

Secondary Teacher Training programme – **what we're learning about inequalities**

Spring 2022



The Covid-19 pandemic has further highlighted some of the stubborn and deep-rooted inequalities in our society, including activity levels. Research shows that some young people consistently feel excluded from opportunities to be active, whether that be PE, school sport or physical activity.

The data from over 80,000 students and 15,000 staff collected during the Secondary Teacher Training (STT) programme gives us the opportunity to help address these inequalities. We want to help you make PE, school sport and physical activity inclusive and enjoyable for every single student – especially those less engaged in the current offer.

Why is it important?

Students experiences vary, and unfortunately too many students don't meet the Chief Medical Officers' recommendation that young people are active for an average of 60 minutes a day. Only 47% of students in years 7-8 are active, and this drops to 41% for students in years 9-11*.

Every student deserves to have a positive experience of PE, school sport and physical activity, and all the benefits that this brings:



**Active pupils
are happier and
more confident
than inactive
pupils**



**Physical activity
can reduce stress
and anxiety and
increase feelings
of wellbeing**



**Pupils that are
active report
higher levels of
happiness and
self-worth**

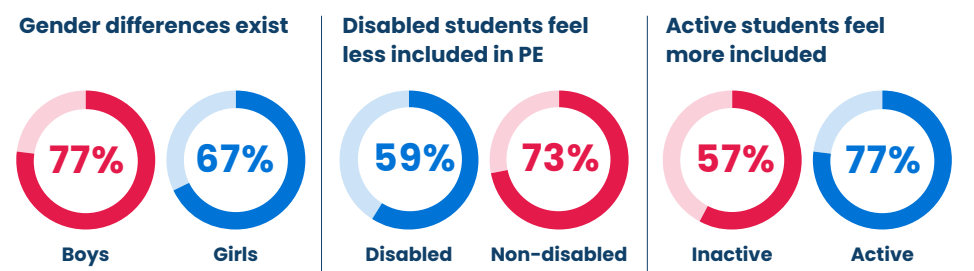
* Sport England, Active Lives Children and Young People survey, academic year 2020/21 (published December 2021).

Having a positive experience of PE, school sport and physical activity sets the foundation for a healthy and active life. What’s enjoyable and positive varies for different students, so tailoring provision for their rapidly changing needs is vital.

Feeling included in the opportunities available is also key:

There are large associations between students’ confidence and feeling included.

School staff rated their inclusive provision as 8/10 in our surveys, yet only 70% of students report feeling included in PE. There are further nuances in the data showing that certain groups of students feel much less included:



What inequalities exist?

Gender: There is gender inequality. Girls do not have the same experience of PE as boys



Key finding

Girls are less active and enjoy activity less.



Days per week with
30 mins of activity

Girls



3.8 days

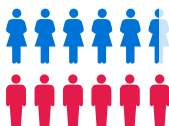
Boys

4.2 days



Enjoyment
of activity

Girls



65%

Boys

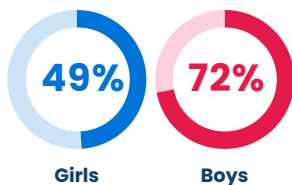


80%

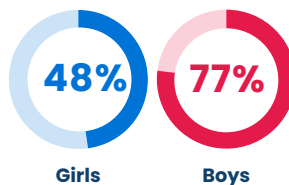
Factors to address

Girls are less confident, feel less competent and less included:

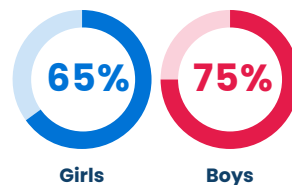
Feeling of confidence:



Feeling of competence:



Feel less included:



Ethnicity: Students from ethnically diverse backgrounds are typically less active than their white British peers



Key finding

While students from ethnically diverse backgrounds are generally less active than their white British peers, there are differences in the perceived experiences of students from different ethnic groups.



Days per week
with 30 mins
of activity

Ethnically diverse
Students

White Students

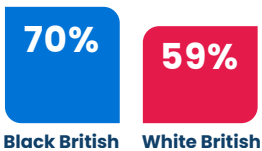


Factors to address

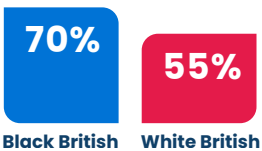
When compared to their White British peers:

Black/Black British students enjoy PE more, feel more confident and competent and have greater feelings of inclusion.

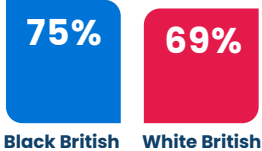
Feelings of confidence:



Feelings of competence:

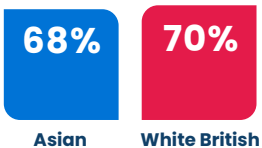


Greater feeling of inclusion:

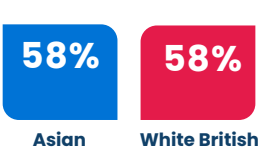


Asian students report lower levels of enjoyment, confidence and competence.

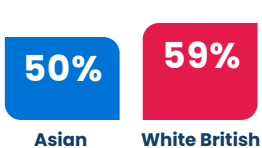
Feelings of enjoyment:



Feelings of confidence:



Feelings of competence:



Disability: Disabled students are typically less active than their non-disabled peers. The greater the number of impairments, the greater the effect on their experience of PE and activity



Key finding

Disabled students feel less included, less confident, more self-conscious and shy, and they enjoy PE less. This is further exaggerated for disabled girls and differs between students with different impairments... not all impairments are the same!

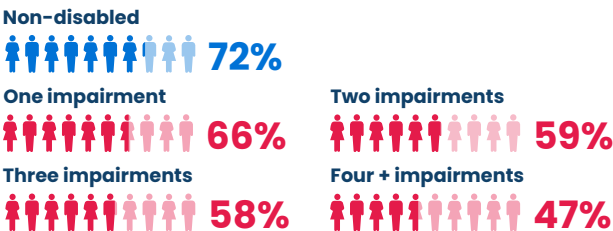


Days per week with 30 mins of activity

Disabled
Non-disabled



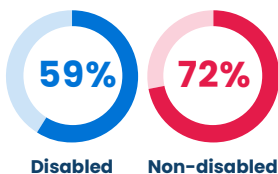
Proportion of students enjoying PE:



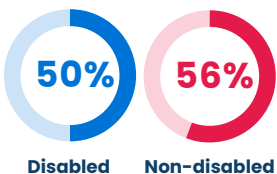
Factors to address

The main barriers to being physically active reported by disabled students are feeling shy and self-conscious. They also reported lower levels of confidence and competence than non-disabled young people:

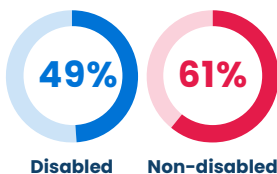
Feelings included:



Feelings confident:



Feeling competent:



What can we do about it?

Takeaway 1: Student voice

Student voice is a critical driver for successful STT projects.

How can you ensure this voice is representative of all your students?

...especially those that are disengaged and might not know they have a voice in relation to PESSPA

Takeaway 2: Respond to differences and consistencies in student's perceptions, motivations and barriers

We have a tendency to focus on the differences, but addressing both will have a greater impact for all.



How can you respond to this in your planning?

Takeaway 3: We can't do this in isolation

Tackling inequalities and addressing inactivity requires a shift in thinking, culture and approach.

How can you make this a whole school focus?

How can you support all your stakeholders to take ownership for behaviours towards PESSPA?

Takeaway 4: Have the confidence to try something new



If it works... keep it



If it doesn't... change it up or 'bank' for future use



If it's a complete disaster... that's fine. Learn from it and don't be afraid to change the plan

To access to full data set on inequalities explored through the STT programme please visit here:

www.sportengland.org/how-we-can-help/secondary-teacher-training-programme

The information in this leaflet is based on findings on findings from the STT programme evaluation conducted by Sheffield Hallam University on behalf of the STT Consortium partners.



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