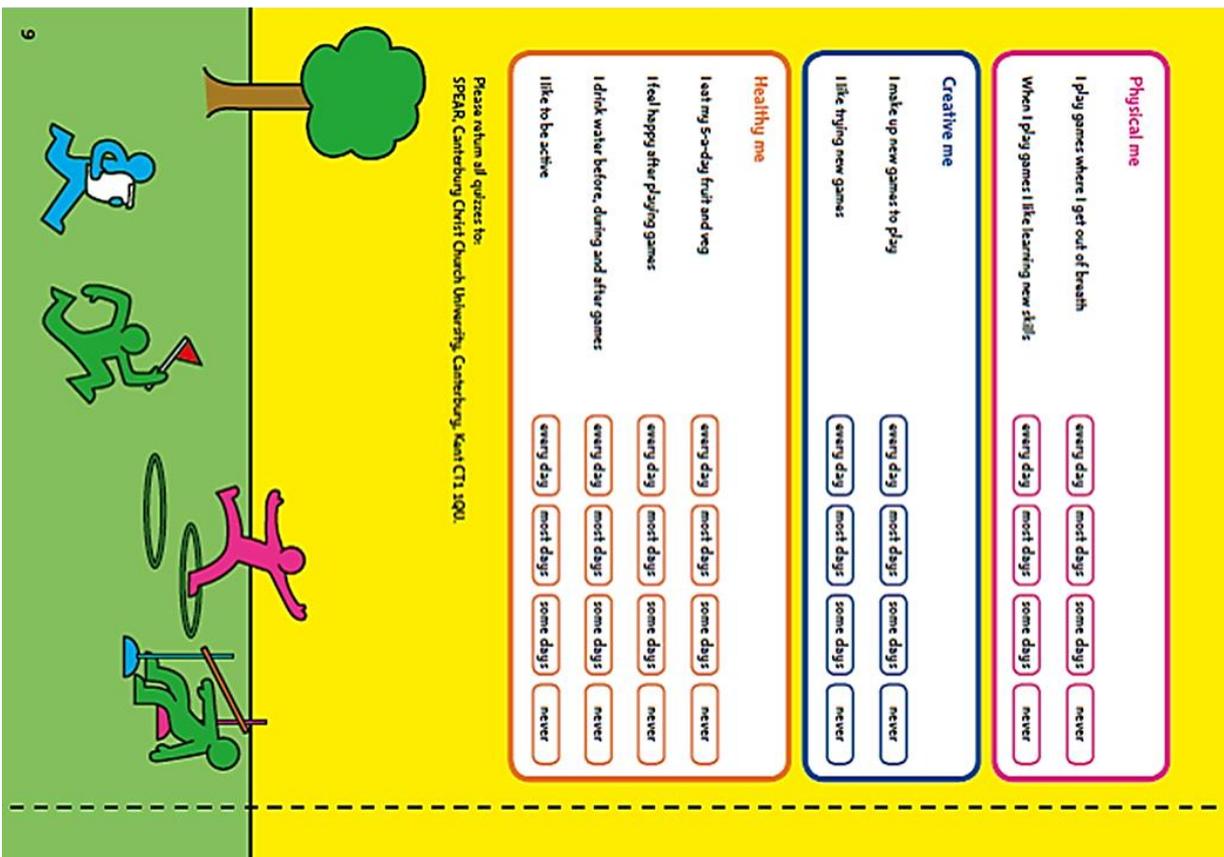
I drink water before, during and after games

every day  most days  some days  never

I like to be active

every day  most days  some days  never

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



**APPENDIX C: DETAILED PHYSICAL ACTIVITY DATA**  
**Table C1) Physical activity data for Weeks 1, 6 & 12<sup>1</sup>**

(Change4Life Club members who returned surveys at two or more timepoints across 2011-2015)

	<i>I do more than 30 minutes of physical activity</i>			<i>I do more than 60 minutes of physical activity</i>		
	Week 1	Week 6	Week 12	Week 1	Week 6	Week 12
Never	9,710 (4%)	6,743 (3%)	5,395 (2%)	42,618 (16%)	25,894 (10%)	19,691 (7%)
Some days	90,631 (34%)	63,927 (24%)	53,947 (20%)	115,176 (43%)	93,598 (35%)	82,539 (31%)
Most days	84,696 (31%)	90,361 (34%)	86,854 (32%)	64,197 (24%)	84,966 (32%)	87,124 (32%)
Every day	84,427 (31%)	108,703 (40%)	123,538 (46%)	47,743 (18%)	65,006 (24%)	80,650 (30%)

<sup>1</sup>n=3,069, upscaled using SGO monitoring data provided by the Youth Sport Trust across 2011-2015.

**Table C2) Physical activity data for Weeks 1 & 12 in the Control Condition<sup>1</sup>**

	<i>I do more than 30 minutes of physical activity</i>		<i>I do more than 60 minutes of physical activity</i>	
	Week 1	Week 12	Week 1	Week 12
Never	9 (2%)	16 (3%)	49 (10%)	42 (9%)
Some days	106 (22%)	94 (20%)	169 (35%)	156 (33%)
Most days	138 (29%)	151 (32%)	120 (25%)	135 (28%)
Every day	224 (47%)	216 (45%)	139 (29%)	144 (30%)

<sup>1</sup>n=477

**Table C3) Physical activity data for Week 24<sup>1</sup>, On leaving the clubs & 12 week follow-up<sup>2</sup>**  
 (Change4Life Club members who returned surveys at two or more timepoints across 2011-2015)

	<i>I do more than 30 minutes of physical activity</i>			<i>I do more than 60 minutes of physical activity</i>		
	Week 24	On leaving the clubs	12 week follow-up	Week 24	On leaving the clubs	12 week follow-up
Never	9 (3%)	11 (4%)	7 (2%)	18 (7%)	30 (10%)	24 (8%)
Some days	51 (18%)	75 (24%)	75 (24%)	72 (26%)	111 (36%)	115 (37%)
Most days	91 (33%)	103 (33%)	103 (33%)	98 (36%)	107 (35%)	87 (28%)
Every day	125 (45%)	120 (39%)	129 (42%)	89 (32%)	59 (19%)	82 (27%)

<sup>1</sup> n=277

<sup>2</sup> n=308

**Table C4) Physical activity data for Weeks 1, 6 & 12<sup>1</sup>**  
 (Change4Life Club members who returned surveys at one timepoint across 2011-2015)

	<i>I do more than 30 minutes of physical activity</i>			<i>I do more than 60 minutes of physical activity</i>		
	Week 1	Week 6	Week 12	Week 1	Week 6	Week 12
Never	9,710 (4%)	9,980 (4%)	13,756 (5%)	42,888 (16%)	24,276 (9%)	21,579 (8%)
Some days	86,315 (32%)	64,736 (24%)	53,947 (20%)	106,815 (40%)	84,966 (32%)	86,315 (32%)
Most days	80,111 (30%)	80,650 (30%)	89,012 (33%)	65,006 (24%)	80,920 (31%)	83,618 (31%)
Every day	93,598 (35%)	114,367 (42%)	116,525 (43%)	55,026 (20%)	78,762 (29%)	78,223 (29%)

<sup>1</sup> n=4,257, upscaled using SGO monitoring data provided by the Youth Sport Trust across 2011-2015.