

Youth Sport Trust submission to the 2020 Comprehensive Spending Review

1. ABOUT THE YOUTH SPORT TRUST

The Youth Sport Trust is a children's charity working to ensure every child enjoys the life-changing benefits that come from play and sport. We have 25 years of expertise in pioneering new ways of using sport to improve children's wellbeing and give them a brighter future.

We work with more than 20,000 schools across the UK, all of the main national governing bodies of sport (NGBs) and have a long track record working with government. Our programmes and networks operate on a local, UK-wide and global level, through our sister charity Youth Sport Trust International. We work with young people directly and equip educators to harness the power of sport, physical activity and Physical Education (PE) to promote inclusion, enhance wellbeing and develop leadership and life skills.

We convene partners together from across sport and education to engage collectively with government, including in relation to the development of the School Sport and Activity Action Plan.

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2. INTRODUCTION

This document represents the Youth Sport Trust's submission to the 2020 Comprehensive Spending Review. The submission draws upon our years of expertise working with government, schools, young people and sporting organisations to improve young people's lives through sport, physical activity and PE.

It has been formed in consultation with schools, headteachers and sport sector organisations, including national governing bodies of sport, the Sport & Recreation Alliance, UK Active and Chartered Institute for the Management of Sport and Physical Activity. We have also worked alongside leading children's charities and our proposals endorse the call by the Children's Society for a national wellbeing measure for young people.

In this submission, we set out the important role that school sport, daily physical activity and PE play in young people's lives, the outcomes government investment should achieve, and proposals for improving return on investment.

The implementation of these proposals, which have cross-sector support, would make a seismic difference to the health, education and life chances of young people and tackle stubbornly high levels of inactivity. In the wake of COVID-19 we believe this needs to be an even greater priority. School sport, physical activity and PE have an essential role to play in helping the nation to build

back and recover from the consequences of the current pandemic, and better protect it in future through improved public health.

The total cost of proposals set out in this consultation response are consistent with existing levels of government investment for 2020/21. **We believe that continued investment is essential** and that there is considerable scope for improving the outcomes achieved through this investment.

Our proposals are consistent with the priorities of the Government's 2020 Spending Review, in particular: **"Improving outcomes in public services, including supporting the NHS and taking steps to cut crime and ensure every young person receives a superb education."**

Our recommendations also build on commitments set out in the Conservative Party manifesto ahead of the 2019 UK General Election, in particular the commitments to **"invest in primary school PE teaching and ensure that it is being properly delivered"** and **"help schools make good use of their sports facilities... [and to] promote physical literacy and competitive sport."**

In July 2019, Prime Minister Boris Johnson wrote to the Youth Sport Trust and our partners with a pledge that: **"tackling any sort of decline in young people's overall wellbeing will be a key pillar in my programme for government"**.¹ The call we are making, together with many others in sport and education, for a national benchmark of children's wellbeing will be essential to delivering on this pledge.

3. SUMMARY OF KEY RECOMMENDATIONS

- **Government investment in youth sport, physical activity and PE is essential. The current level of investment should be protected from any reductions and guaranteed until at least 2025.** With fewer than half of young people currently achieving the Chief Medical Officer's recommended 60 minutes of daily physical activity, the country cannot afford to reduce support in this area. The Government's School Sport and Activity Action Plan lists spending initiatives of at least £350 million per year.
- **Continued investment should be aligned to an overarching goal to make young people in the UK the happiest and most active in Europe.** To achieve this goal, three headline national guarantees should be put in place: daily physical activity for every child, weekly after-school sport for every child, and a million hours of youth sport volunteering. We believe that tying the investment to specific, measurable national guarantees will improve accountability and drive greater impact.
- **All investment should be joined up across government through an enhanced School Sport and Activity Action Plan.** Without increasing the overall level of public investment, we are calling for all government funding for school sport, physical activity and PE to be joined-up across departments, guaranteed until at least 2025, and strategically targeted at five key areas essential for driving lasting change:

1. The benchmarking of physical activity and physical development across all age groups as part of a wider national wellbeing measurement programme.
2. A national teacher training programme to i) transform physical literacy and the wider wellbeing outcomes of the PE curriculum and ii) support all teachers to engage young people in activity across the school day.
3. An inclusive 'active extended day' offer at every school.
4. A globally admired School Games programme which extends the success of the current competitive school sport programme, to include daily physical activity, fitness, dance and outdoor activities. The profile and reach of this national programme should be harnessed to improve parents' awareness of the benefits of play and sport for their children.
5. A local infrastructure of nationally deployed professional school sport and activity organisers and young volunteers responsible for implementing the plan.

4. TACKLING THE NEW CHALLENGES POSED BY COVID-19

- Lockdowns and school closures in response to the COVID-19 pandemic have had a significant impact on young people's wellbeing and engagement with physical activity. They have also exacerbated pre-existing inequalities.
- Numbers of young people meeting the Chief Medical Officer's guidelines for taking part in 60 minutes of physical activity every day dropped from 47% before coronavirus to 19%, recent Sport England research shows.^{2,3} It found that 43% were doing less than 30 minutes and 7% were doing nothing at all. Social and health inequalities have continued: 13% of children from less affluent backgrounds have done no exercise (vs. 6% from more affluent backgrounds) and 9% of secondary school pupils are also doing nothing (vs. 5% primary).
- The crisis has had a negative impact on young people's mental health, particularly among more vulnerable demographics. At least one-third of children experienced an increase in mental health issues including stress, loneliness and worry.⁴ Amongst girls, 24% of those aged 11-14 and 50% of those aged 15-18 reported that COVID-19 and lockdown had a negative impact on their mental health.⁵ There has been a significant deterioration in mental health in recent months for many young people but particularly for those of Black, Asian, and minority ethnic (BAME) origin who appear to be suffering disproportionately worse damage to their mental health than their white peers⁶.
- As pupils returned for the 20/21 academic year, some schools reduced the amount of PE they were delivering, with logistical issues and lack of confidence interpreting new guidance cited as factors. Research carried out by the Youth Sport Trust among PE teachers in September 2020 found that 17% of teachers at Key Stage 2 were set to deliver less curriculum PE than they did last year, or none at all. At Key Stage 3, 22% were set to deliver less or none. At Key Stage 4 the figure was 26%. 73% of teachers reported that young people were returning to school with low levels of physical fitness.⁷

Taken together with the impact of COVID-19 on the wider sport sector, with most sporting organisations facing considerable financial challenges, we believe that current challenges facing schools and young people further reinforce the need for public investment in PE, school sport and physical activity. These should be targeted in a way which delivers on the Government's ambitions to level up and ensure a superb education for every child.

5. DELIVERING ON THE GOVERNMENT'S OBJECTIVES: The case for investment in school sport, physical activity and PE

There is a strong social and economic case for public investment in school sport, physical activity and PE. Across all ages, every £1 invested in sport generates £3.91 for the economy and society.⁸

Investment in getting young people more active can bring significant value in helping government to deliver on the priorities set out for this Comprehensive Spending Review: for jobs and skills, levelling up opportunity, improving outcomes in public services and ensuring every young person receives a superb education.

5.1 Tackling childhood obesity

- Childhood obesity (a body mass index at or above the 95th percentile of weight distribution) has been a significant issue within the UK for a number of years and remains an important public health priority. As well as the serious risk to health during childhood, obese children are likely to face similar health problems into adulthood.⁹
- Today, nearly a third of children aged 2 to 15 are overweight or obese, and younger generations are becoming obese at earlier ages and staying obese for longer.¹⁰ Evidence shows that rates of childhood obesity are higher for those who live in deprived areas. Amongst pupils in Year 6 (age 10 - 11), those living in the most deprived areas had a rate of obesity that was double the rate of the least deprived areas (26.7% vs. 13.3%).¹¹
- The country spends more each year on the treatment of obesity and diabetes than on the police, fire service and judicial system combined.¹² In 2014/15, It was estimated that the NHS in England spent £5.1 billion on overweight and obesity-related ill-health.ⁱ The UK-wide NHS costs attributable to overweight and obesity-related issues are projected to reach £9.7 billion by 2050, with the wider cost to society estimated to reach £49.9 billion per year.¹³
- Physical inactivity is responsible for one in six UK deaths (equal to smoking) and is estimated to cost the UK £7.4 billion annually, including £0.9 billion to the NHS alone.¹⁴

ⁱ Estimates for UK in 2014/15 are based on ⁶⁷. Uplifted to take into account inflation. No adjustment has been made for slight changes in overweight and obesity rates over this period. It has been assumed England costs account for around 85% of UK costs.

- Research has long proven that poor diet and low levels of physical activity are correlated with the risk of obesity. ¹⁵ It is equally well-established that physical activity can help children and young people to achieve and maintain a healthier weight, and thus act as a protective factor against obesity in childhood and adolescence. Researchers have highlighted how physical activity prevents obesity in multiple ways, irrespective of age:
 - Physical activity increases total energy expenditure, which can help people to stay in energy balance or even lose weight.
 - Physical activity decreases fat around the waist and total body fat, slowing the development of abdominal obesity.
 - Muscle-strengthening activities build muscle mass, increasing the energy that the body burns throughout the day, even when it's at rest - thus making it easier to control weight.
 - Physical activity acts as a protective factor against mood disorders such as depression and anxiety, with the positive mood boost likely to motivate people to continue exercising over a longer period. ¹⁶
- However, less than half (47%) of children and young people are meeting the current guidelines of taking part in sport and physical activity for an average of 60 minutes or more every day. ²
- Without appropriate engagement in physical activity, there is an increased likelihood that children will live less healthy lives than their parents. Given the current trajectory of overweight adolescents also becoming obese adults, the engagement of children and adolescents in sport and physical activity is vital to obesity prevention. ¹⁷

5.2 Improving young people's mental health and wellbeing

- Even prior to the emergence of COVID-19, the decline in the wellbeing of young people was a cause for concern. According to Young Minds, one in eight aged between 5 and 19 had a diagnosable mental health condition. Numbers of 5 to 15-years olds experiencing emotional disorders - including anxiety and depression - increased from 3.9% in 2004 to 5.8% in 2017. ¹⁸
- Young people in the UK have the second lowest life satisfaction of any country in the OECD and have suffered the largest decline of any country since 2015, according to data from the Programme for International Student Assessment (PISA). The Children's Society's Good Childhood report shows a significant decrease in young people's happiness with life as a whole, as well as a significant dip in happiness with school in the last decade. ¹⁹
- There is a wealth of evidence that demonstrates significant positive benefits between physical activity / school sport and young people's wellbeing. ^{20,21} Physical activity is associated with lower levels of anxiety and depression due to children feeling happier with their appearance, whilst also enjoying higher levels of self-esteem, happiness and satisfaction with their lives. ²²

- Children who are regularly active (play sports or active games) have higher levels of wellbeing compared to children who are not. Children who were not regularly active were around twice as likely to have low wellbeing as those who did so at least once a week. ²³
- Improving health and wellbeing has been shown to deliver a wealth of benefits in productivity, attainment and economic performance. Healthy individuals are more likely to be efficient at assimilating knowledge, have stronger mental and physical capabilities and, in consequence, obtain enhanced productivity levels and higher incomes. Better health can also improve educational achievement, both through school attendance and performance. In terms of macroeconomic benefits, life expectancy (a proxy for the health status of a country) is found to be significantly associated with GDP per capita growth. One notable study finds that a one-year improvement in a population's life expectancy could be associated with a 4% increase in output. ²⁴
- Sport and physical activity have a positive impact on the social development of young people. A systematic review conducted in 2013 that considered 30 studies internationally concluded that participating in physical activity can enhance social health outcomes as well as the perceived physical health benefits. ²⁵ They specifically noted that for team sports this was due to their social nature. The most common psychological and social benefits that were identified across the 30 studies included self-esteem, social interaction and fewer depressive symptoms.

5.3 Supporting the next generation's health and wellbeing over the long-term

- Childhood physical activity levels are key predictors of physical activity levels in adulthood. ²⁶ Children and young people who are physically active are more likely to continue the habit into adult life, enjoying the associated health, wellbeing and life benefits this brings. ^{27,28} The correlation between low activity levels in childhood and low levels in adulthood is particularly strong.
- There is a significant drop-off in physical activity as children and young people enter adulthood. In England, this drop-off is as high as 60%. ²⁹
- Evidence shows that the most impactful way to tackle the drop-off in levels of physical activity is to improve young people's experience and enjoyment of it. School is the primary location where attitudes to sport and physical activity are formed, with Sport England identifying a negative experience of sport at school as a key contributor for disengagement. ³⁰ What is more, the least active tend to be very negative about PE and school sport and feel their experiences at school are putting them off being active ³¹. The experience of PE and school sports clubs at secondary school had a very strong influence on continued sport participation, with the early years at secondary school being a key point for some disengaging from sports ³². Research from the University of Middlesex shows that such poor experiences can put people off exercise, sport and physical activity for life, with some adults choosing sedentary jobs and inactive hobbies as a result. ²⁴

- Tackling inactivity and developing physical literacy in childhood has been shown to bring a number of long-term benefits, both at an individual and societal level. Physical literacy is defined as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Physical activity during the early years and childhood are strong indicators of future behaviours including educational attainment, health and happiness. ³³
- Children’s engagement in sports competition is known to contribute to the developmental outcomes for a healthy lifestyle, including physical, social and cognitive skills. ³⁴ Engagement in regular physical activity is recognised to contribute to a range of positive outcomes, specifically; physical and mental health, social wellbeing, cognitive and academic performance. ³⁵

5.4 Providing a superb education for every child

- School sport, physical activity and PE are fundamental to a superb education. In addition to developing important life skills - which will help young people to thrive into adulthood- evidence points to a positive correlation between regular exercise and academic performance. ^{36 37}
- However, pupils at state secondary schools in England have seen significant cuts to the amount of Physical Education on the timetable. Hours of PE taught in state-funded English secondary schools reduced from 333,800 in 2010 to 280,725 in 2019 – a loss of 53,075 hours. ³⁸ Research also shows that an unenjoyable experience of PE is demotivating some young people from being more active.
- When delivered in the right way, sport, physical activity and PE have been shown to impact positively on the extent to which young people feel connected to their school; the aspirations of young people; the extent to which positive social behaviours exist within school; and the development of leadership and citizenship skills. ³⁹
- A superb PE curriculum should put the enjoyment and motivation of all pupils at the centre of every lesson. Lessons should see pupils engaged in sustained periods of vigorous physical activity accompanied by a physical and personal outcome (social, emotional, cognitive) which is progressive across all four key stages. Inclusive pedagogy should ensure access and enjoyment for pupils across all ability levels, with the teaching of relevant activities that match pupil interest and community provision. Investment in teacher training will be important to improve delivery and ensure every young person benefits from the outcomes a superb Physical Education should deliver: physical development and fitness, wellbeing, character, engagement, motivation, and life skills which support their future employability.

5.4.1 Attainment

- Children are likely to learn more effectively after physical activity. ⁴⁰ Public Health England has found that “a positive association exists between academic attainment and physical activity”. ⁴¹ It found that the positive impact of school sport and physical activity on young people’s wellbeing played a significant part in this, concluding that pupils with better health and wellbeing are likely to achieve better academically, and that the culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.
- Research has shown that physical activity can have both short-term and long-term benefits towards academic performance. Almost immediately after engaging in physical activity, children are better able to concentrate on classroom tasks, which can enhance learning. Over time, as children engage in developmentally appropriate physical activity, their improved physical fitness can have additional positive effects on academic performance in mathematics, reading, and writing. ⁴²
- The more that children participate in physical activity, the better they are able to stay focused and remain on task in the classroom, thus enhancing the learning experience. A systematic review found that with as little as five minutes of regular physical activity, positive results in academic behaviours (for example, attention, concentration and remaining ‘on task’) were observed and that this would be even more effective with at least 10 to 30 minutes of regular physical activity. ⁴³
- Scientists have been examining the underlying brain functions that may explain some of the immediate and more gradual academic benefits of physical activity. After walking on a treadmill for 20 minutes at a moderate pace, children responded to test questions (reading, spelling, and arithmetic) with greater accuracy, and had a more intense response within the brain, than children who had been sitting down. Furthermore, children who walked for 20 minutes performed better on reading comprehension than those who sat for a similar length of time. Following physical activity, children also completed learning tasks faster and more accurately, and were more likely to read above their grade level. ⁴⁴ A study by Leeds Beckett University and Tagiv8 has shown children who take part in school lessons which include physical activity show an increase in academic performance ⁴⁵.

4.4.2 Wider outcomes of a superb education

- The outcomes of a superb education should be measured in more than just academic performance, and sport and PE can play a significant role in schools delivering these.
- There is support from a majority of parents, teachers and young people for a greater focus in education on young people’s wellbeing. Research by the Youth Sport Trust (carried out by YouGov in February 2020 ⁴⁶), found that most parents with children aged 18 or under saw a strong link between positive wellbeing and schools prioritising school sport, physical activity and PE. 62% agreed that the wellbeing of pupils is more important than their academic attainment. 79% agreed that cuts to physical education, sport and breaktimes in schools were

likely to have a negative impact on pupils' wellbeing. Research carried out by Young Minds in 2017, found that 70% agreed that the Government should rebalance the education system to focus more on the wellbeing of students, while 90% of the young people surveyed said that they would like mental health to be more important to their school or college. ⁴⁷

- Sport can help to build character and confidence, which in turn can enable young people to cope with challenges they may face and provide a basis for positive change in their lives. ⁴⁸
- Positive involvement in sport and physical activity can support the personal development of young people, by equipping them with transferrable life skills and values. ⁴⁹ The Youth Sport Trust's programmes reached 630,000 young people in the 2018/19 academic year. Evaluations across our work found that almost every young person we reached felt that they had improved an important life skill as a result. 86% said their communication skills were better, 87% said their leadership skills had improved, and 86% saw an improvement in their ability to work as part of a team. ⁵⁰
- Through competition, young people are provided with excellent opportunities to build their skills, develop their social adjustment, integration and emotional growth. When it comes to long-term success, competition helps children be better prepared for the challenges they will face in the future, whilst helping them to learn effective emotional and psychological skills and strategies to deal with winning and losing, as well as success and failure. ⁵¹
- Participation in sport, physical activity and PE has been associated with improved social and life skills; goal setting; honesty, integrity, respect and responsibility; self-discipline; assertiveness and courage. ³⁵
- A focus on developing young people's physical literacy from the early years has been shown to bring a number of long-term benefits which should be considered core outcomes of a superb education:
 - Physical activity during early years and childhood are strong indicators of future behaviours including educational attainment, health and happiness. ³³
 - The introduction of simple games during early childhood helps to improve co-ordination, confidence and instil a sense of achievement. ³³ In contrast, excessive sedentary behaviour in the early years is associated with poor cognitive development as well as physiological problems. ³³
 - Physical Literacy provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers. ⁵²

5.5 Levelling up through enhancing aspiration, achievement, skills and employability

- The Department for Education strategy for 2015 – 2020 has a vision to provide a world-class education and care that allows every child and young person to reach his or her potential, regardless of background. ⁵³ In particular, one of the goals is to ensure that all 19-year olds are equipped with the skills and character to contribute to the UK's society and economy.
- However, research by The Prince's Trust suggests many young people feel resigned to working in jobs that will not enable them to reach their full potential, despite believing they are capable of achieving more. ⁵⁴
 - 73 per cent of working young people think they are capable of getting a better job, but 59 per cent feel they need opportunities to develop their skills before they can think about getting a better job.
 - More than half (54 per cent) of all young people believe a lack of self-confidence holds them back.
 - Two in ten young people (21 per cent) think that their life will amount to nothing, no matter how hard they try.
- At the same time, many employers are concerned that young people are leaving education lacking some of the key skills essential for the world of work. CBI research found that 44% of businesses feel schools and colleges are not equipping young people with an aptitude or readiness for work. ⁵⁵
- Sport and PE help to build confidence and self-esteem, personal resilience and a more positive attitude both to trying new things and being part of the school community. The importance of these wider life skills has been repeatedly identified by employers as a key part of being 'work ready'. 61% of businesses are not satisfied with resilience / self-management skills of young people while 31% report poor team working skills. ⁵⁶
- There is significant evidence from employers that engagement in sport is a recognised strength; building skills and character traits that they value. Engagement in sport - including volunteering, leadership positions, organisational roles and other positions of responsibility - provides a wide range of positive attributes wanted by employers:
 - Some students who engage in sport are able to make the best use of their experience in a recruitment process by demonstrating transferable skills. ⁵⁷
 - Supporting this, more than 50% of college students agreed that taking part in sport helps with college work and almost half of students thought sport helped to develop their employability skills. ⁵⁸
 - Women who play sport are more likely to be in senior management roles than those who do not. Furthermore, one in four female senior decision-makers agreed that playing sport has helped them to build confidence in their work/career. ⁵⁹
- Sport and PE provide additional benefits to those children and young people who do less well in a traditional academic environment. When used effectively, sport, physical activity and PE offer

an alternative vehicle for teaching key life skills such as communication, listening, teamwork, planning and problem-solving. The Department for Culture, Media and Sport (DCMS) found that underachieving young people participating in extra-curricular activities linked to sport could increase their numeracy skills by an average of 29 per cent above those who did not participate in sport.⁶⁰

- Disabled people are twice as likely to be inactive. High quality, inclusive sport and Physical Education not only supports young disabled people's health, wellbeing and development of life skills, but also build understanding and empathy, breaking down barriers which can lead to young disabled people feeling isolated.

5.6 Reducing crime and boosting community cohesion

- Active experiences and environments have the potential to bring communities together, provide platforms for social integration and community cohesion, and offer hope to those feeling isolated or lonely. Play aids socialisation and provides inclusive environments where children become active and competent participants in one or more communities. Socialisation can affect how children behave, think and communicate whilst interacting with other people.²⁴
- The effects of physical activity on building cohesive communities is well-established. Research from the ukactive Research Institute found that community leisure in the UK contributes £3.3bn in social value.⁶¹ This takes into account improved health, reduced crime, increased educational attainment and improved subjective wellbeing, with activities like football having a significant social impact on education and crime reduction.⁶¹
- Young Offenders cost the economy £11bn per year.⁶² Evidence of the impact of sport and physical activity towards reduced crime has been shown within the UK. Recent 2020 research investigated the impact of sports participation on crime in England between 2012 and 2015.⁶³ The findings suggest sport participation is associated with reduction in both property and violent crime rates across English local authorities.
- Effective programmes that encourage participation in physical activities also have the potential to dampen anti-social behaviour, for instance the Premier League's 'Kicks' programme which aims to reduce crime and anti-social behaviour in crime hotspots through sport and development sessions. Kicks has seen a reduction of up to 60 per cent in anti-social behaviour in areas it operates in.⁶¹ Following a football project in New Eltham, youth crime reduced by 66 per cent within a 1-mile radius of the project's site; for every £1 that was invested, £7 was generated for the state and local community.
- Taking part in physical activity contributes to building social capital and provides an opportunity to develop social networks. It provides an opportunity to develop social skills, self-esteem, and improves pro-social behaviours.²⁵ This is especially the case for team sports. Sport and physical activity also provide a chance for developing community cohesion and active citizenship

through community involvement. ⁶⁴ This is especially seen as the case through opportunities to volunteer in sport in the community.

6. CURRENT PUBLIC SECTOR INVESTMENT IN PHYSICAL EDUCATION AND SCHOOL SPORT

National public investment in support of school sport, physical activity and PE is split between several different initiatives. The Government's School Sport & Activity Action plan, published in September 2019, sets out where at least £350 million per year of exchequer and lottery funding is invested. The key areas this break down into are:

- **£320m per year invested through the Primary PE and School Sport Premium.**
This is paid directly to primary schools. Schools with 16 or fewer eligible pupils receive £1,000 per pupil. Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.
- **£9.1 million Department for Education funding in 2019 for the summer holiday activity programme.**
- **£500,000 Department for Education funding to test new approaches** to improve the strategic direction and delivery of PE and school sport through the use of teaching schools.
- **£400,000 Department for Education funding to provide more opportunities for children and young people to take part in sport volunteering programmes**, through an expansion of Sport England's Volunteer Leaders and Coaches programme, which is funded by the Department of Education and trains young people to support the School Games.
- **£200,000 Department for Education funding annually for the Inclusion 2020 project (3-year contract).**
- **£17 million (approx) funding from the Department of Health and Social Care, Department for Digital, Culture, Media and Sport and Sport England invested into the School Games programme.** This includes investment into a national network of 450 School Games Organisers (for 3 days a week), the grass roots programme of competitive sport in every local area and the School Games Mark scheme and the biennial School Games National Finals.
- **£13.5m Sport England funding for the Secondary Teacher Training programme** for Physical Education and School Sport. Funding is distributed via the network of Teaching School Alliances (TSA) and other appropriate school partnerships. TSAs and partnerships are awarded £3,350 for every secondary school included in their project
- **£2m Sport England lottery funding to create 400 new 'satellite clubs'** across the country to get more young people in disadvantaged areas active. The clubs, which target 14 to 19-year-olds, aim to bridge the gap between school, college and community sport.
- **£1.5m Sport England lottery funding to help schools further open up their facilities** after the school day and during school holidays. Invested into Active Partnerships.
- **£1m Sport England lottery funding to deliver the This Girl Can project in schools.**

7. LESSONS LEARNED - WHEN AND WHERE PUBLIC SECTOR INVESTMENT IN THIS AREA HAS HAD MOST IMPACT

In 25 years working with governments to deliver national school sport, physical activity and Physical Education programmes, we have engaged with a range of different approaches. The overall level of public sector investment in this area has largely been protected or increased over the past two decades. We consider continued public sector investment to be essential, but have seen through experience that how funding is allocated can often be the biggest determinant of impact. For future investment to achieve the Government's ambitions, we believe the following will be essential:

- **A coherent strategy** to join up funding streams and individual programmes into a more strategic and impactful whole. If individual work strands or a strategy are planned carefully and in parallel, both efficiency and effectiveness can be increased and the impact becomes greater than the sum of the parts. For example, work strands can combine such as volunteer projects adding value to engagement programmes, and investment in a local delivery network facilitating training. **This is why we are calling for the various projects and programmes of the School Sport and Activity Plan to be rationalised and aligned into an elevated School Sport & Activity Strategy.**
- **National Ambitions** which drive the outcomes of public funding and mobilise a whole range of providers and contributors across the private, public and voluntary sector. Between 2002 and 2010 the existence of a Public Service Agreement Target for PE and School Sport served to leverage significant investment of time and resources, and the alignment of a range of other services and offerings in support of this national ambition. **This is why we are calling for the creation of three public guarantees.**
- **Annual tracking and benchmarking** to ensure there is clear accountability for the investment of public funding. The current method of investment of £350m makes it difficult to evaluate the relative contribution of any programme. While Sport England's Active Lives survey now provides an overview of young people's engagement in sport and physical activity, it does not - and is not intended to - evaluate the impact of any particular investment. **We believe newly establishment public guarantees should be measured annually through a school-level survey of provision conducted by a locally deployed national network. We are also calling for the annual benchmarking of physical development of children through PE as part of a broader national wellbeing measure for children and young people.** This would better inform the effective use and targeting of future investment. This aligns with the current asks of a number of other charities and organisations concerned about the holistic wellbeing of children.
- **A focus on development, as well as delivery.** For investment to achieve long-term sustainable change which transforms and improves the system in the long term requires investment to drive development as well as delivery. Development occurs when investment is made into content (new approaches and ways of working), delivery (high quality training of the workforce and capacity-building of providers), and networks (existing or new local structures which ensure training and content is embedded locally for the long term, rather than parachuted in by external providers for short-term interventions). **This is why we are calling for investment into new content through the extension of the successful School Games programme, delivery**

through a national professional development programme for teachers, and structure through a locally deployed but nationally managed network of professional and volunteer school sport and activity organisers.

8. RECOMMENDATIONS

Within current levels of public investment, there is a more impactful way of transforming the health, education and life chances of young people through school sport, physical activity and PE. We are calling for the Government to build on the most impactful aspects of its investment in the Primary PE and Sport Premium and the School Games, to make more effective and efficient use of the resource available through an elevated School Sport & Activity Action Plan. This will help build back our country and drive a national ambition to level-up life chances, making our children the **happiest and most active in Europe**.

We are calling for the Government to:

- **Protect funding.** Government investment in youth sport, physical activity and PE is essential, should be protected from any reductions and guaranteed to at least 2025. With fewer than half of young people currently achieving the Chief Medical Officer's recommended 60 daily minutes of physical activity the country cannot afford to reduce support in this area.
- **Set a bold national ambition.** The continued investment should be aligned to an overarching goal to make young people in the UK the happiest and most active in Europe. This should be supported by three headline national guarantees:
 - 1) **A daily physical activity guarantee for every child** – supporting reduced obesity, improved physical fitness and mental health.
 - 2) **A weekly active after-school sport guarantee for every child** – building social capital and supporting working parents.
 - 3) **A guaranteed million hours of youth sport volunteering** - building employability and contributing to the voluntary sector of sport.
- **Ensure public investment is strategic, long-term and joined up.** All investment should be joined up across government through an enhanced School Sport and Activity Action Plan, strategically targeted at five key areas which we believe will help drive lasting change:
 - 1 **The benchmarking of physical activity and physical development across all age groups as part of a wider national wellbeing measurement programme.** The lack of any formal assessment and benchmarking of children's physical activity levels and physical development undervalues its importance to a child's education and development, and results in an accountability deficit. We are united with other sport organisations and children's charities in calling for young people's wellbeing to be benchmarked alongside other national data sets such as the National Child Measurement programme.

- 2 A national teacher training programme to i) transform physical literacy and the wider wellbeing outcomes of the Physical Education curriculum and ii) support all teachers to engage young people in activity across the school day.** The PE curriculum needs an overhaul given the wellbeing challenges facing our children. A professional development programme designed to help teachers better develop physical literacy and educate through physical activity and sport would be transformational. This builds on the commitment set out in the Conservative Party's 2019 UK General Election manifesto.
- 3 An 'active extended day' offer at every school.** In line with the Conservative Party's 2019 UK General Election manifesto commitment, it should be the aim for every school in the country to have an after-school sports club offer. This would not only improve opportunities available to young people to enjoy sport, but also support working parents who may otherwise face challenges with childcare outside of school hours. Nearly 40 per cent of all sporting facilities in England are on school sites; 77% of sports halls and 61% of artificial grass pitches are located on school, college and university sites. However, over a third (38%) of school sports facilities across England are not available for community use.⁶⁵ There are enduring challenges of access to school sites and school-to-community pathways into sport which need to be tackled. We believe that the most impactful way to tackle this is through ringfenced funding directly to schools, with the addition of a 'premium' fund to enhance investment for schools in the most disadvantaged areas.
- 4 A globally admired School Games programme which extends the success of the current competitive school sport programme, to include daily physical activity, fitness, dance and outdoor activities. The profile and reach of this national programme should be harnessed to improve parents' awareness of the benefits of play and sport for their children.** There are 21,000 schools registered in the School Games programme with over 10,000 School Games Marks being awarded last year – it is one of the enduring legacies of the 2012 London Olympic and Paralympic Games. In 2018/19 the School Games provided 2,053,278 opportunities for young people to enjoy competitive school sport, from major county-level events to smaller competitions between and within schools. The inclusion strand of the programme has transformed access to competitive school sport for young disabled children, with 484,062 participation opportunities created in 2018/19. It is also creating thousands of opportunities for young people to volunteer with 61,000 young people trained and deployed as volunteers to support delivery of the School Games in 2018/19. Building on the commitment in the Government's School Sport & Activity Action Plan to extend the School Games, the successful model of this national programme should be harnessed to promote daily physical activity and parental engagement.
- 5 A local infrastructure of nationally deployed professional school sport & activity organisers and young volunteers responsible for implementing the plan.** The most successful transformational and sustainable national programmes have been those where a local organiser has driven activity on to the ground working alongside schools, and in support of local need and the wider education agenda e.g. the School Games, Change 4 Life Sports Clubs, the Young Ambassador Programme. Young people are significantly more

inactive in some local areas than others, according to research from the Sport and Recreation Alliance.⁶⁶ A nationally deployed local infrastructure supporting schools would play a significant role in levelling up this inequality between people living in different areas of the country. School Sport Partnerships still exist in some parts of the country, but this is inconsistent. Our evidence shows that schools in areas which still have a School Sport Partnership are more likely to engage in national school sport initiatives – The School Games, School Games Mark, Active School Planner. Strengthening this network and aligning to a national strategy will ensure consistent delivery on government’s ambitions for young people across all areas of the country.

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