

# Child poverty

- Patterns of sport participation differ by socioeconomic group. Young people living in deprived areas are less likely to participate in sport, and in particular club sport, than their peers
- Levels of latent demand tend to be lower for young people living in areas of relative deprivation. The likelihood of young people participating in sport is influenced by access to social capital, family and friends, and the preferences, skills and tastes of the community.
- Primary and secondary age pupils in relatively deprived areas are significantly less likely than other pupils to have a parent, sibling or friend who participates in sport.

## Child poverty and sport participation

### Why do we need to worry about child poverty?

The Sport Wales vision to get Every Child Hooked on Sport For Life, includes a strong commitment to engaging young people from deprived backgrounds and marginalised communities.

Children living in poverty are often “unable to enjoy their rights, achieve their full potential or **participate as full and equal members of society**”.<sup>1</sup> Literature shows that children from more deprived areas are less likely to participate in sports than their peers.

The Welsh Government have pledged to eradicate Child Poverty in Wales by 2020. The sport sector has a role in this to tackle participation poverty, and ensure that all young people are given the opportunity to participate in sport and reach their potential.

### The under-representation of children from deprived areas in sports

Children from relatively poor socio-economic backgrounds are less likely to participate in organised sports<sup>2</sup> and furthermore are less likely to participate in high-performance or elite sports<sup>3</sup>.

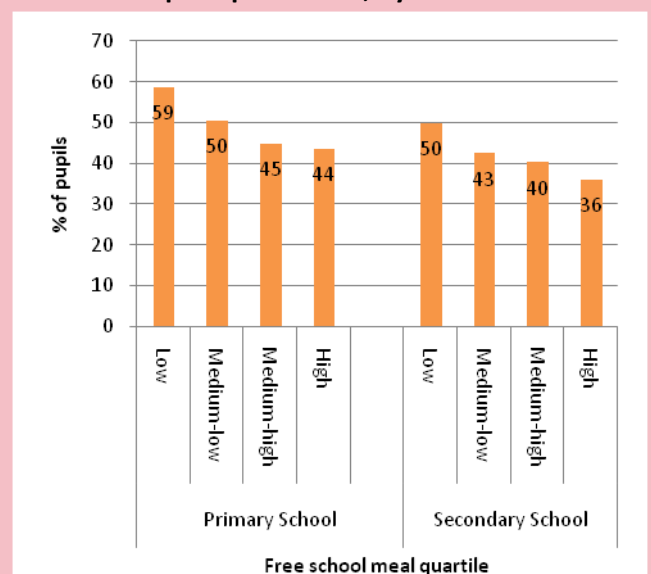
The *School Sport Survey 2011* provides a picture of young people’s sport participation, and can be used as a tool to understand the link between sport participation and child poverty in Wales. Eligibility for

*free school meals* can be used as a proxy indicator of relative deprivation. Those in the higher free school meal categories (or quartiles) live in areas of relative deprivation and are therefore more likely to live in poverty.

Data from the School Sport Survey shows that young people from areas of relative deprivation are **less likely to participate in club sports, be a member of a sports club, attend a leisure centre frequently, and be ‘hooked on sport’**.

### MEMBERSHIP OF CLUBS IS LOWER IN DEPRIVED AREAS

#### Membership of sports clubs, by free school meals



Source: School Sport Survey 2011

Base: All pupils in school years 3 to 11 in Wales

### **Under-representation in club sports**

Young people in more deprived areas are under-represented in club sports. A lack of participation in structured activity may affect the likelihood of young people excelling at sports and reaching their potential.

In addition, sports clubs provide the opportunity for social capital to be created and accessed. A lack of representation in sports clubs of children from deprived areas means an unequal distribution of the social capital.

### **Frequency of participation**

The proportion of young people 'hooked on sport' (participating three times a week or more) is lower in deprived areas than more affluent areas. A lack of participation on a frequent basis may also affect the likelihood of young people excelling at sport; for example impacting upon the representation of young people from deprived areas in high-performance and elite sports.

### **Community sport settings**

Young people in deprived areas are less likely than their peers to attend a leisure centre on a frequent basis (once a week or more often). However, participation in other community settings is consistent—typically those where informal sport activities are most likely to occur.

Primary school pupils of all socioeconomic backgrounds are equally likely to take part in sport at the playground outside of school and the park. Secondary school pupils of all socioeconomic backgrounds are equally likely to participate in sports at the park and skatepark.

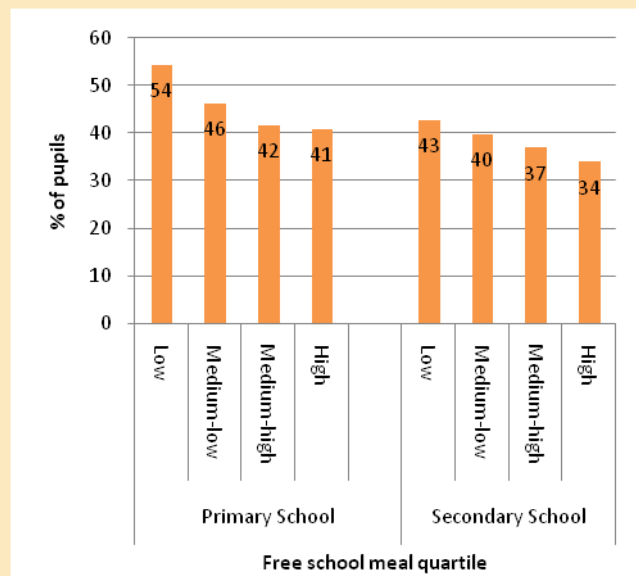
### **Latent demand**

Latent demand differs on a sport-by sport basis, though overall, latent demand tends to be lower for pupils living in deprived areas. This indicates a *poverty of aspiration*. The difference in level of latent demand for some sports is quite stark. For instance, at primary school level: cycling, tennis, trampolining and athletics appeal significantly less to those in relatively deprived areas than those in relatively affluent areas. At secondary school level there are significant differences for cycling and badminton.

Conversely, there is a positive relationship between levels of latent demand for football and relative deprivation. This means that the more deprived a young person is, the more likely to aspire to play football. Some sports seem to have a broader appeal to young people, regardless of socioeconomic status. For example: dance, gymnastics and martial arts in primary school; and rounders, street sports and cheerleading in secondary school.

These findings are in line with literature about social grade-based differences in cultural preferences, including those for different types of sports. This suggests that differences in sport participation may be explained by the preferences, tastes and skills of people from different social backgrounds.<sup>4</sup>

**CHILDREN IN DEPRIVED AREAS ARE LESS LIKELY TO VISIT A LEISURE CENTRE ON A FREQUENT BASIS**  
Percentage of young people visiting a leisure centre at least once a week



Source: School Sport Survey 2011.  
Base: All pupils in school years 3 to 10 in Wales.

### **Leisure time**

Pupils in deprived areas are less likely than their peers to say that they spend their time doing one of the following: playing sport, going for bike rides and playing in the garden or park.

However, pupils in deprived areas are more likely than their peers to say that they always choose what they do with their time. Further research is needed to understand how much influence parents have over

how young people spend their free time, in order to increase participation in sport.

### ***The influence of family, peers and the wider community***

Primary and secondary age pupils in relatively deprived areas are **significantly less likely than other pupils to have a parent, sibling or friend who participates in sport.**

Research shows that children learn desirable and appropriate behaviour through their parents, which includes how parents choose to spend their free time. Young people can also learn from their parents whether they have the resources to participate in activities, for example money for equipment and travelling, as well as time resources.<sup>5</sup>

However, it is not critical whether a child's own parents are sporty or non-sporty. The transmission of sporting cultures can be achieved through other 'social networks', for example friends, school, other families and the wider community.<sup>6</sup>

### **Conclusions**

Those developing sports in areas where child poverty is high should consider where the current gaps are in sport participation, using national data from the *School Sport Survey* - examples of which have been used in this summary. For example, the under-representation of young people from deprived areas in sports clubs.

A variety of factors are thought to influence sport participation, including the aspirations and cultural tastes of young people and their families. In order to facilitate participation, these factors should be considered as well as providing local opportunity. For example, children living in deprived areas may consider football an appropriate activity but not tennis; or desire to play sports in an unstructured environment such as the park, but not in a club setting.

There are short and long-term implications for tackling participation poverty, including the fair representation of children from deprived backgrounds entering high-performance and elite sports.

### **Challenges and issues**

- **Young people from relatively deprived areas are under-represented in sports clubs. The challenge is to increase participation in structured sports outside of the curriculum including clubs, and provide sufficient support for young people to reach their potential.**
- **Young people from relatively deprived areas are not aspiring to participate in the same type of sports as their peers. We need to better understand how cultural taste shapes latent demand, and how sports can be marketed as appropriate activities for young people.**

### **Going forward...**

- **How can we understand *poverty of aspiration*?**
- **What influence do parents have over how children and young people spend their free time?**
- **What are the roles of parents, peers and communities in facilitating access to sports?**
- **How can we work with families to increase young people's participation in structured sport settings, such as clubs?**

### **References**

1. The State of the World's Children: Childhood under threat, UNICEF (2005).
2. Nielsen, G. et al. (2011). Predisposed to participate? The influence of family socio-economic background on children's sports participation and daily amount of physical activity, *Sport in Society: Cultures, Commerce, Media, Politics*: 15, no. 1: 1-27.
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5. Kraaykamp, G., Oldenkamp, M., and Breeveld, K. (2012). Starting a sport in the Netherlands: A life-course analysis of the effects of individual, parental and partner characteristics.
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# Tlodi plant

- Mae patrymau'r cymryd rhan mewn chwaraeon yn wahanol ym mhob grŵp economaidd-gymdeithasol. Mae pobl ifanc sy'n byw mewn ardaloedd difreintiedig yn llai tebygol o gymryd rhan mewn chwaraeon, ac yn arbennig mewn clybiau chwaraeon, na'u cyfoedion.
- Mae lefelau'r galw cudd yn tueddu i fod yn is i bobl ifanc sy'n byw mewn ardaloedd o gyni cymharol. Dylanwedir ar y tebygolrwydd y bydd pobl ifanc yn cymryd rhan mewn chwaraeon gan argaeledd cyfalaf cymdeithasol, teulu a ffrindiau a dewisiadau, sgiliau a chwaeth y gymuned.
- Mae disgyblion cynradd ac uwchradd mewn ardaloedd cymharol ddifreintiedig yn llawer llai tebygol na disgyblion eraill o fod â rhiant, brawd neu chwaer, neu ffrind sy'n cymryd rhan mewn chwaraeon.

## Tlodi plant a chyfranogiad chwaraeon

### *Pam mae'n rhaid i ni boeni am dlodi plant?*

Gweledigaeth Chwaraeon Cymru yw Cael Pob Plentyn i Wirioni ar Chwaraeon am Oes ac mae'n cynnwys ymrwymiad cryf i gynnwys pobl ifanc o gefndiroedd difreintiedig a chymunedau ar y cyrion.

Yn aml iawn, nid yw plant sy'n byw mewn tlodi "yn gallu mwynhau eu hawliau, cyflawni eu potensial llawn neu gymryd rhan fel aelodau llawn a chyfartal o gymdeithas"<sup>1</sup>. Mae llenyddiaeth yn dangos bod plant o ardaloedd mwy difreintiedig yn llai tebygol o gymryd rhan mewn chwaraeon na'u cyfoedion.

Mae Llywodraeth Cymru wedi addo dileu Tlodi Plant yng Nghymru erbyn 2020. Mae gan y sector chwaraeon ran i'w chwarae yn hyn, er mwyn mynd i'r afael â thlodi mewn cyfranogiad, a sicrhau bod pob person ifanc yn cael cyfle i gymryd rhan mewn chwaraeon a chyrraedd eu potensial.

### *Tangynrychiolaeth y plant o ardaloedd difreintiedig mewn chwaraeon*

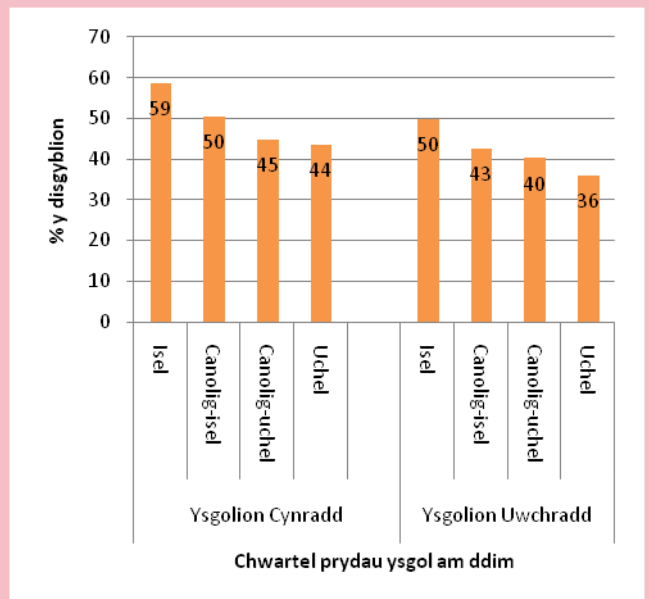
Mae plant o gefndiroedd economaidd-gymdeithasol cymharol dlawd yn llai tebygol o gymryd rhan mewn chwaraeon trefnus<sup>2</sup> a hefyd maent yn llai tebygol o gymryd rhan mewn chwaraeon perfformiad uchel neu elitaidd<sup>3</sup>.

Mae'r Arolwg ar Chwaraeon Ysgol 2011 yn cyflwyno darlun o gyfranogiad pobl ifanc mewn chwaraeon a gellir ei ddefnyddio fel adnodd i ddeall y cyswllt rhwng cyfranogiad mewn chwaraeon a thlodi plant yng Nghymru. Gellir defnyddio cymhwysedd am *brydau ysgol am ddim* fel dangosydd procsi o gyni cymharol. Mae'r rhai yn y categorïau (neu chwarteli) prydau ysgol am ddim uwch yn byw mewn ardaloedd o gyni cymharol ac felly maent yn fwy tebygol o fyw mewn tlodi.

Mae data'r Arolwg ar Chwaraeon Ysgol yn dangos bod pobl ifanc o ardaloedd o gyni cymharol yn llai tebygol o gymryd rhan mewn chwaraeon clwb, o fod yn aelod o glwb chwaraeon, o fynychu canolfan hamdden yn aml ac o fod wedi 'gwirioni ar chwaraeon'.

## MAE'R AELODAETH O GLYBIAU'N IS MEWN ARDALOEDD DIFREINTIEDIG

### Aelodaeth o glybiau chwaraeon yn ôl prydau ysgol am ddim



Ffynhonnell: Arolwg 2011 ar Chwaraeon Ysgol  
Sylfaen: Pob disgybl ym mlynnyddoedd ysgol 3 i 11 yng Nghymru.

## Tangynrychiolaeth mewn clybiau chwaraeon

Tangynrychiolir y bobl ifanc sy'n byw mewn ardaloedd mwy difreintiedig mewn clybiau chwaraeon. Gall diffyg cyfranogiad mewn gweithgarwch strwythuredig effeithio ar y tebygolrwydd y bydd y bobl ifanc yn rhagori mewn chwaraeon ac yn cyrraedd eu potensial.

Hefyd, mae clybiau chwaraeon yn cynnig cyfle i gyfalaf cymdeithasol gael ei greu a'i ddefnyddio. Mae diffyg cynrychiolaeth o blith plant o ardaloedd o gyni mewn clybiau chwaraeon yn golygu dosbarthiad anghyfartal y cyfalaf cymdeithasol.

### Amledd y cymryd rhan

Mae cyfran y bobl ifanc sydd wedi 'gwirioni ar chwaraeon' (yn cymryd rhan deirgwaith yr wythnos neu fwy) yn is mewn ardaloedd o gyni nag yn yr ardaloedd cyfoethocach. Gall diffyg cyfranogiad ar sail amlach effeithio hefyd ar y tebygolrwydd y bydd pobl ifanc yn rhagori mewn chwaraeon; er enghraifft, effeithio ar gynrychiolaeth pobl ifanc o ardaloedd o gyni mewn chwaraeon perfformiad uchel ac elitaidd.

### Sefyllfaoedd chwaraeon cymunedol

Mae pobl ifanc mewn ardaloedd o gyni'n llai tebygol na'u cyfoedion o fynychu canolfan hamdden yn aml (unwaith yr wythnos neu'n amlach). Er hynny, mae'r cyfranogiad mewn sefyllfaoedd cymunedol eraill yn gyson – gan amlaf y rhai lle mae gweithgareddau chwaraeon anffurfiol fwyaf tebygol o gael eu cynnig.

Mae plant ysgolion cynradd o bob cefndir economaidd-gymdeithasol yr un mor debygol o gymryd rhan mewn chwaraeon yn y cae chwarae y tu allan i'r ysgol ac yn y parc. Mae disgyblion ysgolion uwchradd o bob cefndir economaidd-gymdeithasol yn debygol o gymryd rhan mewn chwaraeon yn y parc ac yn y parc sglefrïo.

### Galw cudd

Mae'r galw cudd yn amrywio o gamp i gamp ond mae'r galw cudd cyffredinol yn tueddu i fod yn is ar gyfer y disgyblion sy'n byw mewn ardaloedd o gyni. Mae hyn yn dynodi *tlodi o ran dyhead*. Mae'r gwahaniaeth yn lefel y galw cudd ar gyfer rhai chwaraeon yn eithaf mawr. Er enghraifft, mewn ysgolion cynradd: mae beicio, tenis, trampolinio ac athletau'n apelio llawer llai i'r rhai mewn ardaloedd cymharol ddifreintiedig na'r rhai mewn ardaloedd cymharol gyfoethog. Ar lefel yr ysgol uwchradd ceir gwahaniaethau sylweddol ar gyfer beicio a badminton.

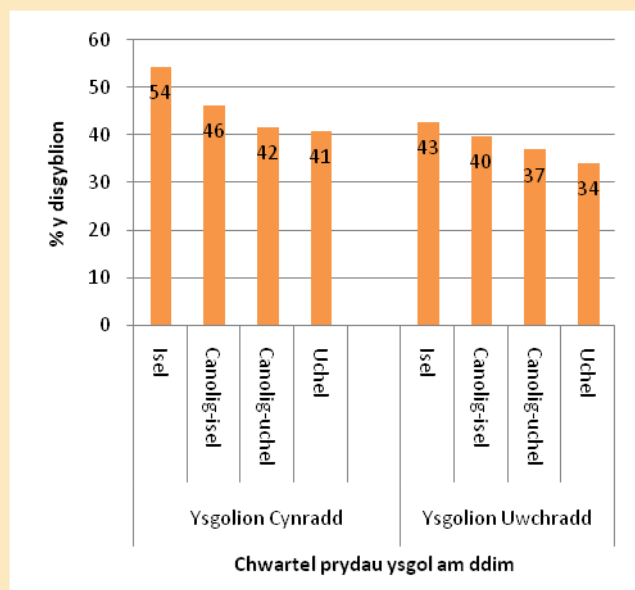
I'r gwrthwyneb, ceir perthynas gadarnhaol rhwng lefel y galw cudd am bêl droed a chyni cymharol. Felly, po fwyaf difreintiedig yw person ifanc, y mwyaf tebygol ydyw o fod eisïau chwarae pêl droed. Mae gan rai chwaraeon apêl ehangach ymhlith pobl ifanc, waeth beth yw eu statws

economaidd-gymdeithasol. Er enghraifft: dawns, gymnasteg a chrefftau ymladd mewn ysgolion cynradd; a rownderi, chwaraeon stryd a chodi hwyl mewn gemau mewn ysgolion uwchradd.

Mae'r darganfyddiadau hyn yn unol â'r llenyddiaeth am wahaniaethau seiliedig ar radd gymdeithasol mewn dewisiadau diwylliannol, gan gynnwys y rhai ar gyfer gwahanol fathau o chwaraeon. Mae hyn yn awgrymu bod modd egluro'r gwahaniaeth mewn cyfranogiad mewn

## MAE PLANT Mewn ARDALOEDD DIFREINTIEDIG YN LLAI TEBYGOL O YMWELD Â CHANOLFAN HAMDDEN YN AML

Canran y bobl ifanc sy'n ymweld â chanolfan hamdden unwaith yr wythnos o leiaf



Ffynhonnell: Arolwg 2011 ar Chwaraeon Ysgol  
Sylfaen: Pob disgybl ym mlynnyddoedd ysgol 3 i 10 yng Nghymru.

chwaraeon yn ôl chwaeth, dewis a sgiliau pobl o wahanol gefndiroedd cymdeithasol.<sup>4</sup>

### Amser hamdden

Mae disgyblion mewn ardaloedd difreintiedig yn llai tebygol na'u cyfoedion o ddweud eu bod yn treulio eu hamser yn gwneud un o'r canlynol: cymryd rhan mewn chwaraeon, mynd ar gefn eu beic a chwarae yn yr ardd neu'r parc.

Er hynny, mae'r disgyblion o ardaloedd difreintiedig yn fwy tebygol na'u cyfoedion o ddweud eu bod bob amser yn **dewis beth maen nhw'n ei wneud gyda'u hamser**. Mae angen ymchwil pellach i ddeall faint o ddylanwad sydd gan rieni dros sut mae'r bobl ifanc hyn yn treulio eu hamser hamdden er mwyn cynyddu cyfranogiad mewn chwaraeon.

### Dylanwad teulu, cyfoedion a'r gymuned ehangach

Mae disgyblion oedran cynradd ac uwchradd mewn ardaloedd cymharol ddifreintiedig yn **llai tebygol o lawer na**

disgyblion eraill o fod â rhiant, brawd neu chwaer, neu ffrind sy'n cymryd rhan mewn chwaraeon.

Mae gwaith ymchwil yn dangos bod plant yn dysgu ymddygiad dymunol a phriodol drwy eu rhieni, sy'n cynnwys sut mae rhieni'n dewis treulio eu hamser hamdden. Hefyd, gall pobl ifanc ddysgu oddi wrth eu rhieni a oes ganddynt yr adnoddau i gymryd rhan mewn gweithgareddau, er enghraifft, arian i brynu offer, teithio a hefyd adnoddau amser.<sup>5</sup>

Er hynny, nid yw hoffter neu ddiffyg hoffter rhieni plentyn o chwaraeon yn hollbwysig. Gall diwylliant o chwaraeon gael ei drosglwyddo drwy gyfrwng 'rhwydweithiau cymdeithasol' eraill, er enghraifft, ffrindiau, ysgol, teuluoedd eraill a'r gymuned ehangach.<sup>6</sup>

### Casgliadau

Dylai'r rhai sy'n cyflwyno chwaraeon mewn ardaloedd ble ceir lefel uchel o dlodi plant ystyried ble mae'r bylchau presennol yn y cyfranogiad chwaraeon, gan ddefnyddio data cenedlaethol o'r Arolwg ar Chwaraeon Ysgol (2011) – defnyddiwyd enghreifftiau yn y crynodeb hwn. Er enghraifft, tangynrychiolaeth pobl ifanc o ardaloedd difreintiedig mewn clybiau chwaraeon.

Credir bod ffactorau amrywiol yn dylanwadu ar gyfranogiad mewn chwaraeon, gan gynnwys dyheadau a chwaeth pobl ifanc a'u teuluoedd o ran diwylliant. Er mwyn hwyluso cyfranogiad, dylid ystyried y ffactorau hyn a hefyd darparu cyfleoedd lleol. Er enghraifft, gall plant sy'n byw mewn ardaloedd gwledig ystyried pêl droed fel gweithgaredd priodol ond nid tennis; neu ddymuno cymryd rhan mewn chwaraeon mewn amgylchedd heb strwythur, fel y parc, ond nid mewn clwb.

Ceir goblygiadau tymor byr a hir ar gyfer mynd i'r afael â thlodi o ran cyfranogiad, gan gynnwys cynrychiolaeth deg i blant o gefndiroedd difreintiedig sy'n cymryd rhan mewn chwaraeon perfformaid uchel ac elitaid.

### Yr her a'r rhwystrau

- Tangynrychiolir pobl ifanc o ardaloedd cymharol ddifreintiedig mewn clybiau chwaraeon. Yr her yw cynyddu cyfranogiad mewn chwaraeon strwythuredig y tu allan i'r cwricwlwm, gan gynnwys clybiau, a darparu digon o gefnogaeth i pobl ifanc gyrraedd eu potensial.
- Nid yw pobl ifanc o ardaloedd cymharol ddifreintiedig yn dyheu am gymryd rhan yn yr un math o chwaraeon â'u cyfoedion. Mae'n rhaid i ni ddeall yn well sut mae chwaeth diwylliannol yn dylanwadu ar alw cudd a sut i farchnata chwaraeon fel gweithgareddau priodol ar gyfer pobl ifanc.

### Symul ymlaen...

- Sut gallwn ni ddeall *tlodi dyheadau*?
- Pa ddylanwad mae chwaraeon yn ei gael dros ddull plant a phobl ifanc o dreulio eu hamser hamdden?
- Beth yw swyddogaeth y rhieni, cyfoedion a chymunedau mewn hwyluso mynediad i chwaraeon?
- Sut gallwn ni weithio gyda theuluoedd i gynyddu cyfranogiad pobl ifanc mewn sefyllfaoedd chwaraeon strwythuredig, fel clybiau?

### Cyfeiriadau

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