

# A Level Playing Field:

## *Equalising access to sport and exercise for young people after Covid-19*

December 2020



## Introduction

*Nowadays, people seem to think that sport is only for health. Actually, the great thing about it is that children like playing games. The great thing about team games, they also have a social educational value. It teaches you the value of co-operation, the importance of abiding by the rules. People read across to civil society - that if you don't abide by the rules the whole thing breaks down. 'The other thing is: you can't win all the time. Sport teaches you that winning and losing is not all that desperate. What matters is taking part and enjoying it.'*

HRH The Duke of Edinburgh

At the individual level, sport is a protective factor against ills of the body and mind and helps to keep people healthy. At a local level, sport is often the glue that holds communities together. At a societal level, sports can function as a weapon for social justice and transformation, contributing to positive long-term outcomes for individuals, for the community and especially for young people.

The Department for Digital, Culture, Media & Sport (DCMS), Department for Health & Social Care (DHSC) and Department for Education (DfE) published a joint School Sport and Activity Action Plan in 2019,<sup>1</sup> aiming to lay out a framework for improved PE provision in schools and a more joined-up approach between school and community providers. A key objective is to make the Chief Medical Officer's recommend "60 minutes a day" of physical activity as widespread and recognisable as the "5 a day" dietary recommendation for fruit and vegetables. Clearly, the effect of lockdown and the public response to COVID-19 has frustrated these goals.

While the objectives of the Action Plan are welcome, the Centre for Social Justice argues that the time is right for a more radical reform of physical education and sport provision for young people; there is a looming health crisis due to inactivity during lockdown and due to illnesses other than coronavirus going untreated. Given the UK's existing obesity crisis, the CSJ is calling upon the government for bold action.

1. Department for Education, Department for Digital, Culture, Media & Sport, Department of Health and Social Care, July 2019. 'School Sport and Activity Action Plan' [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/848082/School\\_sport\\_and\\_activity\\_action\\_plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf)]

## Saving lives

Physical activity and sport are fundamental to tackling our obesity crisis.<sup>2</sup> The latest government statistics for 2018-19 reveal that two thirds of adults in England are overweight or obese, as well as one in three primary school age children.<sup>3</sup> Men are more likely to be overweight or obese than women (67 per cent versus 60 per cent) and the proportion of adults that are overweight or obese increases with age.<sup>4</sup> People that are insufficiently active have a 20 to 30 per cent increased risk of death compared to those that are sufficiently active.<sup>5</sup> Obesity statistics for children fall along similar gender lines with obesity more prevalent among boys than girls.<sup>6</sup> For children living in the most deprived areas, obesity prevalence was more than double that of those living in the least deprived areas.<sup>7</sup> Obesity is also a family affair, with children of overweight parents more likely to be obese than children whose parents are a healthy weight.<sup>8</sup>

Obesity-related illnesses cost the NHS a staggering £6 billion a year.<sup>9</sup> Childhood obesity is a serious public health threat in the UK, and there is evidence to suggest that obesity in childhood makes a person significantly more likely to experience obesity and other health problems in later life.

Physical inactivity among today's young people is estimated to cost £53.3 billion during their lifetimes, through a costly burden of diseases related to inactivity and lower quality of life, and life expectancy. An increase of ten per cent in those children and young people attaining the recommended levels of physical activity could reduce the cost of physical inactivity by around £8 billion over the course of the lives of today's 11 to 25 year-olds.<sup>10</sup>

Data from Sport England's Active Lives Children and Young People survey shows that one third of children are achieving less than half of the Chief Medical Officer's guideline of 60 minutes of daily activity.<sup>11</sup> The government's 2019 School Sport Activity Action plan found that 32.9 per cent of children and young people do less than 30 minutes of activity per day.<sup>12</sup> According to the Youth Sport Trust, the majority of adults are unaware of how much physical activity children should be engaging in daily.<sup>13</sup>

The current Prime Minister's own brush with death at the hands of COVID-19 - where nearly 8 per cent of critically ill ICU patients were morbidly obese compared with 2.9 per cent of the population - has no doubt shaped the current national campaign to tackle obesity.<sup>14</sup> The present national strategy contains a raft of measures designed both to address the obesogenic environment such as banning junk food adverts before 9:00 pm and calorie labelling. Measures such as the junk food watershed are widely supported by the public, with polling from 2019 showing that 72 per cent of the public support a 9:00pm watershed during family TV shows.<sup>15</sup>

2. Centre for Social Justice, December 2017. 'Off the scales: Tackling England's childhood obesity crisis' [Accessed via: <https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2017/12/CSJ-Off-The-Scales-Obesity-Report.pdf>]

3. NHS, 2020. 'Statistics on Obesity, Physical Activity and Diet, England, 2020: Part 3' [Accessed via: <https://digital.nhs.uk/data-and-information/publications/statistical/statistics-on-obesity-physical-activity-and-diet/england-2020/part-3-adult-obesity-copy>]

4. Ibid.

5. World Health Organisation, February 2018. 'Physical activity: Key facts' [Accessed via: <https://www.who.int/news-room/fact-sheets/detail/physical-activity#:~:text=and%20weight%20control.->]

6. NHS, May 2020. 'Statistics on Obesity, Physical Activity and Diet, England, 2020: Part 4' [Accessed via: <https://digital.nhs.uk/data-and-information/publications/statistical/statistics-on-obesity-physical-activity-and-diet/england-2020/part-4-childhood-obesity-copy>]

7. Ibid.

8. Ibid.

9. Centre for Social Justice, December 2017. 'Off the scales: Tackling England's childhood obesity crisis' [Accessed via: <https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2017/12/CSJ-Off-The-Scales-Obesity-Report.pdf>]

10. Street Games & Centre for Economics and Business Research, April 2014. 'The inactivity time bomb: The economic cost of physical inactivity in young people' [Accessed via: <https://network.streetgames.org/sites/default/files/The-Inactivity-TimeBomb-StreetGames-Cebr-report-April-2014.pdf>]

11. Sport England, December 2019. 'Active Lives children and young people survey: Academic year 2018/19' [Accessed via: <https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-01/active-lives-children-survey-academic-year-18-19.pdf?cVMsdnpBoqROViY61iUjpQY6WcRyhtGs>]

12. DfE, DCMS, DHSC, July 2019. 'School Sport and Activity Action Plan' [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/848082/School\\_sport\\_and\\_activity\\_action\\_plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf)]

13. Youth Sport Trust, June 2019. 'Thousands of schools mark YST National School Sports Week 2019' [Accessed via: <https://www.youthsporttrust.org/news/thousands-schools-mark-yst-national-school-sport-week-2019>]

14. Department of Health and Social Care, July 2020. 'New obesity strategy unveiled as country urged to lose weight to beat coronavirus (COVID-19) and protect the NHS' [Accessed via: <https://www.gov.uk/government/news/new-obesity-strategy-unveiled-as-country-urged-to-lose-weight-to-beat-coronavirus-covid-19-and-protect-the-nhs>]

15. Ibid.



Helen Whatley, Minister for Care at the Department of Health and Social Care, described the national mood as follows *“now is a moment in time when many people have changed their lifestyle habits over the coronavirus period, over the lockdown. It’s a moment of reset when people can think again.”*<sup>16</sup>

There is increasing evidence to support the link between physical activity and good mental health.<sup>17</sup> Regular physical activity can reduce the risk of depression, cognitive decline and delay the onset of dementia.<sup>18</sup> In adults experiencing depression, daily physical activity can reduce depression by 20 to 30 per cent.<sup>19</sup> Physical activity is also a mood enhancer and stress reliever.<sup>20</sup> Sport is therefore crucial in an age where 83 per cent of young people report that the COVID-19 pandemic has made their mental health - and their opportunities for physical exercise - worse.<sup>21</sup>

Sports charity Made by Sports found that children and young people participating in in-school sports and clubs are 5.6 times more likely to report high resilience levels and 20 per cent less likely to suffer from a mental health disorder; and 25 per cent less likely to be at risk of anxiety and 11 per cent less likely to self-harm (girls).<sup>22</sup> The Department for Education has identified sport as one of the five key foundations for building character (resilience, determination, self-belief and fair play).<sup>23</sup>

The Centre for Social Justice believes that physical activity and sports should be viewed by government as integral parts of a healthy lifestyle, lowering an individual’s risk of serious poor physical health and supporting better mental health, rather than a standalone panacea to the complex realities of the obesity crisis.

## Strengthening communities

Sport’s community-building capabilities are recognised by DCMS, which includes community development as one of its social outcomes measures. It should be noted that following the London 2012 Olympic Games newly created children’s sports clubs saw an extra 41,000 children increase their physical activity to the recommended levels and a further 7,000 previously inactive children engage in physical activity and sport.<sup>24</sup>

According to Marcus Jones MP (former Minister for Local Government), *“sport can be the glue that keeps communities together and is a persuasive tool in promoting shared interests alongside fostering a keen sense of civic pride.”*<sup>25</sup>

People that volunteer are more likely to feel that they belong in their area<sup>26</sup> and are less likely to feel lonely,<sup>27</sup> whilst those that regularly turn up and experience live sport, especially when they support a specific team or athlete, enjoy greater community engagement.<sup>28</sup>

16. The Guardian, July 2020. ‘Boris Johnson: obesity drive will not be ‘bossy or nannying’ [Accessed via: <https://www.theguardian.com/world/2020/jul/27/boris-johnson-obesity-drive-will-not-be-bossy-or-nannying>]

17. World Health Organisation, 2019. ‘Motion for your mind: Physical activity for mental health promotion, protection and care’ [Accessed via: [https://www.euro.who.int/\\_data/assets/pdf\\_file/0018/403182/WHO-Motion-for-your-mind-ENG.pdf](https://www.euro.who.int/_data/assets/pdf_file/0018/403182/WHO-Motion-for-your-mind-ENG.pdf)]

18. World Health Organisation, 2020. ‘#HealthyatHome - Physical activity’ [Accessed via: <https://www.who.int/news-room/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome/healthyathome---physical-activity>]

19. Faculty of Sport and Exercise Medicine UK. ‘The role of physical activity and sport in mental health’ [Accessed via: <https://www.fsem.ac.uk/position-statement/the-role-of-physical-activity-and-sport-in-mental-health/#:~:text=Physical%20activity%20has%20been%20>]

20. Mental Health Foundation, 2015. ‘How to look after your mental health using exercise’ [Accessed via: <https://www.mentalhealth.org.uk/sites/default/files/How%20to...exercise.pdf>]

21. Sport for Development Coalition, July 2020. Impact of Covid 19 on the sport for development sector [Accessed via: <https://www.flipsnack.com/CS2020magazine/impact-of-covid-19-on-the-sport-for-development-sector-v2.html>]

22. Made by Sport PowerPoint shared with the Centre for Social Justice

23. DfE, DCMS, DHSC, July 2019. ‘School Sport and Activity Action Plan’ [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/848082/School\\_sport\\_and\\_activity\\_action\\_plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf)]

24. House of Commons & DCMS Committee, May 2019. ‘Changing lives: The social impact of participation in culture and sport’ [Accessed via: <https://publications.parliament.uk/pa/cm201719/cmselect/cmcumeds/734/734.pdf>]

25. HM Government, December 2015. ‘Sporting Future: A new strategy for an active nation’ [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/486622/Sporting\\_Future\\_ACCESSIBLE.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf)]

26. Ibid.

27. Sport England, April 2020. ‘Active Lives adult survey November 2018/19 report’ [Accessed via: <https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-04/Active%20Lives%20Adult%20November%2018-19%20Report..pdf>]

28. HM Government, December 2015. ‘Sporting Future: A new strategy for an active nation’ [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/486622/Sporting\\_Future\\_ACCESSIBLE.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf)]

Research from the Centre for Social Justice found that “engaging in the life of the community enables people to experience a sense of purposeful participation, mitigating a sedentary lifestyle.”<sup>29</sup> Focus group participants explained that, in the absence of community centre sports such as bowls and seated yoga, they would otherwise be “at home, drinking, bored” or “alone at home with no one to talk to.”<sup>30</sup>

The economic benefits are also significant; the Rugby League World Cup is estimated to have added £74.6 million to the economy.<sup>31</sup>

## Serving Society

Socio-economically disadvantaged people are notably less likely to be engaged in physical activity, yet participation in sport can contribute effectively to tackling social exclusion.

In 2015 Sport England recorded a discrepancy of 25.9 per cent to 39.1 per cent between lower and higher socio-economic groups respectively in weekly sports participation.<sup>32</sup> The Active Lives Survey published in October 2017 shows that the socio-economic gap has not yet closed (with 10.4 percentage points between the same groups).<sup>33</sup> Households with the lowest incomes are the least active and suffer the highest obesity rates.<sup>34</sup> NHS data shows that 35 per cent of children in the least affluent families do fewer than 30 minutes of activity a day compared to 22 per cent of children from the most affluent families.<sup>35</sup>

There is a gender disparity in the levels of youth participation in sport, too. According to Sport England’s Active Lives Survey, boys are more likely to be active than girls with a gap of 319,200 between the numbers of boys who achieve the recommended amount of sport and physical activity (51 per cent or 1.8m) and the number of girls that do (43 per cent or 1.5m).<sup>36</sup> A more robust framework of expectations for school sport would help alleviate this disparity.

## Crime prevention and reengagement

Findings from a recent DCMS committee report focussing on the social impact of participation in culture and sport found that (i) reoffending rates can be reduced through access to sport or cultural programmes, (ii) involvement in the arts and sports provides a constructive influence on young people with positive role models and (iii) participation in sport positively influences educational attainment.<sup>37</sup>

Sports can help to steer young people away from the lure of gang and other criminal activity by offering an “alternative community that is available and willing to offer them comprehensive support”.<sup>38</sup> With some 60,000 young people aged 10-17 identifying as a gang member or knowing a gang member who is a relative, engagement in sports before formal involvement with the criminal justice system is crucial.<sup>39</sup> Fight 4 Peace’s

29. Centre for Social Justice, 2019. ‘Community capital: How purposeful participation empowers humans to flourish’ [Accessed via: <https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2019/09/CSJ-Community-Capital-Report-final-version.pdf>]

30. Ibid.

31. Rugby League, 2019. ‘The RFL launches the dividend report’ [Accessed via: <https://www.rugby-league.com/article/55580/the-rfl-launches-the-dividend-report>]

32. Sport England, Active People Survey 9 [Accessed via Active People Interactive, <http://activepeople.sportengland.org>]. Here, ‘lower groups’ are comprised of survey respondents in NS SEC categories 8-5, and ‘higher groups’ comprised of NS SEC categories 4-1

33. CSJ analysis of Sport England, Sport and Physical Activity Levels amongst adults aged 16+, Oct 2017, Table 1 [Accessed via: [www.sportengland.org/media/12451/tables-1-4\\_levels-ofactivity.xlsx](http://www.sportengland.org/media/12451/tables-1-4_levels-ofactivity.xlsx)]

34. Street Games & Centre for Economics and Business Research, April 2014. ‘The inactivity time bomb: The economic cost of physical inactivity in young people’ [Accessed via: <https://network.streetgames.org/sites/default/files/The-Inactivity-TimeBomb-StreetGames-Cebr-report-April-2014.pdf>]

35. NHS, May 2020. ‘Statistics on Obesity, Physical Activity and Diet, England, 2020 Part 5’ [Accessed via: <https://digital.nhs.uk/data-and-information/publications/statistical/statistics-on-obesity-physical-activity-and-diet/england-2020/part-5-adult-physical-activity-copy>]

36. Sport England, December 2019. ‘Latest activity figures on children and young people published’ [Accessed via: <https://www.sportengland.org/news/active-lives-children-and-young-people-survey-academic-year-201819-report-published>]

37. DCMS, May 2019. ‘Committee publishes report on the social impact of participation in culture and sport’ [Accessed via: <https://old.parliament.uk/business/committees/committees-a-z/commons-select/digital-culture-media-and-sport-committee/news/social-impact-report-published-17-19/>]

38. Centre for Social Justice, August 2018. ‘It can be stopped: A proven blueprint to stop violence and tackle gang and related offending in London and beyond’ [Accessed via: <https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2018/09/CSJ6499-Gangs-Report-180911-FINAL-WEB.pdf>]

39. National Youth Agency, May 2020. ‘Gangs and exploitation: A youth work response to Covid-19’ [Accessed via: <https://nya.org.uk/wp-content/uploads/2020/06/NYA-Hidden-in-Plain-Sight-1.pdf>]

12 month martial arts programme, for example, resulted in 165 crimes being avoided, delivering an estimated £1 million worth of savings to the public purse and an additional £2.5 million worth of lifetime education and employment impacts.<sup>40</sup>

Sports are an equally powerful rehabilitative tool, with organisations such as the Saracens Rugby Club's Sport's Foundation programme *Get Onside* reducing reoffending rates for prisoners at HMP Feltham Young Offenders Institute to 25 per cent below the national average of 40.<sup>41</sup> The Premier League's 'Kicks' programme, meanwhile, has seen significant reductions in anti-social behaviour in the areas where it was delivered.<sup>42</sup> Research by the CSJ showed that seven out of ten teenagers and parents say that anti-social behaviour is due primarily to boredom.<sup>43</sup>

## Educational attainment

In addition to functioning as a corrective (preventing crime and reducing reoffending rates), sports can help to engage young people more fully in their education. According to a study by Sheffield Hallam University, nine in ten teachers think that being active improves pupils' behaviour and school work.<sup>44</sup> Educational charity Football Beyond Borders (FBB), for example, works with young people from disadvantaged backgrounds who are passionate about football, but at risk of school exclusion, to help them complete their education and transition successfully into adulthood.<sup>45</sup>

Last year, FBB reached 612 students across 37 projects working in schools across London, Essex and the North West. 95 per cent of participants completed the academic year and 72 per cent improved their behaviour in school.<sup>46</sup> Keeping young people in school is a vital protective factor against exploitation, crime and unemployment. FBB uses a football coaching curriculum delivered in the classroom and on the pitch that allows them to tap into young people's passions "to create transformative learning experiences and develop key social and emotional competencies."<sup>47</sup> In 2017 DCMS found that underachieving young people participating in extra-curricular activities linked to sport could increase their numeracy skills, on average, by 29 per cent above those who did not participate in sport.<sup>48</sup>

The Boxing Academy, Hackney, is an alternative provision free school offering a boxing ethos with classes of eight students assigned a dedicated boxer who acts as a mentor, teacher and coach. A high-quality academic curriculum is offered alongside daily boxing training resulting in 100 per cent of leavers going on to higher education or apprenticeships.<sup>49</sup>

Dallaglio RugbyWorks places coaches in schools for excluded pupils and harnesses the values of rugby to develop a wide range of essential skills. Rugby coaches leads weekly small groups of 8-10 young people helping them to develop their soft skills, increasing their engagement with school, developing their communication and guiding them onto a suitable career path.<sup>50</sup> The three-year programme focuses on developing life skills, raising aspirations and physical and emotional wellbeing.<sup>51</sup> 82 per cent of their young people are in education,

40. House of Commons and DCMS, May 2019. Changing lives: the social impact of participation in culture and sport' [Accessed via: <https://publications.parliament.uk/pa/cm201719/cmselect/cmcmds/734/734.pdf>]

41. Ibid.

42. Premier League Kicks [Accessed via: <https://www.premierleague.com/communities/programmes/community-programmes/pl-kicks>]

43. Centre for Social Justice March 2015. 'Sport for Social Good: Revisiting More than a Game' [Accessed via: [www.centreforsocialjustice.org.uk/core/wp-content/uploads/2016/08/CSJJ3207\\_Sports\\_Paper\\_03.15\\_WEB.pdf](http://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2016/08/CSJJ3207_Sports_Paper_03.15_WEB.pdf)].

44. Sport England, October 2020. 'Physical activity can help children catch up on missed work' [Accessed via: <https://www.sportengland.org/news/physical-activity-can-help-children-catch-missed-work>]

45. Football Beyond Borders [Accessed via: <https://www.footballbeyondborders.org/what-we-do/fbb-schools-boys/>]

46. Football Beyond Borders, 2019. 'Impact report 2018-2019' [Accessed via: <https://www.footballbeyondborders.org/wp-content/uploads/2020/03/201819-Impact-Report-1-1.pdf>]

47. Ibid.

48. DCMS, 2010. 'The Culture and Sport Evidence Programme (CASE), Understanding the drivers, impact and value of engagement in culture and sport, London [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/71231/CASE-supersummaryFINAL-19-July2010.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/71231/CASE-supersummaryFINAL-19-July2010.pdf)]

49. Hackney Boxing Academy [Accessed via: <https://www.learningtrust.co.uk/content/boxing-academy>]

50. Dallaglio RugbyWorks [Accessed via: <https://www.dallaglorugbyworks.com/what-we-do/rugbyworks>]

51. Dallaglio, 2020. 2020-2023 RugbyWorks strategic framework overview [Accessed via: [https://www.dallaglorugbyworks.com/images/what-we-do/our-playbook/DRW\\_Strategy\\_Overview.pdf](https://www.dallaglorugbyworks.com/images/what-we-do/our-playbook/DRW_Strategy_Overview.pdf)]

employment or training 12 months after leaving school.<sup>52</sup> In contrast, nationally, just half of pupils leaving alternative provision are in education, employment or training after finishing their GCSEs.<sup>53</sup>

In the independent schools sector, a large emphasis is placed on extra-curricular competitive sport, which is often compulsory. This provision is widely viewed by parents as a key component of the education offered by these schools, and as a vital tool for building character and resilience as well as physical health. It is noteworthy that affluent parents pay high fees for a school experience that involves a proportionately very high sport element.

## World of work

Successful sports interventions such as the ones described above equip young people to go on to participate fully in civic life. Physically active young people show increased levels of teamwork (7.3X), resilience (5.6X), leadership (6.7X for girls and 5.4X for boys) and communication skills (5.4X) - skills that are crucial to workplace success.<sup>54</sup> At a societal level, life skills gained from sports contribute £1.4 billion of GDP growth in the form of educational performance and soft skills.<sup>55</sup> The social impact of the Rugby league alone across health outcomes, crime reduction, education and employment outcomes is estimated at £185 million per annum.<sup>56</sup>

Participation in sport is associated with an 11 per cent increase in the likelihood of having looked for a job in the last four weeks among people who are unemployed. And the data collected in a study of 25 European countries suggests that there is a direct causal link between an individual's sport participation and their employment status, especially for males.<sup>57</sup>

52. Dallaglio RugbyWorks, 2020. 'Annual review 2018/19' [Accessed via: <https://www.dallaglorugbyworks.com/images/what-we-do/impact/dallaglio-rugbyworks-annual-review-2018-2019.pdf>]

53. Centre for Social Justice, May 2020. 'Warming the cold spots of alternative provision: A manifesto for system improvement' [Accessed via: <https://www.centreforsocialjustice.org.uk/library/warming-the-cold-spots-of-alternative-provision-a-manifesto-for-system-improvement>]

54. Made by Sport PowerPoint shared with the Centre for Social Justice

55. Made by Sport PowerPoint shared with the Centre for Social Justice

56. Rugby League, August 2019. 'The RFL launches the dividend report' [Accessed via: <https://www.rugby-league.com/article/55580/the-rfl-launches-the-dividend-report>]

57. DCMS, April 2014. 'Quantifying the Social Impacts of Culture and Sport' [Accessed via: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/304896/Quantifying\\_the\\_Social\\_Impacts\\_of\\_Culture\\_and\\_Sport.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304896/Quantifying_the_Social_Impacts_of_Culture_and_Sport.pdf)]; G Kavetsos, 'The impact of physical activity on employment', *Journal of Socio-Economics*, vol 40, no 6, Dec 2011, pp775-9 [Accessed via: <https://doi.org/10.1016/j.socsec.2011.08.011>]

We are proposing six big ideas to get the nation moving.

## Our six big ideas

### 1. The Daily Mile nation

Taking inspiration from Scotland, the government should set the ambition for England to formally become a 'Daily Mile Nation.'

The Daily Mile is a free and simple initiative aimed at improving the physical, emotional and social health and wellbeing of children across the world, regardless of background or age, by encouraging schools and nurseries to take children outside to jog or run for 15 minutes every day. Schools usually use their existing playground, all-weather surfaces or an existing path.

Conceived by a primary school teacher in Stirling, the Daily Mile has grown in popularity and is now reaching **2,309,784 children** across **78 countries** and has been adopted by **more than 10,000 schools** worldwide.<sup>58</sup>

Participation in the Daily Mile has been shown to have the following benefits:<sup>59</sup>

PHYSICAL BENEFITS	MENTAL HEALTH BENEFITS	LEARNING BENEFITS
Helps to achieve one third of the WHO's recommended daily physical activity target	7 per cent improved alertness, mood and verbal memory	Can contribute to other parts of the curriculum and can enhance learning outcomes
9 per cent increase in fitness	Improved concentration and happiness	Has a positive effect on the school environment
5 per cent increase in leg strength	Promotes positive peer-to-peer and teacher-child relationships	
4 per cent reduction in body fat	Children report feeling calmer	
Improved attitude towards physical activity		
Reduced body mass index (greater effect in girls than in boys)		

The Daily Mile is a low-cost, low-intensity solution to get Britain back into shape. It requires no training, set up, tidy up or equipment and is fully inclusive.<sup>60</sup> Children run in their school uniform and get the opportunity to move around outside, every day, for 15 minutes.

#### Recommendations

- The government should formally adopt making England a Daily Mile Nation as a short-term ambition.
- Options should be explored to promote roll-out and voluntary uptake across LEAs.

58. The Daily Mile [Accessed via: [https://thedailymile.co.uk/?gclid=EAlaIqObChMlh8bcmvGD6wIV1IBQBh3KvQEbEAAYASAAEgLD\\_D\\_BwE](https://thedailymile.co.uk/?gclid=EAlaIqObChMlh8bcmvGD6wIV1IBQBh3KvQEbEAAYASAAEgLD_D_BwE)]

59. The Daily Mile, Research [Accessed via: <https://thedailymile.co.uk/research/>]

60. IENOS, [Accessed via: <https://www.ineos.com/the-daily-mile/>]



## 2. A play friendly nation

The government should adopt a play strategy similar to that of both Scotland<sup>61</sup> and Wales<sup>62</sup> to prioritise greater accesses to play opportunities for all children, including through opening up school facilities after hours. This could take the form of making facilities available for optional use; however, there are even more ambitious questions to be asked about the 3-5pm and 4-6pm slots within a pupil's day, and whether there is scope for formalising the use of sports facilities after school within a supervised and structured framework (see the sixth recommendation below).

Scotland's play policy is based on the fundamental belief that playing is central to children's physical, mental, social and emotional health and wellbeing, and that children and young people are entitled to quality places and time for play as part of everyday life within their own community.<sup>63</sup>

School buildings and their grounds often represent the largest single asset for many local communities. The primary school playground is the closest open space to the homes of many children, particularly those living in high rise city-centre flats with limited access to outdoor space.<sup>64</sup>

The benefits of using primary school grounds for play include: increased pupil motivation and self-esteem, enhanced partnership working with the community, reduced pupil disaffection, improvements in child behaviour and social skills, improved local availability of play opportunities, better opportunities for children outside school hours, helping to regenerate and strengthen communities and improved collaboration with other agencies to promote better community safety.<sup>65</sup>

Play leads to a wide range of interconnected beneficial outcomes for children including:<sup>66</sup>

COGNITIVE DEVELOPMENT	PHYSICAL HEALTH AND DEVELOPMENT	MENTAL HEALTH, HAPPINESS AND EMOTIONAL WELL-BEING
Language skills, problem-solving, independent learning skills, self-efficacy, gaining perspective, representational skills, memory and creativity	Physiological, cardiovascular and fine and gross motor skills development as well as <b>increased physical activity</b>	Building confidence, improved child parent attachments, coping with stress, tackling anxieties and phobias, aiding recovery in therapeutic contexts, and alleviating the symptoms of ADHD for some children
<b>Social development</b>	<b>Risk management and resilience through experiencing and responding to unexpected, challenging situations</b>	
Working with others, sharing, negotiating and appreciating others' points of view		

61. Scottish Government, 2013. 'Scotland's play strategy: Valuing play, every day' [Accessed via: <https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2016/02/play-strategy-play-out-hours/documents/play-out-hours-toolkit-use-school-grounds-playing-out-teaching-hours/play-out-hours-toolkit-use-school-grounds-playing-out-teaching-hours/govscot%3Adocument/00493571.pdf>]

62. Welsh Government, July 2014. 'Wales - a play friendly country' [Accessed via: <https://gov.wales/sites/default/files/publications/2019-07/wales-a-play-friendly-country.pdf>]

63. Scottish Government, February 2016. 'Play Strategy: Play out of hours!' [Accessed via: <https://www.gov.scot/publications/play-strategy-play-out-hours/pages/1/>]

64. Scottish Government, 2013. 'Scotland's play strategy: Valuing play, every day' [Accessed via: <https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2016/02/play-strategy-play-out-hours/documents/play-out-hours-toolkit-use-school-grounds-playing-out-teaching-hours/play-out-hours-toolkit-use-school-grounds-playing-out-teaching-hours/govscot%3Adocument/00493571.pdf>]

65. Ibid.

66. Children's Play Policy Forum, July 2014. 'The play return: A review of the wider impact of play initiatives' [Accessed via: <http://www.playengland.net/wp-content/uploads/2015/11/The-Play-Return-A-review-of-the-wider-impact-of-play-initiatives.pdf>]

Implementation will vary across the school estate, but research has found that one of the most commonly held objections (fear of vandalism to school property) is overestimated, with the evidence suggesting that “when school grounds are used by the wider community, out of teaching hours and during holidays ... the risk of damage and break-ins is dramatically reduced.”<sup>67</sup> Head teachers report that when schools engage with their local community “it has a direct impact on pupils’ attainment and raises their aspirations to progress from school to further education, training and employment.”<sup>68</sup>

Unlocking the school gates and allowing children greater access to play opportunities has the potential to transform lives, create safer communities and a more prosperous society.

Furthermore, playgrounds and playing fields are large, unused assets out of term time. Outdoor school sporting assets should be made available for use by pupils, and / or by the local community (perhaps with separated time slots for purposes of safeguarding) outside of term time. In this way the potential of these significant publicly owned assets could be utilised more fully and effectively by providing a forum for exercise outside of the school term.

### Recommendations

- The government should follow Scotland and Wales by working with LEAs to make primary and secondary school facilities open after hours for pupils’ use.
- Schools should be encouraged to make facilities open for use by local communities as well, with appropriate funding support for security, staffing, cleaning costs, maintenance etc.
- School playgrounds and playing fields should be made available out of term time for use by pupils and / or the local community, according to feasibility and practicality on the ground.

## 3. Independent schools: charitable status and facilities sharing

Of the 1,374 schools in membership in January 2020, 1,000 schools (73 per cent) were registered charities, regulated by the Charity Commission to ensure they are providing public benefit.<sup>69</sup> Of these, Play sporting fixtures with or against state schools:

Of these schools, 71 per cent already play competitively against state schools. However, only 50 per cent host joint sporting events, 31 per cent invite pupils to joint coaching sessions, 25 per cent share sports fields (of those that own them), 18 per cent share an astroturf, 16 per cent share other facilities such as tennis courts, 15 per cent share a sports centre, 10 per cent second coaching staff, and just 7 per cent second pupils for coaching.<sup>70</sup> As such, while there is a lot of good partnership work being done, there is scope for more universal participation in such schemes.

The government should require independent schools that have charitable status to share their sports facilities. The 2017 Conservative manifesto called for greater collaboration and partnership between independent schools and state schools, particularly with regard to the sponsoring of academies or the founding of free schools, keeping open the option of changing their tax status if necessary.<sup>71</sup>

67. Scottish Government, 2013. ‘Scotland’s play strategy: Valuing play, every day’ [Accessed via: <https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2016/02/play-strategy-play-out-hours/documents/play-out-hours-toolkit-use-school-grounds-playing-out-teaching-hours/play-out-hours-toolkit-use-school-grounds-playing-out-teaching-hours/govscot%3Adocument/00493571.pdf>]

68. Ibid.

69. Independent Schools Council (ISC)

70. Ibid.

71. <http://ucrel.lancs.ac.uk/wmatrix/ukmanifestos2017/localpdf/Conservatives.pdf>, p. 50

This would help independent schools to demonstrate their fulfilment of the public benefit test required to retain their charitable status, as well as narrowing existing sports participation inequalities that typically fall along deprivation lines. Children from low affluence families are 12 per cent less likely to be active compared to their more well-off peers (42 per cent versus 54 per cent).<sup>72</sup>

Access to leisure facilities is one of the “tremendous benefits” of a private education.<sup>73</sup> Giving evidence to the House of Commons DCMS committee, Alastair Campbell had this to say: “let us be absolutely frank: the level of sporting provision in state schools, compared with the 7 per cent who use private schools, is a joke. We are nowhere near that level.”<sup>74</sup>

A 2015 study by the Headmasters’ and Headmistresses’ Conference (HMC) found that pupils at independent schools undertake on average three times as much sport and PE as those in state schools.<sup>75</sup>

In addition to facility sharing, many independent schools operate partnerships with free schools in which human resources are shared by sending teachers on day release to teach subjects the partnered state school cannot offer, or to coach sports which the state school does not have the staff or expertise to coach. Independent schools should therefore be incentivised to share personnel and expertise as well as physical grounds and facilities. An excellent example of this is the partnership programme that exists between Holyport College in Berkshire and Eton, which provides significant facilities sharing and staff release, as well as organising sporting fixtures between the two schools to increase opportunities for competition.<sup>76</sup>

According to the latest Independent Schools Council annual report:

- Over half of independent schools have sports fields (60.2 per cent), tennis courts (60.2 per cent) or astroturf (53.4)
- Just under half of independent schools have a swimming pool (44.5 per cent) or a sports centre (43.4 per cent)
- Around a third of independent schools have a dance studio (35.7 per cent) or a fitness centre (35.4 per cent)
- More than 15 per cent of independent schools have squash courts (15.6 per cent)
- Just under ten per cent of independent schools have rowing facilities (7.4 per cent) or an all-weather athletics track (6.6 per cent).<sup>77</sup>

In 2018, Education Secretary Damian Hinds called on private schools to open up their pools to state pupils in their area. No further guidance was published to support the initiative. With almost half of pupils leaving primary school unable to swim the required 25 metres, the government should focus its efforts in this area first. Approximately 75 per cent of state primary schools have to use public facilities for swimming lessons, whereas 45 per cent of independent schools have their own.<sup>78</sup> According to Charles Johnston, Director of Property for Sport England, “headteachers who have opened up their facilities tell us it’s a win-win for the schools and the community. It allows facilities to be used at times when otherwise they’d be empty.”<sup>79</sup>

There are numerous excellent case studies of effective independent-state sector partnership already within the free schools sector.

72. Sport England, December 2019. ‘Active Lives Children and Young People Survey: Academic year 2018/19’ [Accessed via: <https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-01/active-lives-children-survey-academic-year-18-19.pdf?cVMsdnpBoqROViY61iUjpQY6WcRyhtGs>]

73. Schools Week, April 2016. ‘Sports facilities in independent schools shame state sector’ [Accessed via: <https://schoolsweek.co.uk/sport-takes-up-more-time-in-independent-schools/>]

74. DCMS, May 2019. ‘Changing Lives: The social impact of participation in culture and sport’ [Accessed via: <https://publications.parliament.uk/pa/cm201719/cmselect/cmcmds/734/734.pdf>]

75. HMC, March 2015. ‘Independent schools do ‘almost triple amount of sports than state counterparts’ [Accessed via: <https://www.hmc.org.uk/blog/independent-schools-almost-triple-amount-sports-state-counterparts/>]

76. Holyport College [Accessed via: <http://www.boarding.org.uk/schools/details/466/Holyport-College>]

77. Independent Schools Council, 2020. ‘ISC census and annual report 2020’ [Accessed via: [https://www.isc.co.uk/media/6686/isc\\_census\\_2020\\_final.pdf](https://www.isc.co.uk/media/6686/isc_census_2020_final.pdf)]

78. The Telegraph, October 2018. ‘Private schools to let local primaries use their swimming pools’ [Accessed via: <https://www.telegraph.co.uk/education/2018/10/21/private-schools-told-let-local-primaries-use-swimming-pools/>]

79. The Guardian, October 2018. ‘Private schools told to open their swimming pools to state pupils’ [Accessed via: <https://www.theguardian.com/education/2018/oct/20/private-schools-urged-to-open-pools-to-state-pupils>]

The London Academy of Excellence, Tottenham, is a 16-19 free school which opened in 2017, founded on the basis of providing high quality, rigorous academic education through the provision of A levels for young people from deprived backgrounds. The school opened as part of the broader redevelopment of the state of the art Tottenham Hotspur's stadium, White Hart Lane, in 2017. Tottenham Hotspur acts as the business sponsor and several senior staff act as governors and trustees from the football club and charitable arm (Tottenham Foundation). The school has multiple independent sponsors, the primary educational sponsor being Highgate School. The founding independent schools provide multiple avenues of support for the free school including full time teaching staff. Students receive a full co-curricular offer, including sports and clubs.

Saracens High School opened in 2018 to mirror the values and traits of Saracens Rugby Club: discipline, hard work, honesty and humility. The school operates as a typically mainstream school but utilises the Saracens Sport Foundation to provide opportunities to pupils to receive top quality coaching, in rugby and other sports. The school has a partnership with Mill Hill and Belmont, local independent schools to run competitive sports events.

However, expectations should be strictly tapered to reflect independent schools' resources and facilities, which vary widely.

### Recommendations

- The Charities Commission currently sets the bar for independent schools meeting their public benefit test. The government should intervene to make sharing of sports facilities a mandatory minimum baseline for meeting this test, subject to individual schools' assets and resources.
- Options should be explored for greater sharing of personnel, including sports coaches, between independent and state schools, with expectations tapered to reflect schools' resources and facilities.
- Independent schools should have to show evidence of including state schools in their fixtures list for a sports season.

## 4. School sports hubs

The government should create school sports hubs that enable schools and multi-academy trusts with exemplary levels of sports participation and practices to work in partnership with those that want to improve their sports offering. The scheme should also be open to independent schools to foster greater cross-sector collaboration. Schools where pupils receive less than 1 hour of sports per week should be prioritised. The scheme would use as its model the existing Behaviour Hubs programme.<sup>80</sup>

According to Amanda Spielman, "a good PE education can take each child down different pathways to find what they're really good at. And on a bigger scale, it can take the whole of humanity forward."<sup>81</sup>

This drive for change, and these benefits, can only come to fruition where sports education is allowed to flourish. Research from the Youth Sport Trust reveals that, since 2012, 38 per cent of English secondary schools have cut timetabled physical education for 14-16 year olds.<sup>82</sup> One in four schools, meanwhile, has done so in the previous 12 months.<sup>83</sup>

80. Department for Education, 2020. 'Behaviour Hubs' [Accessed via: <https://www.gov.uk/guidance/behaviour-hubs#:~:text=Contents&text=Behaviour%20hubs%20will%20enable%20schools,to%20improve%20their%20behaviour%20culture.&text=This%20review%20identified%20the%20core%20principles%20of%20successful%20schools.>]

81. Ofsted, February 2019. 'Amanda Spielman at the Youth Sport conference' [Accessed via: <https://www.gov.uk/government/speeches/amanda-spielman-at-the-youth-sport-trust-2019-conference>]

82. The Guardian, July 2019. 'Ofsted chief: pupils' wellbeing at risk as sport is squeezed out of schools' [Accessed via: <https://www.theguardian.com/education/2019/jul/07/ofsted-boss-pupils-wellbeing-at-risk-as-sport-squeezed-out-of-schools>]

83. Ibid.



School is the incubator for a lifelong love of sports and healthy habits.<sup>84</sup> Nevertheless, as pupils get older, they participate less in sporting activities. By the time they reach sixth form, teenagers are barely doing half an hour a week.<sup>85</sup> This should not come as surprise. A 2015 survey by Sport England showed that 1 in 5 older teenagers hated or disliked PE at school and that a bad experience at school can put children off physical activity for life.<sup>86</sup> At present, just 40 per cent of children are getting the recommended 30 minutes of daily physical activity through the school day as prescribed in government guidelines.<sup>87</sup> Given the attendant physical and mental health consequences of inactivity, the current state of play cannot be allowed to continue.

Ofsted's new Education Inspection framework, with its focus on the substance of education alongside pupils' personal development, is a welcome first step. Used correctly, "it has the potential to draw out the value and impact of high-quality physical education (PE), particularly if it is embedded at the heart of school life."<sup>88</sup>

A broad and balanced curriculum that recognises the value, and privileges the status, of sports education alongside other key curriculum components will help "test results and performance table outcomes" to "take care of themselves".<sup>89</sup>

### Recommendations

- Schools with outstanding PE and extra-curricular sports provision should have the option to become "sports hubs", in the same way that schools can become "behaviour hubs".
- Schools with poorer sports provision should be encouraged to take part in a sports hub partnership with another state school.
- Schools with sports hub status should provide opportunities for organised competition with partnered schools.
- The Department for Education should review annually changes to the level of engagement in physical activity by pupils at schools with poorer sports provision.

## 5. Amendment to the statutory framework for PE and moving youth sport to the DfE

Ofsted's role in monitoring and assessing PE and extra-curricular sport provision should be made significantly more robust. In 2019 the Chief Inspector of Ofsted said that sport was being "squeezed out" of state schools.<sup>90</sup> The government has already introduced a Healthy Schools Rating Scheme.<sup>91</sup>

At present, Ofsted does not share the view that the inspection criteria for Physical Education should be changed. The Ofsted position is that its own Inspection Framework and the criteria within it are "evidence-based", and arise from Ofsted's own research processes. Ofsted is not currently in favour of political intervention in this area, nor is it persuaded that a minimum number of hours of physical activity should be set.

84. Office for National Statistics, January 2018. 'Children's engagement with the outdoors and sports activities, UK: 2014 to 2015' [Accessed via: <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015>]

85. Ofsted, February 2019. 'Amanda Spielman at the Youth Sport conference' [Accessed via: <https://www.gov.uk/government/speeches/amanda-spielman-at-the-youth-sport-trust-2019-conference>]

86. Ibid.

87. Sport England, December 2019. 'Active Lives Children and Young People Survey: Academic year 2018/19' [Accessed via: <https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-01/active-lives-children-survey-academic-year-18-19.pdf?cVMsdnpBoqROViY61iUjpQY6WcRyhtGs>]

88. Association for Physical Education, May 2019. 'Ofsted publish new 2019 Education Inspection Framework' [Accessed via: <https://www.afpe.org.uk/physical-education/ofsted-publish-new-2019-education-inspection-framework/>]

89. Ofsted, February 2019. 'Amanda Spielman at the Youth Sport conference' [Accessed via: <https://www.gov.uk/government/speeches/amanda-spielman-at-the-youth-sport-trust-2019-conference>]

90. The Guardian, July 2019. 'Ofsted chief: pupils' wellbeing at risk as sport is squeezed out of schools' [Accessed via: <https://www.theguardian.com/education/2019/jul/07/ofsted-boss-pupils-wellbeing-at-risk-as-sport-squeezed-out-of-schools>]

91. Department for Education, July 2019. 'Healthy schools rating scheme' [Accessed via: <https://www.gov.uk/government/publications/healthy-schools-rating-scheme>]

An alteration to the National Curriculum should be considered to set a minimum number of hours for participation in physical activity, with both curricular PE and extra-curricular sport qualifying towards the threshold for each pupil. Alternatively, the Education Act should be amended to make explicit reference to Physical Education, with a minimum hours-per-week framework, separately from the National Curriculum. This is the current statutory framework for Sex & Relationships Education, and for Religious Education.<sup>92</sup> At present, the minimum number of hours for PE or physical activity per week exists only as a DfE guideline (90 minutes), but is not compulsory.<sup>93</sup>

The 2002 Education Act prohibits the Secretary of State for Education from setting the number of hours spent on any curriculum subject by a school, including PE. This significantly inhibits the levers that government can pull.<sup>94</sup> Currently, extra-curricular provision is not compulsory in state schools. As such, it would be difficult to implement a minimum number of hours of extra-curricular sport provision.

A solution would be to alter the statutory framework to allow the Secretary of State to set a minimum number of hours for physical activity, which can be met either by PE or by extra-curricular sport. Schools could then choose how to meet the requirement (with increased hours of PE, with extra-curricular sport, or with a combination).

Currently, school sports are dealt with via the DfE, while sport policy for adults and the country at large is handled via a Sports portfolio within DCMS. The CSJ believes that this causes youth sport and school sport, which should be considered in tandem, to be left behind. Therefore, all youth sport, school-based and community-based, should be moved into the DfE in order to provide a more joined-up approach to young people's engagement in physical activity. The minister would be responsible for overseeing independent sector-state sector partnerships, and for co-ordinating partnerships between schools and youth sport organisations, as envisaged in the pilot schemes under the 2019 Action Plan.

### Recommendations

- **The Education Act 2002 should be amended to allow the Secretary of State to set a minimum number of hours per pupil per week of physical activity, which schools can choose to meet either via curricular PE or extra-curricular sport, to reflect the advice of the Chief Medical Officer and NHS England.**
- **The Healthy Schools Rating Scheme should be worked up into an evaluation framework for PE and sport, evaluated together rather than as siloed activities.**

92. House of Commons Library, December 2019. 'The school curriculum in England' [Accessed via: <https://commonslibrary.parliament.uk/research-briefings/sn06798/>]

93. House of Commons Library, December 2019. 'Physical education, physical activity and sport in schools' [Accessed via: <https://commonslibrary.parliament.uk/research-briefings/sn06836/>]

94. UK Parliament, 17 March 2020. 'Primary education: Sports (question for Department for Education)' [Accessed via: <https://www.parliament.uk/written-questions-answers-statements/written-question/commons/2017-03-17/68370/>]

## 6. Extending the School Day

At present, the length of a school day in a maintained school is determined by the head teacher and must be approved by the governing body. Academies set the length of their own day. 39 per cent of academies founded before May 2010 have chosen to lengthen their school day.<sup>95</sup>

In England, local authority maintained schools must open for at least 380 sessions (190 days) during a school year.<sup>96</sup>

Department for Education guidance states that schools that wish to make changes to their day or week must act “reasonably” and will consider the impact on pupils, teachers, and parents, including parental childcare needs and work commitments.<sup>97</sup> The government currently supports the freedom of schools to set the length of their own day in accordance with their own pupils’ and parents’ needs.<sup>98</sup>

It should be noted that the government is already supporting extended school time through the Catch-Up Premium funding programme, which allocates £1 billion to support schools with provision of extra teaching, smaller group or one-to-one tuition.<sup>99</sup> The Education Secretary has stated that individual schools may need to offer a longer school day for catch-up purposes.<sup>100</sup>

Research by the Education Endowment Foundation reported that:

*“The evidence indicates that, on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.”<sup>101</sup>*

The EEF noted that, rather than extending academic provision, some schools have used extended days to provide “stimulating environments and activities or develop additional personal and social skills”. It found that such activities were more likely to have a positive impact on attainment.<sup>102</sup> Furthermore, a metareview of after school programme evaluations evidenced positive effects on school attendance, behaviour, and peer relationships amongst pupils from lower income families.<sup>103</sup>

A 2017 Department for Education research report on Extended Activity Provision in Secondary Schools found schools, parents and teachers reported many perceived benefits of expansion of the school day, with the extension of enrichment activities (in the sample these were overwhelmingly sports) in which pupils might otherwise not be able to participate. Improvements to pupils’ confidence, to their relationships with staff and each other, and increased parental confidence that pupils were in a safe haven were all cited as benefits.<sup>104</sup>

Extending the school day would assist parents with childcare responsibilities. A lack of an extended day places additional childcare strains on parents who work, especially mothers. The average cost of sending a one child to an after-school club for 15 hours per week is £48.403. Over the course of a typical 38- week school year, this costs nearly £1,900.<sup>105</sup>

95. House of Commons Library, July 2019. ‘The school day and year’ [Accessed via: <https://commonslibrary.parliament.uk/research-briefings/sn07148/>]

96. Ibid.

97. Department for Education, August 2020. ‘School attendance: Guidance for maintained schools, academies, independent schools and local authorities’ [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907535/School\\_attendance\\_guidance\\_for\\_2020\\_to\\_2021\\_academic\\_year.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf)]

98. Education Committee, Underachievement in Education by White Working Class Children: Government Response to the Committee’s First Report of Session 2014- 15, 15 September 2014, HC 647, p11-12

99. Department for Education, November 2020. ‘Catch-up premium: Coronavirus’ [Accessed via: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>]

100. Evening Standard, September 2020. ‘Longer school days and Saturday classes could help pupils catch up from lockdown, says Gavin Williamson’ [Accessed via: <https://www.standard.co.uk/news/education/schools-reopening-uk-gavin-williamson-coronavirus-lockdown-catch-up-weekend-classes-a4541981.html>]

101. Education Endowment Foundation. ‘Extended school time’ [Accessed via: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extended-school-time/>]

102. Ibid.

103. Durlak & Weissberg (2007)

104. Department for Education, August 2017. ‘Extended activity provision in secondary schools’ [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/635002/Extended\\_Activity\\_Provision\\_in\\_Secondary\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf)]

105. Policy Exchange, August 2014. ‘Only a matter of time? A framework for the most effective way to lengthen the school day in England’ [Accessed via: <https://policyexchange.org.uk/wp-content/uploads/2016/09/only-a-matter-of-time.pdf>]

There is a safety and crime prevention dimension to the question of the length of the school day, too. The most dangerous time for under-16s is after school, between 4 and 6pm, when they are most likely to become a victim of knife crime, according to a study by the Royal London hospital published in the British Medical Journal.<sup>106</sup> This is when approximately half of under-16 stabbings occur, and when 22 per cent of all victims are attacked.

70-80 per cent of independent schools operate an extended school day, usually offering a much wider programme of extra-curricular activities. Research in 2015 by the HMC found that on average private school pupils engage in three times as much sport per week as state school pupils.<sup>107</sup> Many multi-academy trusts already run an extended school day, as do many schools in Northern Ireland. Moreover, research by the Sutton Trust showed that parents with professional or administrative occupations are 15 per cent more likely than those with manual or routine jobs to involve their children in meaningful extra-curricular activities.<sup>108</sup> Reducing the impact of this socio-economic divide could be achieved by extending the school day for extra-curricular activities.

Many schools would not have the capacity or facilities to run sports activities for all pupils after schools. As such, options should be explored for other structured activities such as drama and music to take place, with rotas implemented so that every pupil is engaged in after-school sport at some point during the week.

### Recommendations

- The length of the school day is currently set by head teachers. The government should formally set 2 hours of structured extra-curricular activity in an extended school day as an ambition.
- Options to make greater use of TAs and community coaches and instructors to run after-school activities should be considered, to assuage teacher concerns about workload.

### Extending the school day: In detail

The Appendix on the following page sets out the various delivery models and likely costings associated with lengthening the school day (with examples).

A full national roll-out of the extended school day for every child in years 7 to 11 would cost approximately **£1.5 billion**.

106. The British Medical Journal, November 2018. 'Under 16s are at highest risk of being stabbed going home from school, UK study finds' [Accessed via: <https://www.bmj.com/content/363/bmj.k4721>]

107. The Telegraph, March 2015. 'Independent schools do 'almost triple amount of sports than state counterparts' [Accessed via: <https://www.telegraph.co.uk/education/educationnews/11490591/Independent-schools-do-almost-triple-amount-of-sports-than-state-counterparts.html>]

108. Sutton Trust, September 2014. 'Extra-curricular inequalities' [Accessed via: <https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/>]



# Appendix

## Extended day delivery models

The majority of existing after-school provision is teacher-led.<sup>109</sup> The following table explores other potential options for delivering the extended school day identified in the literature and desk-based research.

SCHOOL-LED	EXTERNAL ORGANISATIONS	EDUCATION PARTNERSHIPS
<p><i>New staff</i></p> <p>Hiring a <b>fundraising member of staff</b> to identify, apply for and secure new revenue streams to fund extra-curricular activity.</p> <p>Appointing a <b>Community Manager</b> to run out-of-normal timetable provision and develop links with the community and partnership working with external organisations.</p> <p><i>Existing staff</i></p> <p><b>Teaching assistant-led</b> where either: provision is run on a voluntary basis, contracts are extended to reflect additional time and responsibility or specific payment is made on a per-session basis.</p> <p><b>Teacher-led</b> where staff contracts are amended to take account of additional hours or new staff are hired to deliver after hours provision. Many schools already delegate responsibility for extra-curricular activity to middle-leadership staff via an additional teaching and learning allowance.</p>	<p><i>Commercial, voluntary and community sector (CVCS) organisations</i></p> <p>CVCS organisations are commissioned to deliver activities across the extended school day e.g. community sports clubs, youth clubs, education-focussed or sports for development charities, actors from the children's activity provider sector, sports coaches, leisure centre workforce staff or volunteers.</p> <p>Larger sporting organisations such as the Premier League run their own community sports programmes free of charge e.g. Kicks where the same are funded through National Governing Bodies.<sup>110</sup></p> <p>Provision of goods and services vary and may include, in the case of community sports clubs, mutual support for events (e.g. sporting fixtures), training and development pathways for promising student athletes, sharing of sports facilities including physical assets like pitches and sports centres but also equipment and transportation, sponsorship of school programmes and pro bono coaching time.</p>	<p>Schools may work with other schools (individually or as part of multi-academy trusts or school sports partnerships), across boroughs or with neighbouring independent schools to jointly deliver extended sports provision spanning staff, facilities, equipment, transportation and shared sports fixtures.</p> <p>There are 220 school sports partnerships that are still in operation and 450 school games organisers that facilitate inter-school sports and competitive fixtures across clusters of schools. Existing school sports coordinators that remain in-situ and competition managers could help to facilitate the organisation of the extended school day, with local CVCS providers leading on delivery.</p> <p>Where MATs are concerned, a dedicated team can travel and work across trusts focussed solely on coordinating and delivering extended day activities for all schools in that trust.</p> <p>Universities may offer their facilities to local school groups for after-school sports. Many are already open to members of the public e.g. Imperial College's 25 metre swimming pool in South Kensington, London - doing so would help them to meet widening participation targets.</p>

109. Department for Education, August 2017. 'Extended activity provision in secondary schools' [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/635002/Extended\\_Activity\\_Provision\\_in\\_Secondary\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf)]

110. Premier League Kicks [Accessed via: <https://www.premierleague.com/communities/programmes/community-programmes/pl-kicks>]

It is important to note that bringing in external organisations to deliver extended hours programmes is not a panacea to avoiding adding to teacher workload. A potential solution identified in government research would be to build capacity within CVCS organisations so that their packages of after-school offerings are 'commissioning-ready', meaning they take account of practical considerations such as suitable premises, equipment, DBS and other safeguarding checks and ensure that activities are inclusive of pupils with SEND and/or other additional needs.<sup>111</sup>

There is also a dearth of information on CVCS providers including advice for schools as to the nature and quality of activities on offer.<sup>112</sup> Similarly, the nature of demand from schools for extended day activities was felt to be an unknown quantity by CVCS providers.<sup>113</sup> Both schools and CVCS providers believe that a centralised information hub or database would address these concerns and facilitate better commissioning in this space and allow CVCS providers to better match their supply to demand.<sup>114</sup> Any such database would likely also require an element of quality-assurance to obviate a race to the bottom on price alone.

Sports for development charities such as Dallaglio RugbyWorks and Football Beyond Borders are particularly noteworthy in this regard, both for their impressive outcomes and for the quality of their staffing.<sup>115</sup> Whilst they typically work with the most disadvantaged and challenging pupil cohorts such as pupils at risk of exclusion or attending alternative provision schools, theirs is a standard to which all CVCS organisations working with young people should aspire to meet. This is supported by government research which found that the quality of provision and long-term relationships were key when working with external provider organisations.<sup>116</sup> Sports coaching and mentoring charity Greenhouse Sports goes one step further. Working across 50 schools in London, Greenhouse embeds sports coaches to work in schools full-time, creating lasting relationships with pupils. Coaches work full days, five days a week, delivering sports sessions and mentoring before, during and after the timetabled school day and across the school holidays. They are passionate about the difference between just getting young people to play sport and coaching them to play properly. Whilst the extended school day proposal provides the opportunity for both, the latter is much more compelling.

Sported, the UK's leading sports for development charity, is passionate about facilitating peer-to-peer support in the delivery of high-quality extra-curricular school sports. Sported members, in conjunction with UK Active, are leading on the Open Doors programme which provides some of the capital's most vulnerable youth with access to school sports facilities during the school holidays.<sup>117</sup> Sported purposefully draws on member organisations at different growth and developmental stages to work together to deliver activities so that they can learn from one another. During the August delivery of the Open Doors initiative, for example, Dallaglio Rugbyworks was placed in an alternative provision school in Tower Hamlets as the lead delivery organisation and Community Sports Academy (CSA) was selected as the local community group. Sported will continue to deliver the programme in this manner through December and February with CSA coaches learning from and building connections with more experienced Dallaglio coaches.

Capacity-building can also extend beyond the CVCS sector itself. Youth Sport Trust, for example, believe that young people themselves may have a role to play in delivering extra-curricular sports via, for example, apprenticeships either with the school or with CVCS providers directly. Doing so would upskill those young people, provide participating pupils with role models from within their own community, help facilitate peer-to-peer relationships and help to propagate a more self-sustaining, community-embedded delivery model.

111. Department for Education, August 2017. 'Extended activity provision in secondary schools' [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/635002/Extended\\_Activity\\_Provision\\_in\\_Secondary\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf)]

112. Ibid.

113. Ibid.

114. Ibid.

115. Dallaglio RugbyWorks, 2020. 'Annual review 2018/19' [Accessed via: <https://www.dallaglorugbyworks.com/images/what-we-do/impact/dallaglio-rugbyworks-annual-review-2018-2019.pdf>] and Football Beyond Borders. 'Impact' [Accessed via: <https://www.footballbeyondborders.org/impact/>]

116. Department for Education, August 2017. 'Extended activity provision in secondary schools' [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/635002/Extended\\_Activity\\_Provision\\_in\\_Secondary\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf)]

117. The Telegraph, October 2020. 'School sport facilities will be open in London this half-term to get vulnerable children and young people active' [Accessed via: <https://www.telegraph.co.uk/sport/2020/10/28/school-sport-facilities-will-open-london-half-term-get-vulnerable/>]

CVCS providers can deliver their services across a range of localities, not just the school estate. Tennis for Free delivers free tennis coaching on public courts across 129 public parks in England. Widening access to after school sports provision to beyond the school gates has the power to reinvigorate local community assets, to re-claim safe spaces and employ a wide range of community actors. Local ownership of the extended school day - be it on school property or outside - was thought by many of the people interviewed for this section to be crucial. Finally, any site engaged in the delivery of after school sports within the local community would require local buy-in and know-how in order to avoid the pitfalls associated with, for example, mixing of children across schools where there are known conflicts, gang activity or other such risks. One promising example of community-led sports ownership is Football Beyond Border's regeneration of the Angell Town Estate football pitch in early 2018.<sup>118</sup>

Finally, it is worth noting that many local council's still have sports development teams that could be called upon to help coordinate and facilitate the delivery of sports provision as part of the extended school day proposal. Equally, there is scope to build upon the heritage infrastructure of the school sports partnership programme to coordinate the delivery of the extended school day, capitalising on existing institutional knowledge.

### Charging models

Most schools operating extended days and offering enrichment activities take a 'progressive universalist' charging approach which aims to offer something for everyone.<sup>119</sup> The question of who pays for extra-curricular provision in an extended school day and the approximate cost thereof is not widely known. The table below sets out a range of potential payment options and costs, using survey data from government-commissioned research into extended provision activity in secondary schools.<sup>120</sup>

WHO PAYS?	WHAT ARE THE COSTS? [CVCS-LED DELIVERY] <sup>121</sup>
<ul style="list-style-type: none"> <li>• The commissioner (school, local authority or other)</li> <li>• Parents or pupils (on a subscription or per-session basis)</li> </ul>	<ul style="list-style-type: none"> <li>• £10 and more per session per pupil (35%)</li> <li>• Less than £3 per pupil per session (27%)</li> <li>• Across providers that operate nationally, 60% of activities cost less than £10 per pupil per session.</li> </ul>

### Funding sources

Schools fund their extended-day enrichment activities using a variety of funding streams. These typically include:<sup>122</sup>

- Existing school budget
- Pupil premium
- Sponsorship (e.g. by local businesses)
- Trustee donations
- Donations from local foundations
- Part-subsidised
- Small contributions from parents

118. Evening Standard, October 2015. 'The Estate We're In: How our project helped win football pitch and training in Angell Town' [Accessed via: <https://www.standard.co.uk/news/london/the-estate-were-in-how-our-project-helped-win-football-pitch-and-training-in-angell-town-a3083656.html>]

119. Department for Education, August 2017. 'Extended activity provision in secondary schools' [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/635002/Extended\\_Activity\\_Provision\\_in\\_Secondary\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf)]

120. Ibid.

121. Ibid.

122. Ibid.

## Implementation - national delivery models

The table below sets out national extended school delivery models for England and Northern Ireland.

ENGLAND <sup>123</sup>	NORTHERN IRELAND
<p>In 2003, the Department for Education and Skills (DfES) launched a national <b>Full Service Extended Schools</b> (FSES) initiative with the stated aim of having one or more school in every local authority providing community services.</p> <p>Each FSES was funded between £93,000 and £162,000 per year plus £26,000 a year in childcare. By 2006, there were 148 FSES schools.</p> <p>In 2005, that commitment was extended so that by 2010, every secondary school would be open from 8:00 am to 6:00 pm. Total government spend between 2003 and 2008 was £840 million, with a further £1.3 billion allocated to schools and local authorities through to 2011.</p> <p>By 2010, 98% of schools offered access to 'extended services' at a cost of <b>£2.2 billion</b>.</p>	<p>In 2006, Northern Ireland launched its <b>Extended Schools Programme</b> to reduce underachievement and improve the life chances of disadvantaged children and young people.<sup>124</sup></p> <p>Each year funding is allocated individually to schools by Department of Education (DE) using an identified set of criteria based on social deprivation measures.</p> <p>Extended Schools are allocated £3,000 each followed by a sliding scale thereafter going down by £25 increments per 100 students beginning at £75. Additional funding (15%) is allocated to schools for working together in clusters (minimum of three schools).<sup>125</sup></p> <p>In 2018/19, the DE provided <b>£8.953 million</b> to a total of <b>560 schools and 146 clusters</b>.<sup>126</sup></p>

## Scenario planning - financial modelling

Support for an extended school day is strongest in the secondary sector. According to 2014 YouGov polling conducted on behalf of Policy Exchange, 51% of parents support the idea of a longer school day for secondary schools compared to 31% for primary schools with the caveat that extended activities should include enrichment and avoid a sole focus on academic achievement.<sup>127</sup>

In addition, research suggests that making the extended school day mandatory across the board would be unpopular and that an opt-in policy for schools with a mandatory element for its pupils would be a good practical solution.<sup>128</sup> Nevertheless, a voluntary national rollout comes with its own drawbacks, namely that those schools for whom sports is seen as a 'nice to have' are less likely to participate even though they stand to gain the most.

Within a mandatory national roll-out, our own research and the literature supports a choice-based approach with intrinsic motivation and self-agency at the fore.<sup>129</sup> To that end, we suggest that pupils are offered a carousel of sporting activities from which to choose from and that this should include a mixture of team-based, competitive sports as well as individual sporting pursuits such as dance and movement.

Our modelling below is based on a series of **graduated proposals** beginning with the fewest number of participating year-groups and sessions per week and increasing to a nation-wide whole-school roll-out comprising **one hour of extra-curricular sports every day for all pupils in Years 7 to 11**.

123. Policy Exchange, August 2014. Only a matter of time? A framework for the most effective way to lengthen the school day in England' [Accessed via: <https://policyexchange.org.uk/wp-content/uploads/2016/09/only-a-matter-of-time.pdf>]

124. Education Authority, 2020. 'Extended schools programme annual report' [Accessed via: <https://www.education-ni.gov.uk/sites/default/files/publications/education/Extended%20Schools%20Annual%20Report%2018-19%20Final.docx.pdf>]

125. 'Extended schools: schools, families, communities working together' [Accessed via: <https://www.education-ni.gov.uk/sites/default/files/publications/de/extended-schools-policy-document.pdf>]

126. Education Authority, 2020. 'Extended schools programme annual report' [Accessed via: <https://www.education-ni.gov.uk/sites/default/files/publications/education/Extended%20Schools%20Annual%20Report%2018-19%20Final.docx.pdf>]

127. Policy Exchange, August 2014. Only a matter of time? A framework for the most effective way to lengthen the school day in England' [Accessed via: <https://policyexchange.org.uk/wp-content/uploads/2016/09/only-a-matter-of-time.pdf>]

128. Ibid.

129. Department for Education, August 2017. 'Extended activity provision in secondary schools' [Accessed via: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/635002/Extended\\_Activity\\_Provision\\_in\\_Secondary\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635002/Extended_Activity_Provision_in_Secondary_Schools.pdf)]



A **full extended day programme** comprising **two hours extra-curricular provision** would cost approximately double (£1.5 billion).

#### Assumptions:

- ‘Sessions’ are equivalent to classes, delivered by a qualified professional and run for one hour.
- The average class size is 30
- In 2018/19 there were:<sup>130</sup>
  - 639,673 Year 7 students
  - 615,634 Year 8 students
  - 595,432 Year 9 students
  - 583,560 Year 10 students
  - 566,674 Year 11 students
- Each session costs £40
- There are 38 weeks per school year

\*\*\*Premises, equipment and other related costs are not included.

SCENARIO	COST
1 session per week for all Year 7s for one academic year	£ 32,410,098.67
1 session per week for all Year 7s and 8s for one academic year	£ 63,602,221.33
1 session per week for all Year 7s, 8s and 9s for one academic year	£ 93,770,776.00
1 session per week for all Year 7s, 8s, 9s and 10s for one academic year	£ 123,337,816.00
1 session per week for all Year 7s, 8s, 9s, 10s and 11s for one academic year	£ 152,049,298.67
2 sessions per week for all Year 7s for one academic year	£ 64,820,197.33
2 sessions per week for all Year 7s and 8s for one academic year	£ 127,204,442.67
2 sessions per week for all Year 7s, 8s and 9s for one academic year	£ 187,541,552.00
2 sessions per week for all Year 7s, 8s, 9s and 10s for one academic year	£ 246,675,632.00
2 sessions per week for all Year 7s, 8s, 9s, 10s and 11s for one academic year	£ 304,098,597.33
3 sessions per week for all Year 7s for one academic year	£ 97,230,296.00
3 sessions per week for all Year 7s and 8s for one academic year	£ 190,806,664.00
3 sessions per week for all Year 7s, 8s and 9s for one academic year	£ 281,312,328.00
3 sessions per week for all Year 7s, 8s, 9s and 10s for one academic year	£ 370,013,448.00
3 sessions per week for all Year 7s, 8s, 9s, 10s and 11s for one academic year	£ 456,147,896.00
4 sessions per week for all Year 7s for one academic year	£ 129,640,394.67
4 sessions per week for all Year 7s and 8s for one academic year	£ 254,408,885.33
4 sessions per week for all Year 7s, 8s and 9s for one academic year	£ 375,083,104.00
4 sessions per week for all Year 7s, 8s, 9s and 10s for one academic year	£ 493,351,264.00
4 sessions per week for all Year 7s, 8s, 9s, 10s and 11s for one academic year	£ 608,197,194.67

130. Department of Education, October 2020. ‘Schools, pupils and their characteristics’ [Accessed via: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>]

SCENARIO	COST
5 sessions per week for all Year 7s for one academic year	£ 162,050,493.33
5 sessions per week for all Year 7s and 8s for one academic year	£ 318,011,106.67
5 sessions per week for all Year 7s, 8s and 9s for one academic year	£ 468,853,880.00
5 sessions per week for all Year 7s, 8s, 9s and 10s for one academic year	£ 616,689,080.00
5 sessions per week for all Year 7s, 8s, 9s, 10s and 11s for one academic year	£ 760,246,493.33

## School Case Studies

**School:** Laureate Academy

**Type:** Academy sponsor-led

**Enrichment offering:** Summer and winter sports coaching

**Delivery:** External coaching agency

**Rollout:** Voluntary

**Format:** Weekly sessions offered in a variety of sports across all year groups on a termly basis.

**Cost:**

Football (4 x 1- hour sessions per week = £120 @ 28 weeks = £3,360) [JP Pro]

Netball (2 X 1-hour sessions per week = £60 @ 19 weeks = £1,140) [Ellen Whittle]

Yoga (3 x 1-hour sessions per week = £90 @ 14 weeks = £1,260) [Gina Clements]

Basketball (4 x 1-hour sessions per week = £140 @ 28 weeks = £3,900) [Russell Hoops]

Cricket (3 X 1-hour sessions per week = £105 @ 12 weeks = £1,260)

Athletics (3 X 1-hour sessions per week = £105 @ 12 weeks = £1,260)

**School:** King's Leadership Academy

**Type:** Free school

**Enrichment offering:** Sports, music and arts

**Delivery:** Blended teacher and CVCS led.

**Rollout:** Compulsory

**Format:** Students select two extra-curricular activities from a possible four per week which rotate on a carousel basis.

**Cost:**

Fencing (£7,000-£8,00 per annum)

Martial arts (£5,000-£6,000 per annum)

## CVCS Case Studies

**Organisation:** Tennis For Free (TFF)

**Organisation type:** Charity

**Sports offer:** TFF works in partnership with tennis clubs and local authorities to provide free access to community tennis courts, free coach-led group sessions and free use of equipment. All ages and standards are welcome.

**Delivery model:** Each TFF session runs for 1.5 hours over three tennis courts (one for parents and children and the other two based on ability). Each court can hold up to 15 people and is led by a TFF coach. Sessions are delivered at weekends and staffed by coaches and community volunteers.

TFF offers the complete 'package' including: financial support, equipment (including up to 20 rackets per site), marketing documents and promotional material, booking software and training.

**Cost:**

£12 per hour for level 1 coaches

£16 per hour for level 2 coaches

£22 per hour for level 3+ coaches

**\*\*While TFF does not currently deliver after-school sessions for pupils, there is appetite to do so. TFF currently operate across 129 parks in the UK and there is the opportunity to explore linking schools within walking distance to current TFF sites to capitalise on economies of scale.**

**Organisation:** Greenhouse Sports

**Organisation type:** Charity

**Sports offer:** Sports coaching and mentoring across different sporting disciplines e.g. table tennis and basketball. Greenhouse works with schools where at least two thirds of the pupils live in areas of high deprivation.

**Delivery model:** A Greenhouse coach is embedded in the participating school, working full-time across the school day, term and holidays (48 weeks a year, 40 hours per week). Greenhouse coaches are multi-specialist, working as coaches and mentors as well as delivering 1:1 sessions.

**Cost:**

Schools are required to contribute towards one third of the programme cost (approx. £20,000) with Greenhouse funding the remaining two thirds (approx. £35-40,000). This ensures that both the school and Greenhouse are personally invested in the programme's success, with schools choosing to participate in the programme and funding it from their existing budgets.

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