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Active Lives Children and Young People Survey 2022- 2023

Year 6 Technical Note

**September 22
– July 23**



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The Active Lives Children and Young People Survey was conducted by Ipsos on behalf of Sport England who commissioned the survey to inform both their own strategy and the strategies of the Department for 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 academic year 2017-18 (Year 1 - baseline), academic year 2021-22 (Year 5 – previous year) and academic year 2022-23 (Year 6). This document provides details about academic year 2022-23 (Year 6) of the survey, with differences from academic year 2017-18 (Year 1), academic year 2021-22 (Year 5) pointed out. For trends tables all survey years are shown. For a small number of tables the baseline line is academic year 2019-20 (Year 3) or academic year 2020-21 (Year 4) if the relevant question was first introduced that year. Full details about previous survey years (17-18, 18-19, 19-20, 20-21, 21-22) are provided in the respective technical notes for those years.

1 Fieldwork and Survey Design

The new data presented here were collected during Year 6 of the survey, between September 2022 and July 2023 (2022-23 academic year) in England. The data were collected using online questionnaires. The survey was completed either in schools or at home. Where pupils completed depended on whether schools chose to administer the survey as homework rather than a school-based activity (this was only an option for secondary schools). There were three types of questionnaires:

- Short simple questionnaire for pupils in school year 1-2 (age 5-7),
- Questionnaires for pupils in school year 3-11 (age 7-15 or 16) and parents of pupils in school 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 respondent 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:

Table 1.1: Number of valid responses from sampled schools used in analysis by survey year

Survey year	School year 1-2 pupils	School year 3-11 pupils and parents of pupils in school year 1-2	Teachers
Year 1 (2017-18)	25,927	109,503	1,625
Year 2 (2018-19)	23,587	113,728	1,524
Year 3 (2019-20)	14,576	89,303	1,186
Year 4 (2020-21)	13,886	86,828	1,166
Year 5 (2021-22)	17,304	104,404	1,289
Year 6 (2022-23)	17,361	122,347	1,380

Pupils took part during school time using computers, smartphones, or tablets either at school or at home. Teachers and parents took part at school or on their own computers, smartphones, 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.

In the academic year 2022-2023 (Year 6), schools operated without any disruptions in all three terms. Unlike previous years, where the COVID-19 pandemic caused significant disruptions, students were no longer required to self-isolate if they had COVID-19 or were in close contact with someone who had it. In

academic years 2020-21 and 2021-22 of the study, the survey had been modified to account for COVID-19 disruptions starting from 2020, as various activities and provisions, such as access to facilities and the mixing of year groups for clubs were affected. However, the year 6 survey did not require any adaptations. The option was retained in the survey script for adaptations to be switched on, in the event of any disruption to schools or pupils due to Covid-19, but this was not required.

For details of the adaptations made for the survey in academic years 2020-21 and 2021-22 refer to the technical reports from those years. The survey continued during the years 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 COVID-19 pandemic. In academic year 2022-23 the survey continued to be designed to be suitable for smartphone completion. This enabled secondary schools to set the survey as homework as an alternative to completing the survey in school time.

2 Sample design

2.1 Sampling schools

The survey design is schools based. The sample design was generally the same as the first five years of the survey to ensure comparability; any differences have been noted below.¹

A sample of schools was drawn from the January 2021 school census data. The database contained 24,414 schools, from which certain types of establishment were removed² before selection of the sample resulting in a sample frame of 21,230 schools. Of these, 5,834 were selected as main sample and 2,001 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 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. In academic year 2022-23 (Year 6) schools were allocated to terms equally (33.3%/ 33.3%/ 33.3%) in order to achieve equal numbers in each term. This is the same as in academic year 2021-22 and different from academic years 18-19, 19-20 and 20-21, when the sample was designed to include 35% of the schools in the autumn term, 35% in the spring term and 30% in the summer term, and different from academic year 2017-18 (Year 1) when the distribution was 30%/ 40%/ 30%. The main issued sample of schools in academic year 2022-23 (Year 6) was 1,944 in the autumn term, 1,945 in the spring term and 1,945 in the summer term.

In academic year 2021-22 (Year 5) the sample was distributed across terms in such a way as to avoid overlap with the Smoking, Drinking and Drugs (SDD) Survey which Ipsos carries out for NHS Digital. However, the SSD survey did not run in 2022-23, therefore no such consideration was necessary.

The sample was designed to ensure that, where possible, year groups affected by summer exams were oversampled in earlier terms. In the spring term 319 reserve schools were issued, of which 16 then deferred or extended into the summer term. In addition, 8 reserve schools had already asked to take part during the Autumn term and 12 reserve schools chose to opt in during the spring term of which 1 extended into the summer term. In the summer term, 268 reserve schools were issued. In addition, 19 reserve schools chose to opt in during the summer term.

To allow some flexibility and encourage participation, if schools requested to take part in a different term to the one they were sampled for, or if reserve schools requested to take part earlier in the academic year, this was permitted, providing it did not imbalance the sample in the local authority or Active Partnership area.

¹ During summer term Year 3, amendments were made to the sample in response to the COVID-19 pandemic. In academic years 2020-21 and 2021-22, the sample reverted to the usual design, despite the ongoing pandemic.

² Nurseries, Pupil Referral Units, Special schools, Technology and Technical colleges, Studio schools, Sixth form colleges.

2.2 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).

Schools could opt-in to take part in the survey if they had not been sampled. 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 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 selected one mixed ability class within each of their selected year groups. This was done by selecting the class in a selected year group which had a class name or teacher name latest in the alphabet. This method was introduced in academic year 2021-22 when the selection was based on the class name or teacher name first in the alphabet. This was a change from previous years of the survey (up to 2020-21) when Kish grids were used for class selection. The change was made in response to feedback from schools. URLs for the online surveys were then provided to each school. There were unique URLs for each school but not each pupil or parent.

2.3 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 school year 3-11 and parents completed all the activity questions in the survey and if school year 1-2 pupils responded to the question which asked whether they like playing sport. This table excludes schools which were not in main or reserve samples and opted into the survey, and are therefore not used for national level analysis (of which there were 91, of which 81 had a teacher response as well as a pupil responses). This also excludes sampled schools where a teacher responded but there were no pupil or parent responses (of which there were 75³). Among the 1,666 responding schools 370 had no teacher response. There were 13 sampled schools for which responses were received in more than one term. In the tables below the schools appear in the final term that they were included in to avoid double counting.

Table 2.1: Number of sampled schools with partial or complete pupil responses in the 2022-23 academic year

School type	Autumn term	Spring term	Summer term	Total
State Primary	260	314	302	876
State Secondary	214	253	292	759
Independent	13	11	7	31
Total	487	578	601	1,666

Of the 75 schools where a teacher responded but no pupils 47 were primary, 28 were secondary and none were independent.

Table 2.2: Number of sampled schools with partial or complete pupil responses in the 2021-22 academic year

School type	Autumn term	Spring term	Summer term	Total
State Primary	259	316	287	862
State Secondary	177	258	233	668
Independent	9	11	5	25
Total	445	585	525	1,555

Table 2.3: Number of sampled schools with partial or complete pupil responses in the 2020-21 academic year

School type	Autumn term	Spring term	Summer term	Total
State Primary	241	237	262	740
State Secondary	193	206	200	599
Independent	10	10	9	29
Total	444	453	471	1,368

Table 2.4: 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

Table 2.5: Number of sampled 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

Table 2.6: Number of sampled 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

3 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.

3.1 Weighting of pupil and parent data

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 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 pupils in academic year 2022-23 (Year 6) followed the same approach as for academic year 2021-22 (Year 5). Reserve sample schools which asked to opt-in to the survey were treated as sampled for the selected year groups in the school and are included in the national data for academic year 2022-23 (Year 6). Pupils in reserve schools which opted in who were not in the selected year groups were not included in the national data or weighted. Furthermore, some schools accidentally had their pupils completing on non-sampled opt-in URLs rather than the correct sampled URLs. In these cases, pupils in the selected year groups were weighted, with trimming if necessary,⁴ and included in the national data.

The weighting scheme does not take account of term because there are combinations of NUTS2, school type, gender, phase, rurality and free school meals where there are no cases in a term. The only way to weight by term would be to stop weighting by another factor. Since the other factors are important for the weighting and consistency should be maintained where possible, it was not possible to include term in the weighting. The weighted sample within each term is not representative, whereas the weighted sample across the year is.

The population estimates for weighting are produced from DfE pupil population estimates from Get Information About Schools (GIAS)⁵. The sample for academic year 2022-23 (Year 6) was drawn from 2021-22 school data because the sample was selected during the previous academic year so that Active Partnerships 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. The population counts include pupil counts from schools which have permanently closed. This is because schools that have just closed will have pupils for the previous academic year that will not have been assigned to the new school yet.

As for previous years, 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

⁴ See penultimate paragraph of this section for an explanation of trimming weights.

⁵ GIAS was previously referred to as 'Edubase'.

pupils to complete using the URLs for sampled pupils only. Therefore, the weighting for academic year 2022-23 (Year 6) 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.

Some of the data reported in the wellbeing tables involves analysis of matched school 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.

3.2 Weighting of teacher data

Weights have been calculated for teachers for the first time in academic year 2022-23. Previously there were no weights for teachers and any teacher analysis was carried out unweighted. Following the introduction of teacher tables in academic year 2021-22 the weighting of teacher data was considered. The data for previous academic years has been weighted retrospectively so that where teacher results are presented in the academic year 2022-23 report the figures are weighted for all years presented.

Only teachers from sampled schools (maximum one per school) have been weighted. The teacher data were weighted with a single stage of calibration (rim weighting) separately for state primary and state secondary schools. Independent schools have not been weighted given the small sample size but have equal weights. They have been rescaled to be included in their correct proportion in the overall sample of schools.

The teacher weighting is based on control totals for:

- urban / rural,
- free school meals (FSM): an indicator of whether 20% or more pupils in the school are eligible for FSMs or not. This is the same measure as for pupil weighting,
- region.

The weighting has been done against the issued sample of eligible schools at the time of sampling for the relevant year of the survey.

4 Data and statistics

4.1 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 or local authority is 2 or fewer. The symbol ^ is used to indicate this.
- Where the unweighted base for an Active Partnership or local authority 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 or local authorities may be highlighted in orange. 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 or local authority's result. Alternatively, the result may also be highlighted when there is missing data from a particular term for the Active Partnership or local authority (e.g., if there are no responses during the Autumn term). The Absolute change is highlighted in orange 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.

4.2 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.

4.3 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 or local authority covered by the particular demographic or geographic category being shown. For analysis by local authority, clustering effects (respondents concentrated in a handful of schools) are not accounted for in the confidence intervals due to the small number of schools in each local authority. However, where the number of schools contributing to the results for a local authority is 2 or fewer, the data is suppressed which mitigates for this.

4.4 Significance Testing

The report and accompanying tables show data for the first survey year, the previous survey year and the current survey year (academic year 2017-18, academic year 2021-22 and academic year 2022-23). This has allowed for analysis of the change in participation and activity levels over time.

Note that disability variables in academic years 2019-20, 2020-21, 2021-22 and 2022-23 are different from academic years 2017-18 and 2018-19 because of an improvement to the questions after cognitive testing with young people, therefore, figures are not shown in the data tables for academic years 2017-18 and 2018-19. The disability variables in academic years 2019-20, 2020-21, 2021-22 and 2022-23 are all for long-term limiting disability and impairments. In academic years 2017-18 and 2018-19 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. Academic year 2022-23 (Year 6) is compared to academic year 2017-18 (Year 1) and academic year 2021-22 (Year 5). For certain tables the baseline comparison is with 2019-20 (Year 3) (loneliness and travel to school) or 2020-21 (Year 4) (opportunity to be physically active) for measures first introduced in that year.

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.

The accompanying tables also include data for the full time series. These tables are intended as summary statistics only, and so significance testing has not been applied to them.

4.5 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 2022-23 DfE pupil population estimates, and therefore the true value would lie within a range around the estimates. The 2022-23 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 where results are presented by term and school stage together, the population estimates have been calculated using the rate multiplied by the population in the relevant school stage (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 the distribution of responding pupils by school stage and term is not consistent across the years. It was not possible to weight to correct for this, as explained in the weighting section, and so the share approach to calculating population estimates was not suitable. For annual analysis the weighting does take account of the varying distribution of stage by year and so the standard share measure was used to calculate population estimates.

5 Questionnaire content

5.1 Overview of questionnaire

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 school year 1-4 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 academic year 2022-23 (Year 6) questionnaire was kept broadly the same as the academic year 2021-22 (Year 5) version although there were some changes – these are detailed 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 initial development of the survey please refer to the [Academic Year 2017-18 \(Year 1\) Technical Report](#). Further developments are described in the technical reports for each year.

In academic year 2022-23 (Year 6) some data from the questionnaire asked to one teacher per school has been included in the report and published tables.

Table 5.1: Details of the questions asked of respondents and presented in the 2022-23 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
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 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
Opportunity to be physically active	No	No	No	No	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 school 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
Mode of travel to school	No	Yes	Yes	Yes	Yes
Demographic and social questions					
Gender, year group	Yes	Yes	Yes	Yes	Yes
Ethnicity	No	Yes	Yes	Yes	Yes
Disability	No	Yes	Yes	Yes	Yes
Family affluence scale	No	Yes	Yes	Yes	Yes

5.2 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.

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 academic years 2019-20 (Years 3) and 2020-21 (Year 4) and whether it made them breathe faster in academic year 2017-18 (Year 1).

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 school 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 a device-based measurement study⁶, 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

⁶ In the objective measurement study pupils used a wrist worn accelerometer and completed the questionnaire so that their device based data could be compared with the data collected in the questionnaire.

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 device-based 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 249 cases being dropped from the data from sampled schools.

Since academic year 2018-19, for a small number of activities the level of intensity has been assumed rather than asked. This does not affect the comparison with academic year 2017-18 (Year 1) because though intensity was asked for these activities that year, intensity was assumed in the creation of derived variables.

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)

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.

The wording for some of these activities was changed in the summer term of academic year 2019-20 (Year 3) and this continued in academic years 2020-21 and 2021-22 to reflect which activities were possible during COVID-19 restrictions. In academic year 2022-23 the wording and order was updated to match that used before the COVID-19 pandemic. These are shown in the table below. Also, the category of gym and fitness has been extended to all year groups since summer term of academic year 2019-20 (Year 3), not just school year 7-11 as it was in academic years 2017-18 and 2018-19 and the autumn and spring terms of academic year 2019-20 (Year 3).

The order of activities in the initial question about whether they had been done in the last week was changed during the summer term of academic year 2019-20 and during academic year 2020-21 so that activities which pupils were more likely to be able to do during COVID-19 restrictions were nearer the top of the list. Since the academic year 2020-21 the order reverted to the pre-pandemic order. In academic year 2022-23 adjustments to question wording according to whether or not the pupil reported that they were attending school at the school site were removed.

Table 5.2: Activities which are included under each of the composite activity groupings used in the report

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

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*
Sporting activities	Running, athletics or multi-sports	Running, jogging, cross-country, the Daily Mile, Track and Field athletics, Sports day events, Multi-sports*
Sporting activities	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
Sporting activities	Swimming, diving and water polo	Swimming (and diving), Water polo*
Sporting activities	Racket sports	Table tennis or ping pong, Badminton, Tennis, Squash or racketball*, Other racket sports*
Sporting activities	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*
Sporting activities	Adventure or outdoor sports	Climbing (including indoors), Snow sports*, Angling*, Sledging*, Orienteering*, Other adventure or outdoor sports*
Sporting activities	Ice skating	Ice skating
Sporting activities	Water sports	Water sports (canoeing, kayaking, sailing, rowing, surfing)
Sporting activities	Horse riding	Horse riding
Sporting activities	Golf	Golf*
Sporting activities	Karting and motorsports	Motorsports*, Karting*
Sporting activities	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 or 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 such as friends' houses or a park
Walking	Walking for leisure	Going on a walk (includes walking a dog)
Walking		Walking - type not specified (could be for travel or going on a walk)*
Dance	Dance	Dancing (include online or TV led e.g., TikTok dances)
Cycling	Cycling for travel	Cycling to get to school or other places such as friends' houses or the park
Cycling	Cycling for fun or fitness	Cycling or riding a bike for fun or fitness
Cycling		Cycling - type not specified (could be for travel or fun)*
Scooter	Riding a scooter	Riding a scooter for fun or to get to places like school, friends' houses or the park
Fitness activities	Gym or fitness	Gym or fitness (fitness or online class e.g. yoga or Joe Wicks, 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
Active Travel	Cycling for travel	Cycling to get to school or other places
Active Travel	Riding a scooter	Riding a scooter

In academic year 2022-23 for the first time pupils in year 7-11 who took part in rugby were asked about the type of rugby (touch or tag, contact union, contact league).

Activities continued

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

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 school year 5-11. Pupils in school year 5-6 and school 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 school 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 back coded 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 school year 7-11, for school year 5-6 any back coded answers for coaching are included in 'other' and 'setting up or clearing away' is a separate category for school year 5-6 but for school year 7-11 any back coded answers of this type are included in 'other'. The results for volunteering roles for school year 5-6 and 7-11 are presented separately because of the differences in codes.

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 school 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 school year 3-6 the standard ONS happiness yesterday question was used. For school year 7-11 the standard ONS happiness yesterday, life satisfaction and worthwhile questions were used.

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

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

Feeling your life is Worthwhile: "To what extent are the things you do in your life worthwhile" (school 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 were captured from school year 3-11 pupils through a question about trying difficult things and a question about trusting peers. The questions asked were:

Individual Development: Using the resilience question "If I find something difficult, I keep trying until I can do it" (school year 3-11). Responses are on a 4-point scale from strongly agree (1) to strongly disagree (4).

Community development: Using the trust question "How much do you feel you can trust people who are a similar age to you?" (school year 3-11). Responses are on a 4-point scale from 'I can trust them a lot' (1) to 'I can't trust them at all' (5).

The results for 'strongly agree' are shown for resilience and results for 'trust a lot' are shown for the trust question. The tables show wellbeing and individual and community development by demographic characteristics as well as split by level of activity and volunteering behaviour. See previous sections for activity and volunteering definitions. The main findings for activity and volunteering can be found in the levels of activity and volunteering tables. In the outcomes and attitudes tables 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 academic year 2019-20 (Year 3) the harmonised ONS loneliness question was included for the first time and has continued to be asked in subsequent academic years. This asked "How often do you feel lonely?" with answers of often or 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. This question was only asked to pupils in school year 7-11.

Attitudes questions

There were five questions about attitudes included in the school year 3 to 11 questionnaire and covered in the academic year 2022-23 (Year 6) report. These were based on the concept of physical literacy⁷. School year 3-6 pupils were asked the first four and school 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 7-11 only.

⁷ Whitehead, M. (2016) Physical Literacy', *International Physical Literacy Association*

In academic year 2022-23 a combined measure of number of positive attitudes has been included across school years 3-11. For school years 7-11 understanding and knowledge together count as one attitude so that for both school years 3-6 and school years 7-11 the maximum number of positive attitudes in the combined measure is four. Results are presented for 0, 1, 2, 3 plus positive attitudes. Previously results had been presented separately for school years 3-6 and 7-11.

School 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

Following cognitive testing, new motivation questions were introduced to the school year 3-11 questionnaire in academic year 2020-21 (Year 4) to provide further details on motivations and these have been included since then. More information about these questions can be found in the section covering questionnaire changes in the academic year 2020-21 (Year 4) technical note.

In academic year 2022-23 for the first time the question about opportunities to be physically active have been included in the report.

In academic year 2022-23 new questions about how young people prioritise physical activity compared with other activities have been included. They are not reported on. For more details on these new priorities questions please see the questionnaire changes section later in this document.

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

Year group and gender

The report contains breakdowns by **year group and gender**. Gender includes the category 'other'. School year 7-11 pupils were asked to give more details. Where answers did not appear to indicate male, female or other, 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. The year group breakdown for the gender category 'other' has not been shown because of small base sizes.

Ethnicity

Parents of school 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 school 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 school 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.

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 or 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 or 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 2017 (Year 1), the car question only had yes and 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 data. In all other years, the correct question was asked throughout the survey year.

In academic year 2022-23 reporting the standard FAS variable created from answers to all of the above questions has been used.

In academic years 2020-21 (Year 4) and 2021-22 (Year 5), an adjusted Family Affluence Scale (FAS) derived variable was created and included in the data tables. Owing to COVID-19 restrictions, it was not possible or was difficult, regardless of social background, to travel out of England at some points over the 'previous 12 months' for most of academic year 2020-21 and academic year 2021-22. Therefore, a second FAS variable was created and was used for the 2020-21 and 2021-22 reports, excluding answers to this question. This means that an overall score would be between 0 and 10, so the groupings for the bands were adjusted – scores of 0-5=low, 6-8=medium, 9-10=high. It is important to note that the bands for the adjusted FAS variable are not comparable with the bands on the standard FAS variable. The adjusted FAS variable was created retrospectively for previous survey years for comparability and only this adjusted FAS variable was included in the academic year 2020-21 (Year 4) and 2021-22 (Year 5) reporting. It was not possible to create standard FAS for 2020-21 and 2021-22 because of the restrictions on travel and so figures for FAS for those years have been suppressed in the tables in the 2022-23 report.

Disabilities or long-term health conditions and number of impairments

The questions asked about disability or long-term health conditions were updated in academic year 2019-20 (Year 3) and have remained the same since. In academic years 2017-18 and 2018-19, the questions about disability or health conditions varied by age but from academic year 2019-20 (Year 3), all school year 3-11 pupils and parents of school year 1-2 pupils have been asked the same questions. Respondents were asked: "Do you⁸ 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 or health condition 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 or health condition is long-term).

Those who said yes at the initial question and both the question about the disability or health condition 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 or health condition (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 or health condition category are those who reported no to the initial disability or health condition question or no to the disability or health condition having a big effect on their life or whether they think it will last for a year or more.

⁸ Or your son or your daughter in parent questionnaire

Special schools don't form part of the sample. While more than 90% of those with a disability or long-term health condition attend mainstream schools, some children and young people with the most complex needs aren't covered by the survey design. We continue to explore ways of capturing activity levels amongst children and young people attending special schools.

Income Deprivation in Children Index (IDACI)

Results are presented by income deprivation (2020).⁹ This has been matched onto the data using the postcode of the school attended by the pupil. This is based on three groupings of deciles representing low, medium and high levels of area income deprivation in the postcode area of the school the child or young person attends. It is important to note this describes the characteristics of the location of their school, rather than their home. This has been created for all academic years presented in this report but this is the first time this break has been provided in the report tables.

Term

Results are presented by term in which the pupil completed the questionnaire and also a combined variable of term by school stage. Since the questions about activity cover activity in the previous week this also shows the results for activity levels in different terms of each academic year.

Teacher data

The report and published tables include data from the teacher questionnaire. One teacher per school was invited to answer questions about the school's provision and characteristics. Results are presented for all schools and separately for state primary and state secondary schools. The following data have been reported on:

- whether swimming lessons are offered and how many are offered to each pupil over the academic year
- whether the school promotes active travel to school and monitors how pupils travel to school
- whether the school makes sports facilities available to the community for sport related use.

5.3 Summary of questionnaire changes from Year 5 (2021-22) to Year 6 (2022-23)

During the academic year 2022-2023 (Year 6), the questionnaire design was not affected by COVID-19. In contrast, for academic years 2020-21 (Year 4) and 2021-22 (Year 5), the questionnaires were structured in a way that allowed for the removal of COVID-19 related wording if the impacts of the pandemic ceased during the year.

School year 1-2 questionnaire

No changes in academic year 2022-2023 (Year 6).

School year 3-11 pupils and parents of school year 1-2 questionnaire

Added questions about which specific type of rugby had been done for pupils in school years 7-11 (tag or touch, contact union, contact league) and included the clarification for everyone that rugby includes tag rugby.

⁹ More information about IDACI is available on the [government website about indices of deprivation](#).

Minor wording questions for activities:

- Added hiking as an example for going for a walk
- Added BMX or mountain biking as examples for cycling
- Added ballet, tap and street as examples for dancing

Added 'or van' to the car category on the question about travel to school

Added questions about priorities with agreement to two statements:

- "Taking part in exercise and sports is a good way to spend time with my family"
- "I'd rather spend time doing other things that aren't sport or exercise such as listening to music, playing video games or watching TV".

Added don't know and prefer not to say categories on the wellbeing questions if the participant tried to skip past without answering.

Added a can't say option to the trust (community development question) to bring it in line with the individual development question.

Made prefer not to say visible as an answer option on the family affluence scale questions (previously it only appeared if they tried to skip past the question without answering).

Teacher questionnaire

Removal of the question about the impact of COVID-19 on pupils' activities at school.

Minor wording changes to make the questions clearer.

Addition of don't know as an option on a question about national curriculum swimming requirements

6 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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