



Youth Sport Trust

**YST National PE, School Sport and
Physical Activity Survey Report
January 2015**

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Executive Summary

This report sets out the findings from the inaugural Youth Sport Trust National PE, School Sport and Physical Activity Survey carried out over a six week period in June and July 2014. Responses were received from 7% of primary schools (1,392) and 12% of secondary schools (554) and help provide an indication of the 'state of the nation'.

A number of the findings are extremely encouraging:

- 97% of primary schools and 85% of secondary schools actively encourage physical activity as part of the school day.
- 76% of primary schools have a PE Professional Learning Strategy for staff.

The majority of schools recognise the positive role sport can play in helping change the lives of young people:

- 95% of schools considered that PE, physical activity and sport makes a positive contribution to life skills (confidence, resilience, resourcefulness, teamwork, communication skills).
- 91% considered that it makes a positive contribution to achievement, 70% to behaviour and truancy and 69% to attainment.

Equally, the results of the survey provide an indication of the positive difference made by our work over the last 20 years:

- 65% of schools said they consult with pupils about the provision of sport in their schools.
- 48% of primary schools include PE and sport in their transition programme, using it as a vehicle to drive wider school agendas.
- Multi-skills is the fourth most commonly offered extra-curricular sport in primary schools, revealing an understanding of age and stage appropriate sport provision.

Despite some positive findings, there is still much to be done. Whilst the survey cannot be directly compared against the last PE and School Sport Survey (2009/10), due to the use of different research approaches, the data does suggest that there may be levels of decline in certain areas including the average minutes of PE offered to pupils per week and the average number of club links.

- The average number of minutes spent taking part in PE in a typical week was found to be 102 for Key Stage 1 and 114 for Key Stage 2 in the 2013/14 survey. However, respondents to a similar question in the 2009/10 survey indicated higher values of 126 minutes in Year 1 and 2 (Key Stage 1) and 127 minutes in Year 3, 4, 5 and 6 (Key Stage 2).
- The 2013/14 survey found that on average pupils across all Key Stages were offered less than two hours of PE per week.
- The 2013/14 survey found that on average schools had 5 links with community (or other) sport clubs. While the 2009/10 survey found that on average schools have 9.1 sport or activity links to clubs.

Finally, schools were asked to select what they considered to be the most important factors in ensuring high quality PE and sport for their pupils. The top factors as rated by all schools were:

- Continued investment in primary sport provision (82%)
- Infrastructure or support for schools to work together (51%)
- Continued investment in the Sainsbury's School Games (45%)

Chapter 1: Introduction

Since 2010 when the last PE and School Sport Survey was carried out, there has been no national PE and school sport survey and schools have asked us to develop something to provide them with a set of basic indicators to benchmark their provision. The absence of current information has resulted in a lack of valid national intelligence on provision, the activity levels of pupils, and emerging trends across PE, physical activity and school sport.

While the survey is not as extensive as previous, government funded, PE and School Sport Surveys, its purpose is to identify the varying levels of provision across the country and give schools the opportunity to benchmark their performance locally and nationally.

Our National PE and school sport survey was launched during the Youth Sport Trust National School Sport Week in June 2014 and remained open for a six week period over June and July 2014. There were two versions of the online survey; one for primary school teachers to complete and one for secondary school teachers to complete.

1.1 Response rates

The primary school survey was completed by 1,392 primary schools (7% of all maintained primary schools in England). An additional 705 primary schools partially completed the survey but did not submit their response. The secondary survey was completed by 554 secondary schools (12% of all maintained secondary schools in England). An additional 380 secondary schools partially completed the survey but did not submit their response.

The number of responses overall to both the primary and secondary survey enable us to report statistically reliable data. The responses have also been looked into based on a number of variables including geography (urban/rural), YST engagement (membership), school factors (type and size) and pupil factors (% of pupils with Special Educational Needs or a Disability (SEND) and Free School Meals (FSM)), which show that the responses are broadly representative of the national sample.

Following the high response rate received to our inaugural survey, it is our intention to conduct this survey on an annual basis. In subsequent years therefore this will allow us to make year on year comparisons as well as looking at trends in provision.

1.2 Limitations

Overall, a third of respondents (34%) were Youth Sport Trust member schools, which is slightly higher than the proportion of members in the overall population (26% of all maintained schools in England). However, this slight bias in the responses is likely to be a result of the survey having been administered and run by the Youth Sport Trust. In addition, the focus of the survey on Physical Education, School Sport and Physical Activity may have deterred schools that are either weaker in this area or do not focus on this area as much as others from completing the survey. This could have also led to a biased sample of schools strong in PE, School Sport and Physical Activity completing the survey.

Interrogation of the data identified cases whereby some of the questions may have been interpreted differently by different respondents. A small scale data validation exercise was carried out to investigate this further with wider feedback sought to improve future surveys.

However, it is worth emphasising at this point that the response rate is sufficient to report statistically reliable data and the responses received are broadly representative of the national sample

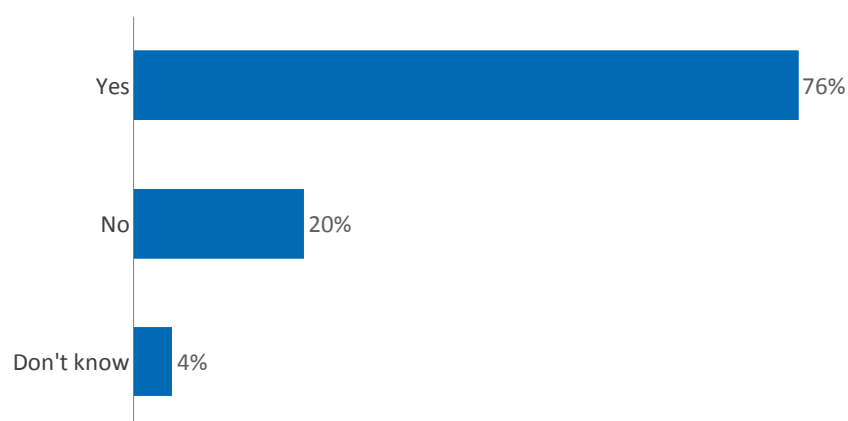
Chapter 2: Evidence that investment is making a difference

This survey provides clear evidence that investment in PE and school sport is making a difference as demonstrated in the following charts.

2.1 CPD for primary school staff

Three quarters of primary schools (76%) said their school has a PE Continuing Professional Development (CPD) Strategy for staff.

Does your school have a PE Continuing Professional Development (CPD) strategy for staff?



Base: All primary school respondents (1392)

2.2 Delivery of extra-curricular sport and physical activity

The majority of primary schools indicated that a combination of teachers/staff (92%) and external coaches (85%) deliver extra-curricular sport and physical activity in their school. Almost all schools in the South West (97%) and North West (96%) said that extra-curricular sport was delivered by teachers/staff in their schools.

Who delivers extra-curricular sport and physical activity in your school?

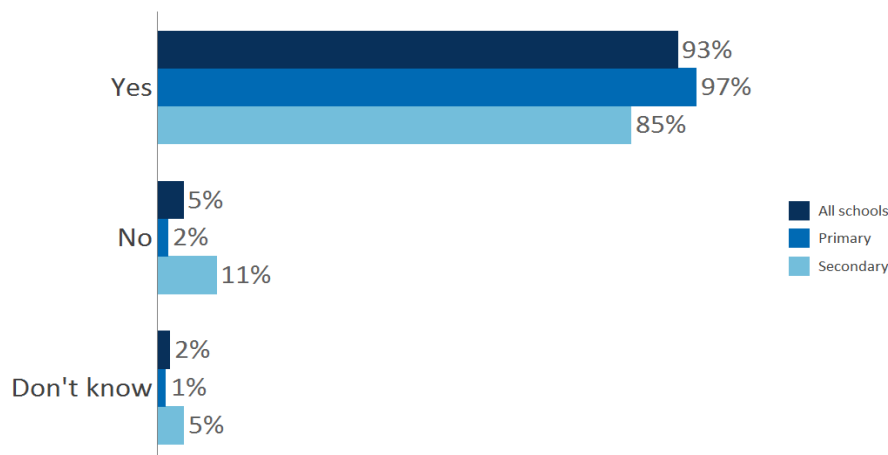


Base: All primary school respondents (1392)

2.3 Encouraging physical activity during the school day

97% of primary schools and 85% of secondary schools actively encourage physical activity as part of the school day. YST member schools (95%) were more likely than non-member schools (92%) to say that physical activity was encouraged during the school day at their school. Similarly, teachers at mixed schools (94%) were more likely to say that this was the case, compared to both teachers at all-female (86%) and all-male (73%) schools.

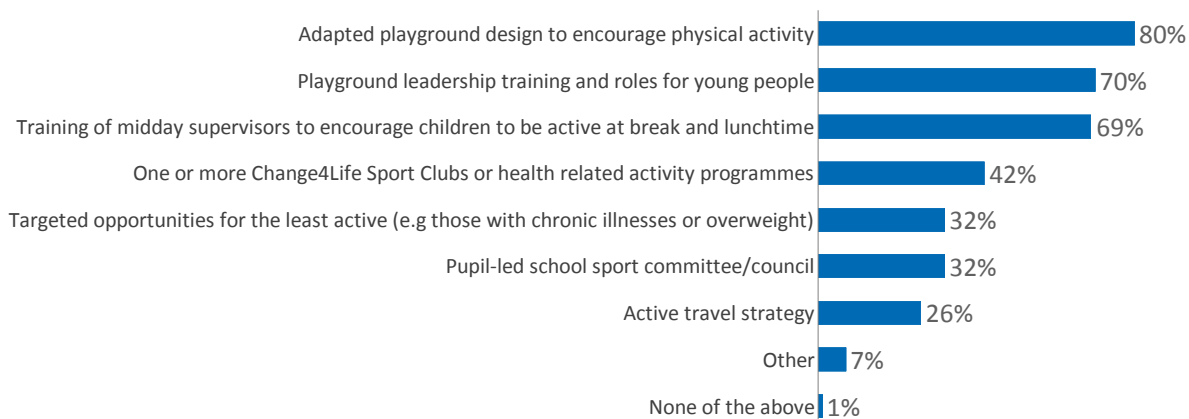
Do you actively encourage physical activity as part of the school day?



Base: All respondents (1,946)

The most common methods of encouraging physical activity in primary schools were; adapting playground designs (80%), playground leadership training and roles for young people (70%) and training of midday supervisors to encourage children to be active at break and lunchtime (69%).

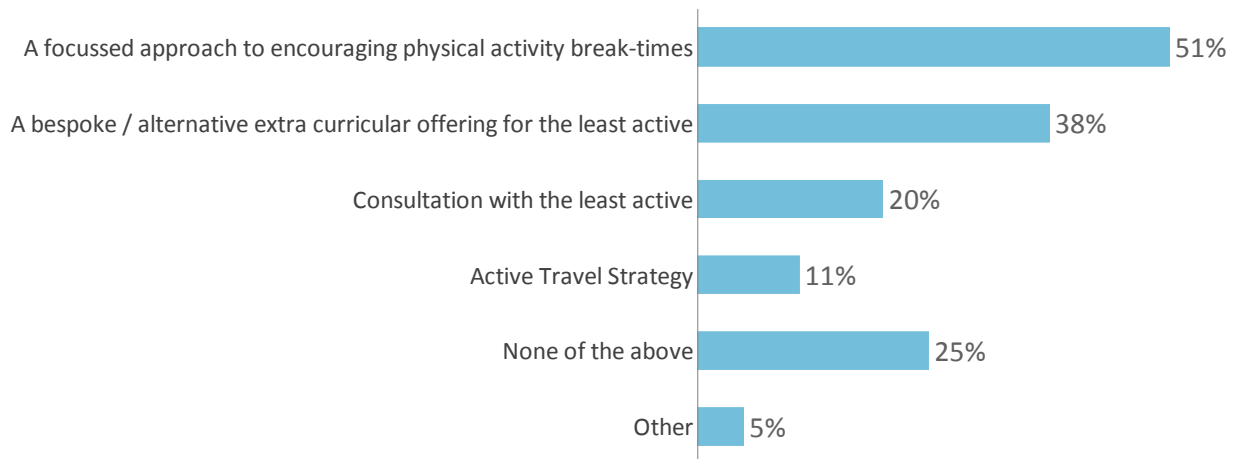
In terms of encouraging physical activity as part of the school day, which of the following relate to your school?



Base: All primary school respondents (1392)

The most common methods of encouraging physical activity in secondary schools included a focused approach to encouraging physical activity at break times (51%) and a bespoke extra-curricular offering for the least active pupils (38%). However, it is important to note that a quarter (25%) of secondary school respondents said that their school did not employ any of these methods of encouraging physical activity.

In terms of encouraging physical activity as part of the school day, which of the following relate to your school?



Base: All secondary school respondents (554)

Chapter 3: PE and Sport Survey 2009/10

While we can look at the responses received to this survey with those from the last year that the PE and Sport Survey (PESSYP) was carried out (2009/10); it is important to recognise that we cannot make direct comparisons or draw meaningful conclusions from this, for the following reasons: the PESSYP survey secured a 99.8% response rate compared with a 9% response rate to the YST survey; the PESSYP survey was carried out by an independent research company (TNS-BMRB) whereas YST carried out the 2013/14 survey; responses were collected at year group level in the PESSYP survey rather than key stage level as in the YST survey and the wording of the questions were not identical.

3.1 Average minutes of PE

The average number of minutes spent taking part in PE in a typical week was found to be 102 for Key Stage 1 and 114 for Key Stage 2 in the YST National Survey 2013/14. However, respondents to a similar question in the PE and school sport survey 2009/10 indicated higher values of 126 minutes in Year 1 and 2 (Key Stage 1) and 127 minutes in Year 3,4,5 and 6 (Key Stage 2). In addition, the average number of minutes at Key Stage 3 level was 118 in the 2014 survey compared with 131 minutes in Year 7, 129 minutes in Year 8 and 125 minutes in Year 9 from the 2009/10 survey. Recognising we cannot make direct comparisons, the data suggests there may be a level of decline in the average number of minutes spent taking part in PE in a typical week.

PE and School Sport Survey 2009/10			YST National Survey 2013/14		
What is the total curriculum time in minutes that ALL pupils in each year group spend taking part in PE in a typical week?	Year 1	126 mins	On average, how many minutes of PE per week does your school offer pupils at Key Stage 1, 2, 3, 4 and Post 16.	Key Stage 1	102 mins
	Year 2	126 mins		Key Stage 2	114 mins
	Year 3	127 mins			
	Year 4	127 mins			
	Year 5	127 mins			
	Year 6	127 mins			
	Year 7	131 mins		Key Stage 3	118 mins
	Year 8	129 mins		Key Stage 4	114 mins
	Year 9	125 mins			
	Year 10	104 mins			
	Year 11	101 mins		Key Stage 5	53 mins
	Year 12	32 mins			
	Year 13	28 mins			

3.2 Average number of club links

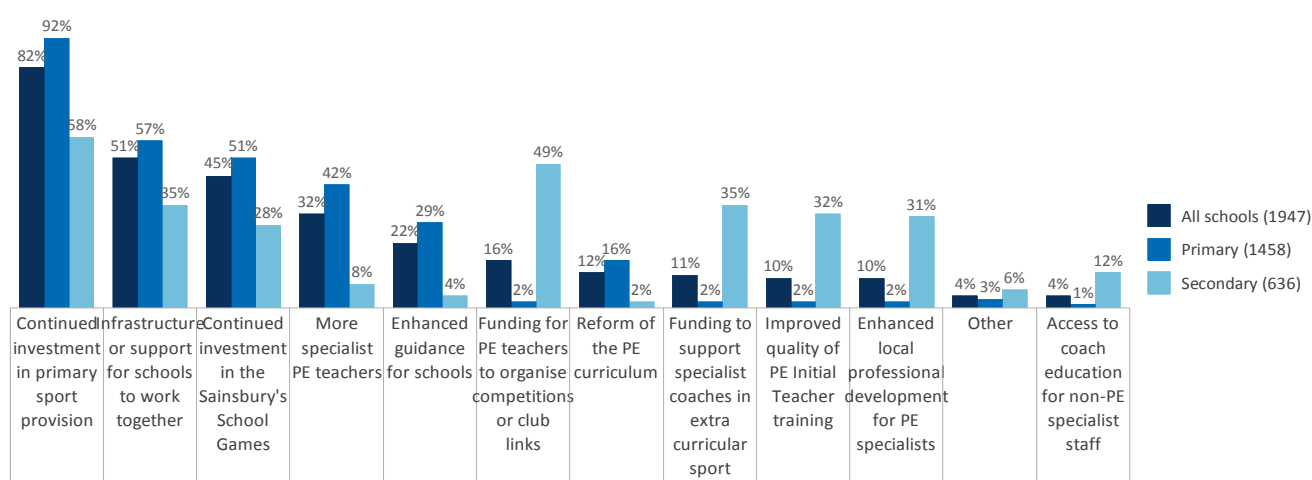
Findings from the YST National Survey 2013/14 indicated that on average schools had 5 links with community (or other) sport clubs with secondary schools reporting a higher average (8) than primary schools (4). While the PE and School Sport Survey 2009/10 found that on average schools had 9.1 sport or activity links to clubs with secondary schools also reporting a higher average (13.8) than primary schools (8.3). While these figures cannot be directly compared, the data indicates there may be a reduction in the number of links.

PE and School Sport Survey 2009/10			YST National Survey 2013/14		
For which sports or activities do you have links to clubs?	Overall	9.1	How many links does your school have with community (or other) sport clubs?	Overall	5
	Primary	8.3		Primary	4
	Secondary	13.8		Secondary	8

Chapter 4: Most important factors in ensuring high quality PE and sport for pupils

Schools were asked what they thought were the most important factors in ensuring high quality PE and sport for their pupils. Schools were asked to pick what factor they rated as being most, second most or third most important. The top factors as rated by all schools were continued investment in primary sport provision (82%); infrastructure or support for schools to work together (51%) and continued investment in the Sainsbury's School Games (45%).

Most important factors



Base: All respondents (1,946)

While there was some agreement between primary and secondary schools, there was also some significant differences. Continued investment in primary sport provision and infrastructure or support for schools to work together appeared on both lists, but investment in the Sainsbury's School Games, more specialist teachers and enhanced guidance for schools only appeared in the most common responses from primary teachers. Similarly; funding for PE teachers to organise competitions for club links, funding to support specialist extra-curricular coaches and improving the quality of PE Initial Teacher training were among the five most common responses from secondary school teachers, but did not appear on the primary school list. The tables below show the five most popular responses from primary and secondary schools.

Break % Respondents		Break % Respondents	
Base: All primary respondents	1457	Base: All secondary respondents	635
Continued investment in primary sport provision	92%	Continued investment in primary sport provision	57%
Infrastructure or support for schools to work together	57%	Funding for PE teachers to organise competitions or club links	49%
Continued investment in the Sainsbury's School Games	51%	Infrastructure or support for schools to work together	35%
More specialist PE teachers	42%	Funding to support specialist coaches in extra curricular sport	35%
Enhanced guidance for schools	29%	Improved quality of PE Initial Teacher training	32%

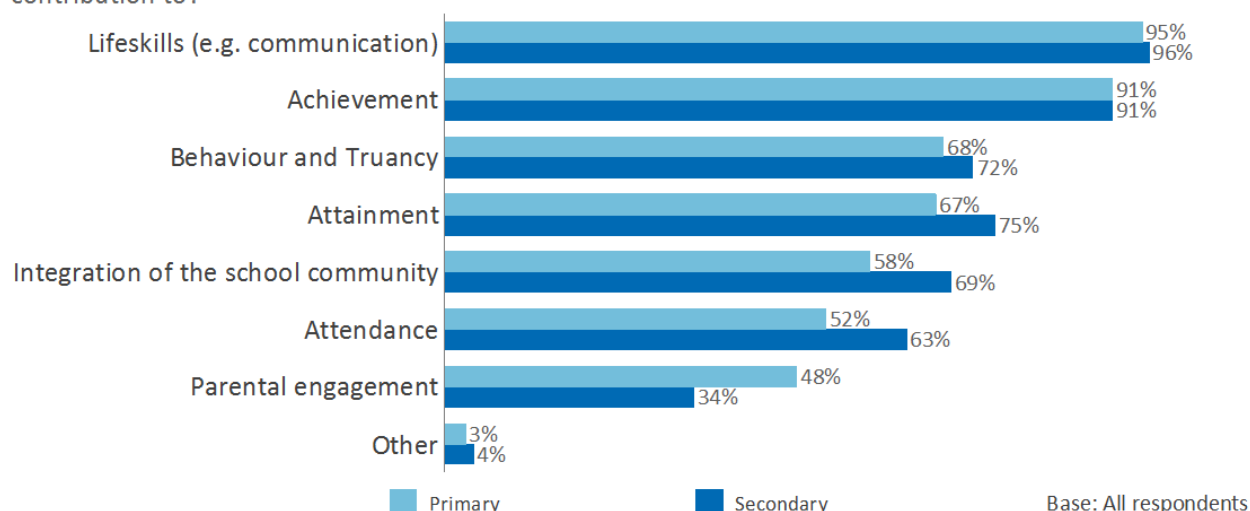
Chapter 5: Changes achieved over the last 20 years

Encouragingly, there are several indications from the survey findings of the positive difference made by our work over the last 20 years.

5.1 Contribution of PE

Schools were asked to indicate which areas they consider that PE, physical activity and sport makes a positive contribution to. Schools were most likely to say that PE, physical activity and sport make a positive contribution to life skills (confidence, resilience, resourcefulness, teamwork, communication skills) (95%). They also said it contributed to achievement (91%), behaviour and truancy (70%) and attainment (69%). Secondary schools were significantly more likely than primary schools to say that PE and sport contributed to pupils' attainment, attendance, behaviour and truancy and integration within the school, while primary schools were more likely to say that it contributed to parental engagement. Schools in London (72%) were significantly more likely than those in other regions (54-62%) to say that school sport contributed to integration within the school (e.g. the integration of different cultures, and pupils with disabilities).

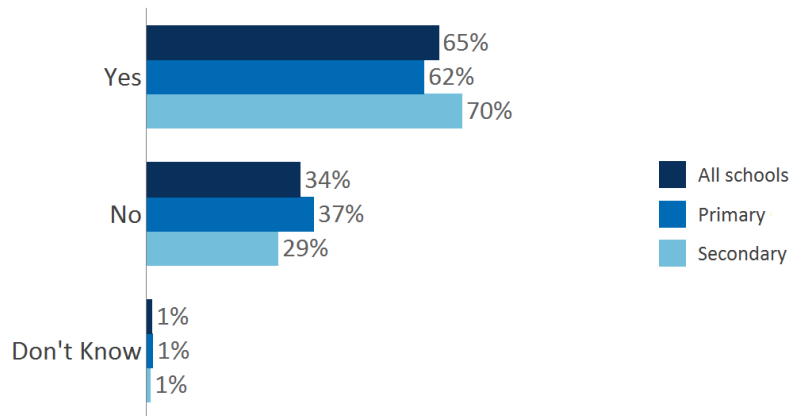
Which of the following areas would you consider that PE, physical activity and sport makes a positive contribution to?



5.2 Pupil consultation

Overall, around two-thirds (65%) of schools said that they consult with pupils about the provision of sport in their schools. This figure was significantly higher in secondary schools (70%) than in primary schools (62%). It was also higher in YST member schools (69%) than non-member schools (63%). Teachers at academy converter schools were the most likely to say they consulted with pupils (75%), compared to those at other types of schools (52-65%).

Do you consult with pupils about the provision of PE, physical activity and sport (e.g through a pupil-led school sport committee)?

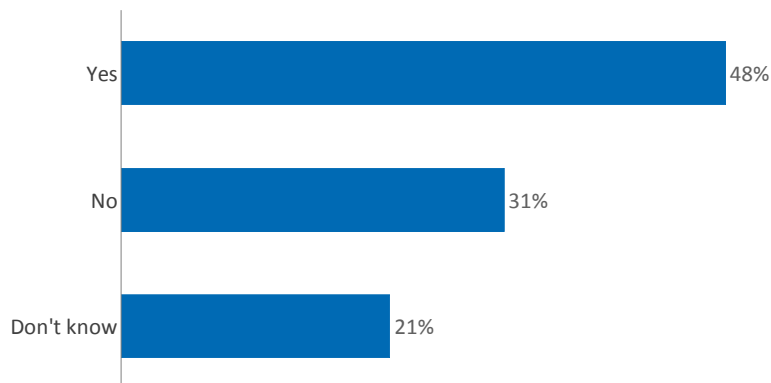


Base: All respondents (1,946)

5.3 Transition programme

Around half (48%) of primary schools said that their transition programme included PE, physical activity and sport, 31% said it did not and 21% were unsure.

Does your transition programme include PE, physical activity and/or sport?



Base: All primary school respondents (1392)

5.4 Extra-curricular opportunities

Schools were asked what sports they offer young people extra-curricular opportunities in with the top 5 most commonly offered extra-curricular sports in primary and secondary schools, and the proportion of schools that they are available in, shown overleaf. Significantly, multi-skills is the fourth most commonly offered extra-curricular sport in primary schools, revealing an understanding of age and stage appropriate sport provision.

Break % Respondents	
Base: All primary respondents	
Football	89%
Dance	67%
Netball	66%
Multi-skills	60%
Cricket	59%
Athletics	54%
Gymnastics	47%
Rounders	41%
Tennis	40%
Multi-sport	37%
Basketball	33%
Hockey	32%
Rugby union	27%
Non-traditional sports	21%
Other	20%
Swimming	19%
Golf	17%
Table tennis	15%
Badminton	15%
Cycling	14%
Rugby league	12%
Judo	9%
Handball	9%
Orienteering	9%
Fencing	8%
Archery	7%
Volleyball	7%
Boccia	5%
Boxing	4%
Lacross	3%
New age kurling	3%
Baseball/softball	3%
Sailing	2%
Canoeing	2%
Squash	2%
Equestrian	2%
Goalball	1%
Triathlon	1%
Table cricket	1%
Rowing	1%
Wheelchair basketball	1%
Panathlon challenge	1%

Break % Respondents	
Base: All secondary respondents	
Football	90%
Athletics	78%
Cricket	77%
Netball	77%
Rounders	75%
Basketball	75%
Badminton	74%
Dance	72%
Table tennis	63%
Rugby union	61%
Tennis	58%
Hockey	48%
Gymnastics	46%
Non-traditional sports	37%
Volleyball	31%
Swimming	28%
Golf	25%
Handball	25%
Multi-sport	24%
Baseball/softball	20%
Cycling	19%
Rowing	17%
Other	17%
Boccia	15%
Archery	14%
Orienteering	14%
Rugby league	14%
Boxing	13%
Fencing	8%
Judo	8%
New age kurling	8%
Wheelchair basketball	7%
Canoeing	7%
Lacrosse	7%
Squash	7%
Equestrian	6%
Sailing	5%
Goalball	4%
Multi-skills	4%
Table cricket	3%
Triathlon	3%
Panathlon challenge	2%