



## CONTENTS

CONTENTS	page 1
HEADLINES	page 2
1) CONTEXT	page 6
2) WHO PARTICIPATED IN THE PROGRAMME?	page 8
3) WHAT DID THE CLUBS LOOK LIKE?	page 17
4) WHAT WORKED?	page 24
5) WHAT WAS THE INFLUENCE OF THE CHANGE 4 LIFE BRAND	page 39
6) RECOMMENDATIONS	page 42
APPENDIX A – METHODOLOGICAL NOTE	page 44
APPENDIX B – LOGBOOK SURVEY FORM	page 45
APPENDIX C – DETAILED PHYSICAL ACTIVITY DATA	page 46
APPENDIX D – PRELIMINARY LONGER-TERM IMPACT DATA	page 47
APPENDIX E – SITE VISITS	page 48

## HEADLINES

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### WHO PARTICIPATED IN THE PROGRAMME?

- *Increases across all levels of activity demonstrate that Change 4 Life Primary School Sport Clubs continue to be effective mechanisms for increasing physical activity levels among less active primary children regardless of the extent of their initial inactivity.*
- *Over the two years of the programme almost 115,000 children have participated in Change 4 Life Primary School Sport Clubs, of whom over 95,000 (83%) were 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 has increased by 92%, resulting in over 18,000 additional children achieving at least 60 active minutes every day over the two years of the programme.*
- *In 2012/13 over 70,000 children participated in over 4,000 Change 4 Life Primary School Sport Clubs. Over 52,000 children (75% of participants) were new to the clubs this year while around 18,000 children (25% of participants) joined the clubs in 2011/12.*
- *Almost 42,000 (80% of new participants) were not achieving at least 60 active minutes every day on joining the clubs in 2012/13, thus the primary clubs continue to effectively reach the key target group of those children who are less active.*
- *The number of children achieving at least 60 active minutes every day has increased by 71% over 12 weeks of the programme in 2012/13, resulting in over 7,000 additional children newly achieving at least 60 active minutes every day.*
- *In 2012/13, over 80% of children in the programme were within the target age range of 7-9 years and the impact of the programme appears to be greatest in this age group. Analysis by gender continues to show no significant differences in the impact of the programme between boys (48% of participants) and girls (52% of participants).*
- *Despite 80% of participants not achieving at least 60 active minutes every day at the start of the programme in 2012/13, children join the clubs with positive attitudes to sport and games. Behavioural changes occur quickly, while increases in self-efficacy and children's confidence to make up new games are moderate and positively linked to the development of a sense of belonging and the opportunity to contribute to club delivery.*
- *The process of change observed over the first 12 weeks of the programme in 2012/13 is highly consistent with that reported in 2011/12. Thus the impact demonstrated in 2011/12 is replicated both in clubs new to the programme, and in those running for a second year with a new cohort of children.*
- *The process of change observed over weeks 13-24 of the programme is not presented as top level data because the sample for weeks 13-24 has a margin of error greater than +/- 5%, and consequently estimates of effects for longer-term impact should be viewed as pilot data to inform robust evaluation of longer-term impact in 2013/14.*
- *An important factor affecting the sample size for weeks 13-24 is that few clubs with members continuing beyond 12 weeks downloaded additional logbooks, and one possible reason for this may be that the logbooks contain no content or activities beyond week 12.*

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## WHAT DID THE CLUBS LOOK LIKE?

- *The average Change 4 Life Primary School Sport Club ran for twelve and a half weeks and took place mostly immediately after school, but often at lunchtime, in a regular designated physical space with 18 members and 4 Young Leaders.*
- *In the average club, six members increased the number of days on which they achieved at least 60 active minutes, of whom three are now newly achieving at least 60 active minutes every day.*
- *Over 4,000 Change 4 Life School Sport Clubs in primary schools delivered over 50,000 sessions to over 70,000 participants and involved over 6,000 Young Leaders and almost 4,000 coaches.*
- *Of the original club themes, Target remains the most popular (32%). The Creative theme (27%) and a combination of themes (24%) were more popular than the Adventure theme which was delivered by 18% of schools. The pilot Combat and Flight themes were distributed equally between clubs new to the programme in 2013.*
- *Schools that had run Change 4 Life School Sport Clubs in 2011/12 were keen to resume these clubs early in the 2012/13 academic year, with 48% of existing clubs restarting in September. The majority of new clubs in both original and pilot themes were introduced to the programme after Christmas, with 29% starting between January and March and 46% between April and June.*
- *51% of existing clubs ran for 13 weeks or more compared with 13% of clubs in 2011/12. Despite over half of new clubs not commencing until after Easter, almost a third ran for around 12 weeks, while a quarter ran for 13 weeks or more.*
- *Around half of clubs ran immediately after school, over a third ran as lunchtime clubs, and one in ten schools incorporated the Change 4 Life Clubs into lesson times.*
- *Only 13% of schools used external paid coaches to deliver their clubs in 2012/13.*
- *The involvement of year 5 and 6 primary pupils has more than doubled since 2011/12, with almost a quarter of schools now providing opportunities for their older pupils to contribute to club delivery. Training Young Leaders alongside adult deliverers is seen to have made year two of the Change 4 Life Primary programme more sustainable.*

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## WHAT WORKED?

- *Children joining the clubs enjoyed being active but did not have the confidence to take up the traditional sport club opportunities already on offer. By providing these children with a safe, inclusive space where they could play and be active, the Change 4 Life Clubs gave these children an opportunity to increase their physical activity that they would not have otherwise had.*
- *Key to enhancing elements of children's participation associated with a subsequent increase to at least 60 active minutes every day are: the provision of a safe space for less active children to play and be active, the opportunity to contribute to club delivery, and the encouragement of small steps toward increasing physical activity levels.*

- 84% of teachers thought the clubs had added to school PE and sport provision, while 71% thought they had benefitted School Games delivery, although the impact on delivery across the curriculum was more moderate.
- Almost 90% of schools gave the equipment the highest possible rating. The support received from School Games Organisers also scored highly, while two-thirds of teachers found the Change 4 Life logo, images and branding useful in the delivery of their clubs.
- Teachers in existing clubs expressed frustration about their inability to obtain further 'consumable' resources such as logbooks and wristbands. This may lead to the experience of new participants in existing clubs falling short of that delivered to participants that join clubs in their first year.
- There is a lack of content in the logbooks to sustain the interest of existing members beyond their initial 12 week membership, which may lead to members leaving the clubs soon after the 12 week period that the logbooks support. This would render any long-term impact of the clubs at week 24 almost impossible to evaluate.
- Around 70% of teachers felt that the Be Food Smart Resources had helped to promote healthy eating in their Change 4 Life Club and across the school, while over half reported that were useful in promoting healthy eating among parents.
- Teacher ratings were overwhelmingly positive for the impact on improving attitudes to being active and to sport, increasing knowledge of healthy lifestyles, the development of physical skills, increasing confidence and the development of a sense of belonging.
- Teachers believed that the activity ideas, the Spirit of the Games values and an element of competition were most effective in engaging children.
- The top three target groups for clubs were less active children (55%), those with low confidence and/or self-esteem (46%), and 'Children who don't join other clubs', (41%).
- The most significant factors in the decision not to run a club in 2012/13 remain a lack of staff time, and lack of funding.
- The positive experience of schools in 2012/13 is reflected in the responses of the 96% who said they would definitely or probably run a club again in 2013/14.

#### **WHAT WAS THE INFLUENCE OF THE CHANGE 4 LIFE BRAND?**

- The Change 4 Life brand remains a key aspect of the primary programme and one that is valued by children and club coordinators alike.
- Two-thirds of teachers found the Change 4 Life brand and logo useful in the delivery of their clubs, while around half of teachers believe it engages children.
- The slight decrease in teacher's perceptions of the effectiveness of the brand and logo in engaging children is likely to reflect the challenge of sustaining children's interest in the club (or any one club) long term, and the lack of resources reported by some clubs running for a second year.
- The branded resources remain highly valued by schools. For the children this branding provides the link between 'their' club and the adverts they see on television, generating a sense of belonging and pride at being part of the well-known Change 4 Life initiative.

- *While the ethos and aims of the programme are seen by some as more valuable than the branding, this branding provides the visual link to the wider Change 4 Life campaign which in turn reinforces the ethos and aims of the Change 4 Life Primary School Sport Club programme among children, their parents and club coordinators.*
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## **RECOMMENDATIONS**

1. *Schools should be encouraged to maintain focus on the three key aspects of delivery that have been shown to maximise programme outcomes, namely: the provision of a safe space for less active children to play and be active, the opportunity to contribute to club delivery, and the encouragement of small steps toward increasing activity levels.*
  2. *Clear information should be provided to schools about how additional 'consumable' resources such as logbooks and wristbands can be obtained to avoid the delivery of a diminished experience to participants new to the programme in existing clubs.*
  3. *Logbooks should include content and activities for members participating beyond 12 weeks of the programme. The inclusion of activities that children are required to complete in the logbooks beyond week 12 will be important to sustain engagement, reinforce programme aims and prompt survey completion in week 24 of the clubs.*
  4. *Schools yet to develop their Young Leader capacity should be encouraged to do so in 2013/14 to further enhance programme outcomes, and ease delivery resource tensions to promote a more sustainable environment for the clubs.*
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## 1) CONTEXT

SPEAR was commissioned in October 2012 to conduct an evaluation of the Change 4 Life School Sport Clubs in primary and secondary schools in 2012/13 and 2013/14, having evaluated the introduction of Change 4 Life Clubs in primary schools in 2011/12, and secondary schools in 2010/11 and 2011/12. In 2012/13 the primary programme has expanded with the addition of 750 new clubs and a further 250 pilot clubs in two new club themes. In April 2013, SPEAR provided an Interim Report on both existing and new Change 4 Life Clubs including initial delivery insights and progress and planning for the primary evaluation. This Final Report both supplements and supersedes the Interim Report.

The 2011/12 evaluation of the Change 4 Life Primary School Sport Clubs in their opening year demonstrated that Change 4 Life School Sport Clubs can be effective mechanisms for change, however, it remained to be seen if observed increases in activity levels were replicated, sustained or changed as clubs moved into their second year with new, or existing, cohorts of children. The 2012/13 Final Report on the Change 4 Life Primary School Sport Clubs focuses on findings relating to replication of impact demonstrated across the first 12 weeks of the programme in 2012/13. Preliminary data on the longer-term impact of the clubs are also presented. Multiple perspectives on key areas relating to impact, namely levels of physical activity, self-efficacy and enjoyment are provided, alongside delivery issues central to the ability of the clubs to achieve these key aims. The broader impact of the programme on children's knowledge of healthy lifestyles and wellbeing, both inside and outside of school, is also explored.

Key messages are summarised at the start of each section (and in the Headlines section on pages 2-5). The report addresses three questions in relation to the primary programme: Who participated? What did the clubs look like? and What worked? The influence of the Change 4 Life brand is addressed and recommendations for the future development of Change 4 Life Primary School Sport Clubs are presented.

A methodological note is provided at appendix A, but table 1.1 summarises the evaluation approach for the primary programme.

**Table 1.1) Primary evaluation**

	<b>Research</b>	<b>Sample</b>
<b>Secondary Analysis</b>	<ul style="list-style-type: none"> <li>YST returns on participation from SGO areas have been analysed to generate overall participation figures for Change 4 Life School Sport Clubs in 2012/13.</li> </ul>	Returns from 442 of 450 SGO areas.
<b>Repeated Measures Survey of Children (including panel recruitment)</b>	<ul style="list-style-type: none"> <li>Sustained relationship management strategy including telephone interviews with lead teachers and recruitment of panel schools to the repeated measures survey panel.</li> <li>A repeated measures survey of children at weeks 1, 6, 12, 13, 18 and 24 has examined changes in participation levels, self-efficacy and enjoyment.</li> </ul>	<p>264 schools recruited to the repeated measures survey panel.</p> <p>3,377 survey returns from 1,811 children in 101 schools with 905 repeated measures for weeks 1-12 and 125 repeated measures for weeks 13-24 (see appendix B for survey form).</p>
<b>Site Visits</b>	<ul style="list-style-type: none"> <li>Site visits to explore how clubs were operating in a range of different school contexts.</li> </ul>	6 visits: 4 clubs running since 2011/12 in the original themes and 2 new clubs in the new themes.
<b>Cross-Sectional Teacher Survey</b>	<ul style="list-style-type: none"> <li>An online survey of lead teachers has examined how clubs were organised and what worked in individual schools.</li> </ul>	Survey completions from 402 lead teachers.

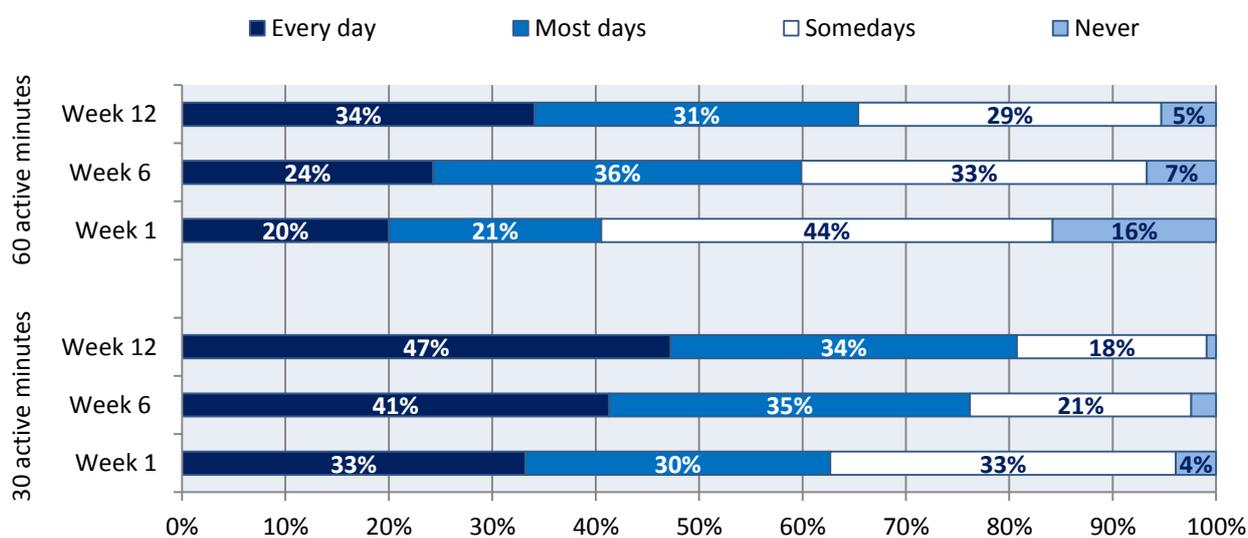
## 2) WHO PARTICIPATED IN THE PROGRAMME?

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### HEADLINES

- *Increases across all levels of activity demonstrate that Change 4 Life Primary School Sport Clubs continue to be effective mechanisms for increasing physical activity levels among less active primary children regardless of the extent of their initial inactivity.*
- *Over the two years of the programme almost 115,000 children have participated in Change 4 Life Primary School Sport Clubs, of whom over 95,000 (83%) were 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 has increased by 92%, resulting in over 18,000 additional children achieving at least 60 active minutes every day over the two years of the programme.*
- *In 2012/13 over 70,000 children participated in over 4,000 Change 4 Life Primary School Sport Clubs. Over 52,000 children (75% of participants) were new to the clubs this year while around 18,000 children (25% of participants) joined the clubs in 2011/12.*
- *Almost 42,000 (80% of new participants) were not achieving at least 60 active minutes every day on joining the clubs in 2012/13, thus the primary clubs continue to effectively reach the key target group of those children who are less active.*
- *The number of children achieving at least 60 active minutes every day has increased by 71% over 12 weeks of the programme in 2012/13, resulting in over 7,000 additional children newly achieving at least 60 active minutes every day.*
- *In 2012/13, over 80% of children in the programme were within the target age range of 7-9 years and the impact of the programme appears to be greatest in this age group. Analysis by gender continues to show no significant differences in the impact of the programme between boys (48% of participants) and girls (52% of participants).*
- *Despite 80% of participants not achieving at least 60 active minutes every day at the start of 2012/13, children join the clubs with positive attitudes to sport and games. Behavioural changes occur quickly, while increases in self-efficacy and children's confidence to make up new games are moderate and positively linked to the development of a sense of belonging and the opportunity to contribute to club delivery.*
- *The process of change observed over the first 12 weeks of the programme in 2012/13 is highly consistent with that reported in 2011/12. Thus the impact demonstrated in 2011/12 is replicated both in clubs new to the programme, and in those running for a second year with a new cohort of children.*
- *The process of change observed over weeks 13-24 of the programme is not presented as top level data because the sample for weeks 13-24 has a margin of error greater than +/- 5%, and consequently estimates of effects for longer-term impact should be viewed as pilot data to inform robust evaluation of longer-term impact in 2013/14.*
- *An important factor affecting the sample size for weeks 13-24 is that few clubs with members continuing beyond 12 weeks downloaded additional logbooks, and one possible reason for this may be that the logbooks contain no content or activities beyond week 12.*

In July 2013, School Games Organisers across England were asked to report on the number of participants, coaches and Young Leaders involved in Change 4 Life School Sport Clubs in primary schools in their area (details on Young Leaders and coaches are provided in section 3). Responses were received from 442 of the relevant 450 School Games Organiser areas, and this allows total participation in the programme to be estimated with a negligible maximum error of less than 1%. Matching this data with our own repeated measures survey of primary children in the programme (in which children completed 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 first 12 weeks of the programme in 2012/13 with a maximum error of less than 5%<sup>1</sup>. In summary, the participation changes in 30 and 60 active minutes at each of the levels of activity shown in figure 2.1 demonstrate that ***Change 4 Life Primary School Sport Clubs continue to be effective mechanisms for increasing physical activity levels among less active children regardless of the extent of their initial inactivity.*** Further detail on programme participation and impact over the first 12 weeks of the clubs is provided in table 2.1.



**Figure 2.1) Participation changes in 30 and 60 active minutes at each level of activity (n = 905)**

***Over the two years of the programme almost 115,000 children have participated in Change 4 Life Primary School Sport Clubs, of whom over 95,000 (83%) were not achieving at least 60 active minutes every day on joining the clubs. Table 2.1 shows that the number of primary children achieving at least 60 active minutes every day by week 12 of their club membership has increased by 92%, resulting in over 18,000 additional children achieving at least 60 active minutes every day over the two years of the programme.***

***In 2012/13 over 70,000 children participated in over 4,000 Change 4 Life Primary School Sport Clubs. Over 52,000 children (75% of participants) were new to the clubs this year while around 18,000 children (25% of participants) joined the clubs in 2011/12<sup>2</sup>. While data from the 2011 Start Active, Stay Active report suggest that around 70% of children may not be achieving 60 active minutes daily, in Change 4 Life Clubs in 2012/13, almost 42,000 children (80% of new participants) were not achieving at least 60 active minutes daily. Thus the Change 4 Life Primary School Sport Clubs continue to reach the key target group of those children who are less active.***

<sup>1</sup> 52,304 children were new to the clubs in 2012/13. Effects reported over the first 12 weeks of the programme in 2012/13 are estimated from this sample of 52,304 new club participants.

<sup>2</sup> 17,903 existing participants joined the clubs in 2011/12 and remained in the clubs in 2012/13. Survey returns received from these children in 2012/13 are classified as weeks 13, 18 and 24.

**Table 2.1) Programme participation and impact**

<b>WHO JOINED THE CLUBS?</b>				
OVERALL	In 2012/13 <b>52,304</b>		Over two years of the programme <b>114,902</b>	
	In 2012/13		Over two years of the programme	
	More than half the time*	Every Day	More than half the time*	Every Day
Number of children active for at least 30 minutes/day	<b>32,795</b> (63%)	<b>17,365</b> (33%)	<b>73,358</b> (64%)	<b>37,021</b> (32%)
Number of children active for at least 60 minutes/day	<b>21,183</b> (41%)	<b>10,461</b> (20%)	<b>47,224</b> (41%)	<b>19,725</b> (17%)
TARGET GROUP	In 2012/13		Over two years of the programme	
Number of children <u>NOT</u> achieving at least 60 active minutes every day	<b>41,791</b> (80%)		<b>95,062</b> (83%)	
<b>AFTER 12 WEEKS OF THE PROGRAMME...</b>				
	In 2012/13		Over two years of the programme	
	More than half the time*	Every Day	More than half the time*	Every Day
Number of children active for at least 30 minutes/day	<b>42,262</b> (81%)	<b>24,740</b> (47%)	<b>92,966</b> (81%)	<b>54,098</b> (47%)
Number of children active for at least 60 minutes/day	<b>34,207</b> (65%)	<b>17,836</b> (34%)	<b>74,082</b> (64%)	<b>37,804</b> (33%)
<b>WHAT WAS THE IMPACT?</b>				
	In 2012/13		Over two years of the programme	
	More than half the time*	Every Day	More than half the time*	Every Day
Increase in children active for at least 30 minutes/day	<b>29%</b> (9,467)	<b>42%</b> (7,375)	<b>27%</b> (19,608)	<b>46%</b> (17,078)
Increase in children active for at least 60 minutes/day	<b>61%</b> (13,024)	<b>71%</b> (7,375)	<b>57%</b> (26,825)	<b>92%</b> (18,079)

\* 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 active minutes *every day* (33% of programme recruits); those active for at least 60 minutes a day *more than half the time* (41% of programme recruits); and those active for at least 60 active minutes *every day* (20% of programme recruits). A detailed breakdown of those moving between activity levels is provided at appendix C.

***The number of primary children achieving at least 60 active minutes every day has increased by 71% over 12 weeks of the programme in 2012/13, resulting in over 7,000 additional children newly achieving at least 60 active minutes every day.*** More broadly, the net impact of the programme in 2012/13 is that almost 18,000 children (34% of participants) achieve at least 60 active minutes on more days than they did previously.

At lower levels of activity, of the just over 19,500 children who entered the programme achieving at least 30 active minutes per day less than half the time, almost 9,500 (42%) 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 (36,508) were playing games where they get out of breath on most days 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 moderate to 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.

In addition to measures of exercise frequency and intensity, children were surveyed about their attitudes and preferences relating to physical activity. Children were asked whether they did, felt or liked various elements relating to physical activity and 'games', which were explained as being active games, 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. Children were surveyed at Week 1, week 6 and week 12 of the programme, and for those who participated in the clubs beyond 12 weeks, at week 13, week 18 and week 24<sup>3</sup>

The changes that took place and the timing of the changes over the first 12 weeks of the programme for new club participants are shown in table 2.2. 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. Because of the nature of the data it is difficult to provide an overall summary measure of the size of the changes that took place, so as an illustration of the size of the changes table 2.3 shows the changes in the numbers of children that did, felt or liked each element more than half of the time (i.e. every day or most days).

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<sup>3</sup> Children participating in the clubs beyond 12 weeks comprise existing participants who joined the clubs in 2011/12 and are participating in a second phase of club sessions in 2012/13, and new participants who have participated for 13 weeks or more in 2012/13.

**Table 2.2) Timing of Programme Changes in 2012/13 (n = 950)<sup>1</sup>**

	--- When Change Took Place --			Nature of Change <sup>2</sup>
	Week 1-6	Week 6-12	Week 1-12	
I look forward to playing games				Already high <sup>3</sup> (No change)
I feel happy after playing games				Already high <sup>3</sup> (No change)
I like playing games with others				Already high <sup>3</sup> (No change)
I like to be active				Already high <sup>3</sup> (No change)
I do more than 30 minutes of physical activity				Early consistent change
I drink water before, during and after games				Late change
I do more than 60 minutes of physical activity				Early consistent change
I play games where I get out of breath				Small change
I think I am good at playing games				No change
When I play games I help others improve				Early consistent change
I make up new games to play				No change
I like trying new games				No change
When I play games I like learning new skills				No change

<sup>1</sup> Paired samples: wks 1 & 6 (n=689), wks 6 & 12 (n=507), wks 1 & 12 (n=536)

<sup>2</sup> Changes listed are significant at p < .001 (non-parametric Wilcoxon test for paired related samples)

<sup>3</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 in 2012/13 (n = 950)<sup>1</sup>**

	----- More than half the time -----			Nature of Change <sup>2</sup>
	Week 1	Week 6	Week 12	
I look forward to playing games	44,668 (85%)	46,028 (88%)	45,400 (87%)	Already high <sup>3</sup> (No change)
I feel happy after playing games	44,511 (85%)	45,243 (87%)	46,394 (89%)	Already high <sup>3</sup> (No change)
I like playing games with others	44,877 (86%)	46,498 (89%)	46,184 (88%)	Already high <sup>3</sup> (No change)
I like to be active	42,262 (81%)	45,243 (87%)	45,923 (88%)	Already high <sup>3</sup> (No change)
I do more than 30 minutes of physical activity	32,795 (63%)	39,856 (76%)	42,262 (81%)	Early consistent change
I drink water before, during and after games	34,782 (67%)	36,194 (69%)	38,862 (74%)	Late change
I do more than 60 minutes of physical activity	21,183 (41%)	31,330 (60%)	34,207 (65%)	Early consistent change
I play games where I get out of breath	32,115 (61%)	33,442 (64%)	36,508 (70%)	Small change
I think I am good at playing games	42,837 (82%)	45,766 (88%)	45,609 (87%)	No change
When I play games I help others improve	31,749 (61%)	35,881 (69%)	39,856 (76%)	Early consistent change
I make up new games to play	28,976 (55%)	30,389 (58%)	32,690 (63%)	No change
I like trying new games	41,477 (79%)	44,040 (84%)	44,406 (85%)	No change
When I play games I like learning new skills	40,013 (77%)	42,994 (82%)	44,563 (85%)	No change

<sup>1</sup> Paired samples: wks 1 & 6 (n=689), wks 6 & 12 (n=507), wks 1 & 12 (n=536)

<sup>2</sup> Changes listed are significant at p < .001 (non-parametric Wilcoxon test for paired related samples)

<sup>3</sup> 'Already high' elements rated 'everyday' at week 1 by >60% of children and at least 'most days' by >80%

All of the elements in table 2.3 increased over the first 12 weeks of the 2012/13 evaluation programme, but changes are only noted if they are statistically significant between weeks 1 and 12 of the programme with  $p < .001$ . Where no change is listed, changes are non-significant with  $p > .001$  (see appendix A for methodological note regarding selection of probability level for statistical significance).

Together, tables 2.2 and 2.3 provide a picture of the process of change in Change 4 Life Primary School Sport Clubs. ***The process of change observed over the first 12 weeks of the programme in 2012/13 is highly consistent with that reported in 2011/12. This suggests that the impact demonstrated in 2011/12 is replicated both in clubs new to the programme this year, and in those running for a second year with a new cohort of children.***

***Despite 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. ***Behavioural changes occur quickly***, with increases in those doing 30 and 60 minutes of physical activity taking place early and continuing to increase throughout the first 12 weeks of the programme. Increases in those that play games where they get out of breath are gradual, but consistent throughout the programme. ***Increases in self-efficacy and children's confidence to make up new games are moderate and positively linked to the development of a sense of belonging and the opportunity to contribute to club delivery.***

In 2011/12, changes in the self-efficacy of children participating in the clubs took longer than behavioural changes to occur, with increases in the numbers that thought they were good at playing games and helped others improve not occurring until after week 6. This year, changes in the numbers of children who feel they help others improve have occurred quickly and increased steadily over the first 12 weeks of the programme. While changes in those that think they are good at playing games and are confident to try new things are non-significant, around three-quarters of children joined the clubs already feeling confident about successfully playing games, trying new games and learning new skills and they retained these positive perceptions throughout the duration of the programme.

Consistent with findings from the 2011/12 evaluation, a relatively small (12%) increase was observed in the one-half of children who reported that they liked to make up new games to play. Insights from site visit schools and responses to the Teacher Survey (see section 4) suggest that while children enjoy being able to choose from the *existing* activities on offer, making up *new* games requires a greater degree of confidence. Increases in children's confidence within the clubs were seen to be strongly related to the development of a sense of belonging, and key to this development was the opportunity to contribute to club delivery. Encouraging children to create activities of their own with the range of equipment provided, but also to think of new ways to get active in the absence of formal equipment may help to give children the confidence and skills needed to engage in informal physical activity both within and outside the Change 4 Life Club.

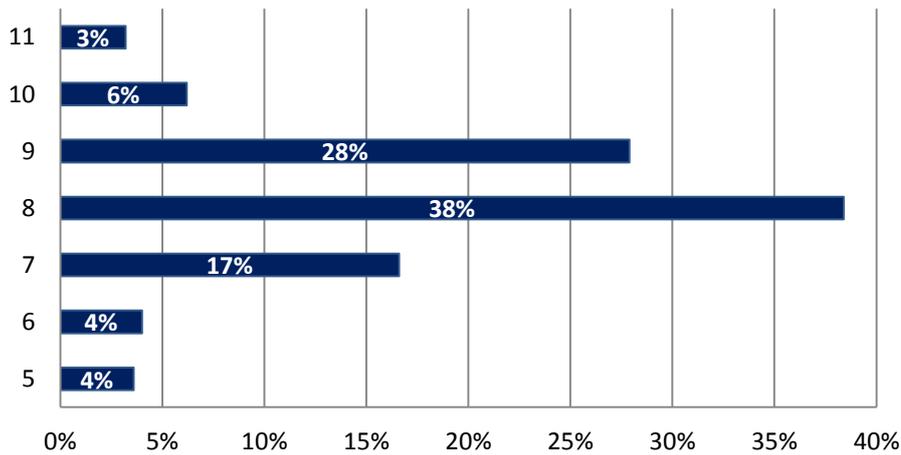
While the process of change observed over the first 12 weeks of the programme in 2012/13 suggests that the impact demonstrated in 2011/12 is replicated in children new to the clubs this year, a further aim of the evaluation was to assess the longer-term impact of the clubs on children participating for a second successive year, and those remaining in the clubs beyond 12 weeks in 2012/13. Survey returns for weeks 13 to 24 were received from 352 unique children, with 125 returns identifiable as repeated measures. As highlighted in the Interim Report, the small sample

of survey returns which can be robustly identified as repeated measures is partly the result of technical data return issues such as inconsistent or missing logbook numbers or schools not identifying first and second year participants, many of which can be attributed to a lack of information being available to schools about evaluation requirements at the very start of the 2012/13 school year. However, data from the Teacher Survey shows that only 5% of schools downloaded new logbooks in 2012/13 (figure 4.3 in section 4), meaning that few club members continuing beyond week 12 would have continued with logbooks. In fact, an estimate drawing on a combination of survey and monitoring data suggests that only 15% of members participating beyond 12 weeks (circa 2,700 children) would have continued with logbooks. This means that the returned sample from 352 children actually represents a quite reasonable 13% of those participating beyond 12 weeks who were likely to have had logbooks, although it represents only circa 2% of the total population participating beyond 12 weeks, with the number of repeated measures being even lower. As such, ***the sample for weeks 13 to 24 has a margin of error greater than +/- 5%, and consequently estimates of effects for the longer-term impact of the clubs are not presented as top-level data and should be viewed as pilot data only to inform a more robust evaluation of longer-term impact in 2013/14.***

***One of the possible reasons why so few clubs with members continuing beyond 12 weeks did not download additional logbooks may be that the logbooks contain no content or activities beyond week 12.*** Given that sections 3 and 4 show that the logbook activities are important in both engaging children and in delivering programme outcomes, the lack of content in the logbooks to sustain children's interest beyond week 12 is potentially problematic, both for the delivery of long-term impact in weeks 13-24, and for any related evaluation of such impact (see section 4).

Of the 70,207 participants in Change 4 Life Primary School Sport Clubs this academic year, just under 18,000 joined the clubs in 2011/12 and remained as participants in the 3,000 clubs that delivered in 2012/13 for a second successive year. Survey returns from these children in 2012/13 are classified as weeks 13, 18 and 24, and alongside new club members who participated for 13 weeks or more in 2012/13, comprise the sample for assessment of longer-term impact. While estimates of effects for programme outcomes beyond week 12 must be viewed with caution, preliminary data on the longer-term impact of the clubs suggest that enjoyment of physical activity and games remains high and stable. A decline in physical activity levels and self-efficacy between the end of the first 12 week phase of the clubs and the start of a second phase of club sessions is indicated, however on returning to the Change 4 Life Clubs, children's physical activity levels and self-efficacy increase again. The magnitude of the changes is smaller than that observed over the first 12 weeks of the clubs, particularly for levels of self-efficacy, but this data must be treated with caution due to the small sample size. Preliminary figures for all elements of the programme across weeks 13 to 24 are provided at appendix D.

Change for Life Primary School Sport Clubs were designed to cater for ***children aged 7-9***, and figure 2.2 shows that ***the majority of children in the programme (83%) were within that age range.*** Consistent with findings from the 2011/12 evaluation, ***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 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 (5 and 6) and older (10 and 11) children.



**Figure 2.2) Ages of participants in Change 4 Life Clubs (n = 1,811)**

There was a relatively even split of boys and girls recruited to the programme, with **48% of programme participants being boys, and 52% being girls. Analyses by gender show no significant differences in the impact of the programme between boys and girls.**

Three-quarters of surveyed children are new club members, while one-quarter have participated previously. 58% of children are participating in clubs running for a second year in one of the original Adventure, Creative and Target themes, while 42% of children are participating in clubs new to the programme in 2012/13. Comparative statistical analyses show no significant differences in the impact of the programme between participants in existing and new clubs. Analysis by club theme appears to suggest that the impact of the programme is greatest for participants in the original themed clubs, with fewer significant changes in programme elements among participants in the new themed clubs. Given the similar magnitude and consistency of changes for all elements of the programme across original and new themed clubs, the lack of significant differences are likely to reflect the smaller sample of responses from the new themed clubs, and not a lack of impact in the new Flight and Combat clubs.

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

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#### HEADLINES

- *The average Change 4 Life Primary School Sport Club ran for twelve and a half weeks and took place mostly immediately after school, but often at lunchtime, in a regular designated physical space with 18 members and 4 Young Leaders.*
  - *In the average club, six members increased the number of days on which they achieved at least 60 active minutes, of whom three are now newly achieving at least 60 active minutes every day.*
  - *Over 4,000 Change 4 Life School Sport Clubs in primary schools delivered over 50,000 sessions to over 70,000 participants and involved over 6,000 Young Leaders and almost 4,000 coaches.*
  - *Of the original club themes, Target remains the most popular (32%). The Creative theme (27%) and a combination of themes (24%) were more popular than the Adventure theme which was delivered by 18% of schools. The pilot Combat and Flight themes were distributed equally between clubs new to the programme in 2013.*
  - *Schools that had run Change 4 Life School Sport Clubs in 2011/12 were keen to resume these clubs early in the 2012/13 academic year, with 48% of existing clubs restarting in September. The majority of new clubs in both original and pilot themes were introduced to the programme after Christmas, with 29% starting between January and March and 46% between April and June.*
  - *51% of existing clubs ran for 13 weeks or more compared with 13% of clubs in 2011/12. Despite over half of new clubs not commencing until after Easter, almost a third ran for around 12 weeks, while a quarter ran for 13 weeks or more.*
  - *Around half of clubs ran immediately after school, over a third ran as lunchtime clubs, and one in ten schools incorporated the Change 4 Life Clubs into lesson times.*
  - *Only 13% of schools used external paid coaches to deliver their clubs in 2012/13.*
  - *The involvement of year 5 and 6 primary pupils has more than doubled since 2011/12, with almost a quarter of schools now providing opportunities for their older pupils to contribute to club delivery. Training Young Leaders alongside adult deliverers is seen to have made year two of the Change 4 Life Primary programme more sustainable.*
- 

Section 2 showed that the Change 4 Life Primary School Sport Clubs in 2012/13 continued to deliver an impressive impact on primary children's physical activity. However, it is important to understand how this impact was delivered. In this respect, this section explores what the clubs looked like as a delivery mechanism, while section 4 examines in more detail what specific aspects of the programme worked well.

In the six site visit schools the initial reason for wanting to run a Change 4 Life Primary School Sport Club was to be part of the broader Change 4 Life programme. For the South East England Combat club, the appeal of the initiative related to the positive lifestyle theme which complemented the approach to well-being adopted within the school (appendix E5). The North

East Midlands Creative club saw the programme as a useful addition to the schools broad focus on healthy lifestyles (appendix E3), while the lead at the West Midlands Creative club felt that the Change 4 Life ethos fitted in with an existing well-being club for parents (appendix E2). Club leads' appreciation of the broad reach of the programme was echoed by several respondents to the Teacher Survey and a sample of these comments is provided in Table 3.1.

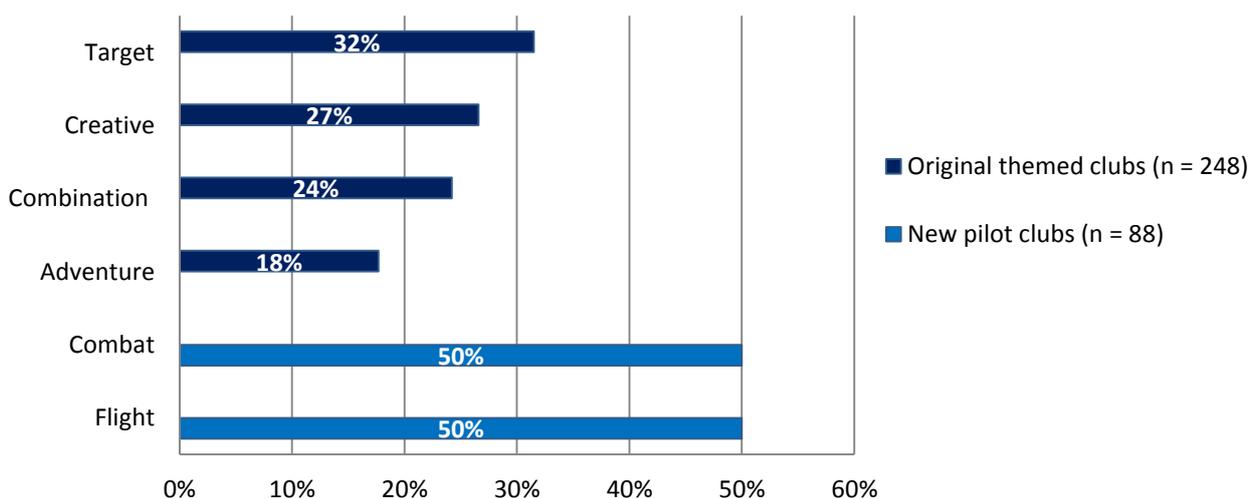
**Table 3.1) Illustrative comments from the Teacher Survey concerning the broad reach of the Change 4 Life programme**

*The beauty of this programme is that it extends beyond the classroom and provides opportunities for families to work together to improve their lifestyles.*

*The Change 4 Life Club provides the opportunity to give children the foundation they need to get into other sports and complements our work with families to encourage healthy lifestyles.*

*The link for our club to the adverts and national marketing helps parents understand and support our ideas of educating children for life to stay healthy. It's a fantastic project to be part of and has helped our school improve participation levels in PE as well as give children an opportunity to be proud of themselves and have confidence to try new things.*

Three possible themes were available to primary schools for their Change 4 Life Clubs at the start of the 2012/13 school year, with the two new pilot themes introduced in 2013. Figure 3.1 shows that **of the original club themes, Target remains the most popular (32%). The Creative theme (27%) and a combination of themes (24%) were more popular than the Adventure theme which was delivered by 18% of schools. The pilot Combat and Flight themes were distributed equally between clubs new to the programme in 2013.**

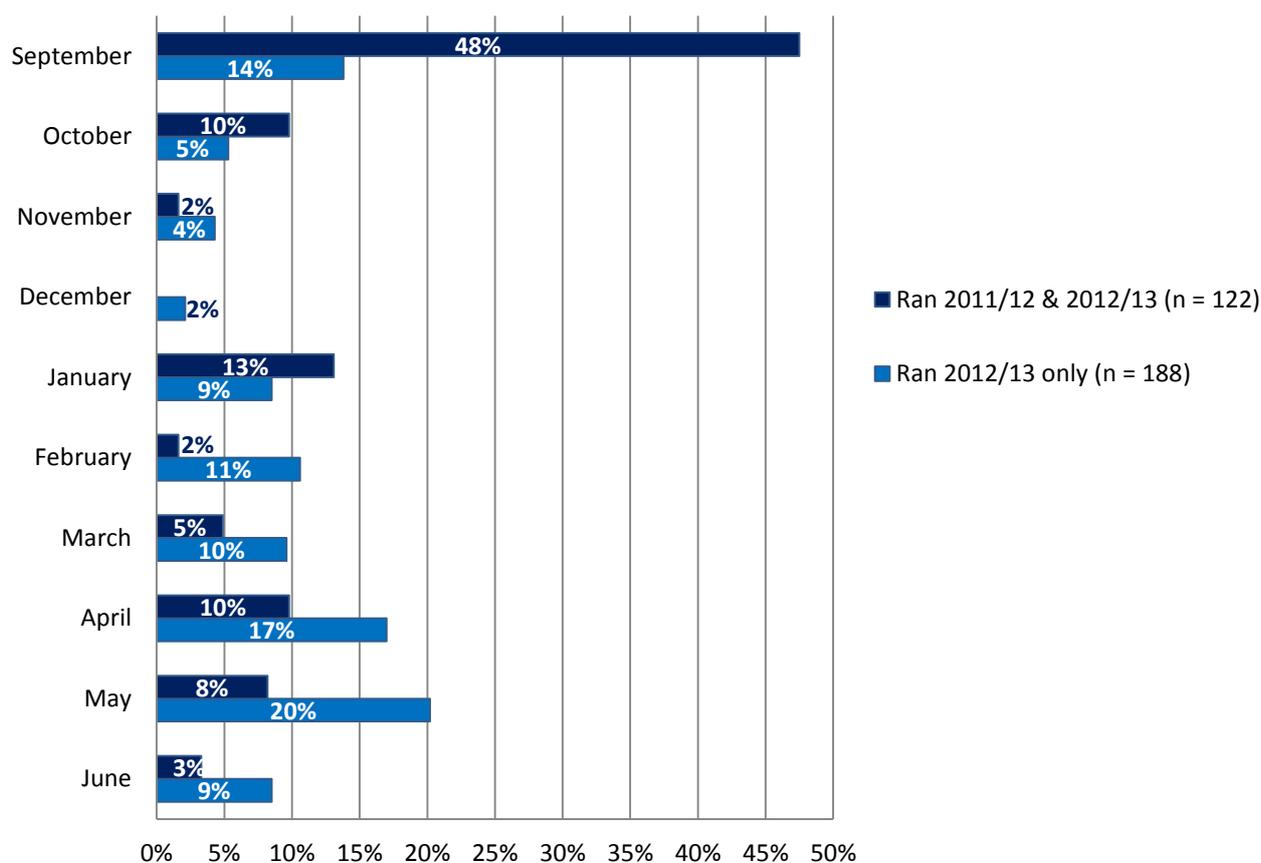


**Figure 3.1) Change 4 Life Clubs delivered by primary schools**

While some clubs were assigned a theme, for those able to choose, the choice of theme was considered important to the success of the club. At the East of England club, the choice of the Adventure pack was deemed key because the club leads did not think that their targeted children would have had the confidence initially to respond well to the Creative pack (appendix E1), while

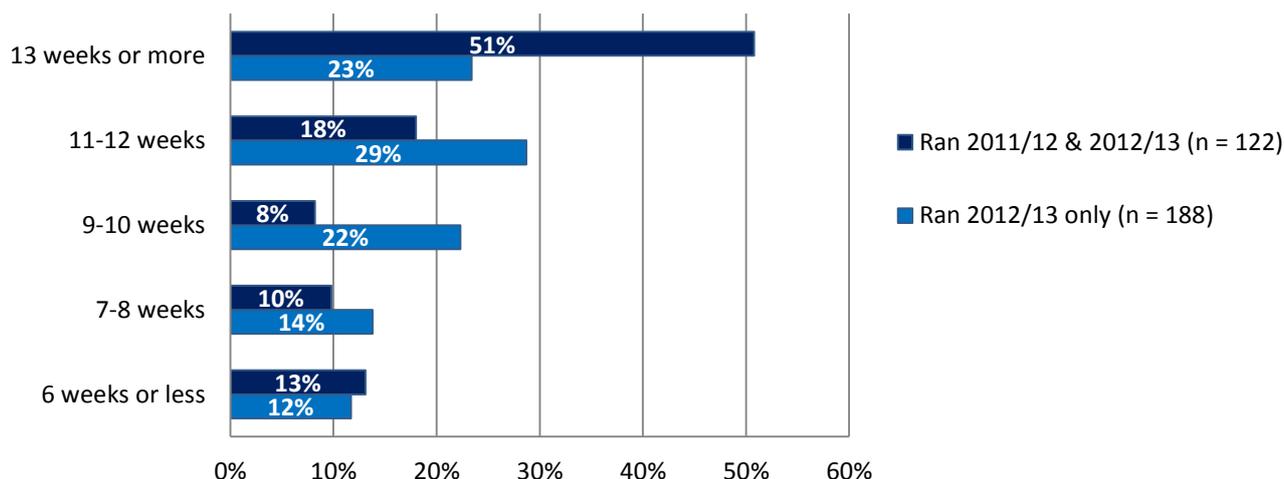
the North East Midlands school chose the Creative theme because it complemented the broader aims of the school and filled a gap in the existing provision (appendix E3).

Figure 3.2 shows that ***schools that had run Change 4 Life Primary School Sport Clubs in 2011/12 were keen to resume these clubs early in the 2012/13 academic year, with 48% of existing clubs restarting in September. The majority of new clubs in both original and pilot themes were introduced to the programme after Christmas, with 29% starting between January and March and 46% between April and June.*** 26% of clubs newly delivering in 2012/13 were able to commence in the autumn term and responses from the Teacher Survey suggested that these clubs were intended for 2011/12, but were unable to run as planned, so were postponed until the start of the new school year.



**Figure 3.2) Month in which Change 4 Life Primary Clubs commenced**

The earlier start dates for delivery of Change 4 Life Primary Clubs in 2012/13 relative to 2011/12 has meant that clubs have been able to run for longer, as shown in figure 3.3, with ***51% of existing clubs running for 13 weeks or more compared with 13% of clubs in 2011/12. Despite over half of new clubs not commencing until after Easter, almost a third ran for around 12 weeks, while a quarter ran for 13 weeks or more.***

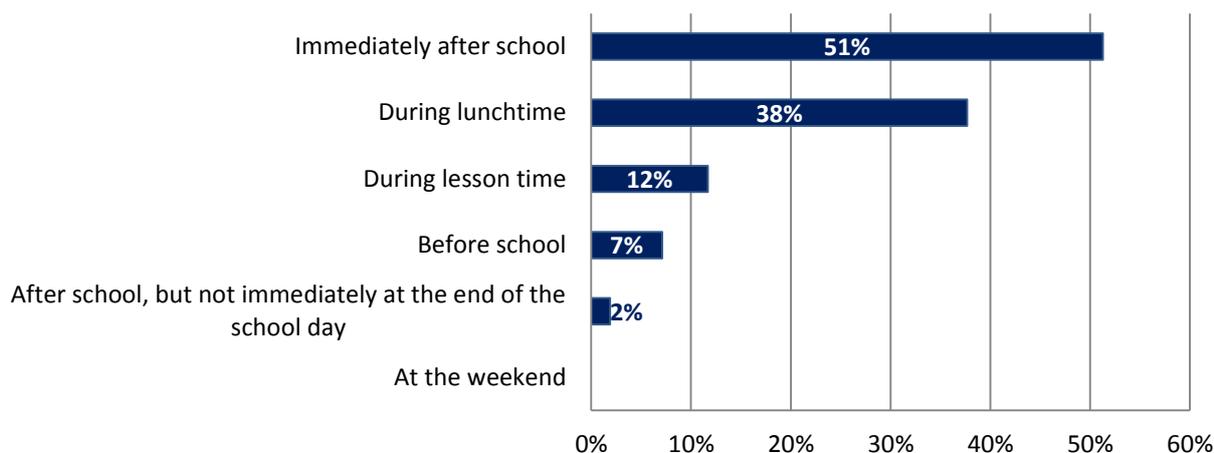


**Figure 3.3) Number of weeks for which Change 4 Life Primary Clubs ran in 2012/13**

The delivery period for the clubs was determined not only by the club start date, but by the perceived sustainability of running the clubs long term. One School Games Organiser noted that the first phase of club sessions were highly successful where clubs had commenced with a paid coach and plentiful resources, but when school staff had to take over the running of the clubs and the logbooks had been completed, they were challenging to sustain. Another commented on how difficult it was gain the commitment of the teacher to keep the club going beyond 12 weeks and that clubs should be delivered over a shorter period to retain pupil's interest. The challenge of sustaining children's interest was endorsed by several teachers responding to the Teacher Survey who noted that they find it very hard to maintain interest in the same club for a full year and that this had, in some cases, been compounded by the depletion of those resources seen to be particularly effective in engaging children. At the South East England Combat club there were no immediate plans to deliver the club beyond the first block of 12 sessions because the lead did not have the capacity to resource it, although running the club longer-term was to be explored as an option for the future with the ambition of making the club more student-led. It was hoped that this might help retain children's interest, maximise programme outcomes, and support the sustainability of the club (appendix E5).

Figure 3.4 shows that **around half of clubs (51%) ran immediately after school, over a third ran as lunchtime clubs, and one in ten schools incorporated the Change 4 Life Clubs into lesson times.** The accommodation of clubs within the school day was highlighted as a concern in the 2011/12 evaluation report on the basis that these clubs may be less clearly targeted at the less active because entire class groups are likely to be participating. However, data from the Teacher Survey and site visits suggest that the decision made by an increasing number of schools in 2012/13 to hold Change 4 Life sessions within the school day is in fact designed to ensure that targeted children can, and will, attend. The lead at the East of England Adventure club explained how having the session within the school day has been found to be really beneficial in terms of the target pupils' attendance because it removes the issue of parents having to make extra arrangements for collecting their child. It also means that the club has a profile in the school and this, in addition to word-of-mouth promotion through members, has meant that other children have expressed the desire to join (appendix E1). This view was shared by respondents to the Teacher Survey, one observing that in her experience, children lacking confidence to take part in physical activities often have little support from their parents so it is difficult to run the club as an

after school event - “To target the children that really need the support, I have to run the club at lunch time”.



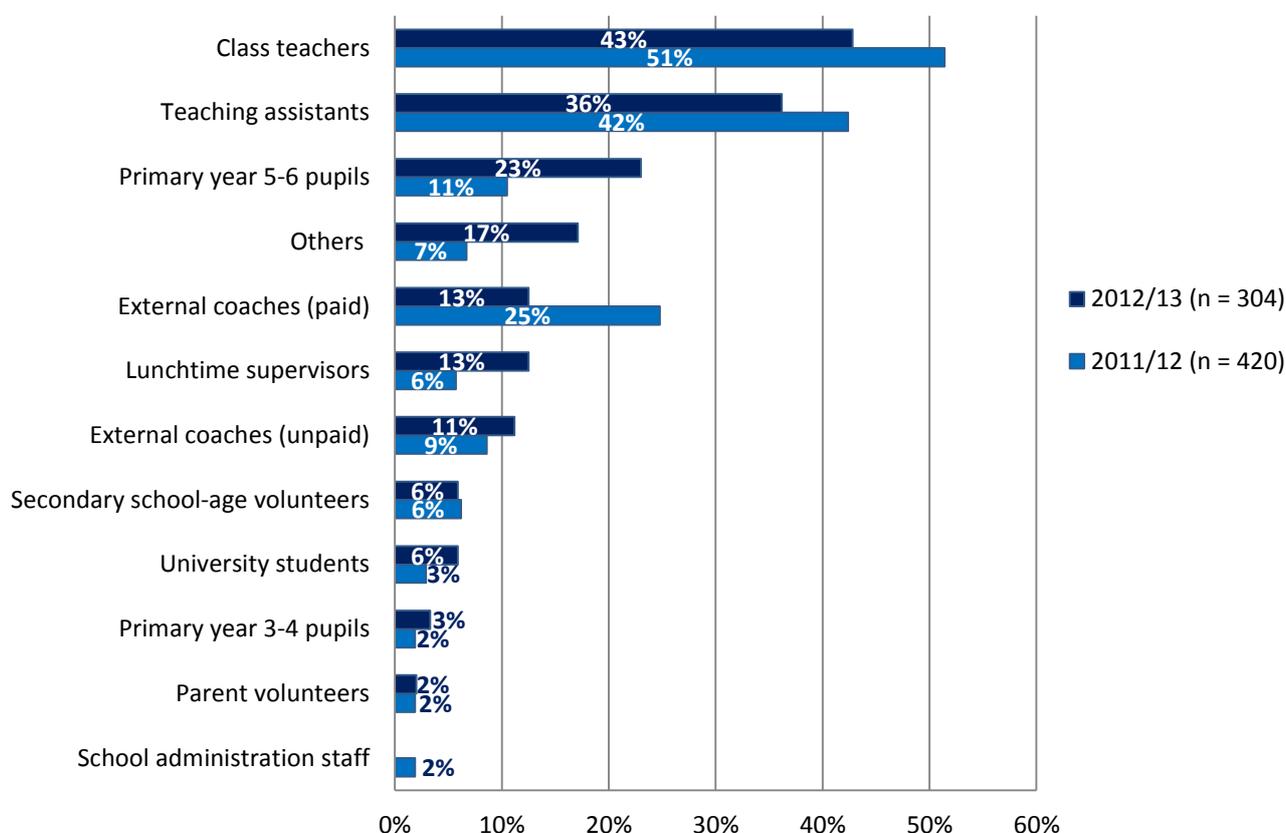
**Figure 3.4) Time of day at which Change 4 Life Primary Clubs ran (n = 308)**

Over 80% of all schools had a regular designated physical space for their Change 4 Life Club, and this does appear to have helped develop the sense of belonging perceived by teachers to be key to observed increases in confidence (see section 4). While running the clubs within the school day appears to be an effective means of ensuring that targeted children can attend, a quarter of schools that did so were unable to maintain a regular designated space for their Change 4 Life Club. They also struggled with time constraints, one teacher responding to the Teacher Survey explaining that by the time children have lunch, get changed, complete books and choose tasks they have little quality time on the activities. Other teachers also expressed the difficulty of squeezing the Change 4 Life Club sessions into the school day, and several expressed the desire to run two sessions a week if space, time and staffing permitted.

The importance of developing schools internal delivery capacity was highlighted in the 2011/12 evaluation report as fundamental to the ability of the clubs to maximise programme outcomes, and for the sustainability of the clubs for the future. 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. As shown in figure 3.5, **only 13% of schools** (11% of new clubs and 15% of clubs running for a second year) **used external paid coaches to deliver their clubs in 2012/13**. While the involvement of class teachers and teaching assistants has decreased from 93% to 79%, **since 2011/12 the involvement of year 5 and 6 primary pupils has more than doubled, with almost a quarter of schools now providing opportunities for their older pupils to contribute to club delivery**. This is supported by the 46% increase from 4,136 to 6,025 in the number of Young Leaders involved in Change 4 Life School Sport Clubs in 2012/13.

The increased involvement of Young Leaders in Change 4 Life Primary School Sport Clubs is supported by comments from School Games Organisers, one who noted how schools are progressively training year 5 and 6 pupils to help run the clubs so that they have ownership of the club and it becomes “a club at school for young people run by young people”. Others noted that using internal school staff, volunteers and children to lead the clubs has been key, and that **training Young Leaders alongside adult deliverers has made year two of the Change 4 Life Primary programme much more sustainable**. 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 2013/14 may further enhance programme outcomes, and ease delivery resource tensions to promote a more sustainable environment for the clubs.*



**Figure 3.5) Change 4 Life Primary Club deliverers**

Table 3.2 shows that in 2012/13, **over 4,000 Change 4 Life School Sport Clubs in primary schools delivered over 50,000 sessions to over 70,000 participants and involved over 6,000 Young Leaders and almost 4,000 coaches.**

**Table 3.2) Change 4 Life Primary Club delivery outcomes in 2011/12 and 2012/13**

	2011/12	2012/13
Number of clubs	4,074	4,012
Number of sessions delivered	51,514	50,925
Number of participants	62,598	70,207*
Number of Young Leaders involved	4,136	6,025
Number of coaches involved	2,058	3,812

\* 70,207 children participated in Change 4 Life Primary School Sport Clubs in 2012/13, of whom 52,304 (75% of participants) were new to the clubs this year while 17,903 (25% of participants) joined the clubs in 2011/12 and are therefore also included in the overall participation figure of 62,598 for 2011/12.

Of the 4,012 clubs delivered in 2012/13, three-quarters are clubs running for a second year while just over one-quarter are clubs new to the programme. This suggests that around 1,000 schools that delivered Change 4 Life Primary School Sport Clubs in 2011/12 did not continue to deliver their clubs in 2012/13. Responses to the Teacher Survey suggest that lack of staff time and funding were significant factors in the decision to discontinue the clubs, however a wider discussion of the reasons given for not running a Change 4 Life Club is presented in section 4.

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' Change 4 Life Primary School Sport Club looked like and what it delivered in 2012/13 (table 3.3).

**Table 3.3) The 'average' Change 4 Life Primary School Sport Club**

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In 2012/13, the average Change 4 Life Primary School Sport Club:

ran for ***twelve and a half weeks***

...and took place ***mostly immediately after school, but often at lunchtime***

...in a ***regular designated physical space***

...with ***18 members***

...and ***4 Young Leaders***

...of whom ***6 members increased the number of days on which they achieved at least 60 active minutes***

...and an additional ***3 members now achieve at least 60 active minutes every day.***

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#### 4) WHAT WORKED?

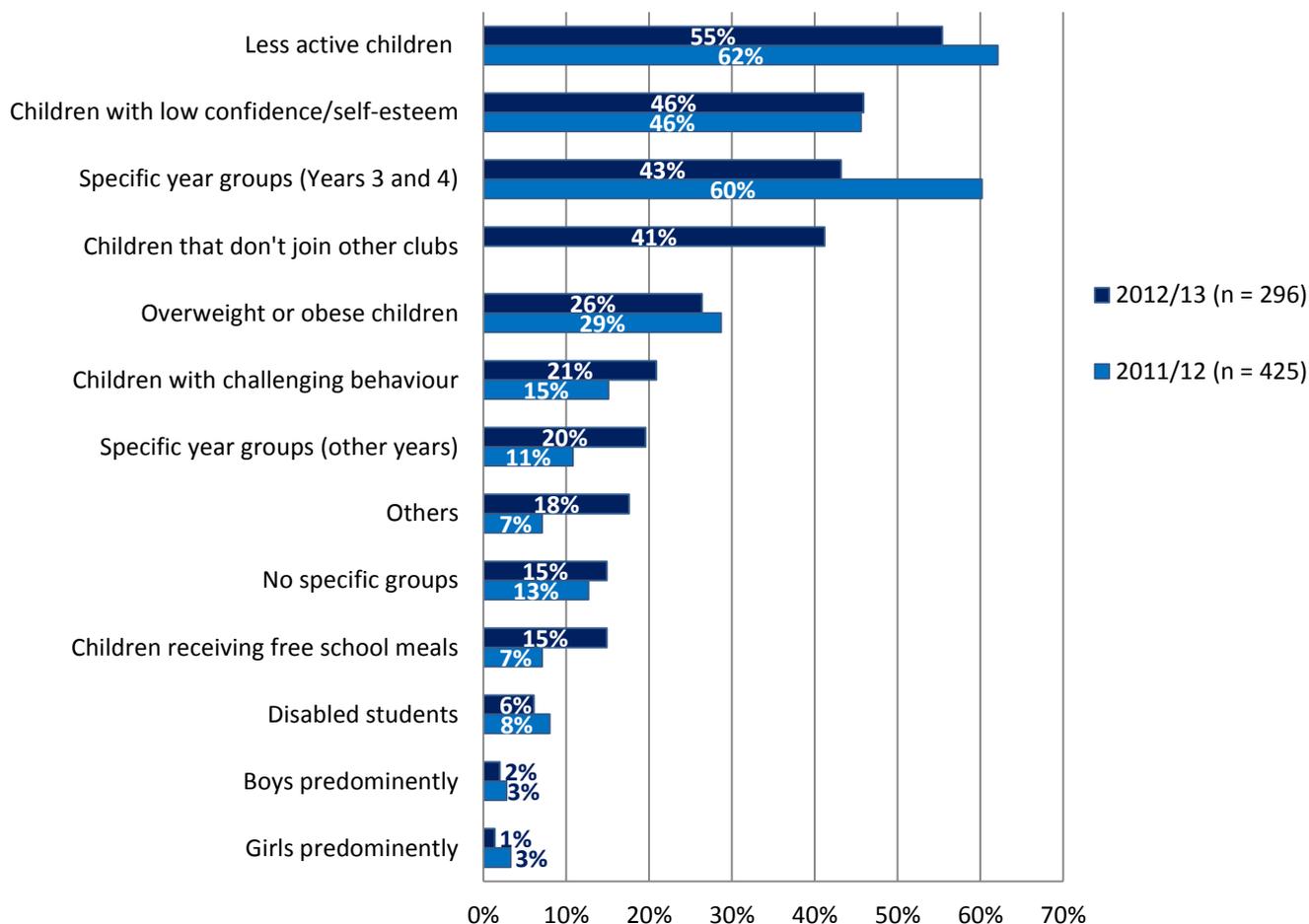
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##### HEADLINES

- *Children joining the clubs enjoyed being active but did not have the confidence to take up the traditional sport club opportunities already on offer. By providing these children with a safe, inclusive space where they could play and be active, the Change 4 Life Clubs gave these children an opportunity to increase their physical activity that they would not have otherwise had.*
  - *Key to enhancing elements of children's participation associated with a subsequent increase to at least 60 active minutes every day are: the provision of a safe space for less active children to play and be active, the opportunity to contribute to club delivery, and the encouragement of small steps toward increasing physical activity levels*
  - *84% of teachers thought the clubs had added to school PE and sport provision, while 71% thought they had benefitted School Games delivery, although the impact on delivery across the curriculum was more moderate.*
  - *Almost 90% of schools gave the equipment the highest possible rating. The support received from School Games Organisers also scored highly, while two-thirds of teachers found the Change 4 Life logo, images and branding useful in the delivery of their clubs.*
  - *Teachers in existing clubs expressed frustration about their inability to obtain further 'consumable' resources such as logbooks and wristbands. This may lead to the experience of new participants in existing clubs falling short of that delivered to participants that join clubs in their first year.*
  - *There is a lack of content in the logbooks to sustain the interest of existing members beyond their initial 12 week membership, which may lead to members leaving the clubs soon after the 12 week period that the logbooks support. This would render any long-term impact of the clubs at week 24 almost impossible to evaluate.*
  - *Around 70% of teachers felt that the Be Food Smart Resources had helped to promote healthy eating in their Change 4 Life Club and across the school, while over half reported that were useful in promoting healthy eating among parents.*
  - *Teacher ratings were overwhelmingly positive for the impact on improving attitudes to being active and to sport, increasing knowledge of healthy lifestyles, the development of physical skills, increasing confidence and the development of a sense of belonging.*
  - *Teachers believed that the activity ideas, the Spirit of the Games values and an element of competition were most effective in engaging children.*
  - *The top three target groups for clubs were less active children (55%), those with low confidence and/or self-esteem (46%), and 'Children who don't join other clubs' (41%).*
  - *The most significant factors in the decision not to run a club in 2012/13 remain a lack of staff time, and lack of funding.*
  - *The positive experience of schools in 2012/13 is reflected in the responses of the 96% who said they would definitely or probably run a club again in 2013/14.*
-

This section adds to the general picture of what Change 4 Life Primary School Sport Clubs looked like as a delivery mechanism provided in section 3. In particular, it examines what specific elements of the Change 4 Life Primary School Sport Club programme worked well, and reflects on those elements that may not have been quite so successful.

Section 2 showed that 80% of participants were not achieving at least 60 active minutes every day at the start of the programme, and that 67% were not achieving at least 30 active minutes every day. This suggests that the clubs were effectively targeted at the less active, and this is borne out by the responses to the Teacher Survey (figure 4.1).



**Figure 4.1) Children targeted to join Change 4 Life Primary Clubs**

The top three non-age related groups that were targeted in 2011/12 were the less active, overweight and obese, and low confidence and/or self-esteem. ***Less active children and those with low confidence and/or self-esteem remain the top two target groups for the clubs, with 55% and 46% of schools respectively targeting these groups. The third most common target group was 'Children who don't join other clubs', targeted by 41% of schools.*** This response option has been included this year following conversations with teachers who suggest that these children often lack the confidence to participate in the traditional sport clubs and tend to be less active as a result. Children perceived to be overweight or obese were targeted by 26% of schools, while children with challenging behaviour were targeted by 21%.

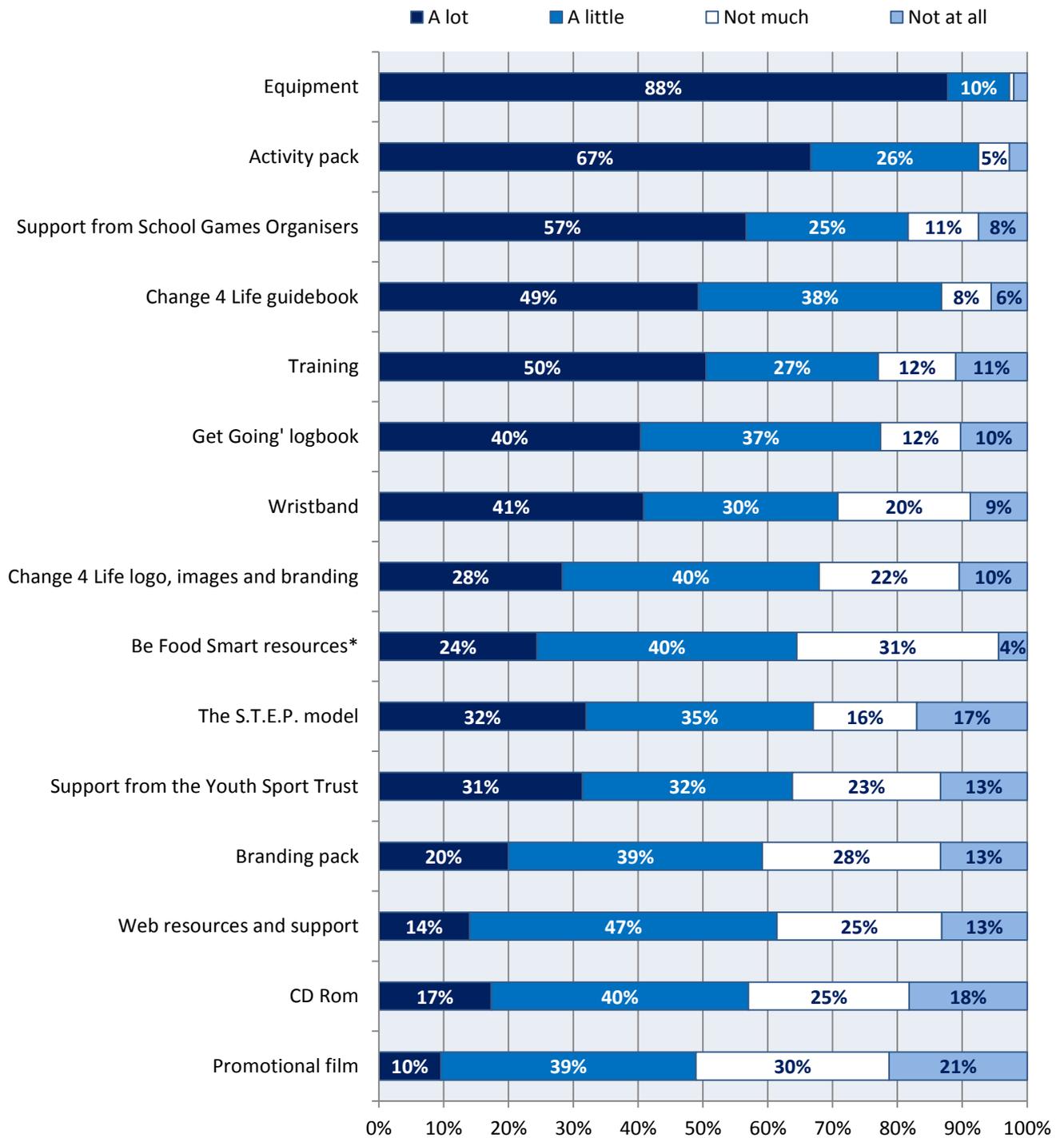
Section 2 showed that 83% of programme participants were in the target age range for the programme of 7-9 years, although only around half of teachers report to have targeted this age group. Only 20% of schools specifically targeted age ranges outside the 7-9 year target range for the programme, while only 15% targeted no specific groups. Overall this suggests that key messages about the importance of targeting Change 4 Life Clubs remain clearly understood by schools.

All of the site visit schools set out to target specific children, and four out of the six schools targeted the intended age range of 7-9 year olds. As the deputy head of the South East Midlands Creative club explained, by the time the children reach years 3 and 4, teachers are aware of children's disposition towards sport and physical activity, and whether these children are provided with support and opportunities outside of school. The children have also reached an age where they can take ideas on board, and have a little more ownership around their well-being, for example, healthy eating at home (appendix E4).

While children from site visit schools were selected for the Change 4 Life Clubs based on common concerns relating to inactivity and weight, targeted children often included those perceived as unwilling or unable to attend other clubs, and those needing additional support to engage with other pupils and to adopt healthy eating practices. All site visit schools had promoted the club sensitively to the children and to their parents, the lead of the East of England Adventure club personally approaching parents of targeted children to explain the broader Change 4 Life aims (appendix E1). The lead of the West Midlands Creative club invited the parents of one child who was initially too shy to join to attend with her, and this had proved successful in overcoming the child's reservations (appendix E2). Not all site visit schools had managed to engage parents in the clubs, but where parental engagement was achieved, this was seen to enhance club delivery and, more broadly, to peak interest in wider school activities.

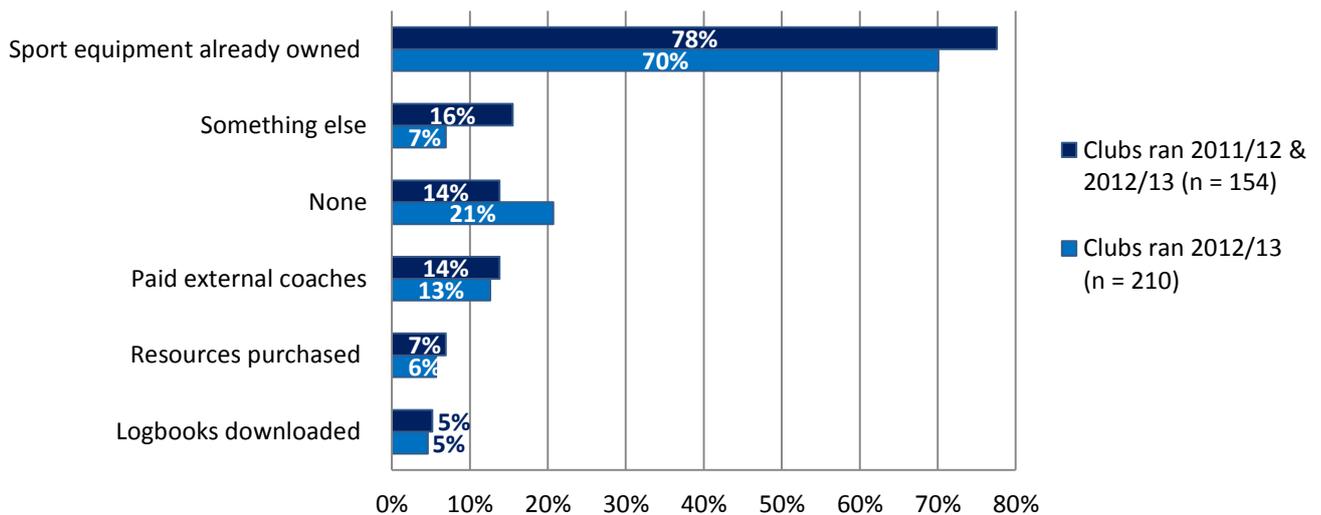
While parental engagement is highly valued from a delivery perspective, other aspects teachers have found useful in delivering their clubs are shown in figure 4.2. Consistent with 2011/12, all of the physical resources score highly, with **almost 90% of schools giving the equipment the highest possible rating. The support received from School Games Organisers also scored highly, while two-thirds of teachers found the Change 4 Life logo, images and branding useful in the delivery of their clubs.**

Figure 4.3 shows that over 70% of clubs chose to complement their Change 4 Life equipment with equipment already owned by the school. At site visit schools running clubs for a second year the use of a combination of Change 4 Life and school-owned equipment did not reflect a decrease in the value placed on the Change 4 Life equipment, rather the increased confidence of club leads to tailor activities and resources to best meet the needs of their targeted children. In the West Midlands Creative club the lead explained that while some of the activities involving equipment from the Creative pack, such as the ribbons, were not effective in engaging the boys, she was now confident enough to combine equipment and deliver a range of activities that enthused all club members. She did note, however, that in the first year the resources and guidance book were crucial to establishing the club and planning the session activities as without them she "wouldn't have known where to start" (appendix E2).



**Figure 4.2) What teachers have found useful in organising and developing Change 4 Life Primary Clubs (n = 292)**

\*Responses included from schools that had received the Be Food Smart resources (n = 90)



**Figure 4.3) Additional resources used to support the Change 4 Life Primary Clubs**

While the club lead in the West Midlands Creative club was happy to adjust her use of the Change 4 Life resources as her confidence grew and the club evolved, several ***teachers in existing clubs expressed frustration about their inability to obtain further ‘consumable’ resources such as logbooks and wristbands***, while others would have liked the opportunity to refresh or top-up some of their other equipment (see table 4.1). Alongside the data in figure 4.2, the comments in table 4.1 show that ‘consumable’ resources such as wristbands and logbooks are seen as a core part of the Change 4 Life experience for children, and that they are perceived to be important to the delivery of programme aims by teachers. However, clearly some teachers struggled to obtain further consumable resources, and although this may have been related to willingness or ability to pay for such resources in some cases, the comments also suggest that there has been a lack of awareness about what resources are available, where they can be obtained, and at what cost. This is supported by figure 4.3 which shows that less than 10% of schools purchased Change 4 Life resources and only 5% downloaded the logbooks. The danger here, of course, is 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.***

As section 2 noted, and as figure 4.2 and table 4.1 also show, the logbooks are important in sustaining children’s engagement with the programme. However, in addition to the problems teachers have experienced in replenishing this consumable resource for new members, ***there is a lack of content in the logbooks to sustain the interest of existing members beyond their initial 12 week membership, which may lead to members losing interest and leaving the clubs soon after the 12 week period that the logbooks support. This would render any long-term impact of the clubs at week 24 almost impossible to evaluate.***

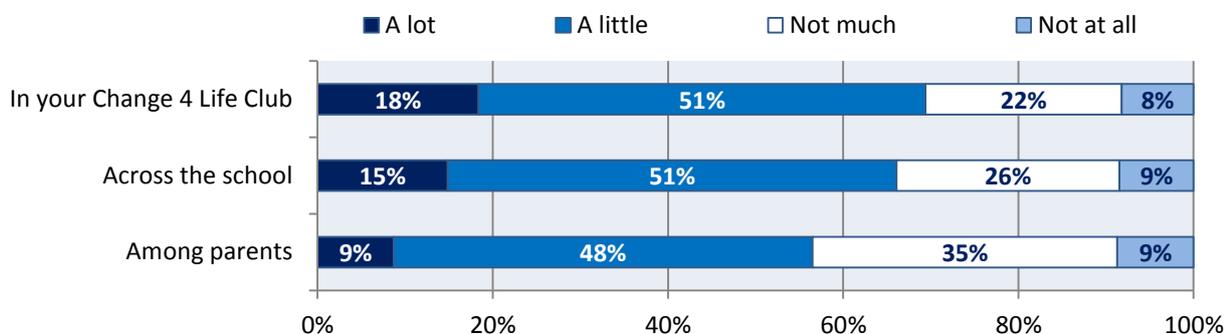
The Be Food Smart resources were introduced to Change 4 Life Primary School Sport Clubs in 2013 and a third of respondents to the Teacher Survey had received these resources. Figure 4.2 shows that around two-thirds of teachers reported that they were useful either ‘a little’ (40%) or ‘a lot’ (24%) to the delivery of their club. More specifically, figure 4.4 shows that ***around 70% of teachers felt that the Be Food Smart Resources had helped to promote healthy eating in their Change 4 Life Club and across the school, while over half reported that were useful in promoting healthy eating among parents.***

**Table 4.1) Illustrative comments from the Teacher Survey concerning perceptions of resources across new and existing clubs**

New Clubs	Existing Clubs
<p><i>The equipment bags have fantastic resources in them and have been of great use in broadening the opportunities that we have been able to offer both at Change 4 Life Clubs and in other aspects of school provision.</i></p>	<p><i>In the first year the resources were superb. I had enough for each child and this helped them become more involved in the club. This year the club lacked new resources (old stuff wasn't replaced) and we have struggled at times.</i></p>
<p><i>We have really benefited from the equipment bags and the localised training delivered.</i></p>	<p><i>The equipment initially sent to us was a fantastic way of engaging children and we would have liked the opportunity to 'top up' our kit for this year.</i></p>
<p><i>It has been good to have the flexibility about what schools can offer because the packs include a range of equipment.</i></p>	<p><i>Resource cards, logbooks and equipment need updating to re-invigorate the club and re-enthuse the children.</i></p>
<p><i>The equipment and resources are excellent, easy to use and exciting.</i></p>	<p><i>In the first year we received lots of support which has not been the case this year. The wristbands were worn with pride, gave a sense of belonging and were greatly missed this year.</i></p>
<p><i>A lot of the resources looked good but asking a non-specialist to interpret them without practical training was a bit ambitious and proved to be so.</i></p>	<p><i>I wasn't sure how to order resources until now so we managed without logbooks but will do so next year.</i></p>
<p><i>I was not aware of the logbooks but will look for next time. There was not enough equipment for a whole class.</i></p>	<p><i>I don't feel there are enough resources to run the club in the same way we did last year. We found it impossible to get new logbooks this year. When we went online there was little or no support.</i></p>
<p><i>Not enough resources to engage children long-term. The activities in the logbooks must span 40 weeks not 12 if we are to keep children focused.</i></p>	

The introduction of the Be Food Smart resources has supported, and complemented the increased presence of a broader healthy lifestyle theme across Change 4 Life Primary School Sport Clubs in 2012/13. The comments in table 4.2 illustrate some of the ways in which this broad focus is manifest, for example linking the Change 4 Life Clubs with other, complementary initiatives, or by simply making time for discussion about healthy lifestyles. At the South East England Combat club these discussions centred around the diet and activities of the children and their families and there was enthusiastic exploration of what 'healthy' is, and where improvements could be made. The club lead felt that opportunities to discuss healthy eating were not always available to children and for this reason the Change 4 Life Club, through the inclusion of a focused healthy living element, provides added value. It also enables the Healthy Lifestyle Champions to be fully

involved in the planning and delivery of club sessions (appendix E5). The West Midlands Creative club has also introduced a food dimension to the Change 4 Life session which flows from the healthy eating club that is delivered to parents. Children are encouraged to ‘eat a rainbow’ and together, to try new foods. As one child previously reluctant to eat fruit and vegetables noted “I saw others eating it so I gave it a try!” (appendix E2).



**Figure 4.4) Usefulness of the Be Food Smart resources in promoting healthy eating (n = 100)**

**Table 4.2) Illustrative comments from the Teacher Survey around the healthy lifestyle theme of Change 4 Life Clubs**

*Linking the programme to the Healthy Lifestyle Champions project has been very effective in sustaining/embedding the activities and maximising impact.*

*Sharing the healthy snack together each week has given an opportunity to discuss aspects of food such as hidden sugars etc. in a smaller group.*

*We link ours completely with the Healthy Lifestyle Champions programme which complements things extremely well.*

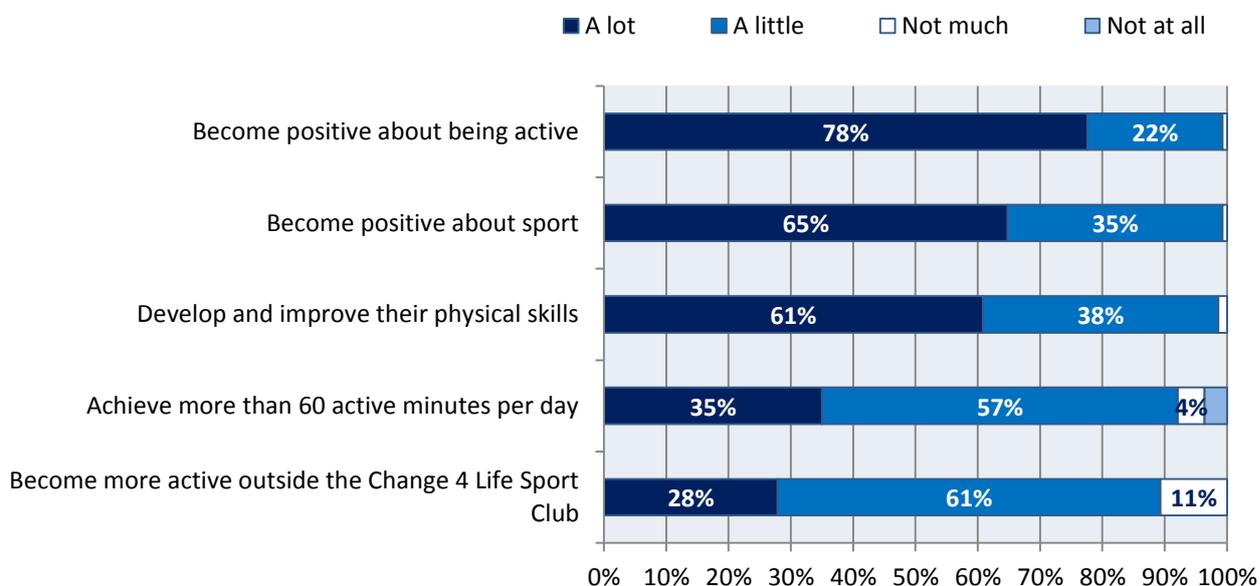
*The pull of the healthy snack has helped in retaining numbers where other physical activity clubs have seen a dip in numbers (cold weather snaps etc). This could be something that is supported through the materials. Children have gone home and shared what they learnt with parents and this has led to a sharp increase in parents taking up our healthy eating course.*

*A very good programme to kick-start activity. Better when linked with other initiatives such as Healthy Schools, Positive Lunchtimes, Healthy Lifestyle Champions etc.*

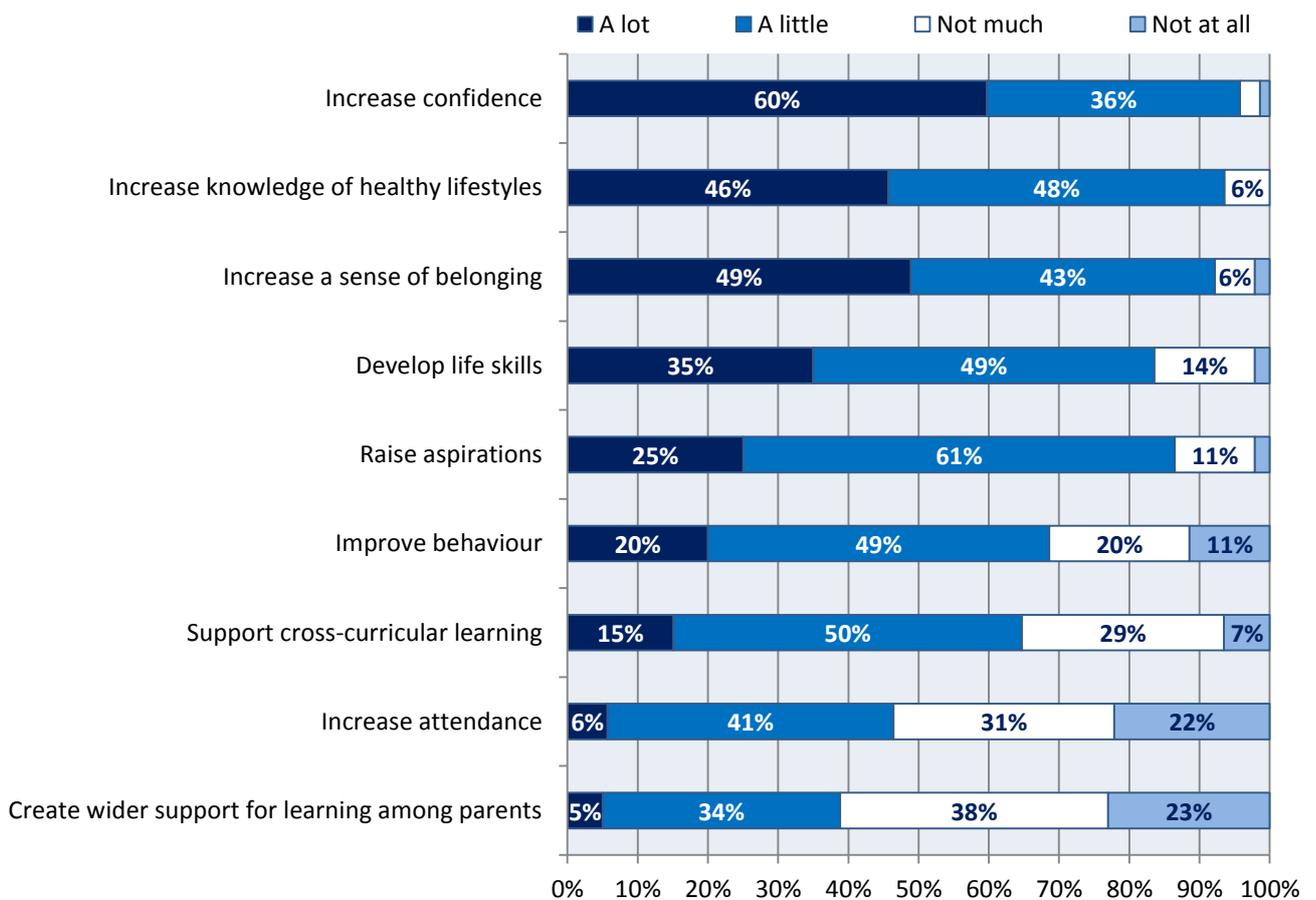
All site visit schools reported positive impacts on the children and several considered their major success to be the observed increases in children’s confidence and sociability, both within and outside the club. The lead at the East of England Adventure club explained how the club has been an effective way of getting the children to interact with those that they would not normally socialise with. This interaction has been evident beyond the club in class time where members have been observed working together and offering support to and for one another (appendix E1). At the South East England Combat club the children targeted for support in making new friends and engaging with the wider school community had also been observed building new relations outside the sessions and taking part in more games and activities in their play time. Parents of participating children also reported to have noticed really positive changes in their children’s

confidence and behaviour (appendix E5). These changes were seen to be largely attributable to the sense of belonging engendered by the clubs, described by a respondent to the Teacher Survey as “very empowering” for some children. Another respondent commented that the Change 4 Life initiative had made a number of her group really enthusiastic about coming to clubs and being active, while the lead at the East of England Combat club noted that the children were now much more aware of what being ‘active’ meant, which activities count as physical activity inside and outside of school and the value of these activities to their health and well-being (appendix E6).

Figure 4.5 reinforces the programme impact data presented in section 2, with **teacher ratings for improving positive attitudes to being active and to sport, and for the development and improvement of physical skills being overwhelmingly positive**. In terms of wider outcomes, figure 4.6 reinforces the insights from site visit schools showing that **teachers believe the Change 4 Life Clubs have had a very positive impact in terms of increasing confidence, increasing knowledge of healthy lifestyles and developing a sense of belonging**. This latter outcome remains positively linked with the provision of a regular designated physical space for Change 4 Life Clubs within the school, as only 33% of those schools that did not have a regular designated space reported that a sense of belonging had developed ‘a lot’, compared to 50% in those that had a designated space. Figure 4.6 shows that clubs were less successful in creating wider support for learning among parents and in increasing attendance. While only a moderate effect on behaviour and cross-curricular learning was observed, clubs leads at several site visit schools reported significant improvements in behaviour and communication skills across the curriculum whereby children who struggled to listen and follow simple instructions before taking part in the clubs were now able to do so. At the East of England Combat club, children who had English as their second language and who would not speak with teachers or other children could now, after taking part in clubs, communicate freely with both staff and other pupils and in this way the Change 4 Life Clubs were seen to provide a very useful basis for cross-curricular learning (appendix E6).



**Figure 4.5) Teacher’s perceptions of physical activity and sport outcomes for children in Change 4 Life Primary Clubs (n = 288)**



**Figure 4.6) Teacher’s perceptions of wider outcomes for children in Change 4 Life Primary Clubs (n = 288)**

In considering what worked in Change 4 Life Primary Clubs, it is useful to look at what elements of children’s attitudes, perceptions and behaviours were associated with subsequent increases in physical activity. Table 4.3 shows the elements rated significantly higher by those children who went on to achieve at least 60 active minutes every day by week 12 of the programme.

**Table 4.3) Elements associated with a subsequent increase to at least 60 active minutes every day by week 12 of the programme**

<b>Moderate association (p &lt; .05)</b>	<b>Strong association (p &lt; .01)</b>
<i>I like to be active</i>	<i>I do more than 30 minutes of physical activity</i>
<i>I like learning new skills</i>	<i>I make up new games to play</i>
<i>I help others improve</i>	
<i>I think I am good at playing games</i>	

As might be expected, children who entered the clubs achieving at least 30 active minutes on significantly more days than their less active counterparts were most likely to increase their participation to at least 60 active minutes every day. This suggests that encouraging small steps in the frequency with which the least active children engage in 30 active minutes is worthwhile to

increase the likelihood that, given the time, opportunity and support, they will be able to achieve the recommended 60 active minutes every day.

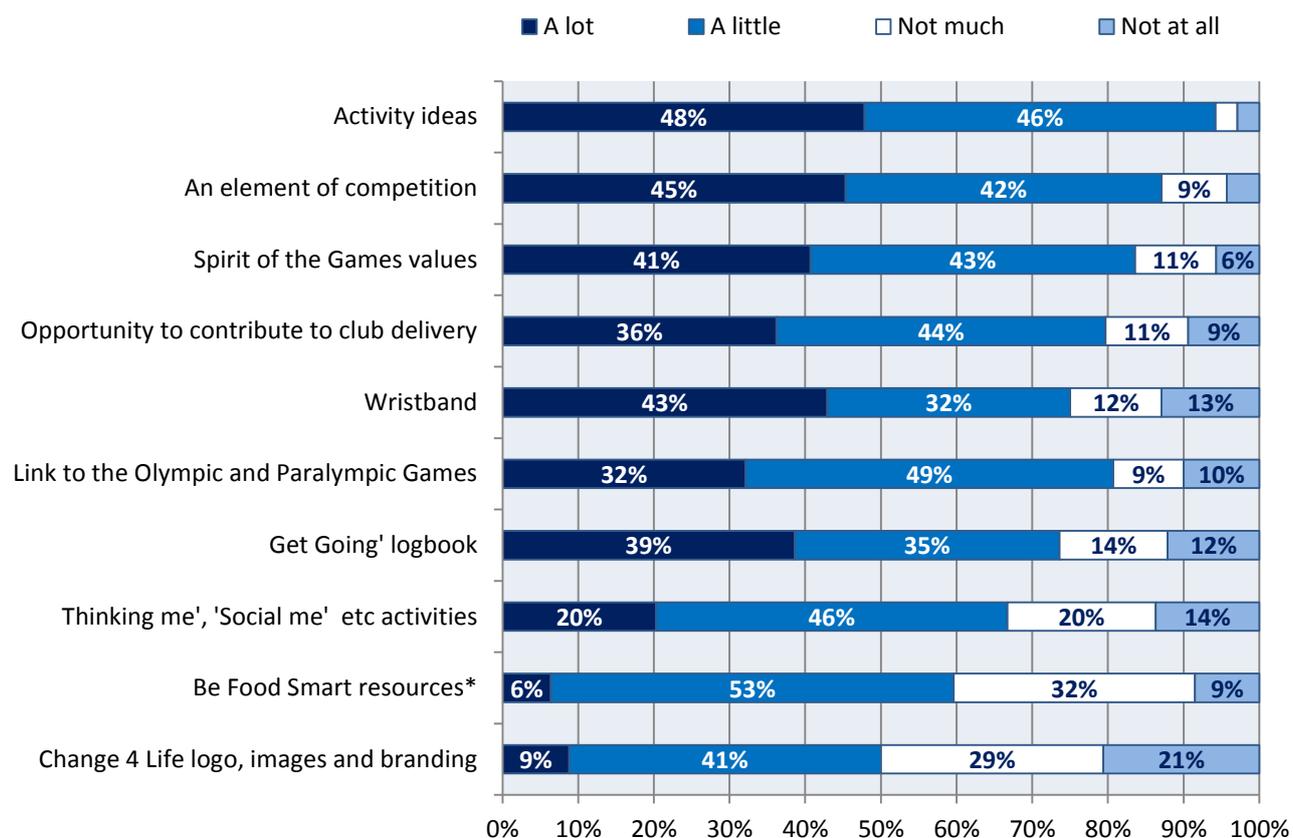
The number of children who already liked being active at the start of the programme was high, and this was positively associated with a subsequent increase to at least 60 active minutes every day. While children enjoyed being active, ratings for self-efficacy were lower suggesting that **children joining the clubs may have wanted to be more active but did not have the confidence to take up the traditional sport club opportunities already on offer. By providing these children with a safe, inclusive space where they could play and be active, the Change 4 Life Clubs gave these children an opportunity to increase their physical activity that they would not otherwise have had.** As the lead of the North East Midlands Creative club explained, the children had been able to express themselves in ways that were not available to them in other aspects of school life (appendix E3), while the lead of the East of England Adventure club described how the club generated a “circle of confidence” for the children that was key to observed increases in activity levels (appendix E1).

As noted above, ratings for self-efficacy were lower than those for enjoyment throughout the programme, with significant changes observed only in children’s perceptions of helping others improve. Only around a half of children thought that they were good at playing games and liked to learn new skills every day on joining the clubs, while only a third of children had the confidence to make up new games to play. Despite the lack of significant change in children’s self-efficacy, positive increases in children’s confidence was the outcome rated most successful by almost all (96%) teachers, and indeed children who increased their participation to at least 60 active minutes every day had significantly higher scores on each of these elements than those who did not. The lead at the West Midlands Creative club felt that the club was viewed by the children as an opportunity to try something out and engage in new activities (appendix E2), while a respondent to the Teacher Survey described how the sense of belonging to a club has been “very empowering” for some children, who will now “have a go at most activities”. At the East of England Adventure club some members have gone on to join other clubs, reinforcing the observation that it has positively impacted on levels of self-efficacy. However, the point was made that this has only happened in the second term of club membership, reflecting the time necessary for changes to take place (appendix E1).

In summary, **key to enhancing elements of children’s participation associated with a subsequent increase to at least 60 active minutes every day are: the provision of a safe space for less active children to play and be active, the opportunity to contribute to club delivery, and the encouragement of small steps toward increasing physical activity levels.** Communication with club leads, insights from site visits and responses to the Teacher Survey suggest that these are things that schools running Primary Change 4 Life Clubs are already doing extremely well. Maintaining the focus on these three aspects of delivery will help to ensure that programme outcomes are maximised as the Change 4 Life Primary School Sport Clubs develop into the future.

Consistent with findings from the 2011/12 evaluation, figure 4.7 shows that **teachers believed that the activity ideas, the Spirit of the Games values, the opportunity to contribute to club delivery and an element of competition were most effective in engaging children.** An element of competition was not viewed as universally important across all club themes, with 28%, 35% and 40% of teachers in Creative, Adventure and Flight clubs reporting that it engaged the children ‘a lot’ compared to 63% in Target, and 57% in Combat clubs. The wristband, the logbook and the link to the Olympic and Paralympic Games remain effective in engaging children, while the Be Food

Smart resources and Change 4 Life logo, images and branding were perceived to have a more moderate effect (see section 5 for a wider discussion of the influence of the Change 4 Life brand).



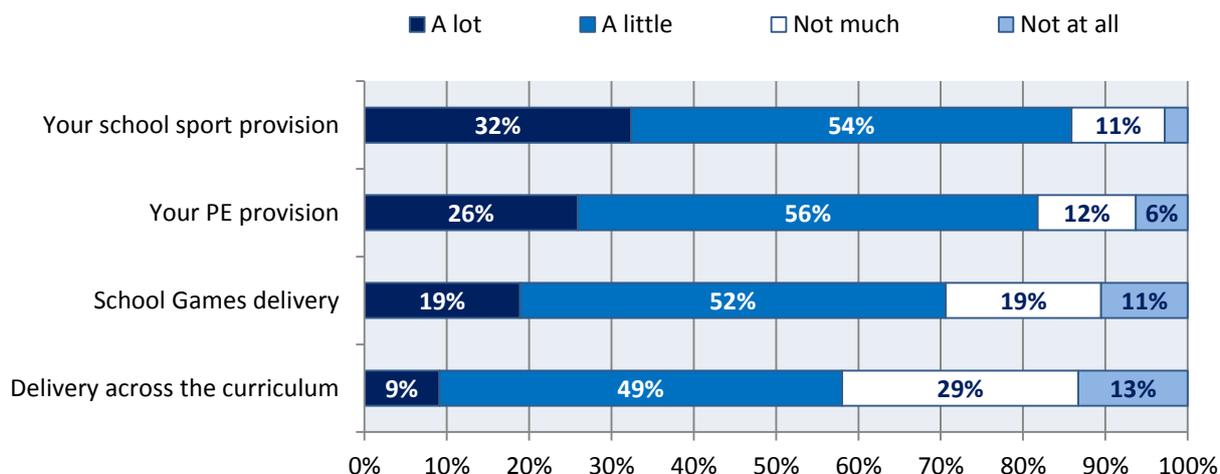
\*Responses included only from schools that had received the Be Food Smart resources (n = 94)

**Figure 4.7) Teacher’s perceptions of what engaged children (n = 288)**

Data from the Teacher Survey and site visits suggest that the introduction of ‘an element of competition’ within the safe and inclusive environment of Change 4 Life Primary School Sport Clubs can have a positive impact. As noted in the 2011/12 evaluation report, the introduction of an element of competition within the safe and inclusive environment of Change 4 Life Clubs is not the same as exposing children who do not yet achieve 60 active minutes every day, and in whom self-efficacy has not yet developed, to fully-fledged competitive sport settings. This was reinforced by the lead at the South East Midlands Creative club who explained that within the Change 4 Life Club, children were competing with like-minded children, in activities often chosen by the children themselves and in a safe and informal environment. In this environment children known to shy away from competition in other aspects of school life were able to come forward, take part, and share each other’s successes (appendix E4). Once again considering data from the evaluation as a whole it is noted that an element of competition may engage less active children if it is delivered within the supportive environment of Change 4 Life Primary School Sport Clubs. However, care must be taken to ensure that it is delivered in tandem with programme themes that have been shown from the children’s survey data to be associated with increased physical activity, namely, building positive attitudes and self-efficacy.

In terms of adding value to school provision more generally, figure 4.8 shows that around **84% of teachers thought the clubs had added to school PE and sport provision, while 71% thought they had benefitted School Games delivery. Although the impact on delivery across the curriculum was more moderate**, insights from site visits and responses to the Teacher Survey suggest that the

confidence and social skills gained through club participation have enabled greater participation in lesson-time, enhancing delivery and learning across the curriculum.



**Figure 4.8) How Change 4 Life Clubs have added value to school provision (n = 286)**

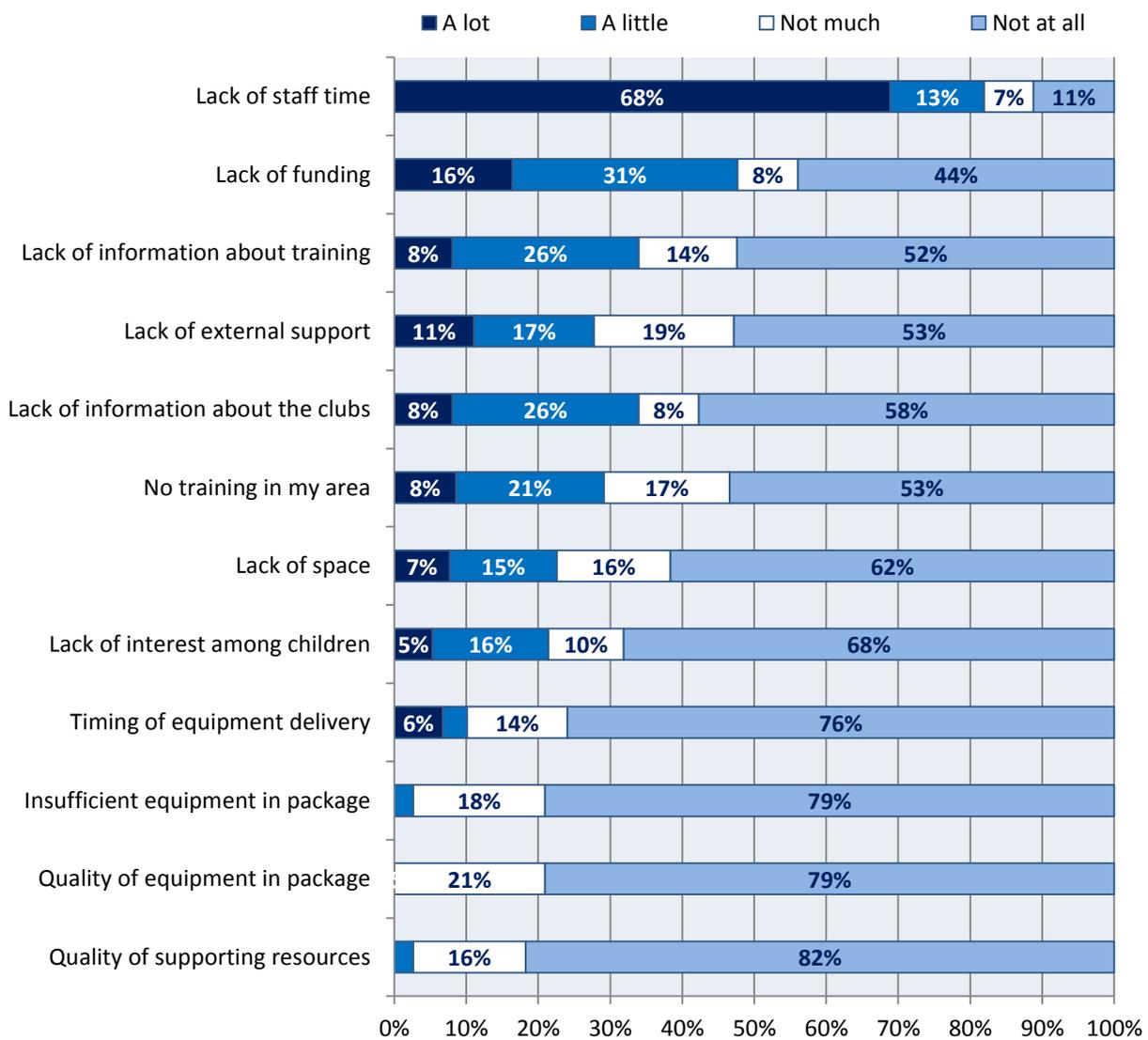
Insights from discussions with club leads at site visit schools show that clubs have been thinking about how they might develop next year. Foremost among these discussions were immediate concerns surrounding funding and resource issues, and the anticipated impact of the new Sport Premium. As the lead at the North East Midlands Creative club explained, while the Change 4 Life Club had impacted positively on those children taking part, there were other activities competing for funding that catered for more children within the school (appendix E3). The lead at the South East England Combat club noted that it was possible that the new Sport Premium could be used to support another block of Change 4 Life sessions, but again this would depend on a careful appraisal of how the needs of all pupils would be most effectively met (appendix E5). Notwithstanding funding and resource concerns, all site visit schools expressed the desire to continue to run the Change 4 Life Clubs, and a key developmental strategy identified by club leads was to make the clubs more student led. While there were no set exit pathways for existing members in the visit schools, the overriding aim of the clubs was to provide a safe, inclusive and supportive stepping stone to participation in other school activities and potentially to clubs within the community. Table 4.4 provides a sample of illustrative comments from School Games Organisers and club leads on the future of the Change 4 Life Primary Clubs.

Just over 30% of respondents to the Teacher Survey (n = 128) decided not to run Change 4 Life Primary School Sport Clubs in 2012/13, 50 of whom had never run a club and 78 of whom had run a club in 2011/12. Around a quarter of schools that delivered clubs in 2011/12 did not continue to deliver in 2012/13, therefore it is useful to look at the reasons given by teachers for not running a club (figure 4.9).

**Table 4.4) Illustrative comments from the Teacher Survey and School Games Organiser returns on the future of the Change 4 Life Primary Clubs**

<p><i>We have really enjoyed this and would love to have it again. Obviously we have to consider costs but I would like to run it across other age groups. (Club lead)</i></p>	<p><i>Need to ensure that clubs are embedded in each school, not a stand-alone activity. Cluster schools need to work together and share best practice. (SGO)</i></p>
<p><i>The year 5 were not trained early enough, so the club started late. We have already started making plans for it to run in September so that the impact can be felt more. The children are very keen to run the club. (Club lead)</i></p>	<p><i>Huge potential but alas lack of time and capacity to really work with primary practitioners prevents progress. Need to link with Pupil Premium and share good practice around targeting vulnerable groups. (SGO)</i></p>
<p><i>I have a waiting list of schools now wanting to be involved and will be looking at buying new bags next academic year. (SGO)</i></p>	<p><i>I feel that I need look at re-enthusing the schools with new cards and materials etc. as the children and teachers have become a bit stale. (SGO)</i></p>
<p><i>Advocacy work to be a priority with head teachers linked to Sport Premium. Potential to re-launch and develop - Planned work with cluster of schools in September. (SGO)</i></p>	<p><i>We have struggled to revitalise clubs this year and get new schools involved. We put on a training workshop but only one school attended. I hope we can get more schools involved next year. (SGO)</i></p>

Figure 4.9 shows that **the most significant factors in the decision not to run a club in 2012/13 remain the long-standing issues that affect all school sport of lack of staff time, and lack of funding**. At the other end of the scale, issues relating to the quality of supporting resources and the quality and extent of equipment were negligible. While no schools cited a lack of interest among children as an important factor in not running a club in 2011/12, 21% of all schools (and 31% of schools that had run a club in 2011/12 but not continued into 2012/13) reported that a lack of interest among children influenced the decision not to run a club in 2012/13 either ‘a little’ or ‘a lot’. Table 4.5 provides illustrative comments from schools that did not run a Change 4 Life School Sport Club in 2012/13.

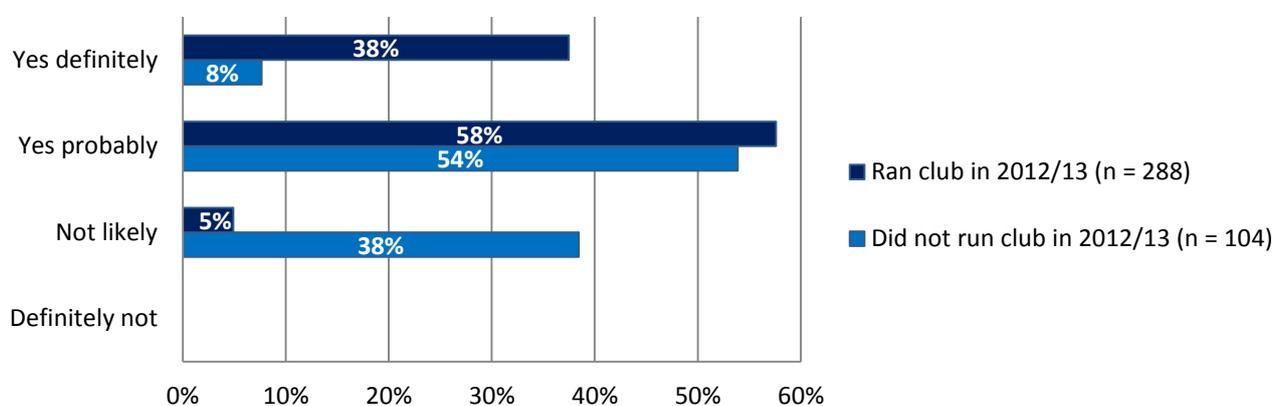


**Figure 4.9) Reasons for not running a Change 4 Life Club in 2012/13 (n = 128)**

Despite some of the problems experienced by those who did not run a club in 2012/13, many were still positive about doing so in 2013/14 (figure 4.10). ***The positive experience of those schools that ran clubs in 2012/13 is reflected in the responses of the 96% who said they would definitely or probably run a club again in 2013/14.*** Almost two-thirds of those who did not run a club in 2012/13 said they would definitely or probably do so in 2013/14, and no respondents, regardless of whether or not they had run a club in 2011/12 or 2012/13, said they would definitely not run a Change 4 Life Primary School Sport Club in 2013/14.

**Table 4.5) Illustrative comments from the Teacher Survey from schools that did not run a Change 4 Life Primary Club in 2012/13**

Never ran	Ran 2011/12 only
<i>I loved the idea of this club and the resources really were fantastic. I was hoping this could be run without the help of a teacher but no-one came forward to do this.</i>	<i>We ran the club with the money available and stopped when funding ceased. Other clubs are easier to maintain attendance for so running again would not be a priority.</i>
<i>We got as far as receiving 'the bag' and information but didn't take it further. As a primary subject leader I found that there simply aren't enough hours in the day to start another initiative.</i>	<i>Hopefully the school sport funding will be used to re-establish this. Getting schools together in the local area would help rekindle the programme but it was lack of funding that restricted it in our setting.</i>
<i>As we rotate our after school clubs we were unable to run this one. I already run two clubs and no one was willing to take it on. We do use the resources on occasions at lunch times.</i>	<i>Not run one this year purely because of time... If we don't run one next year it will be for the same reasons but the games/skills we were shown from training are carried out in our other clubs.</i>



**Figure 4.10) Likelihood of running a Change 4 Life Primary Club in 2013/14**

## 5) WHAT WAS THE INFLUENCE OF THE CHANGE 4 LIFE BRAND?

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### HEADLINES

- *The Change 4 Life brand remains a key aspect of the primary programme and one that is valued by children and club coordinators alike.*
  - *Two-thirds of teachers found the Change 4 Life brand and logo useful in the delivery of their clubs, while around half of teachers believe it engages children.*
  - *The slight decrease in teacher's perceptions of the effectiveness of the brand and logo in engaging children is likely to reflect the challenge of sustaining children's interest in the club (or any one club) long term, and the lack of resources reported by some clubs running for a second year.*
  - *The branded resources remain highly valued by schools. For the children this branding provides the link between 'their' club and the adverts they see on television, generating a sense of belonging and pride at being part of the well-known Change 4 Life initiative.*
  - *While the ethos and aims of the programme are seen by some as more valuable than the branding, this branding provides the visual link to the wider Change 4 Life campaign which in turn reinforces the ethos and aims of the Change 4 Life Primary School Sport Club programme among children, their parents and club coordinators.*
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Across the primary evaluation comments have been offered and data has been specifically collected on the Change 4 Life brand and logo. This section collates this information in order to understand the influence the Change 4 Life brand has had on the primary programme in 2012/13.

In 2011/12 SPEAR reported on the positive influence of the Change 4 Life brand and logo on the primary clubs in their opening year. While the impact of the brand appeared to have diminished in the secondary programme in 2011/12, the Change 4 Life brand and logo was seen to add clear value to the primary programme with over 70% of teachers rating it as useful to club delivery and just under 60% of teachers reporting that it engaged children.

In 2012/13, insights from site visit schools, responses to the Teacher Survey and School Games Organiser returns suggest that ***the Change 4 Life brand remains a key aspect of the primary programme and one that is valued by children and club coordinators alike.*** Figure 5.1 shows that around ***two-thirds of teachers found the Change 4 Life brand and logo useful in the delivery of their clubs*** in 2012/13, and this is largely consistent with data from 2011/12. Several respondents to the Teacher Survey highlighted the importance of the link to the adverts and national marketing to the delivery of their clubs which, as one teacher noted, "helps to engage the children in the club and helps their parents understand and support our ideas of educating children for life to stay healthy".

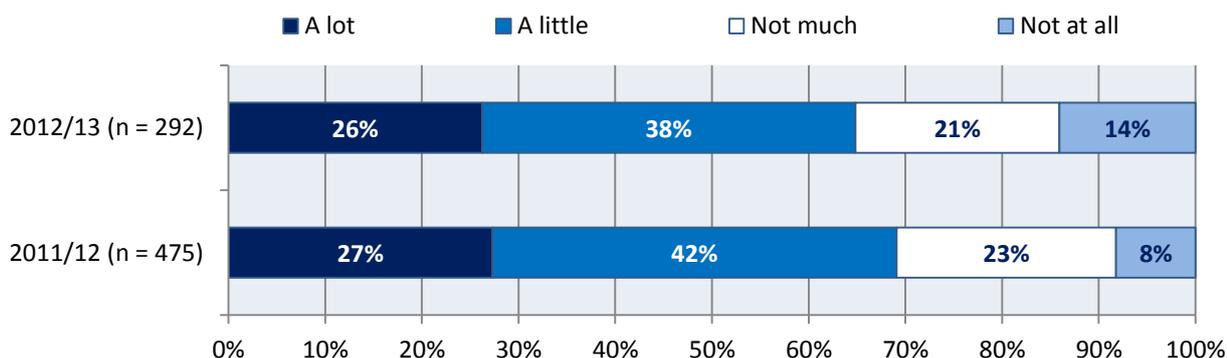


Figure 5.1) Usefulness of Change for Life brand and logo in club delivery

Figure 5.2 shows that **around half of teachers believe the Change 4 Life brand and logo engages children**. This represents a slight decrease from 2011/12 where 59% of teachers reported that the brand was effective in engaging children. Data from section 4 showed that some leads had struggled to retain children’s interest and engagement in the club beyond 12 weeks and that in some cases this had been compounded by the lack of those resources seen to be particularly effective in engaging children. This suggests that **the slight decrease in teacher’s perceptions of the effectiveness of the brand and logo in engaging children is likely to reflect the challenge of sustaining children’s interest in the club (or any one club) long term, and the lack of resources reported by some clubs running for a second year**.

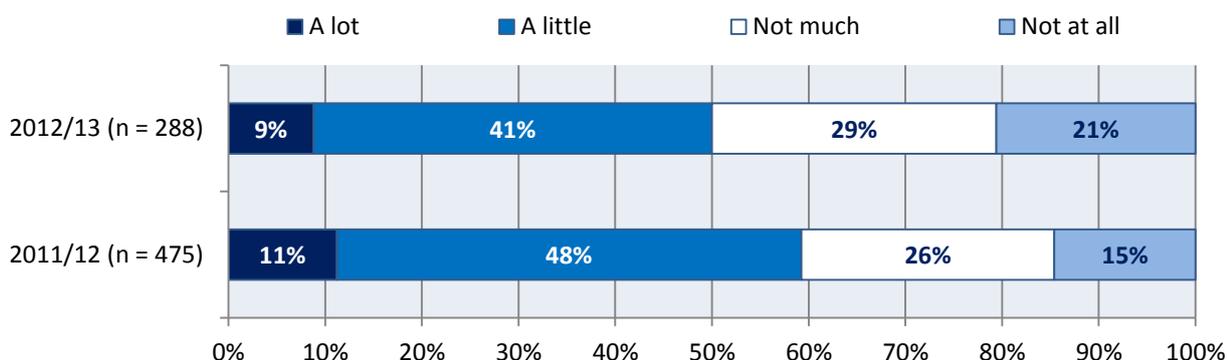


Figure 5.2) How much the Change 4 Life brand and logo engaged children

Despite the challenges faced by some schools, **the branded resources remain highly valued by schools**, with several respondents to the Teacher Survey drawing attention to the importance of the branding on the resources children really like, such as the wristbands and stickers. **For the children this branding provides the link between ‘their’ club and the adverts they see on television, generating a sense of belonging and pride at being part of the well-known Change 4 Life initiative**.

Table 5.1 provides some illustrative comments from club leads and School Games Organisers concerning the value of ‘Change 4 Life’ to the primary programme. **While the ethos and aims of the programme are seen by some as more valuable than the branding, this branding provides the visual link to the wider Change 4 Life campaign which in turn reinforces the ethos and aims of the Change 4 Life Primary School Sport Club programme among children, their parents and club coordinators**.

**Table 5.1) Illustrative comments from the Teacher Survey and School Games Organiser returns on the value of 'Change 4 Life' to the primary programme**

Club Leads	School Games Organisers
<p><i>The children love the Change 4 Life Club voting it 10/10 for fun. This is fantastic news bearing in mind it was aimed at the less active pupil. The parents are thrilled too and comment how much their children enjoy the club.</i></p>	<p><i>The Change 4 Life Primary Clubs have had much greater impact than the secondary clubs. Good equipment, a less prescriptive scheme with greater flexibility makes it easier to run.</i></p>
<p><i>I did not call the club Change 4 Life as this seemed to put parents and children off ... I use all the Change 4 Life literature and equipment but the children don't call it Change 4 Life. They really enjoy it!</i></p>	<p><i>Change 4 Life Primary Clubs are a great way of engaging children who might ordinarily shy away from sport ... The range of activities suit most children and the introduction of the new themed bags will only aid the delivery of the clubs.</i></p>
<p><i>Change 4 Life is a wonderful initiative that has had a number of my group really enthusiastic about coming to clubs and being active. Attendance at other clubs has increased, self-esteem has been raised and the sense of belonging to the Change 4 Life Club has been empowering.</i></p>	<p><i>The equipment and branded resources are excellent, easy to use and exciting.</i></p> <p><i>The schools running these clubs are largely unaware they are Change 4 Life. Schools aren't too bothered what it's called as long as it's well run, children enjoy it and they are getting exercise.</i></p>
<p><i>Once again, the children have thoroughly enjoyed the club. I cannot get down the corridor without someone asking "Is it Change 4 Life today?"</i></p>	<p><i>The Change 4 Life Clubs have been really well received by both staff and young people in the primary schools.</i></p>

## 6) RECOMMENDATIONS

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### HEADLINES

- 1. Schools should be encouraged to maintain focus on the three key aspects of delivery that have been shown to maximise programme outcomes, namely: the provision of a safe space for less active children to play and be active, the opportunity to contribute to club delivery, and the encouragement of small steps toward increasing activity levels.***
  - 2. Clear information should be provided to schools about how additional 'consumable' resources such as logbooks and wristbands can be obtained to avoid the delivery of a diminished experience to participants new to the programme in existing clubs.***
  - 3. Logbooks should include content and activities for members participating beyond 12 weeks of the programme. The inclusion of activities that children are required to complete in the logbooks beyond week 12 will be important to sustain engagement, reinforce programme aims and prompt survey completion in week 24 of the clubs.***
  - 4. Schools yet to develop their Young Leader capacity should be encouraged to do so in 2013/14 to further enhance programme outcomes, and ease delivery resource tensions to promote a more sustainable environment for the clubs.***
- 

- 1. Schools should be encouraged to maintain focus on the three key aspects of delivery that have been shown to maximise programme outcomes, namely: the provision of a safe space for less active children to play and be active, the opportunity to contribute to club delivery, and the encouragement of small steps toward increasing physical activity levels.***

Section 4 demonstrated that key to enhancing elements of children's participation associated with a subsequent increase to at least 60 active minutes every day are: the provision of a safe space for less active children to play and be active, the opportunity to contribute to club delivery, and the encouragement of small steps toward increasing physical activity levels. Communication with club leads, insights from site visits and responses to the Teacher Survey suggest that these are things that schools running Change 4 Life Primary Clubs are already doing extremely well. Maintaining the focus on these three aspects of delivery will help to ensure that programme outcomes are most effectively achieved as the Change 4 Life School Sport Clubs develop into the future.

- 2. Clear information should be provided to schools about how additional 'consumable' resources such as logbooks and wristbands can be obtained to avoid the delivery of a diminished experience to participants new to the programme in existing clubs.***

Section 4 showed that teachers in existing clubs were frustrated about their inability to obtain 'consumable' Change 4 Life resources for new participants in their clubs. This frustration may be due to a lack of knowledge about where to obtain further consumable resources, or it may be that schools were not willing to pay for them. Regardless of the reasons, it is clear from section 4 that consumable resources such as logbooks and wristbands are central to the Change 4 Life club experience for children, and to the delivery of programme outcomes. Without a clear supply route for such consumable

resources to schools, there is a risk that a 'two-tier' experience is delivered, with the experience of new participants in existing clubs falling short of that delivered to participants that join clubs in their first year.

**3. *Logbooks should include content and activities for members participating beyond 12 weeks of the programme. The inclusion of activities that children are required to complete in the logbooks beyond week 12 will be important to sustain engagement, reinforce programme aims and prompt survey completion in week 24 of the clubs.***

Sections 3 and 4 showed that the activities within the logbooks were considered to be important to retaining children's interest and reinforcing programme aims. However, communication with panel schools and the minimal (5%) use of the downloadable logbooks suggest that many schools opted to continue their clubs without logbooks once they had been completed in the first 12 weeks of the programme. The inclusion of activities designed to span beyond week 12 will help to retain children's interest and reinforce programme aims, and will obviate the need for schools to obtain new logbooks for children remaining in the clubs for 13 weeks or more (thus helping to address recommendation 2). Sustained engagement with the logbooks will also help to prompt survey completion. While the planned inclusion of a week 24 survey will help to boost survey responses, without the inclusion of activities to sustain engagement with the logbooks beyond week 12 it is likely that many schools will not complete these surveys.

**4. *Schools yet to develop their Young Leader capacity should be encouraged to do so in 2013/14 to further enhance programme outcomes, and ease delivery resource tensions to promote a more sustainable environment for the clubs.***

Section 4 showed that lack of staff time was the most significant factor in the decision not to run a Change 4 Life Primary School Sport Club in 2012/13. Staff resource issues were also highlighted by those that had run a club as compromising the long term future of the clubs. However, section 3 showed that the involvement of Young Leaders has increased substantially since 2011/12 and that training Young Leaders alongside adult deliverers is seen to have made year two of the Change 4 Life Primary programme much more sustainable. In addition to easing resource delivery tensions, section 4 showed that providing club participants with greater ownership of activities was influential in developing the sense of belong perceived to be key to observed increases in confidence. While a quarter of schools now provide the opportunity for their older pupils to contribute to club delivery, there is still significant scope to increase the involvement of young people in the delivery of Change 4 Life Clubs.

## APPENDIX A – METHODOLOGICAL NOTE

### Monitoring data reported by SGOs

For the primary programme, monitoring returns were received from 442 of the 450 School Games Organiser areas for 3,941 schools that ran Change 4 Life Primary School Sport Clubs. This response rate allows an estimate that 4,012 schools ran Change 4 Life Primary School Sport Clubs with a negligible maximum random error of +/- 0.6%. Given that 442 of the 450 School Games Organiser areas responded and the random error associated with this response rate is less than 1% there is minimal scope for systematic response bias.

### Primary Children Repeated Measures Survey

In order to track participation changes over the Change 4 Life Primary Clubs, a repeated measures survey was designed in which children completed the same survey at week one, week six and week twelve, and for those remaining in the clubs beyond twelve weeks, at week twelve, week eighteen and week twenty-four of their club membership. Surveys were included in the children's logbooks, and schools were issued with guidance regarding the individual completion of the surveys within a teacher-led group exercise. Schools were asked to return the completed surveys to SPEAR after completion at each time-point.

In order to ensure a robust sample size, SPEAR directly contacted 1,105 primary schools to join a survey panel, and 264 schools agreed to do so. Following initial recruitment, SPEAR implemented a relationship management strategy to support schools and to ensure, as far as possible, that schools completed and returned surveys at all time-points. Schools were randomly recruited to the panel, and the cohort of 264 panel schools did not structurally differ geographically or socio-economically from the population of 4,012 schools. The final sample included returns from 101 schools, of which 79 schools were on the SPEAR survey panel. The responses from schools in the survey panel sub-sample did not structurally differ from those that were not on the survey panel.

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).

Where grossed up participation figures relating to attitudes, perceptions and behaviours are provided, they are derived from the sample of children for which repeated measures are available ( $n = 905$ ) and the monitoring data from 4,012 primary schools. Together, this results in a maximum error of less than +/- 3.2%. Grossed up demographic data is derived from the responses from 1,811 unique children, and this data has a maximum error of less than +/- 2.3%.

### Primary Teacher Survey

Responses were received from 402 teachers, which represents 10% of the 4,012 Change 4 Life Primary Clubs. A sample of this size for this population has a maximum error of +/- 4.6%.

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.) After 6 weeks we will do it again and then again after a further 6 weeks - use the other copies of this quiz at the back of the 'Get Going' Logbook. Make sure you do this quiz when your club leader asks you to and hand it to them when you have finished.

I am an  aged

My school is

Logbook number

**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**

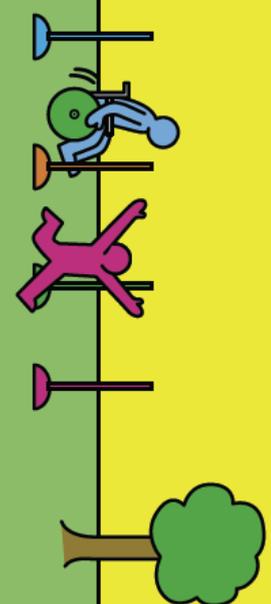
I think I am good at playing games  every day  most days  some days  never

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



6

**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

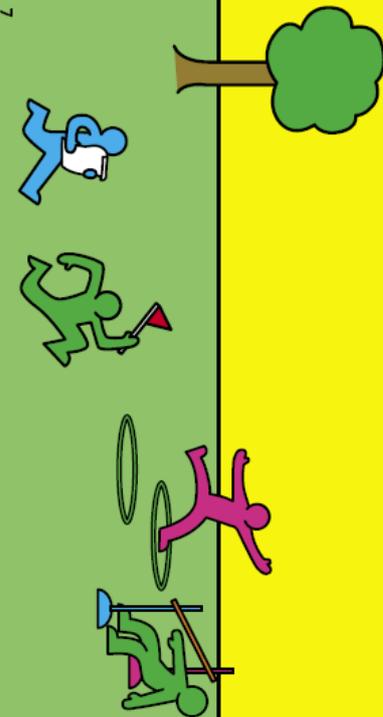
**Healthy me**

I 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

Well done! Now you have finished your quiz make sure you take care in cutting out this page and handing it to your club leader or teacher.



7

## APPENDIX C – DETAILED PHYSICAL ACTIVITY DATA

**Table C1) Numbers of primary children at each level of physical activity at week 1, week 6 and week 12 of the programme in 2012/13**

	<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	2,040 (4%)	1,255 (2%)	471 (1%)	8,264 (16%)	3,504 (7%)	2,772 (5%)
Somedays	17,470 (33%)	11,193 (21%)	9,624 (18%)	22,805 (44%)	17,470 (33%)	15,325 (29%)
Most days	15,430 (30%)	18,254 (35%)	17,522 (34%)	10,722 (21%)	18,620 (36%)	16,371 (31%)
Every day	17,365 (33%)	21,602 (41%)	24,740 (47%)	10,461 (20%)	12,710 (24%)	17,836 (34%)

**APPENDIX D – PRELIMINARY LONGER-TERM IMPACT DATA**

**Table D1) Preliminary percentages for programme elements across weeks 13 to 24 in 2012/13  
(n = 352)**

	-----More than half the time -----		
	Week 13	Week 18	Week 24
I look forward to playing games	87%	85%	91%
I feel happy after playing games	88%	86%	88%
I like playing games with others	85%	85%	88%
I like to be active	87%	83%	87%
I do more than 30 minutes of physical activity	61%	67%	72%
I drink water before, during and after games	58%	64%	66%
I do more than 60 minutes of physical activity	48%	57%	57%
I play games where I get out of breath	62%	61%	79%
I think I am good at playing games	83%	87%	85%
When I play games I help others improve	66%	68%	71%
I make up new games to play	56%	55%	59%
I like trying new games	77%	85%	83%
When I play games I like learning new skills	84%	79%	79%

## APPENDIX E – SITE VISITS

APPENDIX E1

EAST OF ENGLAND

ADVENTURE

### ***School context***

The school has 204 children currently on the roll and is located in a village with a mixed catchment area ranging from the very affluent to very deprived. It also attracts pupils from out of the catchment area, in part, because the reputation for Special Educational Needs provision is so good.

The school has a competitive ethos, where emphasis is placed upon teaching children how to win and lose. However, this is not the sole focus and there is a concerted effort to ensure that all children are included. For example, during this year's annual sports day competitive events were held in the morning, while the afternoon was configured as a broader participation event. There is also a great deal of attention on talent identification. A range of school sport clubs are offered, from those that are more skill based as well as traditional sports such as football.

### ***Reason for taking on the Change 4 Life Club***

The club opportunity came through the School Sport Partnership and linked well to the school's interest in fitness and well-being. The school has good relations with the School Sport Partnership and is a training school for the partnership.

### ***Targeting***

The school was initially advised during a Change 4 Life meeting organised by the School Sport Partnership that the Youth Sport Trusts' aims for the club were to target pupils in years 3 and 4 that were not interested in PE or not attending sport clubs inside or outside of school. However, the school felt that these targets were too limited, so a whole school approach was taken and children were identified through consultation with staff so that all pupils on the roll were considered. Three to four children were subsequently chosen from each class and individually invited to become members of the new club. Of those that were invited, only one refused, but after discussion with the parents the girl was persuaded to try the class with the incentive that a friend could also attend. She is now a regular attender and displayed great enthusiasm when observed during the club session. The club was promoted to the targeted children very sensitively and links were made to the Olympic Games to allow a wider context. Parents were also personally approached to discuss the club aims.

### ***Change 4 Life Club***

The club is led by a member of the Senior Management Team, Gill, who is also the school Special Educational Need Coordinator. Gill is supported by staff member Jodie and this ensures continuity for club members if other commitments encroach on Gill's availability for the club sessions. Gill and Jodie had previous experience in dealing with challenging children and this was believed to be crucial to the development of the Change 4 Life Club given the reasons why participants were targeted. For example, some of the targeted children were under-exposed to toys, which had

resulted in initial negative reactions that had to be managed in a way that ensured that the club session was not unduly affected.

In the first year, the club was held in the morning and had to fit within an existing timetable. This was challenging as it meant that only 30 minutes were available for the session. In addition, due to the late arrival of equipment only five weeks could be offered. The impact on the children during this phase was limited as a result of these constraints.

In the second phase, the club has been accommodated within the school timetable so that it could take place within the school day but without affecting numeracy and literacy teaching. Having the session within the school day has been found to be really beneficial in terms of the target pupils' attendance because it removes the issue of parents having to make extra arrangements for collecting their child. It also means that the club has a profile in the school and this, in addition to the word-of-mouth promotion through members, has meant other children have expressed the desire to join. Members are not compelled to leave class to attend the sessions and on occasion some choose to remain in class. However, this reflects their enjoyment of the class rather than a disinclination to participate in the club.

The children reflected that the club was very different to the PE lessons that they participated in and it was very clear that they were all very keen members. The award of the stickers was an obvious highlight and when asked about what they enjoyed about the club it was the range and novelty of activities that were consistently identified as important factors.

### **Resources**

Whereas in the first phase activity sessions were predominantly teacher and resource led, children now have far more autonomy over what they do. As confidence about the programme has developed the leads have been able to supplement the Change 4 Life resources with other school owned apparatus. This has been perceived as a natural progression for the club by building upon the foundations set down by the initial activities. Session planning has also incorporated strategic thinking in terms of the activities that will help members to develop the skills needed for future secondary school attendance.

The activity pack has been well received and there are particular games that the children enjoy. For example, the washing machine on the parachute was considered "great fun, but exhausting". The stickers were also popular, with Gill commenting that "the children love them". At the end of each session the children are invited to identify a value that has been demonstrated by another member and award them with the appropriate sticker. Gill noted how she had observed positive development among the children in that the awards were now given to those outside of their friendship circle and they were able to articulate what the value of the award meant.

The wristbands and logbooks were used initially but after they went home with the children, many had not been returned. New logbooks have been acquired by the school from the School Games Organiser. The children found the 'a bit about me' quiz repetitive and it was reported that they had a tendency to feed off each other when responding. Gill and Jodie also felt that pupils might be giving the responses that they feel they should rather than accurate personal reflections.

The choice of the Adventure pack was deemed very important to the success of the club. Gill and Jodie did not think that the children would have had the confidence initially to respond well to the

Creative pack. In the later period of the club sessions they introduced music to the games, but it was felt that this would have been unsuccessful at an earlier stage. The adverse weather did not inhibit activity within the Adventure theme as they were able to use the hall.

### ***Impact***

Gill and Jodie highlighted how they have observed many positive developments in the members since the Change 4 Life Clubs began. For example, the club has been an effective way of getting the children to interact with those that they would not normally socialise with. This interaction has been evident beyond the club in class time where members have been observed working together and offering support to and for one another. A tendency towards greater team work and co-operation has also been evident both within and outside of the club sessions. Overall the social impact and effect on confidence appears significant, but this was not really noticeable until after the first 12 weeks.

Since joining the Change 4 Life Club, some of the members have gone on to join other clubs which reinforces the observation that it has positively impacted levels of self-efficacy. However, the point was re-stated that this has only happened in the second term of club membership, which reflects the time necessary for changes to take place. Jodie described the club as generating a "circle of confidence" for the children and improvements in self-efficacy were, in part, attributable to this. Overall it was felt that while it would be difficult to suggest that membership of the club was the sole reason for any positive developments displayed by the children, it has certainly been influential.

Gill and Jodie reflected a strategic approach to dealing with the areas of concern identified by the pupils. For example, before the club started children were asked how they felt about PE and this revealed that the ones that did not enjoy it were the ones that did not get picked for team games. In the first 12 weeks this aspect was addressed by ensuring that teams and team leaders were selected by the children in an inclusive manner. Gill and Jodie were also keen to ensure that the way children were allocated into groups varied so that the composition was constantly changing. This latter approach was found to be a positive learning point which had been subsequently incorporated into wider, curriculum based classes.

### ***Future***

In terms of turnover there had been no effort to move club members on because the benefit of attendance was considered important to the children. Consequently, rather than seeking to refresh the membership of the existing club, another club will be established. However, while there is no intention to move children out of the Change 4 Life Club, the aim is to encourage them into other school sports clubs. There is also the potential for existing members to become leaders or confidence mentors for other clubs and activities.

At the time of the visit the plan was for the club to run until July. It was not envisaged that it would end after this point, however funding remained an issue. The school head teacher highlighted how the club offer could be further developed if more funding was made available. For example, one suggestion was that children could be taken with their parents to a local sports centre where athletes train and engage in coaching activities. This would give the children 'kudos' and build on the confidence already generated. It could also encourage greater parental engagement.

### **KEY SUCCESS FACTORS**

- Leadership by highly skilled members of staff.
- Holding the sessions within the school day.
- Using the stickers as part of a reward system where the pupils were involved in the decision making process.
- Integrating the ethos and aims of the Change 4 Life Club.

### ***School context***

The school is in a small village and caters for approximately 200 pupils. This represents a significant development within the last six years from a roll of approximately 90. The Pupil Premium for the school is one of the highest in outer-city schools and approximately 70% of pupils receive free school meals. Around 20% of pupils do not speak English as a first language which presents a challenge that is valued for the focus it creates on the promotion of inclusion. The diversity also promotes cultural awareness and encourages aspirational development.

Historically there had been very limited commitment to sport provision however in recent years this has changed. The school supports the two-hour guarantee and great effort is invested in ensuring lunch time and after school activities. The school encourages sport-based competition and engages in inter-school competitions as it is felt that this is a useful means of developing values of fair play and encouraging socialisation with other schools.

### ***Reason for taking on the Change 4 Life Club***

The Change 4 Life opportunity was promoted through the School Sport Partnership. Collette, the head teacher, confirmed that while these kinds of opportunities were taken wherever possible, the Change 4 Life theme fitted in with an existing well-being club for parents that was also attached to sport. The school was not considered as having an obesity problem but there was a perceived knowledge gap in relation to the nutritional needs of children and healthy diets. Collette observed that the children on their role tend to be smaller than their peers from other schools and this could be related to nutritional intake. Therefore, the school is keen to work with parents about food and nutrition.

The lead for the club is Heidi, an experienced primary teacher. Heidi attended a training session for the club with the School Sports Coordinator, and this was found to be very useful and conveyed a clear message that the initiative was intended as a family orientated nationwide 12 week programme.

### ***Targeting***

Children were targeted for the club based on identified needs in relation to confidence, self-esteem, nutritional deficiencies and vulnerability. There was also a focus on pupils who enjoyed PE but tended not to get involved in it or other sports activities. Letters were sent home and Heidi approached the parents of the children who were disinclined to join but did not offer a valid reason for this. Having been at the school for over 20 years Heidi was able to draw on established relations with parents and it was believed that this helped to gain their support for the club. For example, one shy girl did not want to attend so Heidi invited her parents to attend with her and this had been a successful way of overcoming the child's reservations.

## ***Change 4 Life Club***

The Creative theme was allocated to the school by the School Sports Coordinator and the club is run after school. Heidi felt that the Creative theme was ideal for the targeted pupils and it was found that even the very shy children were happy to get involved.

The session is focused around an initial warm up led by one of the young mentors and then followed by an activity session. Heidi has also introduced a food dimension to the session which flows from the healthy eating club that is delivered to parents. Messages like “eat a rainbow” and encouraging children to try foods that they wouldn’t usually is a core feature of this. The session ends with a “calming” activity.

### ***Resources***

The resource pack was used heavily in the first period of the club but infrequently now. This was in response to greater confidence in terms of meeting the needs of the club and also the fact that some of the children were less engaged with some of the more structured activities. For example, the boys were less enthusiastic towards activities involving the ribbons. However, Heidi was clear that in the first year the resources and guidance book were crucial to establishing the club and planning the session activities as without it she “wouldn’t have known where to start”.

In the second year, Heidi had drawn upon a wider range of activities like dodgeball to include within the activity sessions. However, there was a clear intention not to incorporate activities like football as it was felt that these would not appeal to many of the girls in the group and was unsuitable for the large age range of participants. Music was played throughout the session and the children really liked this.

### ***Impact***

The impact on the club mentors was considered clear; they obviously enjoy their role as they consistently return to volunteer their time for the club. The children were encouraged to work across the year groups in activities rather than just with their own friends and they were now confident in doing this. Heidi believed the children view the club as an opportunity to try something out and even the more resistant ones have generally become more willing to engage in new activities. However it was also observed that simply being part of a club was proving important for some children. For example, one young girl enjoyed attending but would often watch the others doing the activities.

A focus group was held with children that participated in the Change 4 Life Club as well as the older pupils that supported Heidi in delivering the sessions. The Change 4 Life Club was described as being fun in a way that other more structured activities like PE were not. However, the children also suggested that greater physical activity and club membership had been encouraged through the experience of the Change 4 Life Club sessions.

A number of the children identified how “no one bosses you around, you can do what you want” and this sense of autonomy was a core reason that the club session was enjoyed. The freedom to play resonated with many of the children and this was distinguished clearly from PE which was perceived as far more directed.

Using new equipment and learning about food were identified as novel experiences that the children really enjoyed. The discussion around food highlighted that the children had gained new knowledge about healthy eating and demonstrated how the club experience was reflected in eating and drinking habits. As one child noted “It changed my life. I didn’t used to eat fruit and vegetables, I saw others eating it so I gave it a try”. Changes in eating and drinking habits were independently confirmed by parents present at the session.

Parents have been very supportive and engaged with the club and this was very evident in the session observed. Heidi’s pro-active inclusive approach clearly encouraged participation with parents dipping in and out of activities and encouraging the members throughout the session. It was felt that the fun and non-threatening club environment helped to overcome parental misgivings about school that could be based on their own childhood experiences.

### ***Future***

The school would like to expand parental engagement with the club as it has emerged as an effective means of engaging parents in school activities. It was also suggested that if the parents enjoy the club with their children then they might be open to facilitating aspects of it and wider club membership. Collette highlighted the effort that is put into encouraging parents to engage with their children in extra-curricular club activities, and reflected that unless the school actually transported people to the clubs attendance was unlikely.

The Change 4 Life Club will continue in the “soft sporty” form that it is currently delivered. There is no intention to elevate competition as it was felt this would undermine the impact with the target group. Heidi will decide the turnover of the club - year 3 and 4 members could continue into 5 and 6. There is no shortage of need in the school so having sufficient members is not an issue. However, the size of the club will not be significantly increased

#### **KEY SUCCESS FACTORS**

- The experience of the club lead.
- Parental engagement and support of the Change 4 Life Club.
- The inclusive and relaxed nature of the club.
- The inclusion of a healthy eating component.

### ***School context***

The school is larger than the average-sized (c 570) mixed community primary school. The number of pupils on the school roll has risen significantly in the last two years, largely due to the closure of another local school. The school is situated in a residential suburb of the city with many large housing estates.

Approximately one fifth of the pupils are known to be eligible for extra government funding (Pupil Premium) which is slightly less than in most schools. The proportions of pupils from minority ethnic heritages and those learning to speak English as an additional language are above average. The proportion of pupils with minor learning difficulties and more complex learning needs is also above average. The needs of these pupils are mainly related to moderate learning difficulties, behaviour, emotional and social difficulties and speech, language and communication difficulties.

The school had two teachers responsible for PE and were able to provide lessons in two halls and a number of outside spaces. There were many after school clubs offering a range of sport and dance options, with many of them being delivered through external providers. Sport is considered to be an important activity and sports day is a regular event in the summer term.

### ***Reason for taking on the Change 4 Life Club***

The Change 4 Life Club was introduced to the school through the local Primary Care Trust (PCT) and the local authority. There had been interest within these organisations to combat the increased levels of obesity among younger children in the area and the PCT had been offering funding to various initiatives to tackle it. The school considered the Change 4 Life programme to be an important way to educate parents and children about healthy lifestyles. The Change 4 Life Club was therefore seen by the school as a useful addition to the broader aims of healthy lifestyles. The school chose the Creative theme as it was considered to be most appropriate to the general aims of the school.

### ***Targeting***

Children were selected for the club based upon concerns related to weight, eating habits and general inactivity. The club was explained to the parents and children in relation to the broader Change 4 Life programme and “sold” as a club about healthy lifestyles.

### ***Change 4 Life Club***

The schools Special Education Needs Coordinator Kim, had overall responsibility for the Change 4 Life Club while Karen, an Emotional Literacy Support Assistant delivered the club to the children. The club had selected 15 children to take part and all had attended regularly, however Karen explained that there were some who missed sessions due to family circumstances and whether their parents were able to collect them after the session.

The club ran on a Monday afternoon, immediately at the end of the school day. It began with a warm up game at the start and then there would be a discussion about the activities that the children could do during the session. In most cases, these activities were chosen and then agreed by the children taking part. The initial warm-up game involved the children competing in two teams in a relay type obstacle race. Each team member had to run the course and perform a series of tasks, such as dribbling a ball with a hockey stick, doing a dance with pom-poms and kicking a ball in the goal. This game appeared to be really popular and all the children engaged throughout. At the end of each session there was a period of time allocated to allow for a cool down where the children would sit round a table and discuss aspects of healthy living. These times provided opportunities to talk about exercise, healthy eating and general wellbeing.

In the first year, the activities offered had been related to Olympic sports and the children were able to choose the ones that they enjoyed the most. In the second year Karen had developed the club to accommodate a range of activities that were a mixture of sport and games. The children enjoyed games that incorporated race or relay elements. The first year of the club had provided the opportunity to develop a stock of activities that Karen knew were either popular or practical. She told me how the group dynamics would change from week to week - sometimes the children would be lively while other times they might be reticent. The atmosphere of the group could also be affected by the antics of one member. Consequently, Karen was able to adapt the activities on offer depending upon how the children were responding.

Throughout the club, the children seemed happy to take part in any new activity or challenge that was presented to them. Additionally, the children taking part liked that they had involvement in the running of the club and that they were able to create new games themselves with the variety of equipment that was available in the Change 4 Life Clubs.

### ***Resources***

The resource bag provided with the Change 4 Life Club was considered extremely useful. The children enjoyed using the equipment and particularly liked the bright colours (the pom-poms were particularly popular). Karen felt that there was a good variety of equipment and she had been able to utilise all of it in a range of activities. In the first year she had been a little unsure about how to use all of the equipment, but had found the examples provided in the teacher guidance really helpful. During the course of the year she had developed more confidence in creating activities based upon the needs of the children in the school and had been able to be more adventurous in the way that she used the equipment. Karen explained that throughout the first year she was able to learn from the children in terms of the games and activities they liked and there were many occasions when the children had instigated a new way of using the equipment in a game.

### ***Impact***

The Change 4 Life Club was considered a success in terms of the way that it had significantly impacted upon the confidence and sociability of the children taking part. The children had been able to express themselves in ways that were not available to them in other aspects of school life. Parents of the children taking part reported how much the children enjoyed the club and how they had seen positive changes. According to both Kim and Karen, the children were seeing the Change 4 Life Club as an enjoyable and safe space to play and be active.

## **Future**

Although the Change 4 Life Club was considered a success in terms of the impact it was having on the children taking part, Kim was realistic in that the future for the club rested upon whether the school could continue to provide funding for it. In terms of the broader needs of the school, there were many other activities competing for funding and it was not necessarily the case that the Change 4 Life Club would be seen as a priority (given that it was provided for a small number of children) if there were restraints on the levels of funding. Consequently, whereas there would be efforts made to continue to support the club, there was no guarantee.

### **KEY SUCCESS FACTORS**

- The Change 4 Life ethos and aims supported the schools vision in terms of addressing the local PCT and LA health agenda.
- The enthusiastic and experienced club lead.
- The opportunity for children to contribute to club delivery.
- Provision of a safe and welcoming space to be physically active.

### **School context**

The school is situated across two sites and captures a range of different social groups although is considered to be in a highly deprived area. The school has excellent community links which are used to increase sport participation opportunities for the children, for example, the local police come and do a number of football clubs at the school. Children are also taken to clubs outside of school to experience new sports such as judo and trampolining, and to encourage familiarity with community clubs in the area. Last year 15 children were taken to the Olympics while others were taken to a County Rugby game and allowed to play rugby on the pitch at half time in front of the spectators. This year a number of children will be taken to the School Sports Games. The deputy head, Nile, is passionate about the opportunities offered through sports participation. As he explained, the focus of the school is

*to give pupils all the movement skills they need so that when they are older they can hone those skills into a sport if they like. But also it's getting them used to knowing that there's more out there than just the Xbox.*

A further focus of the school is to give children the opportunity to be as fit and healthy as possible and the school do this in part by having the staff present as good role models. Teachers who considered themselves non-sporty were also encouraged to participate in activities. For example, one member of staff had recently started running the girls rugby team who subsequently went on to win at county level competition. All staff and teaching assistants were expected to do an extra-curricular club of some kind and this was usually held during the lunch hour so the children could get the opportunity to gain lots of different experiences.

### **Reason for taking on the Change 4 Life Club**

It was clear that the school offered an excellent range of sport and physical activity opportunities for the children, however it was felt that the Change 4 Life School Sport Club might help motivate some of the children that might not have joined in other clubs. The Change 4 Life programme complemented the school ethos that not everyone has to be good at sport, but that everyone has the opportunity to experience and enjoy it. However the school also recognised that for some children, a little more support may be necessary, and this is where the Change 4 Life Sport Club fitted in.

### **Targeting**

For this year, 12 children from years three and four were chosen to participate in the club. The school chose children who did not join in with the extensive range of activities and clubs already offered by the school, or who were unable to attend after-school clubs (the club was run in the lunch hour to enable all targeted children to attend). The targeting also included children that did not engage in competitive sport, children who were overweight, and those that it was felt would benefit from teamwork and the opportunity to build better relationships with each other. Some of the children were described as confident children overall, but were overweight and tended not to see themselves as sporty.

The club was built up as a fun club and Jim, the club lead and teaching assistant of the targeted year groups had already developed good existing relationships with the children. The club was offered to all pupils within year groups 3 and 4, and then children were selected from those who wanted to take part.

### ***The Change 4 Life Club***

Last year the school chose the Adventure theme for their Change 4 Life Club, however, this year they decided to try a new theme and chose the Creative pack. Attendance was good throughout, primarily because the club was held at lunchtimes, but also because the club was enjoyed by the children and no one wanted to drop out. The club was also free for participating children. The club began with Jim demonstrating the activities, and then the children would work their way around all of the different activities until everyone had had a turn. During the activities it was observed by the SPEAR team that the children were constantly encouraged not only by Jim, but by the other children as well. At the end of the club session the children were asked to check their heart rate and have a glass of water, helping to increase their own awareness of their fitness and the importance of good hydration.

The focus of the club was on teamwork and the development of self-esteem as opposed to skill learning. The introduction of an element of competition was discussed in the context of the club. Nile explained that within the club, the children were competing with like-minded children and that they could share each other's successes. Nile and Jim had discussed the importance of the club being informal. Nile explained that, "the club provides a wide range of fun, informal activities which the children have much greater ownership of than they would, for example, PE". In addition to the development of teamwork and self-esteem, the club also addressed healthy eating.

The club session was obviously enjoyed by the children who appeared confident, relaxed and engaged with the activities. Some of the children did engage in other activities offered by the school, including sporting activities, however, all expressed the opinion that the Change 4 Life Club was the best club they took part in because it was fun and informal. The children also liked that they had involvement in the club, such as being able to choose the activities.

### ***Resources***

The Change 4 Life School Sport Club equipment was combined with existing equipment that the school already had to offer. The club lead used the activities suggested in the Change 4 Life guidebook, but also combined them with other activities felt to be suitable for the targeted children and the ethos of the Change 4 Life Club. This year the school did not have logbooks for participating children so these did not form part of the club.

### ***Impact***

The informality of the club and range of activities offered was clearly successful in engaging the children. Several of the children have gained sufficient confidence that they are now able to engage in inter-school competition, for example, a number of club participants pinpointed for being overweight and tending not to join in other sports clubs took part in a golf tournament, and won! Jim explained that he felt this was an experience that the children may not have had without the Change 4 Life Club. While the club was seen to have built children's confidence, primarily it was perceived to have shown them what skills they already had and how to use them.

## **Future**

If the Change 4 Life initiative stopped and the funding and bags were taken away, Nile said that the school would still do something very similar. They would aim for a primarily new cohort of children as it was felt that years three and four are the most appropriate year groups because by this stage, teachers are aware of children's disposition towards sport and physical activity and are aware of whether the children are provided with support and opportunities outside of school. The children are also of an age where they can take ideas on board, and have a little more ownership around their well-being, e.g. healthy eating at home.

While the focus for next year is to recruit a new cohort of children for the club, there is provision within the club to retain existing children that have been identified as potentially benefitting from a longer period of club membership. The aim of the club will remain to provide a safe, inclusive and supportive stepping stone to participation in other school activities and potentially to clubs within the community.

### **KEY SUCCESS FACTORS**

- The club lead's established, positive relationship with the targeted children.
- The fun and informal atmosphere of the Change 4 Life Club.
- The flexibility to combine resources with school sports equipment to create a range of different activities.
- The opportunity for children to contribute to club delivery.

### ***School context***

The school is a small village primary that caters for approximately 100 children aged between 4 and 11. There is a keen commitment to taking part in national initiatives that enhance the children's learning experiences and towards this end the school has gained the Active Mark and Healthy School Award. The school provides a wide variety of extra-curricular clubs that are led by both teachers and external agencies.

The Change 4 Life Club is overseen by Claire, the school's PE Coordinator. She takes the healthy lifestyle session as part of the Change 4 Life Club which takes place at the end of the week and is supported by Tony, a teaching assistant, who leads the physical activity session at the beginning of the week.

### ***Reason for taking on the Change 4 Life Club***

The appeal of the Change 4 Life initiative largely related to the resources provided and the positive lifestyle theme which complemented the approach to well-being adopted within the school. Overall it was felt that the club would provide opportunities to help pupils to think about their health beyond sport. It was also perceived as an opportunity to encourage children across the school to work together.

In preparation for starting the club Claire attended a training day with two year six pupils selected to be 'Healthy Lifestyles Champions.' The idea for the 'Healthy Lifestyles Champions' was prompted by the brief given by the School Sport Partnership that organised the training session for the Change 4 Life Club initiative. The Change 4 Life training was thought to be useful, and following this training, Claire worked with the Champions to plan how the Change 4 Life School Sport Club would run over a period of 12 weeks.

### ***Targeting***

Approximately 18 pupils participate in the Change 4 Life School Sport Club which is open to all year groups. However, each member had been targeted for different reasons and selection for the club was identified through discussions with other members of the teaching and support staff, including dinner supervisors. Targeted children included those perceived as needing additional support to adopt healthy eating practices or to engage with other pupils. In terms of the latter, it was felt that the Change 4 Life approach might be particularly beneficial for pupils with English as a second language. Holding the session within the school day was designed to ensure that those targeted would attend, although the need to align with other clubs and activities provided by the school was also an influencing factor.

### ***Change 4 Life Club***

The Change 4 Life Club is a pilot for the Combat theme and is organised over two weekly sessions. The activity session takes place at the beginning of the week and is followed up by a healthy living-focused session at the end of the week. Both are carried out during the lunch hour and in the healthy lifestyle session Claire and club members take their lunch together. This approach allows

Claire to provide support to the club's 'reluctant' eaters. The division of the club into two sessions has been found to be a particularly effective approach because it ensures that members have the time for fun and enjoyable physical activities as well as opportunities to talk about healthy eating and to learn from one another about related issues. Claire felt opportunities for the latter were not always available to children and for this reason the Change 4 Life Club provides added value. The 'Healthy Lifestyles Champions' are very involved in the planning and delivery of the sessions. This is overseen by both leads who support and provide guidance on aspects including, for example, ways to ensure that all children fully participate.

The physical activity session works around the games suggested in the resource pack as well as other more traditional sport activities. The healthy lifestyle session is generally structured around a discussion on what the children have eaten and what exercise they have undertaken during the preceding week. This discussion also looks at the diet and activities of the children's families and there is enthusiastic exploration of what 'healthy' is, and where improvements could be made. The lifestyle session encourages club members to think about how they can get active in the absence of formal equipment as a way of encouraging informal physical activity. It also discusses the various skills, both physical and social, involved in club activities that members participate in and in this way the Change 4 Life provides a useful basis for cross-curricular learning. At the end of each session the children are tasked with an activity – usually from the logbook - which they complete and discuss in the following session.

### ***Resources***

The Combat theme was allocated and the associated resources were well received. The children enthused about both the "newness" and range of equipment they were able to play with, and that was reserved just for them, as members of the Change 4 Life Club.

### ***Impact***

A positive impact of the club on the children's behaviour beyond the club sessions is evident and the club has provided a valuable supportive social experience for members. For example, in one of the healthy living sessions members tried fruit smoothies and in a subsequent session one child gave an inspirational presentation on how they could be made at home. The children targeted for support in making new friends and engaging with the wider school community have also been observed building new relations outside the sessions and taking part in more games and activities in their play time. Parents of participating children have reported to have noticed changes in their children's confidence and behaviour which Claire felt were largely attributable to the sense of belonging that the inclusive environment of the Change 4 Life Club engendered.

In the session observed it was also clear that the discussion children had on different sports had stimulated their interest in participation as several requests were made for information about related clubs that they could join.

Each child interviewed as part of the visit reflected their enjoyment of the Change 4 Life sessions, describing them as "fun" and "different". This enjoyment was grounded in both the physical aspects of the club and the variety and novelty of the activities organised across both sessions. The fact that the physical aspect differed significantly from traditional PE lessons emerged as a significant factor in this enjoyment and this appeared to relate to the informality of the sessions and the ability to work with different year groups. With respect to this latter point, the children

consistently reflected that working with pupils from different classes and age groups was valued because it provided opportunities to make new friends.

### **Future**

There were no plans to run the club for a second phase in the 2012/13 school year, mainly because Claire did not have the time capacity to resource this. However, it will be explored as an option for the future and if another block of sessions is organised the ambition will be to make it more student led and give the Champions more responsibility. If this approach is adopted it will be supported by an increase in the ratio of Champions to younger members. It is possible that if the club does not run the engagement of members will be facilitated through monthly meetings with the children in which they will be encouraged to feedback on their overall lifestyles and physical activity as a means of providing encouragement where needed. It is also possible that the new sport Pupil Premium could be used to support another block of Change 4 Life sessions, however this will depend on a careful appraisal of how the needs of the pupils will be most effectively met. However, the 'Healthy Lifestyles Champions' initiative has proven so valuable in terms of personal development opportunities for the children that options to expand it into other areas of the school are to be explored. There are no set exit pathways for existing members but the aim is to encourage them into established clubs within the school.

#### **KEY SUCCESS FACTORS**

- The opportunity to build friendships in a supportive environment.
- The inclusion of both activity and healthy living sessions.
- The novelty and variety of activities offered.
- The 'Healthy Lifestyle Champion' initiative as a tool to enhance personal development and aid the delivery of the club.

### ***School context***

The school is an infant school and has a wide catchment area with many children coming from culturally diverse backgrounds, including a number of children entitled to Free School Meals and with English as an additional language. The school also has two Family Workers who work at the school which they see as providing a vital link between families and the school. The school places great importance on the development of movement skills and overall health and wellbeing, and supports this by educating the children as to what 'physical activity' is, and then encouraging them to take part in day-to-day activities such as walking to school and going swimming with their parents at the weekend. The school nominates a child each year to be the healthy school ambassador for the school and selects role models from different year groups to partner children and assist with a variety of games and physical activities.

### ***Reason for taking on the Change 4 Life Club***

Sue, the club lead, had met with teachers from other schools who had already taken part in the Change 4 Life initiative and was informed about the benefits of signing up, for example, a free bag of equipment. Sue stated that school's aim is for the children to be as physically active as possible and that the Change 4 Life ethos supported that goal.

### ***Targeting***

Twenty children were initially selected to participate in the Change 4 Life School Sport Club. The children were targeted based on who needed the clubs the most, for example, children living in flats with little access to outdoor space and children who were unable to attend out-of-school sport clubs due to parental constraints. There was also a focus on children who were seen to be reluctant to involve themselves in any form of physical activity and those who appeared to have low levels of self-efficacy.

### ***The Change 4 Life Club***

Sue required another member of staff to assist with the running of the club so one of the family workers for the school helped to run the club each week. The school originally asked for Flight as their club theme but were given Combat. As this was the first year that the school had decided to take part in the Change 4 Life School Sport Club initiative, Sue decided to follow the Change 4 Life programme religiously until she was familiar with the format of the clubs. Sue liked the fact that the Change 4 Life Clubs were very easy to deliver and needed no preparation or time to set up. However Sue did note that next year they would select fewer children to participate in the club as they found that 20 children were too many to manage effectively. They also decided that when they ran the club next year they would try and swap their activity resources with another school so that they could try a different theme.

The Change 4 Life Club ran every Wednesday after school. The session began with the children filling in their logbooks and then once these had been completed the children moved onto their warm-up stretches. There were cards spread out around the room showing the children which stretch to do and how to do it. After the warm-up the children began their activities which

included a range of games and a variety of equipment selected from the Combat bag. Sue guided the children through a cool-down accompanied by music before awarding stickers to all children. Sue stated that the attendance of the children had been good throughout the programme as the club was free and the children enjoyed it because it was so much less formal and simply “different” to their usual PE lessons. Healthy eating had also been incorporated into the clubs as part of the Change 4 Life ethos.

### ***Resources***

Activities in the logbooks were completed at the beginning of every club session. The activity resources were often combined with the school sports equipment during the Change 4 Life Clubs however Sue did feel that there was a good assortment of equipment. In addition to the activity examples, the children were often able to create activities of their own with the range of equipment provided. The children really enjoyed the novelty of the resources which were different to the equipment they used in their PE lessons.

### ***Impact***

The club lead noted that there had been significant improvements in behaviour and communication skills across the curriculum. Children who struggled to listen and follow simple instructions before taking part in the club were now able to do so. Additionally, children who had English as their second language and who would not speak with teachers or other children could now, after taking part in the Change 4 Life Clubs, communicate more freely with both staff and other pupils.

Another student who did not like to take part in group physical activity now engages and really enjoys being a part of the Change 4 Life Club. Many children enjoy the club so much they ask the club lead if their siblings can join. Sue also noticed that the children were now much more aware of what activities count as physical activity inside and outside of school.

The enthusiasm and engagement of all children observed in the club session suggested that the clubs were thoroughly enjoyed. One child commented that “I love all the activities!” The children said that they liked the Change 4 Life Clubs mainly because the equipment is different to that used in PE, it is reserved just for them, and that the club is more relaxed and less formal than an ordinary PE lesson. They also liked the fact that they were able to input into how club sessions were run each week, and that “we never know what’s coming next!”

### ***Future***

The school plans to run the Change 4 Life Club next year, albeit with fewer children, and will try and change the theme of their club by exchanging resources with another school. The only potential obstacles that they have found are parental constraints as many parents work full time and picking up children from after school clubs can be difficult.

A competitive aspect is not integrated into the Change 4 Life Clubs and there are no plans to introduce this in the future as the school maintains that building skills and simply learning about movement are the key priorities for this age group.

### **KEY SUCCESS FACTORS**

- The novelty of club activities.
- The informality of the Change 4 Life Club.
- The opportunity for children to contribute to club delivery.
- The broader, cross-curricular impact of the clubs.