



Ipsos MORI
Social Research Institute



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Active Lives Children and Young People Survey 2019/2020 Year 3 Technical Note

September 19 – July 20

Ipsos MORI

The Active Lives Children and Young People Survey was conducted by Ipsos MORI on behalf of Sport England who commissioned the survey to inform both their own strategy and the strategies of the Department for Digital, Culture, Media and Sport (DCMS), the Department for Education (DfE) and the Department of Health and Social Care (DHSC).

The published data which this note accompanies are presented for Year 1 (academic year 2017/18), Year 2 (academic year 2018/19) and Year 3 (academic year 2019/20). This document provides details about Year 3 of the survey, with differences from Year 1 and Year 2 pointed out. Full details about Year 1 and 2 are provided in the respective Technical notes for those years.

Fieldwork and Survey Design

The new data presented here were collected during year 3 of the survey, between September 2019 and July 2020 (2019/20 academic year) in England. The data were collected using CAWI online questionnaires administered in schools (sometimes completion was at home in summer term 2020 because of the coronavirus pandemic, more details are given below). There were three types of questionnaire:

- Short simple questionnaire for pupils in Year 1-2 (age 5-7),
- Questionnaires for pupils in Year 3-11 (age 7-15/16) and parents of pupils in Year 1-2,
- Questionnaire for one teacher in each school (most often the PE lead but also heads, deputies and other teachers).

The table in the questionnaire content section shows which year groups and participant types were asked each type of question. The questionnaire content varied by age so as not to over-burden younger pupils.

Valid responses from sampled schools which could be used for analysis are shown below:

Number of valid responses from sampled schools used in analysis

School type	Year 1	Year 2	Year 3
Year 1-2 pupils	25,927	23,587	14,576
Year 3-11 pupils and parents of pupils in year 1-2	109,503	113,728	89,303
Teachers	1,623	1,524	1,186

Pupils took part during school time using school computers or tablets. Teachers and parents took part at school or on their own computers or tablets at home. Information about the survey was provided to schools, class teachers, pupils and parents in advance of taking part in the survey.

From March 2020 through to the end of the summer term, school sites were closed to most pupils owing to the coronavirus pandemic. Most school pupils had to complete their lessons and work from their homes. Therefore, the Active Lives Children and Young People survey was adapted to be completed from home. The survey continued because it was important for Sport England to understand children and young people's participation in sport and physical activity and their attitudes and wellbeing during the coronavirus pandemic when most pupils were not at school.

More information was provided to pupils, parents and teachers about completing the survey at home and respondents could take part on computers, tablets or smartphones. Amendments were made to the questionnaire to make it appropriate for completing at home – details of these amendments can be found at the end of this note.

Sample design

Sampling schools

The survey design is schools based. The sample design was generally the same as the first and second years of the survey to ensure comparability; any differences have been noted below. It should be noted that more substantial adjustments were subsequently made in summer term in response to the coronavirus pandemic and these are also described below.

A sample of schools was drawn from the January 2018 school census data. The database contained 26,781 schools, from which certain types of establishment were removed¹ before selection of the sample resulting in a sample frame of 20,051 schools. Of these, 5,891 were selected as main sample and 1,938 as a reserve sample across the whole year. The main sample was designed to include up to ten primary and ten secondary schools in each local authority and 370 independent schools across the country. The reserve sample comprised up to five primary and five secondary schools in each local authority but not every local authority had sufficient schools. State schools with a probability of selection of one or greater

¹ Nurseries, Pupil Referral Units, Special schools, Technology and Technical colleges, Studio schools, Sixth form colleges, schools with fewer than 30 pupils or containing only one year group.

were automatically included in the sample. The remaining state schools were selected with a probability proportional to size. The sample of independent schools was stratified by local authority and pupil count. Reserve schools were only issued in local authorities where insufficient responses had been obtained from the main sample.

The main sample schools were allocated to a term using systematic random sampling. As in Year 2, the sample was originally designed to include 35% of the schools in the autumn term, 35% in the spring term and 30% in the summer term (in year 1 this was 30%/ 40% /30%; the adjustment was made in order to achieve equal numbers in the Autumn and Spring terms). The main issued sample of schools at the start of the year was 2,063 in the autumn term, 2,062 in the spring term and 1,766 in the summer term. The sample was designed to ensure that, where possible, year groups affected by summer exams were oversampled in earlier terms. In the spring term 270 reserve schools in 110 local authorities were issued and in the summer term 185 reserve schools in 84 local authorities were issued initially.

Summer term adjustments

Due to the coronavirus pandemic and schools having to work remotely in the summer term, the main issued sample was altered to be more flexible for the summer term. Schools that were sampled for the summer term and had already agreed to take part before a decision was made to reduce the sample size were retained in the revised summer term sample - 112 agreed to take part from the original sample. A further 488 schools from the original summer term which had not yet indicated whether they would participate were again invited to take part. The remaining sample originally issued to the summer term was not invited to take part in the final sample – 1,197 schools in the original summer term sample were not in the final reduced issued summer term sample. This reason for this was to minimise burden on schools during a challenging time, while continuing to gather important data about the participation of children and young people during the pandemic. In addition, 396 schools originally sampled in the spring (and two from the autumn) requested that they be included in the summer term sample, having not managed to take part at all when originally sampled because of the pandemic. The summer sample also contained 69 schools that were sampled in the spring term but did not manage to complete all parts of the survey during the spring term owing to the sudden end of term.

General sample procedures

For each school, up to three year groups were selected (only two in schools which only had two eligible year groups, for example infant schools). In the summer term, schools were able to ask any classes to take part in the survey to give them more flexibility, but were advised to keep to the selected classes if they could.

Schools could opt-in to take part in the survey if they had not been sampled. It was also possible for schools to opt-in to the summer term of the survey (these schools were treated differently from those which opted to defer to or stay open for the summer term having not been able to take part in an earlier term). The data for these opt-in schools are not included as part of the national dataset and so are not included in this report.

The information about the selected schools and the selected year groups in each school was communicated to Active Partnerships (APs) who were responsible for asking schools to participate. They did this directly with schools or through third parties such as School Games Organisers. Once a school had agreed to take part they used a Kish Grid provided by Ipsos MORI to select one mixed ability class within each of their selected year groups (years 1 and 2 and Autumn and Spring Terms in year 3). In the summer term of year 3 schools could invite all pupils in a year to take part and Kish Grids were not used. URLs for the online surveys were then provided to each school. There were unique URLs for each school but not each pupil or parent.

Achieved sample numbers

The table below shows the number of schools with any pupil responses included in the analysis dataset in each term by type of school. This includes schools with partial pupil responses in cases where the questionnaire was completed sufficiently to be included in the analysis. Cases were included in the analysis if pupils in year 3-11 and parents completed all the activity questions in the survey and if year 1-2 pupils responded to the question which asked whether they like playing sport. This table excludes schools which opted into the survey, but which are not used for national level analysis (of which there were 153, of which 18 only had a teacher response). This also excludes sampled schools where a teacher responded but there were no pupil responses (of which there were 69²). There were 20 sampled schools

² Of the 69 schools where a teacher responded but no pupils 46 were primary, 21 were secondary and 2 was independent. Among the 1,395 responding schools 278 had no teacher response.

for which responses were received in more than one term. In the tables below the schools only appear in one term to avoid double counting.

Number of sampled schools with partial or complete pupil responses in the 2019/20 academic year

School type	Autumn term	Spring term	Summer term	Total
State Primary	384	290	108	782
State Secondary	279	190	124	593
Independent	7	8	5	20
Total	670	488	237	1,395

Number of schools with partial or complete pupil responses in the 2018/19 academic year

School type	Autumn term	Spring term	Summer term	Total
State Primary	362	405	335	1,102
State Secondary	252	278	249	779
Independent	10	6	10	26
Total	624	689	594	1,907

Number of schools with partial or complete pupil responses in the 2017/18 academic year

School type	Autumn term	Spring term	Summer term	Total
State Primary	326	503	365	1,194
State Secondary	249	281	251	781
Independent	16	13	7	36
Total	591	797	623	2,011

Weighting

Weighting is required to reduce the risk of bias in survey estimates. Weights are produced to make the weighted achieved sample match the population as closely as possible. For the Active Lives Children and Young People Survey the weights correct for non-response by schools.

For state schools the weighting involved calibration to counts of school year by gender, counts of pupils in schools with more than 20% of pupils getting free school meals and counts of pupils in schools in a rural area. This was done separately for each region. It was not possible to adjust for local authority

counts as there were some local authorities in which no schools participated. However, instead counts of pupils in NUTS2 (Nomenclature of Territorial Units for Statistics) geographical areas were used as there was at least one responding school in each area. Independent schools were calibrated by counts of school year and gender. We explored the possibility of calibrating by region for independent schools but there were several regions with no independent school pupils in year 3-6 or 7-11 responding to the survey. It should be noted that results by region include pupils in independent schools but the data for independent school pupils has not been weighted by region.

The weighting for year 3 followed the same approach as for year 2 but with some modifications. In the summer term all pupils from sampled schools were included in the weighted data regardless of their year group. This is due to the altered protocol for the summer term which allowed all year groups and all classes within selected year groups to take part on the same survey links, rather than on specific class-based links. In years 1 and 2 of the survey and autumn and spring of year 3 only pupils who completed on the designated sampled class survey links were included in the weighted data, which usually meant only the pupils from the two or three selected year groups and selected classes within them. The remaining pupils were treated as opt-ins. In the summer term all pupils at sampled schools were included in the weighted data. We explored the possibility of weighting the data by term in year 3 because the distribution of responding pupils by term was quite different from year 1 and 2. However, this was not possible due to very small numbers in certain categories (term by year group by NUTS2). It was judged to be more important to weight to take account of other factors in the weighting including gender, free school meals, rurality, geography and school phase. In order to weight by term, other important factors previously included in the weighting would need to have been excluded.

It should be noted that after weighting, whilst the annual sample is representative on all the factors included in the weighting, as also outlined above, it has not been possible to weight variables within the summer term 2020. This means some caution has been taken when producing our coronavirus report due to a limited impact on the summer term data resulting from this. For summer 2020, the distribution of the weighted sample by school phase (Year 1-2, 3-6, 7-11) over-represents pupils in year 7-11 compared with the pupil population. This resulted from uneven response by school phase in the summer term owing to the challenges facing schools in sending work to pupils at home even though the issued samples were balanced across the terms in terms of school type and selected year groups. This is why analysis by school phase has also been provided in the tables. In addition, for summer term 2020 the

weighted sample has a lower proportion of the sample from schools with high levels of deprivation on the index of multiple deprivation. This has been borne in mind when producing the results.

The population estimates for weighting are produced from DfE pupil population estimates from Edubase³ (2018/19). The sample for year 3 (2019/20) was drawn from 2018/19 school data because the sample was selected during the previous academic year so that APs could contact schools in advance of the fieldwork term. For consistency, the weighting was carried out using the same data which had been used for sampling.

As for year 2, in year 3, we noted that a number of schools had substantially more responding pupils than the selected 30 per up to three selected classes. In some cases, this appeared to be because schools which had opted in additional pupils (which is an option offered to schools) had asked these opted-in pupils to complete using the URLs for sampled pupils only. Therefore, the weighting for year 3 was designed to trim the number of weighted pupils to 40 per class in the school, to avoid these additional pupils affecting the national results. This affected all terms but was particularly important in the summer term of year 3 where there was no restriction on the number of pupils per school and we did not want schools which asked large numbers of pupils to complete the survey to be over-represented in the data.

Weights have been calculated for pupils and parents. There are no weights for teachers and any teacher analysis is carried out unweighted (though the year 3 report contains no teacher results). Some of the data reported in the wellbeing tables involves analysis of matched year 1-2 pupil data with parent data for those year groups. This is only done when an individual match can be made based on gender, date of birth, year group and school. For this analysis the parent weight was used.

³, Since the estimates were produced Edubase has changed its name and is now referred to as 'get information about schools' (GIAS).

Minimum base sizes

Data suppression

The data has been suppressed for certain cells in the data tables:

- Where the unweighted number of respondents responding to the question overall or to an individual category is less than 30, results are not presented. The symbol * is used to indicate this.
- Where the number of schools contributing to the results for an Active Partnership is 2 or fewer. The symbol ^ is used to indicate this.
- Where the unweighted base for an Active Partnership is less than 150. The symbol ^ is used to indicate this.

Flagged data

In the data tables, the absolute change in the significance table for Active Partnerships may be highlighted in yellow. This indicates that the result is not based on all school year phases (a phase is defined as years 1-2, years 3-6 and years 7-11). The highlight indicates at least one of these school phases is missing from the Active Partnership's result. Alternatively, the result may also be highlighted when there is missing data from a particular term for the Active Partnership (e.g. if there are no responses during the Autumn term). The Absolute change is highlighted in yellow to indicate that this change needs to be interpreted with caution. Please refer to the lookup table which provides more detail on why that figure has been flagged, e.g. just years 3-6 in year 3 or missing Summer term data in year 2.

Confidence Intervals

Confidence intervals for the measures presented in the report can be found in the linked report tables. Confidence intervals indicate that if repeated samples were taken and confidence intervals computed for each sample, 95% of the intervals would contain the true value. Confidence intervals vary for each measure and each demographic breakdown.

Confidence intervals have been calculated using the complex survey package in SPSS, which takes account of design effects. They are presented for rates (%) in the report tables. Confidence intervals would also apply to the population estimates presented in the report and report tables.

Sometimes confidence intervals cannot be provided, for example when the rate is 100%. In this case the symbol ^ is used. See the next section for more detail on the other circumstance in which confidence intervals cannot be calculated.

Design effects

For analysis by demography and large geography (region and Active Partnership) the calculation of confidence intervals takes account of strata (local authority) and clustering (school). Where there is only one school in a strata overall or for the demographic sub-groups being presented, confidence intervals cannot be calculated. The symbol ^ is used where confidence intervals cannot be calculated because only one school took part in each Active Partnership covered by the particular demographic or geographic category being shown.

Significance Testing

The report and accompanying tables show data for the last three survey years (academic year 2017/18, academic year 2018/19 and academic year 2019/20). This has allowed for analysis of the change in participation and activity levels over time.

Note that disability variables are different in year 3 from years 1 and 2 because of an improvement to the questions after cognitive testing with young people, therefore, figures are not shown in the data tables for years 1 and 2. The disability variables in year 3 are all for long term limiting disability and impairments. In year 1 and 2 reports, data were shown for all disability whether or not long term limiting.

To compare data across the three survey years, significance testing has been applied to the report tables. This indicates whether changes observed across survey years are likely to be 'true' changes in the population, rather than just observed by chance. Year 3 (2019/20) is compared to year 1 (2017/18) and year 2 (2018/19).

Standard errors were generated using the complex samples module in SPSS: these were then applied to t-tests to assess statistical significance.

Only differences which are statistically significant are reported on as differences in the commentary. Where results are reported as being the same for two groups, this means there is no statistically significant difference.

Population estimates

These are estimates of the number of pupils in a particular group (for example, the number of pupils in the less active group, or the number of boys who have attended a live sports event at least twice in the last year).

These estimates have been calculated using the rate (%) and the 2019/20 DfE pupil population estimates, and therefore the true value would lie within a range around the estimates. The 2019/20 DfE pupil data was used so that the estimates would be based on the data for the academic year the survey took place. For sub-groups the population estimate is calculated from the share of the weighted responses for that category. The confidence intervals for the population estimates can be calculated by dividing the population estimate by the rate (%) and multiplying by the lower and upper confidence interval rates in the report tables. In some cases, a population estimate has not been provided. ** is used where a decision has been made not to publish population estimates. For example, for number of impairments (LT, Limiting) because the categorisation in the data does not match those provided in population data.

On the tables presented by term, where the demographic split involves year group, the population estimates have been calculated using the rate multiplied by the population in the relevant school phase (year 1-2, 3-6, 7-11) rather than using rates for 1-11 or 3-11 and shares for the sub-groups. This is because, as outlined earlier, the distribution of responding pupils by phase and term is not consistent across the years because of the impacts of the coronavirus pandemic on sample size and primary pupil response in summer of year 3. It was not possible to weight to correct for this, as explained in the weighting section, and so the share approach to calculation population estimates was not suitable. Within these phases (e.g. years 7-8, 9-11 or by gender) the share approach was used. For annual analysis the weighting does take account of the varying distribution of phase by year and so the standard share measure was used to calculate population estimates.

Questionnaire content

Owing to the wide age range covered by the survey, different questions were asked to different year groups. This reflected:

- whether questions are relevant (e.g. volunteering is not relevant for most year 1-2 pupils),
- whether children could be expected to understand and answer questions on that topic (e.g. younger pupils were not expected to answer questions about life satisfaction),
- the time it took younger pupils to answer the questionnaire (questions were omitted for year 3-4 pupils to reduce questionnaire length and burden),
- whether questions can be answered by parents on behalf of their child (e.g. parents were not asked about their child's wellbeing).

For comparability, the questionnaire was kept broadly the same as the year 2 version although there were some changes – these are detailed at the end of this note. For the summer term 2020, changes were made to the questionnaire to make it appropriate for home completion during the coronavirus pandemic. Details of the changes are also at the end of this note.

The table on the following page shows which year groups were asked each question for the questions included in the annual report and tables. This is also clearly indicated on each table.

For details about the development of the survey please refer to the Year 1 Technical Report available on request from Sport England.

Details of the questions asked of respondents and presented in the 2019/20 report

Questions content by year group	Year 1-2 pupils	Year 1-2 parents	Year 3-4 pupils	Year 5-6 pupils	Year 7-11 pupils
Activities					
Participation in sport and physical activity in last week (activities in and out of school and time spent out of school) (time spent in school assumed)	No	Yes	Yes	Yes	Yes
Intensity of activity (whether made them breathe faster, whether made them hot or tired)	No	No – moderate intensity assumed	Yes but for some activities intensity assumed	Yes but for some activities intensity assumed	Yes but for some activities intensity assumed
Whether outside school activity done indoors or outdoors (NB indoor/outdoor is assumed for all at school activity) (not in report in year 3)	No	No - location assumed based on Year 5-11 pupils responses	No – location assumed based on Year 5-11 pupils responses	Yes	Yes
Attitudes Extent to which enjoy sport and physical activity, feel confident taking part, find it easy (competence), understand why it is good for them, and know how to get involved or improve their skills	Yes but amended - only whether like playing/ being active/ find it easy	No	Yes apart from how to get involved / improve skills	Yes apart from how to get involved / improve skills	Yes
Swimming					
Whether can swim at all, 25m, tread water	No	Yes	Yes	Yes	Yes
Whether can swim 200m	No	No	No	No	Yes
Whether can self-rescue, would like to swim more often	No	No	Yes	Yes	Yes
Do you like swimming	Yes	No	No	No	No
Volunteering frequency and type (types vary between year 5-6 and 7-11 pupils so are presented separately)	No	No	No	Yes	Yes
Wellbeing and development					
Happiness	Smiley face	No	Yes	Yes	Yes
Life satisfaction and how worthwhile life is	No	No	No	No	Yes
Individual development (resilience) and Community development (trusting peers)	No	No	Yes	Yes	Yes
Loneliness	No	No	No	No	Yes
Live sporting events	No	No	No	Yes	Yes
Demographic and social questions					
Gender, age, year group	Yes	Yes	Yes	Yes	Yes
Ethnicity	No	Yes	Yes	Yes	Yes
Disability (different for year 3-6 and year 7-11 and parent)	No	Yes	Yes	Yes	Yes
Family affluence scale	No	Yes	Yes	Yes	Yes

Definitions used in the report

Activity data in the report

Activity questions

The data were collected by asking:

- which activities from a list pupils had done in the last 7 days,
- on which days they had done each activity in the last 7 days (separately for in and out of school),
- how long they spent doing the activity the last time they did it (outside school), and
- whether it made them breathe faster or made them hot or tired.

Respondents could also mention other activities which were not listed on the questionnaire and these were coded to the relevant activity.

Year 5-11 pupils were also asked whether they did each out of school activity indoors or outside (except for certain activities such as cycling for travel which were assumed). The indoor/outdoor location of all in school activities and all activities for year 1-4 pupils was assumed using a standard approach. Indoor and outdoor splits are not presented in the published report.

Moderate activity: This is defined as activity where you raise your heart rate and feel a little out of breath (pupils were asked whether it made them breathe faster than sitting down reading in year 3 and whether it made them breathe faster in year 1. In year 2, half the children were asked the year 3 version and half were asked the year 1 version across the whole year).

Vigorous activity: This is defined as when you are out of breath or are sweating - you may not be able to say more than a few words without pausing for breath (pupils were asked whether it made them hot or tired).

For year 1-2 pupils all activity has been assumed to be moderate intensity since parents were not asked about intensity for their children.

Deriving and cleaning activity data

Information on activities, time spent, intensity and location were combined and fed into the measures presented in the analysis (levels of activity and specific activities participated in). The following rules and edits were used in preparing the derived activity variables:

- The questionnaire was set up such that people selected the activities they did. Any activity which was not selected was assumed not to have been done.
- Where respondents provided duration information for an activity outside school, this was done as response groups (e.g. about half an hour, about three-quarters of an hour) and we allocated a set time for each for creating the derived activity variables (based on evidence from an objective measurement study⁴, a standard duration falling within the band was applied). The data have been cleaned such that missing durations for outside school have been imputed using standard durations for that activity. Pupils were not asked about time spent on activities in school and so for all activities in school durations have been imputed using a standard set of times related to the year group and type of activity based on data for outside school, information from teachers on PE and break time durations and the results of the objective measurement study.
- Where information on duration, location or intensity was missing, standard rules were used to impute the data so that activity variables could be calculated for every case in the dataset.
- Where pupils mentioned an excessive number of activities over the previous week the case was dropped from the data. Data were dropped for cases with more than 25 activities per day on average, resulting in 210 cases being dropped from the data from sampled schools.

In Year 2 a change was made to the questionnaire so that for a small number of activities the level of intensity was assumed rather than asked and this continued in year 3. This does not affect the comparison with Years 1 because though intensity was asked for these activities in Years 1 and 2, intensity was assumed in the creation of derived variables. In the implementation of this change in Year 2 an error was introduced to the script which meant that intensity was not asked for walking and cycling for travel when it should have been. To rectify this issue, for the data collected during the first half of the survey year (to February 2019) when intensity was not asked, imputation was used for intensity. The details of this are covered in the technical note from year 2.

⁴ In the objective measurement study pupils used a wrist worn accelerometer and completed the questionnaire so that their objective data could be compared with the data collected in the questionnaire.

1. Levels of Activity

Data are presented for three categories for **overall activity in the last week**. Only activity of at least moderate intensity is included. The first category includes pupils who meet the Chief Medical Officer's (CMO) guidelines for young people of doing at least 60 minutes of activity on average per day across a week. The second category includes children who do an average of 30-59 minutes on average a day and the third category the children do less than 30 minutes a day. The categories are named:

- Active (an average of 60 minutes or more a day)
- Fairly active (an average of 30-59 minutes a day)
- Less active (less than an average of 30 minutes a day)

2. Activities

Information is presented on whether or not the pupil has done each activity for any duration with at least moderate intensity in the last week for groups of activities and specific activities. The table on the next page shows the specific activities which are included under each of the composite activity groupings used in the report. Where relevant, the wording or description given in the questionnaire is also included for reference.

In the Summer term, the wording for some of these activities changed to include references to online activities. Also the category of gym and fitness was extended to all year groups, not just year 7-11. The order of activities in the initial question about whether they had been done in the last week so that activities which pupils were more likely to be able to do during coronavirus restrictions were nearer the top of the list. Wording was also adjusted according to whether or not the pupil reported that they were attending school at the school site.

Activities which are included under each of the composite activity groupings used in the report

Broad activity group	Activity group	Activities
Sporting activities	Team sports	Football, Netball, Hockey, Cricket, Rugby, Baseball, Softball, Rounders, Basketball, Dodgeball, Benchball, Volleyball*, Lacrosse*, Handball*, King ball*, Korfball*, Roller hockey*, Other team sport*
	Running, athletics or multi-sports	Running, jogging, cross-country, the Daily Mile, Track and Field athletics, Sports day events, Multi-sports*
	Gymnastics, trampolining or cheerleading	Gymnastics, Trampolining (including in a garden, at a trampoline centre, or as part of a club), Cheerleading, Acrobatics including aerial, aerial hoop
	Swimming, diving and water polo	Swimming (and diving), Water polo*
	Racket sports	Table tennis/ping pong, Badminton, Tennis, Squash or racketball*, Other racket sports*
	Combat sports, martial arts or target sports	Boxing, Judo, karate, taekwondo and other martial arts, Archery*, Fencing*, Tai Chi*, Other combat sport or martial art*
	Adventure or outdoor sports	Climbing (including indoors), Snow sports*, Angling*, Sledging*, Orienteering*, Other adventure or outdoor sports*
	Ice skating	Ice skating
	Water sports	Water sports (canoeing, kayaking, sailing, rowing, surfing)
	Horse riding	Horse riding
	Golf	Golf*
	Karting and motorsports	Motorsports*, Karting*
Other sport or fitness activity	Leisure games: Snooker, pool, billiards, ten pin bowling, skittles, darts*, Other sport or fitness activity*	
Active play and informal activities	Active play and informal activities	Kicking a ball about, Skateboarding, roller skating/blading, Frisbee, throwing and catching or skipping, Playing it, tag, chase, sardines or other running games, Climbing or swinging in the playground, garden or park, Other active play*, Hula hooping*
Walking	Walking for travel	Walking to get to school or other places
	Walking for leisure	Going on a walk
		Walking - type not specified (could be for travel or going on a walk)*
Dance	Dance	Dancing
Cycling	Cycling for travel	Cycling to get to school or other places
	Cycling for fun/fitness	Cycling/riding a bike for fun or fitness
		Cycling - type not specified (could be for travel or fun)*
Scooter	Riding a scooter	Riding a scooter
Fitness activities	Gym or fitness	Gym or fitness (fitness class e.g. yoga, or using exercise machines e.g. rowing machine, exercise bike, running machine), Other fitness or gym*
Active Travel	Walking for travel	Walking to get to school or other places
	Cycling for travel	Cycling to get to school or other places
	Riding a scooter	Riding a scooter

* These activities were not included in the questionnaire but were backcoded from other answers.

Activities continued

In addition, information on **swimming** has been included. This covers swimming confidence and capability as reported by pupils in year 3-11 and year 1-2 parents, and attitudes to swimming reported by year 1-2 pupils (see previous table for age ranges covered by each question).

3. Volunteering

This is defined as volunteering at least twice in the last 12 months to support sport and physical activity. Examples of volunteering activities include being a sports leader or ambassador, coaching, refereeing, umpiring and stewarding, helping with set up and clearing away, helping with refreshments and any other activities which support sport and physical activity. Activities which only help family members are not included. Activities which involve sport and activity to raise money for sport are not included in the measure, although pupils were asked about them.

These questions were asked to pupils in year 5-11. Pupils in year 5-6 and year 7-11 were asked about a different range of activities (appropriate to their age) and so information on roles is presented in separate tables for these two year groups.

Pupils were asked whether they had 'volunteered or given your time to do any of the following activities'. The question for pupils in years 5-6 included the clarification: 'Think only about when you do them to help with sports, exercise or dance'. Pupils could report on other activities not on the list. These were subsequently backcoded and ineligible activities such as helping at Brownies or running cake sales were excluded. All pupils who had reported that they helped with at least one type of activity were asked whether they had given their time for these activities more than once in the last year. Only those who had done so more than once were included in the measure. Note that while 'coached or instructed' is a separate category for year 7-11, for year 5-6 any back coded answers for coaching are included in 'other' and 'setting up or clearing away' is a separate category for year 5-6 but for year 7-11 any back coded answers of this type are included in 'other'. The results for year 5-6 and 7-11 are presented separately because of the differences in codes.

4. Wellbeing and individual and community development

Three dimensions of mental wellbeing are presented: **happiness, life satisfaction** and the extent to which they feel the things they do in their life are **worthwhile**. For year 1-2 a smiley face question was used which is expressed as three categories in the tables: happy, neither happy nor sad, sad. For year 3-6 the standard ONS happiness yesterday question was used. For year 7-11 the standard ONS happiness yesterday, life satisfaction and worthwhile questions were used.

Happiness: "How happy did you feel yesterday?" (year 3-11)

Life Satisfaction: "How satisfied are you with life nowadays?" (year 7-11)

Feeling your life is Worthwhile: "To what extent are the things you do in your life worthwhile" (year 7-11)

These three questions are answered on an 11-point scale from 0 to 10 where 0 is not at all and 10 is completely. The results are presented as mean scores. The standard ONS wellbeing question about anxiety was not included as it is not recommended for use with children under 14 years old.

Individual and community development was captured from year 3-11 pupils through a question about trying difficult things and a question about trusting peers. Each question is asked on a 5-point scale from strongly agree (5) to strongly disagree (1) and agree and strongly agree. The questions asked were:

Individual Development: Using the resilience question "If I find something difficult, I keep trying until I can do it" (year 3-11)

Community development: Using the trust question "How much do you feel you can trust people who are a similar age to you?" (year 3-11)

As in year 2, in year 3 the results for strongly agree are shown, which differs from the year 1 report when combined agree and strongly agree results were shown. The tables show the wellbeing and development indicators by demographic characteristics as well as split by level of activity and volunteering behaviour. See previous sections for activity and volunteering definitions. The findings for these variables can be found in other table sets. Here they are just used to look at levels of wellbeing and development split by level of activity and volunteering. The means for wellbeing tables are the mean calculated across the groups to which the answer relates from the scores of 0-10 which were used as answers to the questions.

Loneliness: In year 3 the harmonised ONS loneliness question was included for the first time. This asked “How often do you feel lonely?” with answers of often/always, some of the time, occasionally, hardly ever, never. The data tables report on the full question as well as the percentage saying they often or always feel lonely.

5. Attitudes questions

There were five questions about attitudes included in the year 3 to 11 questionnaire. These were based on the concept of physical literacy⁵. Year 3-6 pupils were asked the first four and year 7-11 pupils were asked all of them. Pupils were asked to respond on a scale with the following categories: strongly agree, agree, disagree, strongly disagree, can't say. The data tables report on the percentage strongly agreeing to each statement.

- I enjoy taking part in exercise and sports (**enjoyment**)
- I feel confident when I exercise and play sports (**confidence**)
- I find exercise and sports easy (**competence**)
- I understand why exercise and sports are good for me (**understanding**)
- I know how to get involved and improve my skills in lots of different types of exercise and sport (**knowledge**)

Year 1-2 pupils were asked about their attitudes in a short questionnaire. They were asked:

- Do like playing sport? (I love, I like, I don't like, I hate... data tables report on the percentage saying I love) (**enjoyment**)
- Do you find sport easy? (yes, no, don't know... data tables report on the percentage saying yes) (**competence**)
- Do you like being active? This includes things like running games, riding a bike or scooter, walking, and dancing. (I love, I like, I don't like, I hate... data tables report on the percentage saying I love) (**enjoyment**)
- Do you like swimming? (I love, I like, I don't like, I hate, I don't know... data tables report on the percentage saying I love) (**enjoyment**) but included under swimming in reporting

⁵ Whitehead, M. (2016) Physical Literacy', *International Physical Literacy Association*

6. Sports spectating

This is measured as having watched two or more live sports events, whether professional or amateur, over the previous 12 months.

Pupils were asked:

- Have you done this activity (attended a live sports event) in the past 12 months?
- How many live sporting events have you been to see since last year?

Additional information provided was: Include all matches and competitions, including professional sport as well as watching family and friends compete. Please do not include any events that you took part in yourself, or events you watched on TV.

Answers of 'twice' or 'three or more' were included in this measure.

Key demographic variables

1. Year group and gender

The report contains breakdowns by **year group and gender**. Gender includes the category 'other'. Year 7-11 pupils were asked to give more details. Where answers did not appear to indicate a gender other than male or female they were coded as prefer not to say or gender uncodeable. Year group is the answer reported by the pupil or their parent. In some cases, this was inconsistent with the age given but we took the year group as given and did not recode as only school year is used in published analysis.

A derived variable of gender and school year combined has been included as a new variable in year 3 but additional analysis was run to provide comparable data from year 1 and 2. The year group breakdown for the gender category 'other' has not been shown because of small base sizes.

2. Ethnicity

Parents of year 1-2 pupils were asked about their child's ethnicity using the full ONS standard question with a breakdown of ethnic groups (an additional code of 'prefer not to say' was added for the 2018/19 survey). These have been grouped into broader categories for analysis. Ethnicity for year 3-11 pupils was self-reported and used a simplified question which offered these categories: White (British or English), White (nor British or English), Mixed race, Asian or British Asian, Black or Black British, Other, Prefer not to say (in year 2017/18 of the survey 'none of these' was presented rather than other and prefer not to say). For year 1-2 data reported by the parents, Chinese has been coded into other.

A derived variable of gender and ethnicity combined has been included. The ethnic breakdown for the gender category 'other' has not been shown because of small base sizes.

3. Family Affluence Scale

This is a standard scale developed for the Health Behaviour in School Aged Children Survey (an international study of 11-15 year olds). The updated version of the scale was used which asks the following questions. Minor modifications were made to the questions to make them suitable for parents and for younger children for whom the scale was not originally designed.

- We would now like to ask you some questions about your home and your family. Does your family own a car, van or truck?
- Do you have your own bedroom for yourself?
- How many computers does your family own (including laptops and tablets/iPads, but NOT including game consoles and smartphones)?
- How many times did you and your family travel out of England for a holiday last year?
- How many bathrooms (room with a shower/ bath or both) are in your home?

Answers to these questions were scored according to the answers given, resulting in an overall score between 0 and 13. Scores of 0-6 =low, 7-10=medium, 11-13= high. Note that in the autumn term of year 1, the car question only had yes/ no categories when it should have had none, one, two or more. This means that scores in the autumn term have a maximum of 12. Adjustments have been made to the groupings to allow for this in the year 1 data. In year 2 and year 3, the correct question was asked throughout the survey year.

4. Disabilities and number of impairments

The questions asked about disability were updated in year 3. In years 1 and 2, the questions about disability varied by age, but in year 3, all year 3-11 pupils and parents of year 1-2 pupils were asked the same questions. Respondents were asked "Do you⁶ have a disability, special need or illness (e.g. autism, dyslexia, or asthma) which makes it difficult for you to do any of these things" and shown a list of tasks which included things like 'moving around including walking and running' and 'concentrating and paying attention'. If the answer was 'yes' they were asked which of those things they have difficulty with. If they selected any of the things in the list, they were then asked: "Do any of these disabilities, special needs or illnesses have a big effect on your life?" (to identify whether the disability is limiting and: "Do you think any of these disabilities, special needs or illnesses will last for a year or more?" (to identify whether the disability is long term).

Those who said yes at the initial question and both the question about the disability having a big effect on their life and whether they think it will last for a year or more were defined as having a long-term limiting disability (reported in the data tables).

The number and type of impairment was derived from the information given about specific things they found difficult to do and whether that impairment is long term limiting. It should be noted that this is the number of impairments from a set list.

Those in the no long term limiting disability category are those who reported no to the initial disability question or no to the disability having a big effect on their life or whether they think it will last for a year or more.

⁶ Or your son or your daughter in parent questionnaire

Summary of pupil questionnaire changes from year 2 to year 3

In year 3, 'Acrobatics including Aerial, Aerial hoop and acro' was added to the list of activities – in year 2 this was only included as a back code.

The activity code 'Running, jogging, cross country, the daily mile' was split into 2 codes – 'Running, jogging, cross country' and 'The daily mile, active mile or other regular run done with your class'. The code for the daily mile only appeared in the questionnaires for Year 3-6 pupils and parents of Year 1-2 pupils.

Half the sample in year 2 had a changed wording to the question about moderate intensity activity 'did it make you breathe faster than sitting down reading' while half the sample retained the old wording 'did it make you breathe faster'. In year 3, the whole sample were asked 'did it make you breathe faster than sitting down reading'.

A new question about travelling to school was added – 'How did you get to school today?'. Answer options were 'Walked', 'Rode a bike', 'Scooter', 'Car', 'Bus', 'Train or tram or tube' or 'Other'. This question was asked to pupils in Year 3-11 and parents of Year 1-2 pupils. Respondents could select multiple answer options and also type in an 'Other' box – answers for this were back coded to the relevant mode or excluded if not eligible.

In year 3, a new question covering loneliness was asked to Year 7-11 pupils. The question asked, 'How often do you feel lonely?' with answer options of 'Often/always', 'Some of the time', 'Occasionally', 'Hardly ever' and 'Never'. There was also a 'Prefer not to say' option. In the data tables, all five response options are presented broken down by demographics. Also, the 'Often/always' response option is presented broken down by activity level and volunteering.

Disability questions were updated for year 3 (see above).

Added the option 'Prefer not to say' for Family Affluence Scale questions.

Summary of pupil questionnaire changes for the Summer term of year 3

As mentioned earlier in this note, changes needed to be made to the questionnaire for the Summer term 2020 owing to the impact that the coronavirus pandemic had on schools. Below is a list of changes made to questions for the Summer term:

Year 1-2 questionnaire

Changed the question from 'Have you done any of these sports in the last week?' to 'Have you done any of these sports?'

Added a new category to the activities question - 'PE with Joe Wicks'.

Removed the question about how they got to school.

Year 3-11 pupils and parents of Year 1-2 questionnaire

Added introductory wording to acknowledge that the pupil may not be attending school and that their activities may be different from normal but they should report on how things are now.

For pupils in year 3-11 a new question was asked at the start checking whether they wanted to start the survey. This was included to ensure that pupils completing the survey from home knew that it was voluntary.

Added a question to ask whether the pupil has been to school in the last week with routing, questions and wording for the rest of the survey dependent on their answer so that the questions would be relevant for pupils not attending school in person. Answer options included 'I have not been to school', 'I have been to school every week day' and 'I have been to school on some week days, but not all'.

Amended activity codes to clarify that online activities or TV led activities could be included in their answer.

Extended the 'gym and fitness' code to be asked to Years 3-6 and parents of Year 1-2 pupils as well as Years 7-11.

In survey years 1, 2 and the first two terms of year 3, respondents were asked about activities they did in school and outside school. In the summer term, this was changed to refer to 'during normal school

hours' and 'outside school hours'. The order in which activities was presented was also changed slightly so that activities which were more likely to be possible during restrictions were nearer the top of the list.

Removed the question asking whether pupils who had done no activities in the last week had done anything in the last four weeks as it was felt to be insensitive to ask this during pandemic restrictions.

Removed the question 'Would you like to swim more often?'. We also added an explanation to the swimming questions: *"Even though it may not be possible to swim at the moment it is still important to ask some questions about swimming."* The question about falling into a lake (self-rescue) removed the word tomorrow.

In survey years 1, 2 and the first two terms of year 3, only Years 3-6 were asked the follow up question of 'Is this how you usually feel?' after asking 'Overall, how happy did you feel yesterday?' but this was extended to Year 7-11 pupils for the summer term.

Removed the question about how they got to school, whether or not they were currently attending school. For year 7-11 the question about where they usually eat school lunch was removed and the question about whether parents have to pay for school meals was given variable wording according to whether they were attending school, with a reference to last term if the pupil was not currently attending school.

Added a question about outdoor spaces that they can access – 'Which of these outdoor places can you go at the moment for exercise or play?'. Answer options were 'A balcony', 'A garden or backyard', 'A park or field near your home', 'A wood or countryside', 'School playground or playing field', 'Other place outside your house or flat (e.g. cycle way, path along river)' or 'None of these'.

At the end of the survey on the thank you screen, details of websites and contacts were provided for support and advice because pupils were completing the survey without their teachers present to offer support.

Note on Terminology

In the report tables, the term “respondents” is used as the heading for the unweighted base for each column. The term ‘respondents’ has been used because the term participant which is usually used to refer to people who take part in a survey is confusing in the context of a survey about sports participation where participation has a different meaning.

The term rate (%) means the weighted percentage of respondents who gave that answer.

The term share (%) means the weighted percentage of respondents who gave a given answer who are in that demographic category.

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