

CONTEXT

ABOUT THE PROGRAMME AND FRAMEWORK

The Physical Literacy Programme for Schools (PLPS) and Physical Literacy Framework (PLF) are funded by the Welsh Government, led by Sport Wales and delivered by PLPS regional consortia teams. The key aims of the PLPS are to improve the health and wellbeing of young people in Wales, contribute to whole school improvement, and encourage schools to use more physical contexts for holistic learning. Through the Targeted Intervention Programme for Schools (TIPS), the PLPS also aims to support delivery of the Welsh Government's strategic priorities for Closing the Gap. The PLPS has been linked with the Welsh Schools Challenge Cymru programme developed by the Welsh Government to support under-performing schools from the most deprived areas in Wales.

The PLF is a tool for schools, staff, practitioners and parents to support the development of physical literacy. It identifies the skills that should be developed during a young person's school life and illustrates the importance of developing confidence, motivation and knowledge within the physical domain. The PLF provides practitioners with clear expectations that help promote, inform and track the progress of every child along their physical literacy journey.

The key features of the PLPS and PLF demonstrate clear alignment with the Welsh Government's commitment to implement the 'Successful Futures'¹ recommendations in 'A curriculum for Wales - a curriculum for life'². The emphasis on broad and balanced learning, flexibility in approach, responsiveness to emerging needs and the development of holistic skills highlights the potential of the PLPS and PLF to make an active contribution to the new National Curriculum for Wales.

ABOUT THE EVALUATION

The Centre for Sport, Physical Education & Activity Research (SPEAR) was commissioned from October 2014 to March 2016 to conduct an independent evaluation of the PLPS and PLF. In March 2015, SPEAR produced the first Interim Report capturing the 'Reception & Engagement' of schools with the programme and framework. A second Interim Report highlighting the 'Activities & Achievements' of the PLPS and PLF was produced in September 2015. The Final Report supplements and supersedes both Interim Reports.

This Executive Summary presents the key findings of SPEAR's evaluation. These are fully explored in the Final Report, which focuses on the impact of the PLPS and PLF on the physical, social and emotional development of young people, their attitudes to self and school, and their engagement, attendance and behaviour. Multiple perspectives on key areas of impact relating to parental engagement, the confidence and competence of practitioners, and knowledge around the provision of school to school support are also provided in the Final Report. Data informing the evaluation are drawn from Children, Young People, and Practitioner Surveys; visits to regional educational consortia and schools; and interviews with headteachers. Surveys were developed by SPEAR, distributed by PLPS teams, and facilitated and returned by schools.

¹ Donaldson G (2014) Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales.

² Welsh Government (2015) A curriculum for Wales - a curriculum for life.

The key outputs for PLPS and PLF are the provision of engaging opportunities for young people, parental opportunities, Young Ambassador-led activities, athlete mentor opportunities, Leaders of Learning opportunities, PLF training opportunities and empowering opportunities. Monitoring data from PLPS teams, collated by Sport Wales and presented in table 1.2 indicate that almost 900 engaging and training opportunities have been offered, more than 3,900 sessions delivered, and nearly 23,500 young people, Young Ambassadors, parents and teachers engaged in the PLPS. Output targets for offering engaging opportunities for young people and parents, athlete mentor opportunities, and the provision of Young Ambassador-led, Leaders of Learning and PLF training opportunities have all been exceeded.

Table 1) Monitoring data collated by PLPS teams (2014-16) and supplied by Sport Wales

Output	Programme Target 2014-16	Opportunities Offered	Sessions Delivered	Participants Engaged
1. <i>Engaging opportunities (young people)</i>	80	221	2,710	10,687
2. <i>Parental opportunities</i>	32	63	340	1,133
3. <i>Young Ambassador-led opportunities</i>	60	98	334	5,797
4. <i>Athlete mentor opportunities</i>	44	104	13	2912
5. <i>Leaders of Learning</i>	64 ¹	110 ²	108	151
6. <i>PLF training opportunities</i>	56	286	465	2,710
7. <i>Empowering opportunities</i> ³	16	7	7	68
Total		889	3,977	23,458

¹32 secondary schools, 32 primary schools

²50 secondary schools, 58 primary schools, 2 special schools

³Teachers

SUMMARY OF KEY FINDINGS AND RECOMMENDATIONS

PROGRAMME IMPACT

- *Since October 2014, the PLPS has engaged almost 16,500 young people from primary and secondary schools, of which almost 6,000 were involved in Young Ambassador-led opportunities, and over 10,500 involved in engaging opportunities.*
- *On joining the programme, around 2,500 (23%) young people were physically active, around 1,700 (16%) felt happy, confident, sociable and resilient and around 2,000 (19%) were positively engaged in school every day.*
- *The number of young people participating in physical activity every day by week 12 has increased by 204%, resulting in over 5,000 additional young people engaging in physical activity every day.*
- *The number of young people feeling happy, confident, sociable and resilient every day by week 12 has increased by 313%, resulting in over 5,300 additional young people with enhanced social and emotional health.*
- *The number of young people positively engaged in school every day by week 12 has increased by 258%, resulting in over 5,200 additional young people positively engaging in school every day.*
- *Survey data from over 670 young people demonstrate that over 12 weeks, PLPS initiatives are effective mechanisms for increasing physical activity levels, improving social and emotional health, and heightening engagement in school.*
- *The provision of flexible and personalised development opportunities that meet practitioner need, raise awareness of holistic and authentic pedagogies, and support whole school agenda have been particularly successful features of the PLPS and PLF.*
- *The PLPS and PLF could inform an integrated approach to developing and encouraging teachers to apply the pedagogical principles and practices required to implement the new curriculum.*
- *The PLPS and PLF have the potential to provide parental engagement opportunities that enhance holistic development and strengthen relationships between families and schools.*
- *The PLPS and PLF have enabled schools to engage in a journey of continuous development and self-improvement, vital in building capacity and creating a sustainable school to school support network.*

RECOMMENDATIONS

- 1) *Promote the PLPS and PLF as a tool to inform an integrated approach to developing and encouraging the pedagogical principles and practices required to implement 'A curriculum for Wales - a curriculum for life'.*
 - 2) *Advise schools to embed continuous monitoring into the delivery of the PLPS and PLF to maximise the impact of initiatives and evidence the value of their investment in the programme and framework.*
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SUMMARY OF IMPACT

Table 2) Programme participation (n=10,867) and impact 2014-2016 (n=673)

ON JOINING THE PROGRAMME	
OVERALL	10,867
	* Every day
Physically active	2,458 (23%)
Happy, confident, sociable and resilient	1710 (16%)
Positively engaged in school	2,031 (19%)
12 WEEKS LATER...	
	* Every day
Physically active	7,481 (70%)
Happy, confident, sociable and resilient	7,053 (66%)
Positively engaged in school	7,267 (68%)
WHAT WAS THE IMPACT?	
	* Every day
Physically active	+ 204% (5,023)
Happy, confident, sociable and resilient	+ 313% (5,343)
Positively engaged in school	+ 258% (5,236)

* The Children and Young People Surveys examined the impact of the programme on physical activity, social and emotional health and positive engagement in school by asking a series of questions aligned to each aspect. The response scale for all questions is, 'everyday' / 'most days' / 'some days' / 'never'. A detailed breakdown of all questions, responses and data is provided in appendix C.

WHAT HEADTEACHERS SAID ABOUT THE PLPS AND PLF...

“Preparing staff and providing them with the confidence and skills to deliver a holistic and physical approach to teaching and learning is vital. The PLPS teams are really ahead of the game; these opportunities to upskill our staff really fall in line with the new curriculum.”

“Without the PLPS and PLF I don’t think the pupils’ self-esteem would have increased the way it did, they would not have had the opportunity to achieve what they achieved and gained those literacy skills they needed to move into KS4.”

“When I went down to listen to Professor Donaldson it was very clear that the messages aligned with PLPS and PLF. The PLPS team is really strategic and forward thinking, ahead of the game!”