

**Sport Wales
PESS and PLPS Case Study**

The Young Person's Journey:

***'Giving a voice to young people'
Empowering learners through
physical literacy***

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The Young Person's Journey

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Key Points

- *The Young Persons' Journey summarises the experiences of young people from five secondary schools acting upon issues raised through the 2013 School Sport Survey to positively shape the delivery of PE and school sport.*
- *Engaging young people in the decision making processes within schools has provided a platform for individual development and empowered young people to take responsibility for their physical literacy and learning journeys.*
- *This case study highlights how innovative strategies which provide young people with a 'voice' can re-engage the whole school in PE and school sport.*

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Context

Physical literacy is a holistic concept which can be described as the 'motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.' (Whitehead, 2014). A growing body of evidence strongly suggests that physical literacy not only allows children and young people to fulfil their physical potential, but also improves attention, concentration, engagement and on-task behaviour. This ensures children and young people are 'available to learn' and have the potential to achieve better outcomes through physical, cognitive and affective development. Physical literacy is unique to each individual and considered fundamental for a child and young person's health and wellbeing as well as playing a key role in facilitating academic achievement.

In 2000 a Welsh task force outlined a number of key actions required to improve standards of PE across Wales. As a result the PE and School Sport (PESS) Programme was set up and managed by Sport Wales (funded by the Welsh Government in 2001) and continued until 2014. The primary aim for the programme was to ensure that 'every young person is challenged and supported in PE and school sport'. PESS focused on up skilling the practitioners. High quality provision across curricular, extracurricular and community activity helps to engage children and young people, providing them with positive activity experiences and the skills, confidence and motivation to be 'hooked on sport' for life. The PESS project has developed a suite of professional development courses and resources to support practitioners working with 3 to 19-year-olds (Foundation Phase to Key Stage 4 and above).

Delivery was managed and supported by expert regional consortia teams with an understanding of physical literacy and the ways in which it can be achieved and improved through the curriculum and the wider community. PESS interventions investigated the potential value of using the physical to create and enhance meaningful learning and improve academic achievement through movement. This approach allowed for the creation and development of bespoke, holistic and child-centred interventions driven by need (as opposed to a 'one-size fits all' approach). Dragon Multi-Skills and Play to Learn developed wide reaching and extensive activities which were used as facilitative vehicles, accepting that the stage of development was more important than age.

The bespoke evolutionary nature of PESS has provided an excellent foundation for the new Physical Literacy Programme for Schools (PLPS). The primary focus of PLPS is to create engaging opportunities that meet the needs of every child, helping them to fulfil their full potential.

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Context (Cont.....)

In conjunction with the PLPS a newly developed Physical Literacy Framework (PLF) will provide practitioners with clear expectations that will help track the progress of every child along their physical literacy journey. The implementation of the PLF across Wales will raise the importance of developing a physically literate nation. However, the need to independently collate, review, analyse and evaluate the PESS evidence base and the introductory phase of the PLPS in raising standards across physical literacy, academic achievement and whole school outcomes is paramount.

SPEAR

In October 2014, the Centre for Sport, Physical Education and Activity Research (SPEAR) at Canterbury Christ Church University was commissioned by Sport Wales to independently review the evidence base for the Physical Education and School Sport Programme (PESS), the Physical Literacy Programme for Schools (PLPS) and the Physical Literacy Framework (PLF). Part of this independent review involves the collation, review, selection, secondary analysis and innovative presentation of case studies evidencing and sharing a range of best practice across PESS and PLPS initiatives. As such, the narrative and analysis of this case study has been conducted by SPEAR with the resources provided by Sport Wales. Consent to identify children, adults and organisations within this case study has been granted.

SPEAR is a cross school and cross faculty research centre at Canterbury Christ Church University established to bring together expertise across and outside the university and to facilitate collaborative working. In particular, SPEAR brings together expertise in Sport and Exercise Science, Physical Education, Education, Health and Tourism and Leisure. SPEAR's research has helped guide and inform public policy to increase physical activity and sport participation among young people by identifying the processes most successful in increasing participation. It has provided a rationale for government investment, contributed to the wider evidence base used by policy makers, and steered programme improvements that enhance physical activity opportunities and experiences.

More details on SPEAR and its work can be found at:

www.canterbury.ac.uk/SPEAR

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'Giving a voice to young people' Empowering learners through physical literacy

Profile

The notion of 'learner voice,' giving learners a role in the decision making processes within schools and communities, has emerged as an effective strategy for re-engaging disengaged young people and providing a platform for growth for those already engaged in the learning community (Rudd, 2007). In contrast to punishment and reward models in which the learner is controlled externally, the learner voice model focuses on learner empowerment and increasing learner responsibility by giving the learner choices. Affording young people the opportunity to have a voice is a key aspect of the personalisation of education and promotion of political literacy and democratic participation; it helps them to formulate and express their own opinions while listening to others (Czerniawski et al. 2009). Ensuring young people feel that their 'voice matters' builds their confidence, self-esteem and motivation and encourages them to develop an interest in current events; it has been shown to aid the development of citizenship skills and empower young people to take action on matters that concern them such as education, health and welfare reform (Mitra, 2006). Concomitantly, there is evidence that a lack of learner belief in the value of their voice is associated with higher dropout rates, lower achievement rates and inadequate workforce readiness. Learners need to believe their voice matters in order to succeed (Bahou, 2011).

The Welsh Government demonstrated its commitment to the development of sustainable 'learner voice' initiatives through the requirement of every school across Wales establishing a School Council by 1st November 2006. A School Council is a group of pupils elected by their fellow pupils to represent their opinions and raise issues with the headteacher and governors in the school. The Physical Literacy Framework supports the development of sustainable School Councils empowering learners and giving learners a voice, supporting them to make informed and knowledgeable choices about their physical literacy journey and to understand the consequences of their choices. In the summer of 2013 the second School Sport Survey was undertaken across Wales. The survey is led by Sport Wales and supported at consortium and local authority level. It is recognised by Estyn as an effective tool for evidencing wellbeing in their self-evaluation guidance for schools and is used to inform sport policy.

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Profile (Cont.....)

The survey also gives individual schools a useful insight into participation levels in sport and physical education lessons, extracurricular sporting activities and sporting habits outside of school. In addition, it highlights a number of reasons for variance in participation and enjoyment of current provision. The School Sport Survey (2013) indicated that 40% of learners were 'hooked on sport' (participating in activities 3 or more times per week), with boys being more likely to be hooked on sport than girls (44% and 36% respectively) and learners in schools in the most deprived areas being least likely to be 'hooked on sport'. While data from the 2011 and 2013 School Sport Surveys demonstrate an increase in sport participation overall, almost two-thirds of young people are yet to become 'hooked on sport'. The 2013 Survey identified a number of factors that appeared to influence the participation of young people in sport. Perceptions of ability and competence relating to sport, especially in girls, were identified as factors contributing to dropout (30% of girls said they were 'not good at sport' compared to 18% of boys). Additionally, those young people lacking confidence to participate in PE and school sport were less likely to be engaged in regular sporting activity.

Through the Physical Education and School Sport (PESS) initiative, the Central South Consortium Joint Education Service identified an opportunity to use learner voice to address some of the issues associated with participation (and dropout) within PE and school sport raised by the Sport Wales School Sport Survey. The consortium adopted a learner-led rights-based strategy, promoting and demonstrating the rights of young people through PESS. This case study follows the physical literacy journey of five groups of young people from secondary schools in each of the local authority areas covered by Central South Consortium Joint Education Service.

The Challenge: What was the problem?

Following publication of the 2013 School Sport Survey, Sport Wales, in conjunction with Central South Consortium Joint Education Service aimed to gain further understanding of the barriers to participation in PE and school sport and find ways in which these might be overcome. A pilot project¹ was designed to promote 'learner voice' by encouraging learners to analyse the results of their School Sport Survey and identify barriers that prevent themselves and their peers taking part, and enjoying, PE and school sport. Learners were then tasked with designing and delivering specific interventions to help overcome these barriers.

¹ a replica pilot was also undertaken in South East Wales

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The Challenge: What was the problem?

Five secondary schools, one from each local authority within Central South Consortium Joint Education Service, were invited to take part in the pilot. The selected schools were:

- Brynteg Comprehensive School – Bridgend.
- Bryn Hafren Comprehensive School - Vale of Glamorgan.
- Eastern High School – Cardiff.
- Pen Y Dre High School – Merthyr Tydfil.
- Tonypany Community College - Rhondda Cynon Taf.

The pilot had three distinct aims:

1. To improve participation levels and reported enjoyment of PE and school sport.
2. To improve general physical activity levels.
3. To give a group of young people support, training and the opportunity to have a meaningful impact on the delivery of PE and school sport in their school.

The Intervention: What did they do?

Sport Wales and the Central South Consortium Joint Education Service undertook the pilot project. Secondary schools were identified to take part in the intervention based on the criteria below, which was collated through the 2013 School Sport Survey:

- Levels of sporting engagement across the school.
- Levels of pupil enjoyment in relation to PE lessons.
- How comfortable pupils felt in PE lessons.
- Percentage of pupils feeling confident enough to share their ideas within PE lessons.
- Number of pupils feeling listened to within PE lessons.
- Whether the school had established a sports council.

In October 2013, staff from participating schools were brought together, introduced to the initiative and given the opportunity to discuss structure and planning. They also selected a group of young people from each of the schools to lead the pilot. Some of the groups chosen already had a role within other 'learner pupil voice' initiatives; others were brought together specifically for the pilot (for information on each of the groups please see the individual school profiles). Each group received a grant which was used to deliver their respective interventions. The young people selected from each of the schools attended an introduction launch day where they were:

1. Introduced to the aims of the pilot.
2. Trained in teamwork and project planning.
3. Supported to analyse their School Sport Survey.
4. Supported to identify barriers and challenges to participation in, and enjoyment of, PE and school sport specific to their school.

The Young Person's Journey

The Intervention: What did they do?

Back in school, each group of young people worked in a slightly different way, building on the issues they identified at the launch day and consulting with peers and school staff (including senior management). This process allowed the young people to explore potential obstacles and solutions associated with budgets, time and resources. Between December 2013 and January 2014, each school engaged in a further workshop where the groups of young people were able to troubleshoot, develop their ideas and agree project plans. Each group then attended an Enterprise Day facilitated by Young Enterprise Wales, providing the young people with expert advice to support the development of business skills. In April 2014, a follow up session was organised to give the young people the opportunity to evaluate their interventions, reflect on progress so far and make plans to ensure their work was both impactful, and sustainable. Finally in May 2014 the five schools, alongside the additional five schools from the South East Wales Consortium that participated in a replica scheme, attended a sharing event in which the young people were given the opportunity to present their projects.



	All Wales	CSC	Bridgend	RCT	Merthyr	Vale
'Always' comfortable in taking part in PE	56%	56%	57%	55%	55%	56%
'Never' give ideas about PE and School sport	35%	37%	35%	36%	35%	40%
'Never' feel ideas are listened to	19%	20%	17%	20%	17%	21%



A montage of the training, planning and evaluation day activities, resources and tools used throughout the intervention

The following pages provide a profile and brief overview of each of the schools and the groups of young people leading their respective projects.

The Young Person's Journey

The Intervention: What did they do?

School Profile: Bryn Hafren Comprehensive School - Vale of Glamorgan

School background:

Bryn Hafren Comprehensive School is an 11-19 girls community school serving the town of Barry and its surrounding area in the Vale of Glamorgan. There are currently 1,214 learners on roll, 29.7% of learners are entitled to free school meals (A report on Bryn Hafren Comprehensive School, Estyn, May 2012).

The group:

Ten girls in Year 10 were selected by staff to be involved as they participated in PE but did not enjoy what was currently available in school. All 10 remained involved throughout the process.

The key issues:

1. *Comfort in PE lessons* - 66% of learners were sometimes or always uncomfortable taking part in PE.
2. *Having a say in PE* - 59% never gave their ideas about PE and school sport; only 13% thought that learner ideas were always listened to.
3. *Confidence trying new activities, participation in extracurricular sports* - Only 13% of learners were very confident trying new activities, 69% of learners take part in extracurricular sports less than once a week.

The intervention:

The group highlighted the issues described above from the School Sport Survey, used assemblies to let the rest of the school know that they planned to address these issues and created suggestion boxes to gather ideas from the rest of the school about what they should do.

After considering the results from the suggestion boxes and discussion with staff the group decided to:

- Pilot a change in PE kit.
- Pilot new activities within PE and as extracurricular clubs, suggested by other learners and that current staff were able to offer.
- Adapt the changing rooms and make them more private.

Outcomes:

1. New activities were monitored - those that proved popular were friendship group bookings of the fitness centre, aqua fit, street fit, legs, bums and tums, yoga.
2. A new kit was selected as a result of allowing the girls to wear whatever top they chose for a few weeks and monitoring the most popular style.
3. Attendance at PE and after school clubs was monitored, with rewards given for improved and maintained attendance.
4. Partitions were added to the changing rooms to give more privacy when changing.

The Young Person's Journey

The Intervention: What did they do?

School Profile: Brynteg Comprehensive School - Bridgend

Background:

Brynteg Comprehensive School is an 11-18 mixed, community school. It is one of the largest secondary schools in Wales. There are currently 1,960 learners on the roll. The school is situated in the town of Bridgend and serves a catchment area mainly from the eastern side of the town. About 10.1% of learners are eligible for free school meals (A report on Brynteg Comprehensive School, Estyn, September 2009).

The group:

Four girls and six boys volunteered to be part of this project from the Year 10 GCSE PE group. Staff offered the opportunity to this group as they had frequent and easy access to them and they felt that they would be enthusiastic about the project. All learners have remained involved with the project.

The key issues:

1. *Having a say in PE* - 40% of boys and 48% of girls never gave their ideas about PE and school sport. Only 10% of learners at Brynteg felt that they were always able to give their ideas about PE and school sport.
2. *Comfort in PE lessons* - 34% of girls in Key Stage 3 and 36% of girls in Key Stage 4 said that they never felt comfortable in PE lessons. 55% of boys and 71% of girls did not enjoy PE a lot.
3. *Participation* - 37% of Brynteg School learners were 'hooked on sport' and participated in extracurricular and/or club sport three or more times a week. The national figure was 40%. 39% of learners in Key Stage 3 were hooked on sport compared with 33% of Key Stage 4 learners. The national figures were 42% and 36% respectively.

The intervention:

Following the launch day the group met regularly on Wednesdays. They met with the head teacher to get permission to survey the school, then created the survey and presented it at assemblies.

The group analysed the survey results and decided to:

- Prioritise a new PE kit.
- Use an enterprise based model that would raise money to fund new activities in PE.

Outcomes:

1. The group met with uniform suppliers.
2. Design and costs were agreed.
3. A new PE kit was introduced.

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The Intervention: What did they do?

School Profile: Eastern High School – Cardiff

Background:

Eastern High has recently been created after merging Rumney High School and Llanrumney High School. Rumney High School was a 11-16 co-educational, community school in the local authority of Cardiff. There were 786 learners on roll. The proportion of learners entitled to free school meals was 32%, more than double the national average (A report on Rumney High School, Estyn, October 2008). Llanrumney High School was a 11-16 co-educational, community school situated on the eastern side of Cardiff and maintained by Cardiff local authority. It had 500 learners on roll. The percentage of learners entitled to receive free school meals was 38%, higher than the average for Wales of 17.4% (A report on Llanrumney High School, Estyn, October 2012).

The group:

Ten learners who were involved in PE and school sport were invited to join the project; they were selected because they were keen to take on extra challenges and were good leaders in sport. Two were from Year 7, five from Year 8 and three from Year 9. Two boys from Year 10 were originally involved but decided to drop out.

The key issues:

1. *Comfort in PE lessons* - 51% of learners were sometimes or always uncomfortable taking part in PE.
2. *Having a say in PE* - Only 17% thought that learners' ideas about PE and school sport were always listened to.
3. *Desire to improve* - 90% always or sometimes wanted to practice to do better in PE or school sport.

The intervention:

The group noted the above issues from their School Sport Survey and decided to survey the school to find out what key issue would help their peers engage better with PE and school sport. They asked what activities people would enjoy, explored how people felt about the kit and about spare kit available when you forgot your own and consulted on activities people might enjoy during break and lunch time.

The group analysed the results from their questionnaires and decided:

- To purchase a washing machine so that spare kit could be easily cleaned and more pleasant to use.
- To start a shop selling sports equipment that could be bought at low prices for learners to use at break or lunch time (the consultation process indicated learners felt they did not have enough to do at lunchtimes). The proceeds from the shop will be used to maintain the high quality of spare kit and any excess to develop what is on offer as part of the PE curriculum.
- To change the PE kit including the introduction of hoodies that can now be counted as part of the school uniform and purchased through the learners' new shop. Hoodies can be printed with names and the names of sports and extracurricular clubs.

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The Intervention: What did they do?

School Profile: Eastern High School – Cardiff (Cont.....)

Outcomes:

1. The group informed the head teacher of their project and asked permission to proceed; the Head Teacher was so impressed that they were given an extra £1000 from the school budget to help make the project happen sooner.
2. The new kit and washing equipment was purchased.
3. Plans to open the shop are now under way.
4. Information gathered regarding new activities was incorporated into the curriculum planning process.

School Profile: Pen Y Dre High School – Merthyr Tydfil

Background:

Pen Y Dre High School is a mixed 11-18 school with approximately 1000 learners. The school's catchment area consists mainly of the large Gurnos Estate and a number of Welsh Valley communities on the edge of the Brecon Beacons. Learners come mainly from five partner primary schools. 33% of learners are entitled to free school meals (A report on Pen Y Dre High School, Estyn, March 2009).

The group:

Two girls and two boys from each of Year 7, 8, 9 and 10 made up this group. One girl and one boy from each year group were members of the school sport council and were voted into that position. The other half of the group were handpicked by staff who identified them as students who were potentially less keen to participate in school sporting clubs etc. but keen to give their opinions. This created a diverse group that staff hoped would yield strong results during discussions.

The key issues:

1. *Enjoying PE and Extra Curricular Activity* - 62% of learners did not enjoy PE at all or enjoyed it a little, 77% did not enjoy extracurricular sport at all or enjoyed it a little.
2. *Confidence trying new activities, participation in extracurricular sports* - Just 26% of Pen-Y-Dre High School learners were 'hooked on sport' and participated in extracurricular and/or club sport three or more times a week. 70% of learners at Pen Y Dre participated in extracurricular sports less than once a week. The most significant things that would encourage learners to do more sport were:
 - 'if there were more sports that suited me'
 - 'if a friend came with me'
3. *Having a say* - Just 20% of boys and 21% of girls felt that their ideas about PE and school sport were always listened to.

The Young Person's Journey

The Intervention: What did they do?

School Profile: Pen Y Dre High School – Merthyr Tydfil (Cont.....)

The intervention:

Following the initial workshop day this group met regularly to plan and take actions. They designed a survey and issued it to every child in the school. They then analysed the results.

The learners decided that they wanted:

- People to take part in sports more.
- People to enjoy sport more.
- To change PE throughout school.

Outcomes:

1. The group produced a timetable of the most popular activities which were run after school and at lunch time. This timetable was promoted, displayed around school and disseminated via form tutors.
2. An awards ceremony has been established, utilising a system of registers created for extracurricular sports to monitor attendance. Learners are awarded for commitment, attendance and improvement in the extracurricular activities and the ceremony is attended by a local sports person.

School Profile: Tonypandy Community College - Rhondda Cynon Taf

Background:

Tonypandy Community College is a single site 11-19 mixed establishment maintained by Rhondda Cynon Taff There are currently 922 learners on roll. The number of learners in receipt of free school meals is 17.9% and is above the national average (A report on Tonypandy Community College, Estyn, May 2009).

The group:

The school council were selected to take part in this project. This consisted of one girl and one boy from Years 7, 8 and 9, one boy from Year 12, one girl and two boys from Year 13. Two of the Year 13 learners joined the project later as they expressed an interest and it was felt that some extra leadership would be useful. The school 5x60 Officer and Inclusion Officer provided support to this group.

The Young Person's Journey

The Intervention: What did they do?

School Profile: Tonypandy Community College - Rhondda Cynon Taf (Cont.....)

The key issues:

1. *Feeling comfortable in PE* - 55% never or only sometimes felt comfortable in PE lessons.
2. *Enjoying PE and extracurricular sport* - 60% didn't enjoy PE at all or just enjoyed it a little; 59% didn't enjoy extracurricular sport at all or enjoyed it a little.
3. *Having a say* - 53% never gave ideas about PE and school sport. Just 15 % thought that their ideas were always listened to.

The intervention:

This group considered the results of the School Sport Survey and highlighted the issues described above. They decided that they needed to further consult with the rest of the school so they went in to registration classes to ask about PE. They asked about activities provided and the organisation of classes.

After analysing the results of their consultation the group found that:

- Learners would prefer to be taught in split gender groups.
- Learners would prefer to have double lessons rather than 2 single lessons of PE.
- Learners would like to try shorter versions of the traditional PE sports and develop their skills.
- The poor condition of the changing rooms affected enthusiasm and enjoyment of PE.
- People were unhappy about the current kit options.

Outcomes:

1. The findings of their consultation were fed back to the whole school at assembly.
2. The group shared the issues raised with the PE department who explained that as mixed gender classes had recently been introduced they would not be changed.
3. Staff will be reassessing the timetable for next year in light of the issues raised.
4. The group's findings will be fed into the ongoing review of all uniform.
5. The group received permission to repaint the changing rooms.
6. A scheme has been introduced which enables pupil sports leaders and the 5x60 Officer to provide support in PE lessons (providing short versions of team games and building basic skill levels) to increase the enjoyment of all learners.

The Young Person's Journey

Impact: What changed for the young people?



Intervention overview and feedback
(click picture to play video)

A wide range of personal gains were reported by the young people involved in the pilot, most notably increased levels of confidence, planning skills and feeling comfortable about expressing their views. Many young people also commented specifically on the impact of being listened to and seeing the changes they directed happening in school. Some of the personal journeys of individual young people engaged in the project have been significant, resulting in more positive attitudes to PE, sport and physical activity engagement. Below are the respective outcomes for each of the groups of young people and their schools.



Bryn Hafren Comprehensive School: What did we change? (click picture to play video)

The Young Person's Journey

Impact: What changed for the young people?

Outcomes: Bryn Hafren Comprehensive School - Vale of Glamorgan

Views of the group of young people:

- The entire group felt that others in the school had been given a significant say in how PE and school sport are delivered.
- 8/10 felt that the working group also had a significant say in this; 2/10 felt that they had only had a small say.
- 8/10 girls felt that they had made a significant change to how PE and school sport are delivered and 2/10 felt that they had made a small change.

Impact on the group of young people:

- "More communication from learners to staff about PE".
- "Changed attitude towards PE teachers".
- "People are more confident about trying new activities".

Skills Gained by the Young People Involved			
Skill	No. of yp	Skill	No. of yp
Teamwork	10	Decision making	10
Communication	10	Budgeting and money planning	10
Asking people for ideas	10	Fundraising	4
Planning	10	Being enterprising	8
Being more confident	10	Presentation skills and speaking in front of others	10

Data from post intervention young people's survey

Benefits to the School:

- "People are more comfortable doing PE".
- "More people are doing PE".
- "More people attend after school clubs and are enjoying them".
- "The teachers are attending the clubs".
- "Improved afterschool clubs".
- "New PE tops make people feel more comfortable in lessons".

Staff Feedback:

- "PE is always valued as a subject but learners have enjoyed the new topics and the new t shirts".
- "New taster sessions at Key Stage 4 have impacted on after school participation".
- "The project did produce positive outcomes for the school; more learners are engaged in extracurricular activities".

The Young Person's Journey

Impact: What changed for the young people?

Outcomes: Brynteg Comprehensive School – Bridgend

Views of the group of young people:

- The entire group felt that all learners in the school had been given a significant say in how PE and school sport are delivered.
- The entire group felt that the working group also had a significant say in this.
- 5/8 of the group felt that they had made a change to how PE and school sport are delivered, 1 felt that they had not yet made a difference and 2 did not answer this question.

Impact on the group of young people:

- "We gained experience in being enterprising".
- "We developed our skills – working with others, communication, presentation".
- "We organised a successful survey".
- "Our group is closer".
- "We feel more confident talking in front of a large number of people".

Skills Gained by the Young People Involved			
Skill	No. of yp	Skill	No. of yp
Teamwork	8	Decision making	8
Communication	8	Budgeting and money planning	5
Asking people for ideas	8	Fundraising	2
Planning	5	Being enterprising	8
Being more confident	8	Presentation skills and speaking in front of others	8

Data from post intervention young people's survey
(not completed by all learners as some were unable to attend event).

Benefits to the School:

- "School can earn some more money".
- "We have new kit".
- "Variety of activities within curriculum time".
- "We hope participation will improve".
- "Pupil voice has been taken into account".
- "People feel as if they can have a say about what happens in school".

The Young Person's Journey

Impact: What changed for the young people?

Outcomes: Brynteg Comprehensive School – Bridgend (Cont.....)

Staff Feedback:

- "Awareness of this project is only on a small scale at the moment from the assemblies. Once the new kit is launched hopefully this will have a greater impact and a positive view".
- "We start selling hoodies soon and hopefully raising some money that can be reinvested into increasing the range of extracurricular activities that can be offered".



Eastern High School: What did we change? (click picture to play video)

The Young Person's Journey

Impact: What changed for the young people?

Outcomes: Eastern High School – Cardiff

Views of the group of young people:

- The entire group felt that other learners in the school had been given a significant say in how PE and school sport are delivered.
- The entire group felt that the working group also had a significant say in this.
- 9/12 of the group felt that they had made a significant change to how PE and school sport are delivered and 2/12 felt that they had made a small change; 1 young person stated that they did not know yet.

Impact on the group of young people:

- "We have gained a brand new experience and improved our knowledge".
- "This project has given us another level up of leadership in school".

Skills Gained by the Young People Involved			
Skill	No. of yp	Skill	No. of yp
Teamwork	10	Decision making	4
Communication	8	Budgeting and money planning	4
Asking people for ideas	8	Fundraising	10
Planning	8	Being enterprising	2
Being more confident	10		

Data from post intervention young people's survey
(not completed by all learners as some were unable to attend event).

Benefits to the school:

- "The school has gained new spare kit, a tumble drier and a new washing machine".
- "This project has got more learners involved in afterschool clubs and PE".

Staff feedback:

- "Head teacher views PE and learner voice as very important".
- "The school did not always view PE as important but the view in school has changed".
- "Data collected will be used to create next year's curriculum plan so a greater impact on delivery will be seen soon".
- "Already improved participation and attitude due to kit".

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Impact: What changed for the young people?

Outcomes: Pen Y Dre High School – Merthyr Tydfil

Views of the group of young people:

- 8/14 young people felt that other learners in the school had been given a significant say in how PE and school sport are delivered, 5/14 felt that they had been given some say and 1 young person did not answer this question.
- The entire group felt that the working group also had a significant say in this.
- 10/14 young people felt that they had made a significant change to how PE and school sport are delivered and 3/14 felt that they had made a small change; 1 young person did not answer this question.

Impact on the group of young people:

- "I feel prepared to do this again".
- "We feel proud to be part of this project".
- "We have gained confidence".

Skills Gained by the Young People Involved			
Skill	No. of yp	Skill	No. of yp
Teamwork	10	Decision making	14
Communication	14	Budgeting and money planning	10
Asking people for ideas	14	Fundraising	3
Planning	14	Being enterprising	3
Being more confident	12	Presentation skills and speaking in front of others	14

Data from post intervention young people's survey
(not completed by all learners as some were unable to attend event).

Benefits to the School:

- "Enthusiastic learners, enjoying school sport".
- "More people involved in clubs and staying school at lunch time to go to clubs".
- "Easier for lots of different people to come to clubs and not get shy".
- "Healthier and more active young people".

Staff Feedback:

- "It has encouraged less sporty learners to view PE in a better light".
- "More emphasis on leisure activities, encouraging mass participation".
- "New timetable of activities, more activities available, greater percentage of learners involved".

The Young Person's Journey

Impact: What changed for the young people?

Outcomes: Tonypandy Community College - Rhondda Cynon Taf

Views of the group of young people:

This data was collected at the final sharing event. As the majority of the group were involved in staff interviews at school on this day, only one young person was able to attend the event.

- The attendee felt that others in the school had been given a significant say in how PE and school sport are delivered.
- This young person felt that the working group also had a significant say in this.
- The young person felt that the group had made a small change to how PE and school sport are delivered in school.

Impact on the group of young people:

- "We have enjoyed the process".
- "We gained respect from fellow students".

Skills Gained by the Young People Involved			
Skill	No. of yp	Skill	No. of yp
Teamwork	1	Decision making	1
Communication	1	Budgeting and money planning	1
Asking people for ideas	1	Fundraising	1
Planning	1	Being enterprising	1
Being more confident	1	Presentation skills and speaking in front of others	1

Data from post intervention young people's survey
(not completed by all learners as some were unable to attend event).

Benefits to the School:

- "We have gained more trust in the school".
- "People feel happier when dressing for PE".
- "The school has insight from our ideas and research".
- "PE staff know what they can do to help people engage more with PE".
- "People are happy to be able to have a say".
- "We have created a closer school community".
- "Happier students".

Staff Feedback:

- "The investment has increased value to students. Everyone has been given a voice".
- "Will be more impact in the future on 5x60 interventions to boost skill levels and if double lessons are possible then this will increase the quality of provision".
- "Focus has been school based however and increase in enjoyment in lessons may help increase numbers".

The Young Person's Journey

Impact: What happened next?



Teacher Feedback (click picture to play video)

As a direct result of the positive impact of young people's involvement in the interventions, each school formed a progressive action plan. Key points from each of the plans are summarised below and over the page.

What happens next?

Bryn Hafren Comprehensive School –
Vale of Glamorgan

1. The group will continue to exist and keep the suggestion boxes as a pupil voice mechanism.
2. The group will continue to monitor and act on suggestions.
3. The group will recruit new group members from lower years.

What happens next?

Brynteg Comprehensive School –
Bridgend

1. The group will continue to exist and build on their successes as well as determining how to ensure the group is sustainable moving forward.

What happens next?

Eastern High School –
Cardiff

1. The data collected in the learners survey about preferred activities will be incorporated into next year's curriculum plan for PE.
2. The learners will remain part of the group with their focus on running the shop and investing its profits.

What happens next?

Pen Y Dre High School –
Merthyr Tydfil

1. This group will continue to exist and intend to fund raise to be able to offer more extracurricular activities.
2. The group intend to survey the school again to check the success of their activities and try new ones.
3. The group hope to better inform senior staff of their plans so that they can ensure support.

The Young Person's Journey

Impact: What happened next?

What happens next?

Tonypandy Community College –

Rhondda Cynon Taf

1. Keep changing rooms clean, uplifted and bright.
2. Finish painting the other changing rooms.
3. Look at changes to the timetable so that PE can be a double lesson.
4. Kits, make sure SMT have the groups ideas and findings before deciding about new kit and uniform.
5. Speak to PE staff about new games and sports being included in the curriculum.
6. Begin fundraising to sustain group.
7. Look into adding new staff members to the group (consider Head of PE or other interested staff).
8. Perform frequent consultations to ensure new issues are minimised moving forward.
9. Group will continue and new members recruited to replace those leaving the School Council at Yr 13.
10. Creation of a sports council, with one girl and one boy from each year, will be considered.
11. Consult with Yr 7 learners about their perspectives on PE, particularly mixed gender classes.

Impact: What changed for the schools?

Key themes

- Although projects varied greatly there were clear themes that emerged across schools. These included kit, having a say and being listened to and activities available in PE and extracurricular activities. These issues were noted and resources directed to address them.
- All groups of young people needed to consult extensively with their peers; the Sports Wales School Sport Survey gave them a starting point for the direction their work might take, but they needed to ask more specific questions to help them plan their project effectively. This encouraged inter as well as intra year group working to take place.
- All schools will run this initiative over a full academic year in future to have maximum impact.

The Young Person's Journey

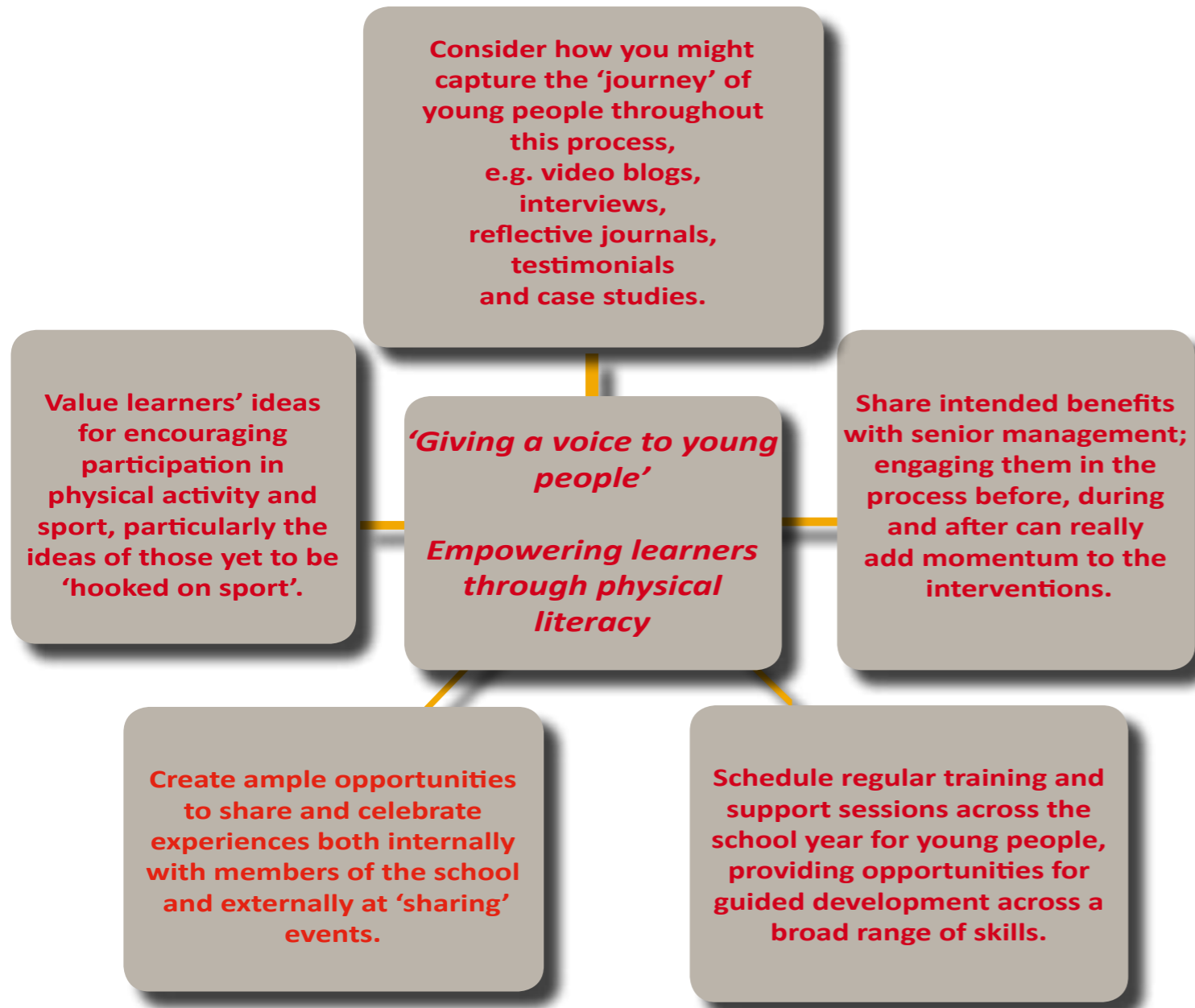
Impact: What changed for the schools?

Key themes (Cont.....)

- While all groups achieved significant outcomes and had innovative ideas, the groups comprised of young people who did not normally engage well with PE and school sport were particularly effective and more likely to think creatively about PE and school sport.
- Some of the projects had very strong enterprise elements, identifying potential sources of income and a clear focus for the future, increasing their sustainability.
- Schools had direct and clear support from senior management; the recognition and praise from Head Teachers was very important to the young people who received it.
- As a result of the success of engaging young people in the development of PE and school sport, both participation rates and the value of the subject area have improved.

The Young Person's Journey

Recommendations: Advice for schools and practitioners



Sport Wales PESS and PLPS Case Study



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