

Secondary Teacher Training

Legacy Programme

Insight Report



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Executive Summary

Context

The Secondary Teacher Training Programme (STT) was a £13.5m investment inspired by the ambition and strategic steer provided in Sporting Future and Towards an Active Nation to broaden engagement, increase inclusion and enhance the quality of school PE, sport, and physical activity (PESSPA) provision in England's Secondary Schools.

The Youth Sport Trust (YST) were commissioned by Sport England and the STT Consortium to administer a legacy programme that aimed to develop a sustainable legacy from STT that supports secondary PE teachers and senior leaders to deliver PESSPA provision that is genuinely inclusive and enjoyable for all students.

In total, more than 130 CPD sessions were delivered to staff from 157 schools across the ten project locations, reaching a potential 114,000 pupils. These were facilitated by "Changemakers", school or local authority staff who were employed to organise and engage PE staff and wider stakeholders from the schools in their region.

Methods

Insight was gathered from 104 individuals from 66 of the schools in the programme, regarding the suitability and quality of the support offered and the impact that this support had made to achieving the programme outcomes, using an online survey. Further insight regarding the effectiveness of the programme was gathered from the changemakers and a selection of teachers during semi-structured interviews and through the completion of an impact reporting form.

Findings

The support, as categorised into three areas (training/CPD, networking, and conferencing), has had a positive impact in all areas with at least 95% of respondents¹ stating that the support they received has had a positive impact either to 'a great' or 'some' extent in four of the five outcomes. Outcome two, related to student voice, was lowest, with 85% of respondents claiming the support in this area to have had a positive impact.

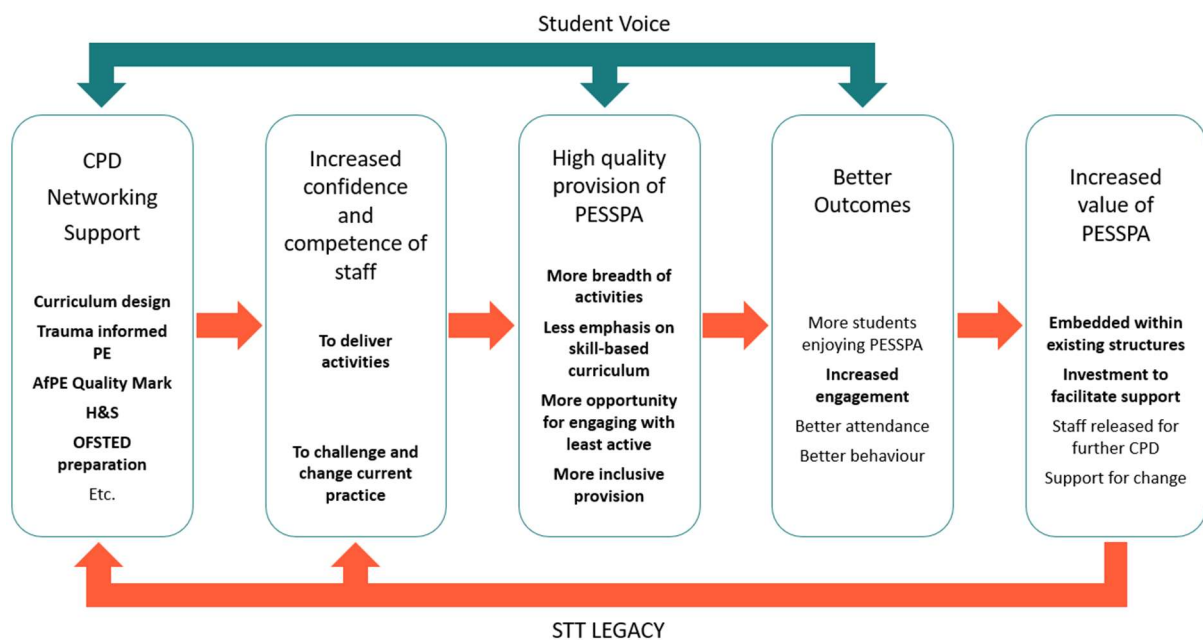
1. Increased understanding by wider stakeholders of the value that PESSPA can bring to a school **(98%)**
2. Student voice for all pupils is embedded within schools **(85%)**
3. Increased connectivity within and between schools **(95%)**
4. Increased provision of high-quality opportunities for all children to take part in PESSPA **(99%)**
5. Increased confidence, competence, and motivation of PE teachers to act as positive disruptors **(96%)**

The evidence gleaned from the evaluation of the STT Legacy programme has enabled researchers to substantiate and build on the previous evaluation for the STT National Rollout.

It has provided further evidence to corroborate some of the logic used to create the STT system and allowed the creation of the following model (Figure 5 below) which highlights the interdependencies between the key outcomes of the Legacy programme. Bold text denotes where definitive evidence

¹Data is taken from surveys of 104 individuals from 66 schools engaged with the survey from across 8 regions

has been provided from the Legacy programme, light text draws on evidence from the STT National Rollout or expected logic.



- The confidence and competence of staff to deliver new activities and to challenge and change current practice is directly influenced by the knowledge imparted during training sessions, the peer support provided during networking and the advocacy and enthusiasm of the Changemaker.
- The subsequent improvement in the quality of PESSPA provision increases engagement, particularly in those who are disengaged. From the STT National rollout, we know that this is likely due to students enjoying sessions more and experiencing increased confidence, perceived competence, and feelings of inclusion.
- The net result is for wider stakeholders to better recognise the value of PESSPA, evidenced in this programme by the embedding of STT principles within existing structures, commitment to continue support and further investment.

Recommendations

The following recommendations were identified during the discussions with teaching staff and changemakers, these included:

Protect teacher time –The most reported barrier was a lack of time, exacerbated by a recent and national decrease in teaching staff numbers and increase in sickness absence. This affected the release of staff from teaching to take part in events and additional pressure on Changemakers who worked in schools. PE Teacher time needs to be protected to allow the opportunity for the development and should be agreed by Senior Leaders in advance.

Align time scales and opportunities for planning – The alignment of the project to the academic year was welcomed, however, a planning phase is required to make the most of in year delivery, this could be as long as a whole year prior to the delivery year.

Support the understanding and implementing Youth Voice – Develop a standard method of capturing youth voice insight. This should be adaptable enough to allow modification by teachers to reflect the context of their school. Further development is required for staff to understand and interpret youth voice insight and to develop and deliver a youth voice informed offer.

Improve the access to data and resources – There are many resources available, including those from the STT Programme, a central repository and possibly a catalogue of those available would help Changemakers and teachers select and use the most appropriate for their needs.

Seek and provide continued support – There is a sense of “unfinished business” in many projects and funding and support is required to further establish and embed the learning from STT across the system.

Protect the role of Changemakers / Project Leads – These are essential to organise and motivate the required change. Ideally, they should not be a teacher on a full-time timetable or should have significant buy out to run the programme. They should have a good understanding of the demands on individual stakeholders and the local and national policy direction.

Conclusion

the Secondary Teacher Training Legacy Programme has successfully delivered positive impact across the board despite the challenges in the education sector.

It has led to an increased awareness and recognition among PE teachers that change is required. The shift away from traditional ‘skill-based’ curricula, that lends itself to the already most active, towards a concept curriculum that uses PESSPA as a vehicle to teach wider social and personal skills is growing, as is the addition of non-typical activities.

The result should eventually be a more inclusive and enjoyable curriculum that talks to the development of healthy habits and lifelong enjoyment of physical activity rather than elite performance.

The STT Legacy is strong and continues to inspire confidence that positive change is happening, the STT programme and its legacy continue to make a positive difference to staff and students in England’s Secondary Schools.

Introduction

This report provides insight into the impact of Sport England’s Secondary Teacher Training Legacy Programme as administered by the Youth Sport Trust during the 2022–23 secondary school academic year in England.

The Secondary Teacher Training Programme (STT) was a £13.5m investment inspired by the ambition and strategic steer provided in Sporting Future and Towards an Active Nation to broaden engagement, increase inclusion and enhance the quality of school PE, sport, and physical activity (PESSPA) provision in England’s Secondary Schools. For further context, a summary evaluation report can be found here <https://www.youthsporttrust.org/news-insight/research/secondary-teacher-training>

The STT Legacy programme aimed to develop a sustainable legacy from STT that supports secondary PE teachers and senior leaders to deliver PESSPA provision that is genuinely inclusive and enjoyable for all students. This should be informed by and, where appropriate, use the resources and insight developed as part of the STT National Roll Out, to support schools to continue to embed the positive changes they’ve made through their projects.

Aims and objectives

This report provides insight into the impact of this Legacy programme and the effectiveness of the process undertaken to deliver the project based on the key outcomes below. Specifically, does the proposed model of using Teaching School Hubs and Local PE Changemakers work to embed STT learning in schools?

The programme had six proposed outcomes:

6. Increased understanding by wider stakeholders of the value that PESSPA can bring to a school.
7. Student voice for all pupils is embedded within schools.
8. Increased connectivity within and between schools.
9. Increased provision of high-quality opportunities for all children to take part in PESSPA.
10. Increased confidence, competence, and motivation of PE teachers to act as positive disruptors.
11. To support schools in working towards a sustainable STT legacy.

Scale and scope

The STT Legacy programme was delivered in ten locations around England (see Figure 1 overleaf) that included city regions (Liverpool, Birmingham, Slough, Bristol), counties (Cornwall, Hampshire, Buckinghamshire, Leicestershire) and regions (Northeast & East Anglia). Each location had a Local PE Changemaker (East Anglia had two) who administered the programme locally to embed STT learning into the school system.

In total, £65,701 has been spent (pending some delivery into the 23/24 academic year) on STT Changemakers who were able to claim for time and resources to facilitate the running of their programme. A further £55,000 has been spent with PE Scholar and the Association for PE (AfPE) who

were positioned to liaise directly with the Leads to provide them with continued professional development (CPD) that was bespoke to their school's needs e.g., curriculum development, health and safety etc.

More than 130 CPD sessions have been delivered to representatives from 157 schools across the ten regions, reaching a potential 114,000 pupils.

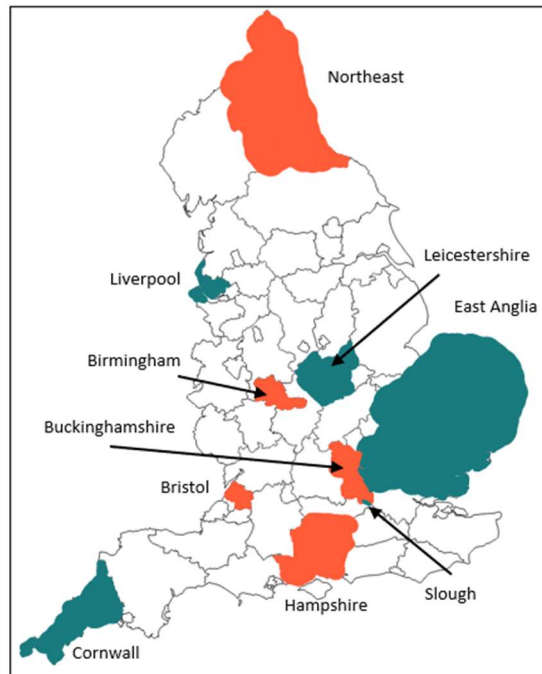


Figure 1: STT Legacy Programme locations in England.

Evaluation methods

An impact evaluation of the programme has been undertaken by a research team from Sheffield Hallam University. The evaluation has taken a mixed methods approach combining survey data, alongside insight drawn from a series of interviews and discussion groups with project stakeholders. Data has been analysed and themed relative to the proposed outcomes of the programme.

Online survey

A survey was developed based on the objectives detailed above using customised Key Survey software (see Appendix 1) and distributed via a URL link by the local PE Changemakers, to stakeholders in the schools with which they were working. The survey asked questions regarding the suitability and quality of the support offered during the programme and the impact that this support had made to achieving the programme outcomes. Individuals were asked to complete the survey after each instance of support and as such, could complete the survey more than once.

In total, 104 individuals from 66 schools engaged with the survey from across 8 regions. Buckinghamshire (31% of responses), Leicestershire (20%), and Slough (17%) were the most represented regions.

Interviews

Online interviews were conducted with the Changemakers and a selection of teachers who volunteered to take part in the evaluation process. The semi-structured interviews (see Appendix 2 for the topic guide) were recorded and transcribed verbatim before undergoing thematic analysis.

Each Changemaker was interviewed at the start of the programme, seven of which were repeated during the final weeks (17 interviews in total). Eight teachers from different schools were interviewed during June and July 2023.

Impact reporting and work programmes

Throughout the course of the project, Changemakers were required to complete a work programme that detailed the amount of time and financial investment in the various elements of their proposed support package. These were created by YST in Excel and the data collated at the end of the project for analysis.

At the end of the programme, impact reporting forms (see Appendix 3) were completed by each Changemaker, outlining the progress made towards each of the proposed outcomes of the programme.

Understanding impact

Delivering the programme

Respondents to the survey were asked to state to what extent the support they engaged with had impacted on the first five outcomes (Figure 2), outcome six was removed for this group as it was decided that they would not be able to comment on sustainability.

The support, as categorised into three areas (training/CPD, networking, and conferencing), has had a positive impact in all areas with at least 94% of respondents stating that the support they received has had a positive impact either to 'a great' or 'some' extent in four of the five outcomes. Again, Outcome Two: increasing their understanding of how to gather student voice from all pupils in their school, scored lowest with 83% and 81% suggesting that the support they received had a positive impact to 'a great' or 'some' extent for training and conferences, respectively. Again, outlining the lack of focus on student voice activity as part of this programme of work. Interestingly, networking events seemed to buck this trend, scoring 10-percentage points higher than training and conferencing, suggesting that the collection and use of student voice might be better affected through these opportunities.

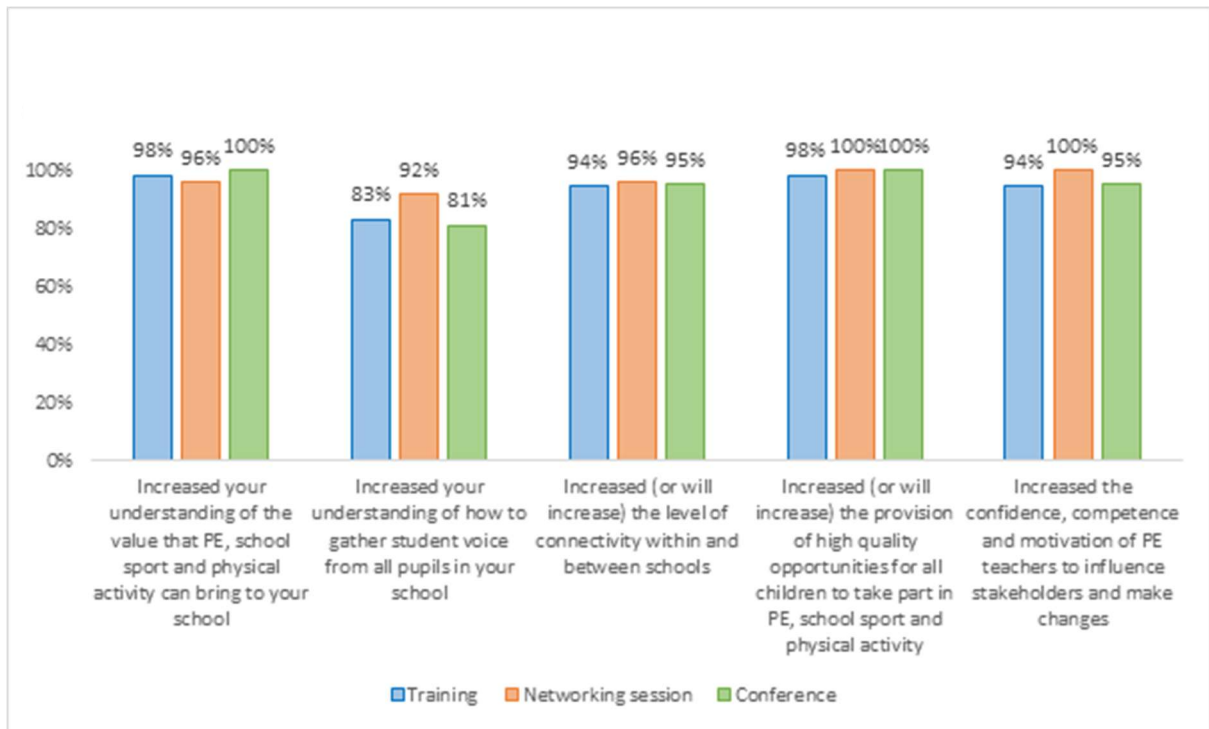


Figure 2: the extent to which support positively impacted outcomes "to a great extent" or "to some extent" (n=98).

When asked to justify their response, it was felt the courses were engaging, with lots of useful best practice examples and ideas to take forward. The tutors were described as 'excellent', whilst there were also good opportunities for individuals to discuss concepts and receive feedback. Some example quotes from respondents regarding the training have been highlighted overleaf.

'Excellent course with excellent tutors. Lots of really great ideas to share back at school. These courses are invaluable. So important to network and keep up to date with learning.'

'Excellent slides and content. Good learning experience.'

'Gives me a good reflection on how PE should look within my school and changes that should be made.'

'Good opportunities to discuss important matters with other members of staff and hear their thoughts as well as gather information from speakers.'

'I feel that there are some really interesting ideas and questions surrounding PE currently. This has provoked thought over how our department delivers PE and what direction we take moving forwards.'

'Information was excellent, great case studies. Going to implement as much as possible and share with the staff body at our school.'

'Definitely stimulated thinking of current curriculum and how to develop further. A wealth of information and myth busting of what physical literacy actually is. Really enjoyed it and the opportunity to discuss with peers.'

Respondents to the survey regarding the networking sessions found the sessions really informative. They were also a great opportunity to reflect and interact with colleagues, make new connections, and share ideas in a supportive environment, with some detailed quotes from respondents to support this below.

'Created links with other schools and the opportunities to get into other schools to observe others provision as well as receive feedback from others. Great opportunity to explore best practice and be supported by colleagues.'

'Feel very supported by other Heads of PE. Will be good to have more networking days within schools.'

'Great to be able to talk to other schools around the area for different ideas and ways they do certain areas. Increase the opportunity for PE through conversations and support. Really is a great and helpful day.'

'Has been fantastic to speak to other schools to understand what they are doing and how we can adapt this.'

'Having the time for focused reflection and interaction with other like-minded professionals!'

'Lots of opportunities given to talk to different people. Opportunities given to extend the value of the training by doing some collaborative work beyond the session. The most useful training I've ever attended.'

Respondents rated the conferences highly as they felt they were well organised with knowledgeable speakers. It was also felt that the right balance was achieved between planned sessions and opportunities to network with colleagues. Additionally, respondents cited the conferences as a useful form of support through which they could become more informed and develop their offer via more effectively gathering student voice. Some example quotes from respondents regarding the conferences have been highlighted overleaf. overleaf.

'Brilliant insights and a chance to network with other professionals.'

'Good balance between being informed and the opportunity to discuss in groups.'

'Good knowledge on student voice and how to increase the confidence of students. I found this helpful in my planning as a HoD.'

'It has highlighted the impact physical activity can have on the engagement and attainment of all pupils. The importance of student voice and our focus of PE changing to the softer skills had hugely been highlighted.'

'The conference was well planned with some excellent speakers.'

'This has helped me create a way of clearly articulating our vision for PE to staff, pupils, parents, and governors etc. in a succinct way.'

'Was able to select sessions that were applicable to my setting so could target areas for development. Opportunity to network informally with colleagues is always a bonus... keynote speakers were inspirational.'

Understanding the outcomes

There was a consensus amongst teachers that the programme was achieving the aims of providing an opportunity for schools to network and share good practice whilst upskilling teachers within their PE departments. It was also felt that the YST Changemakers were in place to facilitate and steer the above agenda and work to ensure networking days and meeting days took place in localities. Some example quotes from teachers have been highlighted below.

'We now come together a lot more often (with experts), more meaningful, in-depth and challenging conversations around PE, for example on strategy, processes, assessments and vulnerable students. It has allowed us to get to the nitty gritty of the curriculum.'

'It has given us learning and time.'

'It is about keeping up the CPD in a very engaging way.'

'It's about making sure we're focusing on the things that schools really should be looking at.'

'Meeting the needs of students by providing sustainable support for teachers, thereby aiming to increase participation.'

'They have created a network partnership, driven in some part by the leads and some part by the schools.'

While these reported outcomes are largely aligned to those of the programme, in discussion with the Changemakers there was a distinct feeling that the proposed outcomes were more of an afterthought rather than driving the development of work programmes. Local projects were delivered largely with specific context in mind and driven by the want to offer a broader and more balanced curriculum. Consequently, programmes relied heavily on offering continued professional development for teachers either in curriculum development (delivered by PE Scholar or AfPE) and/or CPD in specific activities or sports. This is highlighted in the example feedback from one Changemaker below.

'They [the outcomes] are not at the forefront and I wouldn't be able to tell you what they were without looking at them... they're sort of there, and they're introduced and then people go right. Well, we're going to do all of this because we know that this needs to change and then we'll sort of retrospectively fit it to the outcomes and see what we've done.'

Meeting the outcomes

At the impact reporting phase, each Changemaker was asked to rate their progress towards each of the outcomes based on a 1-to-5 Likert scale, whereby one indicated that no progress had been made towards this outcome and five indicated that this target had been met. The chart below (Figure 3) shows the average (\pm standard deviation) self-reported progress towards each outcome.

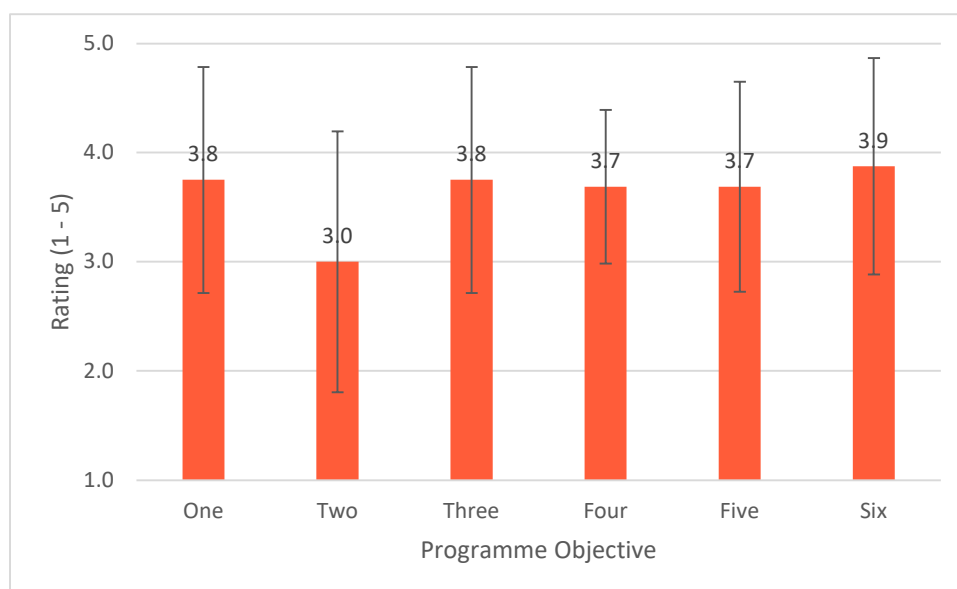


Figure 3: self-reported progress towards each programme outcome.

1. Increased understanding by wider stakeholders of the value that PESSPA can bring to a school.
2. Student voice for all pupils is embedded within schools.
3. Increased connectivity within and between schools.
4. Increased provision of high-quality opportunities for all children to take part in PESSPA.
5. Increased confidence, competence, and motivation of PE teachers to act as positive disruptors.
6. To support schools in working towards a sustainable STT legacy.

While progress towards all outcomes is rated at 3 or above, there is deviation in the reporting. of Outcome Two: Student voice for all pupils is embedded within schools, which is the lowest ranked of the six, with an average score of 3/5 and the largest standard deviation (± 1.3) suggesting that progress towards this outcome was more varied across the projects. This emphasises the focus of many of the programmes of work, being primarily aimed at developing staff rather than students. All other objectives received a score of between 3.7 and 3.9 with smaller standard deviations, suggesting that progress towards these outcomes was greater and more consistent across the entire programme.

Outcome One: increased understanding by wider stakeholders of the value that PESSPA can bring to a school.

Outcome one was a key proposition during the STT National Rollout and one that was felt during the evaluation of STT that would be realised later, as evidence was gathered and shared with stakeholders to promote buy in and embed into schools.

During the Legacy programme, a considerable amount of time has been spent trying to engage senior leaders with some success, Changemakers have reported good progress (3.8/5). However, it is

an area that requires significant investment of time and resource and there is still a call for the development and distribution of material to help support PE staff in advocating the benefits of PESSPA to the wider school network.

'I've made lots of progress in it, but it took a lot more time and resource than I thought. I felt that I had to spend significantly more time than I had anticipated having more conversations with wider stakeholders... Active Partnerships helped me get to get them as the audience and get some time in some meetings.' – Changemaker

'I had to spend quite a lot of time with the headteacher to try and, to turn them around and for them to understand what the project was, what we were trying to do and why we were trying to transform PE.' - Changemaker

The value of curriculum PE in secondary schools is still undermined by the bias in teaching time given over to more 'academic' subjects. Recent UK Government data (Gov.UK Explore Education Statistics 2023, <https://explore-education-statistics.service.gov.uk/>) indicates that there has been a 12% reduction in the number of hours that PE is delivered in England's secondary schools since 2012. Over the same period, there has been an increase in the number of hours of English (10%), Maths (13%), Science (16%), Geography (33%) and History (30%) delivered. This is despite the supposed legacy of the London 2012 Olympic Games. The lack of valuing of PE is further exemplified by the frequent use of PE staff to cover other lessons due to teacher shortage and sickness absence, which are currently at their highest levels recorded.

'PE staff are taken for cover; the department are the first to get pulled. And the kids coming out to events, they're the first to get cancelled... it sort of tells a story about the value of PE in schools.' - Changemaker

The feedback in terms of teachers' change in the understanding of PESSPA as a result of the support they had received was mixed. Some teachers were experienced and several years (or more) into their teaching careers, they felt they understood PESSPA and had a good understanding of it. Others suggested that the programme had increased their understanding of the pedagogy, that they felt more up to date with developments and that sharing other schools' experiences helped them to deepen their understanding.

'I've always had a good understanding. My philosophy has changed slightly – some schools are less concerned about competition now and more importance is placed on physical activity.' - PE Teacher

There was very limited reporting of engagement of school stakeholders beyond PE staff and senior leadership teams with only one Changemaker making reference to school Governors. Further work is needed to define who the relevant stakeholders are, why it is important that they are engaged and how best to do so.

Outcome Two: student voice for all pupils is embedded within schools.

As previously mentioned, the embedding of student voice in schools was the lowest rated project outcome by Changemakers, receiving a score of three out of five. While student voice was a major part of the National roll out of STT and seen as key to engaging senior leaders in the discussion around PESSPA, the Legacy programme has concentrated largely on the development of staff.

Effective use of student voice requires the tools to be able to collect data from students, the knowledge and understanding to interpret and incorporate this into planning and the confidence and competence of staff to be able to adapt their delivery based on the requests.

'Student voice has been difficult. The survey [from the STT programme] was a good tool you get instant results, instant feedback as the key user. The nearest thing we've had is the Active Lives Survey and again I won't get the evidence from that for another 3 or 4 months, so it's too late after the students doing it... the reality is that the teachers in the schools need to be able to have the skills and the tools to collect that and evaluate that. There isn't a tool to do it. So having an easy snap survey... the fact that I could get 10 kids in a class to put in a survey and then as the teacher behind it, see the responses as they input them. It's instant feedback. We need something in schools which is quick, easy, sharp, you know, 5 min, scan a QR code, answer these questions.' - Changemaker

Where student voice has been used, it has worked well, by for example, increasing attendance and engagement in PE from those previously disengaged and showing improvements in the mental wellbeing of these students. Data such as that in the case study presented below, are valuable for advocating to school stakeholders as to the wider benefits of PESSPA to the whole school and for advocating to other schools / staff regarding the usefulness and impact of talking to students.

Case Study – student voice

Students arriving without kit were asked how the PE department could help in enabling the persistent Yr11 kit offenders to take part in physical activity.

70% said they didn't want to do PE because they didn't want to bring kit in as they didn't want to change and had nowhere to store their kit. We trialled it with a Year 11 group that could come into school on PE days in their PE kit.

95% of students voted to continue to wear their PE kit to school on PE days from September 2023.

Using comparison data from the Warwick–Edinburgh Mental Wellbeing scale survey at the start and end of the intervention showed great improvement of children's perceptions of progress of their mental wellbeing.

The Future Action Health & wellbeing Scorecard also showed improvements from 53% to 92% how the teachers rated improved attitudes to health & wellbeing.

Older students have been role models wearing their PE kit with pride, and young students have been looking up to them.

We trialled with younger years which was again a success, and so we are looking to implement the change across the whole school in 2023/24.

In addition, it has given a chance for the PE team to talk about hygiene & exercise.

We are seeking further student voice around new items of PE kit on offer to students from September.

Outcome Three: increased connectivity within and between schools.

This was, and remains, one of the key benefits of the partnership working approach promoted through the STT programme. Many of the projects delivered during the Legacy programme had networks that were established as part of STT whereby staff from PE departments and from multiple schools came together to exchange ideas, support each other, and develop together. One Changemaker even went as far as to suggest that this WAS the legacy of the STT programme.

'I think I think the biggest success of the legacy program has been keeping key contacts close and contacts that wouldn't have been there in the past. So there are groups of schools from different trusts and different areas that are still collaborating. But it all hinges on me if I weren't here and I weren't their consultant and working with their individual projects, I wouldn't know where to sign post.' - Changemaker

There are many benefits of this approach related to finance, e.g., delivering CPD to a larger group is more cost effective than a number of smaller groups or sharing of expensive equipment; and logistics, e.g., sharing the hosting of meetings and events.

However, the most impactful benefits come from the collaborative approach to sharing ideas and developing a shared vision for PESSPA.

'I don't think a lot of curriculums were fit for purpose, and I think, working together, sharing curriculums, and finding out what other people do, look at curriculums, look at schemes of work, and look at our offer. I think the group is now moving in the right direction.' - Changemaker

The influence of OFSTED on any education setting is inevitable, and PE departments are no exception. One use of the networks established during this programme has been to help prepare staff and departments for inspection through peer support provided by those who have recent experience of the process and expectations.

'We're now at the stage where they're going to do deep dives of each other's departments, they've teamed up in pairs and the funding, some of the funding will go to release them, to be able to do that as well.' - Changemaker

For many, the networking and collaboration has been one of the main impacts of the programme, however, some have struggled to engage as easily as they envisaged.

'This was always relatively strong, but this year has been worse due to staff shortages and funding cuts resulting in loss of transport budgets. Free CPD that has been provided through the SETT has been well received, but actually out of 16 secondary schools only three or four have been regularly involved, which is disappointing.' - Changemaker

Outcome Four: increased provision of high-quality opportunities for all children to take part in PESSPA.

Progress toward Outcome four has been achieved in two ways, often used within the same project and to the same end.

A major focus of many projects has been curriculum development, the shift from a traditional sport skill-based curriculum to a concept curriculum as advocated and facilitated by PE Scholar, has been implemented across the entire programme. This proposal uses sport and physical activity as the vehicle by which concepts related to health, physical and social wellbeing and active lifestyles can be taught rather than performance of an activity being the primary goal.

'Schools have moved more towards a sort of concept curriculum and are losing this idea where you're in the department to teach rugby and you're in the department to teach football or whatever then now evolving into 'we all need to be able to teach OA [Outdoor Activities] and we all need to be able to teach gymnastics and we can't leave that anymore to a specialist. I think that drill down on the curriculum and actually looking at delivering a high-quality curriculum and realising, okay we need to upskill our own staff to be able to deliver against that.' – Changemaker

'I think there's been a change in rhetoric that PE isn't about getting people better at a sport, and I do think hand on heart. It is this project that's made them think differently.' - Changemaker

The use of PE Scholar for the delivery of this work has been largely successful, contracting an established outside agency that is well known across the YST organisation and therefore trusted by project leads and teachers alike, has meant good engagement with the programme. Buy in through their subscription model means that support is maintained, and curricula continue to develop. In addition, their digital offer and online networks have helped communication and the sharing of subject specific knowledge.

'They [PE teachers] need that challenge, and I think from me not being a head of department or a qualified teacher, bringing in somebody like Will or Liz or Lee [PE Scholar staff]. It's that ability to kind of challenge their thinking. But be able to support them in the process. I think they get massive amounts of benefit from it and that ability to network with each other as well.' - Changemaker

Similarly, some schools have engaged with AfPE either for the delivery of CPD (e.g., health and safety), engaging the services of an AfPE consultant and / or working towards achieving the AfPE quality mark. All have been successful, with one Changemaker naming their AfPE consultant as one of the key drivers of impact in their county. The AfPE Quality Mark is an award validated by AfPE that recognises excellence in PESSPA and while on the surface this encourages a broad and well delivered offer, it could and should be used to further evidence the value of PESSPA and to advocate to senior leaders as to the importance of high quality PESSPA delivery.

The delivery of alternative, non-traditional PE activities has continued from the STT National rollout into the Legacy programme. A wide variety of CPD opportunities in alternative activities such as Kinball, spikeball and mountain biking have been delivered to school staff. These have sometimes been driven by Student Voice, but more often by teacher requests. As previously observed during STT, new or novel activities create a sense of 'levelling the playing field' for those who are not as proficient at traditional sports such as football, rugby, and hockey, increasing the perceived competence of these students and consequently their enjoyment of the activity. Similarly, there has been an increase in the provision of fitness type activities such as circuit training, cross-fit, yoga and boxercise.

There has been a similar shift in some schools away from traditional extra-curricular sport activities, including fixtures, towards providing participation opportunities for the least active students.

'Schools are now doing less inter-school 'fixtures' and spending more time creating opportunities for less engaged [students], or more intra-school activities to have better impact on participation. This is a direct impact of SETT insight, and an increased understanding from PE leads that school PE resources can be more effectively used to improve PA outcomes for more young people.' - Changemaker

A high volume and variety of CPD has been delivered to PE teachers during the Legacy programme, however there are calls for this to continue to extend the knowledge and confidence of the staff to deliver and develop these activities.

‘A day course in Yoga is sufficient to effectively add a new activity into a PE curriculum, but how does this curriculum activity continue to develop? How do we extend knowledge/confidence of young people once they become more engaged in these new activities?’ - Changemaker

Outcome Five: Increased confidence, competence, and motivation of PE teachers to act as positive disruptors.

As observed in the STT National roll out, increased confidence, competence and motivation of staff is driven largely understanding that derives from the additional training and support provided by peers and enhanced by the development of a strong network. This same mechanism is also evident in the reporting and feedback provided as part of the Legacy programme.

Confidence and competence manifest themselves in two scenarios relevant to this programme. Firstly, continued professional development in particular activities increase the confidence and competence of staff to deliver that particular activity to a group of students, thus improving the breadth of activities available and the quality of those sessions. Similarly, non-activity-based training and support e.g., curriculum development, Trauma Informed PE, health and safety and OFSTED preparation etc., increases the confidence and competence of staff to challenge and change current practice.

While PE teachers’ confidence, competence and motivation to deliver new and innovative approaches to PESSPA has increased, they don’t necessarily have the space or work within a system that is supportive of change. Instead, the role of the Changemaker is key as the facilitator of “positive disruption” providing a coordinated, supportive approach to the development of PESSPA and the tools by which PE teachers can change practice.

‘Through CPD we have given PE staff a greater toolkit of ammunition and the confidence to go back into school and challenge SLT decisions, timetabling problems, lack of opportunity through PE etc.’ - Changemaker

‘The variety of CPD training has meant that PE teachers have had the opportunity to increase their knowledge and understanding, and in turn, confidence, competence and motivation.’ - Changemaker

‘Delivering the Trauma Informed PE CPD was a huge success to provide knowledge and understanding to PE staff on how young people affected by trauma can be better supported and engaged in PE and in school as a whole – this programme is something we will look to build on as the staff feedback was brilliant. Staff from this course went back to SLT asking for this to be whole school agenda therefore hopefully supporting all young people with better teaching practice from staff.’ - Changemaker

As ever, there is some resistance to change and that tends to come from older, more experienced teachers.

‘This is always disappointing, I feel that teachers who are set in their ways and resistant to change because they think what they do is good enough, is the biggest barrier to shaping and encouraging change. I have been able to reach out to 7 ITTs [initial teacher training students] as part of my role so the younger generation can see what a new and varied PE curriculum offer might look like!’ - Changemaker

Outcome Six: to support schools in working towards a sustainable STT legacy.

Creating a sustainable legacy for the STT programme was a key element of the current project and most Changemakers were able to say that progress towards this has been good.

None more so than in Cornwall, where the focus of this work was to embed the work done during their phase one and five projects into the county by building knowledge and workforce capacity within existing architectures of practice including the Teaching School Hub and the County Council. Active Cornwall has now employed a dedicated Education Development Officer who has a remit of working with schools to launch a new CPD network, providing opportunities for leaders to receive training and share good practice, thus continuing the work started by STT.

‘It was a really good idea to do something like this as a legacy project for sustainability because there were lots of things that had been in the pipeline. Things that the heads of PE wanted, which was this network of subject specialists but hadn't worked for whatever reason, be it for political reasons or there wasn't the manpower or most importantly I think wasn't the right person in the right place. So, I think lots of things were good and had been completed in phase one and phase 5, however, there were things across Cornwall that really needed a little bit more time for fruition and time to actually pull together a different way of working. And that's what this project, you know, the legacy project I think has done because I have been able to create examples of the good practice in Cornwall including rolling out a new five-year, attendance policy that advocates the importance of social, emotional and physical wellbeing and opportunities for children to feel they belong to a school. Data from the STT programme has informed and will be delivered to schools across the County.’ - Changemaker

The measure of sustainability is difficult, particularly in a short scale programme such as this, and some have suggested possible solutions.

‘I feel that sustainability is very difficult to achieve due to the constantly changing face of education and social life for our young children. If we can instil a love of learning and a joy in keeping physically active, then that is probably good enough – this is a realistic measure of sustainability rather than following a specific set of accepted activities within a budget that is always diminishing!’ - Changemaker

There was positive feedback from teachers that outcomes would be sustained over many years. It was felt that the networks that had been created would continue as so many found so much value to them.

‘The dialogue we have with other schools now and that network is really good. It helps to keep you in line, it holds you accountable.’ - PE Teacher

‘It's helped me fall back in love with teaching. I'm certainly more motivated and interested now because of what we have done.’ - PE Teacher

There were also reports that seeing the developments take effect and improvements implemented is really rewarding. It has helped in uncertain times and has provided motivation to keep up the work, to ensure that young people have the opportunity to be active for sustained periods of time, have the opportunity to build positive relationships with PE and sport whilst developing competence and confidence in moving. One teacher commented that physical literacy is the thing that's going to bring us all together in the future.

'It's not a destination, we're an important part of the journey [every physical educator].' - PE Teacher

'We need to ensure that they have the understanding, knowledge and hopefully the motivation to continue to be active. We have to provide positive experiences through PE and every PE teacher takes a moment to reflect on what they do.' - PE Teacher

'It's a unified aim of nurturing – PE will be doing so much good, so much better than its doing, aligning under this philosophy is big thinking.' - PE Teacher

'We now know where our experts are, and we need to deploy those experts really well.' - PE Teacher

Summarising impact

The evidence gleaned from the evaluation of the STT Legacy programme has enabled researchers to substantiate and build on the previous evaluation for the STT National Rollout. The focus and therefore the impact of the work is positioned largely in the top left portion of the STT programme model, better quality, more inclusive PE (Figure 4 overleaf), with a small nod toward the inclusion of student voice and senior leadership engagement.

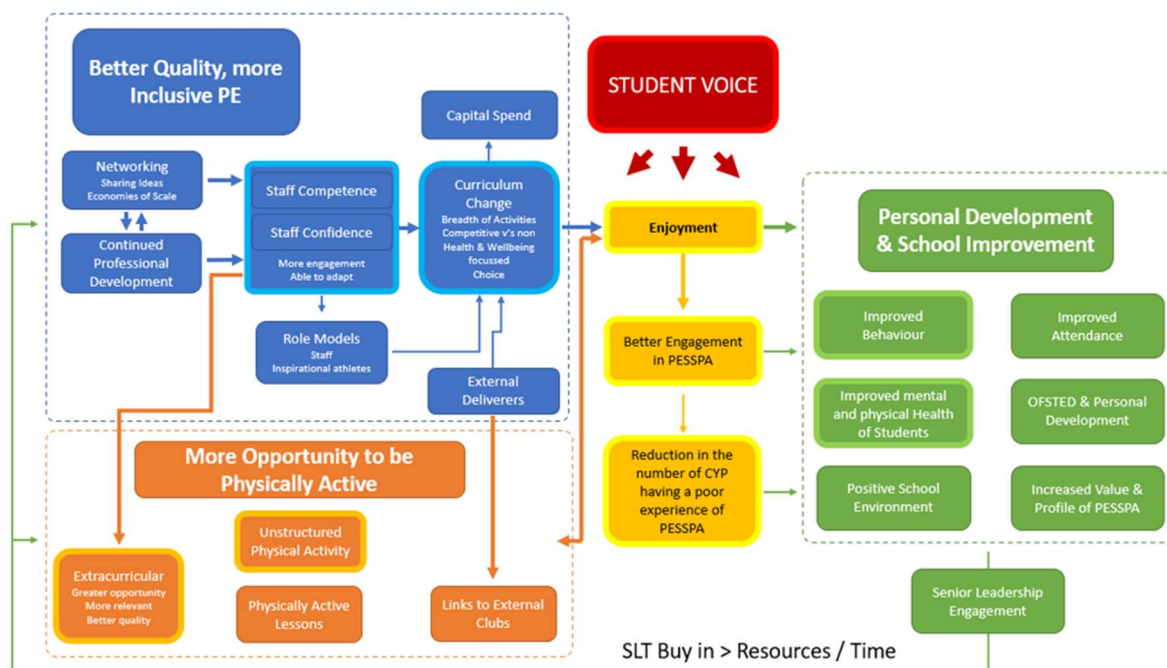


Figure 4: The system of impact derived from the STT Programme. The bolder the joining arrow, the stronger the evidence available from the evaluation. Bold border indicates strongest evidence.

It has provided further evidence to corroborate some of the logic used to create the STT system and allowed the creation of the following model (Figure 5 below) which highlights the interdependencies between the key outcomes of the Legacy programme. Bold text denotes where definitive evidence has been provided from the Legacy programme, light text draws on evidence from the STT National Rollout or expected logic.

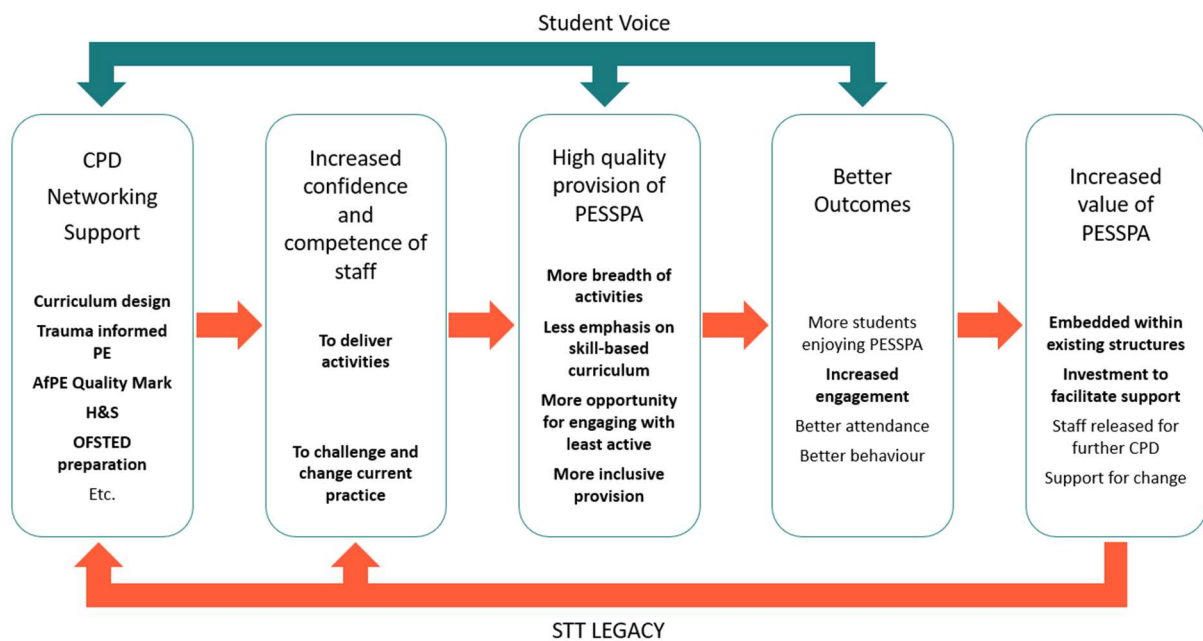


Figure 5: The system of impact derived from the STT Legacy Programme

- The confidence and competence of staff to deliver new activities and to challenge and change current practice is directly influenced by the knowledge imparted during training sessions, the peer support provided during networking and the advocacy and enthusiasm of the Changemaker.
- The subsequent improvement in the quality of PESSPA provision increases engagement, particularly in those who are disengaged. From the STT National rollout, we know that this is likely due to students enjoying sessions more and experiencing increased confidence, perceived competence, and feelings of inclusion.
- The net result is for wider stakeholders to better recognise the value of PESSPA, evidenced in this programme by the embedding of STT principles within existing structures, commitment to continue support and further investment.

Where the programme has been most successful has been in those locations that had well established STT networks and the STT project lead still in post to act as the Changemaker. These Changemakers had the benefit of better understanding the history and context in which they were being asked to deliver. In most cases they used the Legacy programme to further embed the work done during their STT programme and / or engage schools that did not partake originally.

Barriers and recommendations

Time

The most commonly reported barrier for the Legacy programme was the issue of time, and more specifically, the release of PE staff time to attend CPD, workshops and meetings etc. This has been exacerbated recently as the number of secondary teacher vacancies in England has more than doubled (650 to 1306), along with a 63% increase in the number of hours lost to sickness absence since the 2021/22 academic year (<https://explore-education-statistics.service.gov.uk/data-tables/school-workforce-in-england>).

'Staff release has been an absolute nightmare; I've never known it so bad to be quite honest. PE staff are taken for cover, the department are the first to get pulled. And the kids coming out to events, they're the first to get cancelled... it sort of tells a story about the value of PE in schools.' - Changemaker

The time pressure was not confined solely to school staff, Changemakers also suffered because of additional pressure brought about through staff shortages and turnover.

'Over the last couple of years, we've had a lot of transition of staff. We've had some go to 4 days. We've had some part time. We've had some sickness and everything like that. So, for me this year it's just been tough to just manage at all if I'm honest. And that's probably the reason why I couldn't do as much as I wanted to.' - Changemaker

'I've had a lot of staffing issues this year as well with sickness and movement and different things like that. It's been a difficult gig to manage if I'm honest. Managing 13 staff and making sure everything kind of ticks over, I feel like I had to really put more time into this department to make sure everything was right.' - Changemaker

Increased staff turnover emphasises the importance that any changes are embedded within the architecture / mechanisms of the school system rather than sitting with an individual.

'They go to another school and they're in a different role. You don't just lose the school that they've come from you lose the next school, because they're not even in the same role.' - Changemaker

Timescales

One of the key differences between the Legacy Programme and the STT programme was the timescale. While the National roll out of STT was an elongated process taking four years, the Legacy programme had a one-year planning and delivery phase. The timing of the delivery i.e., tied to a school academic year (September to July) is crucial and was a relative flaw in the delivery of STT, however, it was suggested that there needs to be a planning phase as a pre-cursor to the main delivery phase, possibly even up to one year.

'Extend the funding or the project, rather than squeeze it into one year, extend it over 2 years. It would allow people more time to go away [and plan], especially when you're making major changes to schemes work, in a year. When you put everything else that a PE teacher's got to do and who you're trying to access... that, I would say, is perhaps one of the major challenges, and if you want to use the funding wisely, I think if the time were elongated, that would help.' – Changemaker

'Access to staff when projects are within 1-year time frame – PE teachers are already out of school for Moderation days, PE fixtures, House Events, Sports Days and SLT can be reluctant to release them in addition to this.' - Changemaker

'You've got 12 months to deliver a program. And you need that lead in time. You need that. It's got to be planned in advance in order to be able to deliver. Whereas this was sort of in September, this is a plan, this is some funding, you've got until the end of July. I don't know how much impact I would have been able to have if it was maybe over 2 years.' - Changemaker

The short timescale does have some advantages, providing focus and removing any ambiguity around engagement and delivery.

'I think because it's short term and we have to be really, really specific, they couldn't just come in and drift. I think they couldn't just go, okay, well it's long term and I've got a right plan and I've got to do all these other things. They could see some real quick stuff that actually they said that they wanted, so I think I guess it was almost beneficial in some respects that we had to move quite quickly.' - Changemaker

Understanding and implementing youth voice

As mentioned previously (page 10), there are two key challenges when incorporating youth voice into practice.

There are many ways of collecting data from students including surveys, focus groups, interviews etc., all of which have pros and cons, for example, focus groups elicit detailed and in-depth information that is useful for garnering the opinions and preferences of students. However, they take time to facilitate, and the data can be difficult to consolidate in any meaningful way. Surveys allow a quick and easy response and if designed correctly, can elicit useful information that is easily analysed, however, no standard delivery mechanism currently exists and the design and administering of surveys requires technical skills that may be outside of the expertise of PE teachers.

Once the information is gathered, there are issues around interpreting and using the insight, this is largely dependant upon the context of the school and the individuals administering the process.

There is the need for a standardised method of collecting and using student voice data, one that is simple to administer and interpret, and which produces relevant and useful information that can be adapted to the context of the school, it's staff and students and the facilities and expertise that are available.

Data and resources

To help advocate to senior leaders and wider school stakeholders, resources should be generated that talk to the benefits of PE, school sport and physical activity for the whole school. The STT programme generated a large amount of data and resources that requires further investment, design and distribution. Also completed was an audit of the type and method of delivery for different key stakeholders that may be useful in designing and broadcasting findings in the most effective way.

Continued support

There is a suggestion from many of the discussions that have taken place that this is the start of the legacy of the STT programme, there is a real sense of 'unfinished business' and that further funding and / or support is required to further establish and embed the learning from STT in schools beyond the current programme.

'I really hope. Something continues, it would be a shame that this project has got to the stage it has and it now just goes, and I know this Legacy project was part of keeping schools warm. I've got something going in September already, which is a legacy of this programme. This is where there's funding to support us with capacity or resources to continue it. If it's not, I really hope you're looking into the next iteration of this because I do think it's so needed and the learning we've got for the programme should allow us to do it in a more efficient way to start with.' - Changemaker

The development and progression of PE, school sport and physical activity needs to be maintained and to do so, requires ongoing challenge and change. This can be done by providing the opportunity for staff to expand their knowledge and understanding through continued professional development, networking and peer support. Additionally, it is important that the opportunity to upskill and enthuse the next generation of teachers (PE and other specialist subjects) is not missed by ensuring that the learning from STT and the Legacy Programme are filtered into university ITT programmes. It is suggested that any future iterations of this work include an element of this in it's brief.

Changemakers / Project Leads

Having an individual in a lead role to orchestrate and advocate for this work is essential. This lead is the bridge between the different landscapes, and it is important that they have a good understanding of the demands on individual stakeholders and the local and national policy direction. Ideally, they should not be a teacher on a full-time timetable or should have significant buy out to allow them the time to dedicate to the running of the programme. Embedding this project lead into wider structures such as the local authority, teaching school hub or an alternative central provision may assist with buy in from schools who are not directly related to the individual, e.g., from a different multi-academy trust, and aid access to relevant decision makers. The best location for this person is likely to be different between locations.

'This project has highlighted the need for a local / county-wide PE advisory service (of some sort). A go-to person who understands the issues within the locality, but also to support curriculum development / extra-curricular provision / advocate to school leaders locally and regionally. This provision has not been fulfilled since the days of PE advisors – and even then were very traditional.' - Changemaker

'The person leading it, it can't be in addition to their job, it's got to be part of their role rather than an extra, an additional job. And it's been very much like this year, it's something in addition to what you've got to do.' - Changemaker

Summary

In summary, the Secondary Teacher Training Legacy Programme has successfully delivered a condensed version of the STT national rollout that is more akin to an additional phase or continuation of support rather than a major progressive development of the project. Evidence generated has added to that derived from the STT National Rollout and enhanced our understanding of the type of support required to increase the confidence and competence of staff and the quality of the PE, school sport and physical activity offer. It has also shed some light on what is required to further increase the perceived value of PESSPA by wider stakeholders including senior leaders.

While there has been positive impact across the board, PE Changemakers have found it difficult to elicit some of the changes envisaged due to several challenges in the education sector. There is no doubt that the secondary school landscape is particularly tough at present, with reduced capacity, decreased emphasis on curriculum PE and increased demand on staff from students. Yet, even as the time spent on curriculum PE is reduced nationally, the STT Legacy Programme has led to an increased awareness and recognition among PE teachers that change is required. The shift away from traditional 'skill-based' curricula, that lends itself to the already most active, towards a concept curriculum that uses PESSPA as a vehicle to teach wider social and personal skills is growing, as is the addition of non-typical activities. The result should eventually be a more inclusive and enjoyable curriculum that talks to the development of healthy habits and lifelong enjoyment of physical activity rather than elite performance.

Engagement in the programme has been affected by a national shortage and a record high absence rate of teaching staff, putting pressure on already strained staff to cover non-PE subjects, and reducing their availability to participate in CPD and networking activities.

Despite this, the STT Legacy is strong, and continues to inspire confidence that positive change is happening, the STT programme and its legacy continue to make a positive difference to staff and students in England's Secondary Schools.

'They [teachers] are being pulled in all sorts of directions anyway. But still feel like we've made a bit of an impact. I do feel really positive and pleased with the work I've been able to create and share this year.'

'Having done this job for a really long time it's the single biggest program that's made a difference, that will make systemic change to our young people's lives. There is not one other program that I've ever worked on in 13 odd years of doing this job that I know will have a lasting impact on the young people that will go through schools. It's been brilliant. The difference that it will make to young people is massive.'

'This Sport England project is unlike any that the project lead has ever encountered previously.'

'I have thoroughly enjoyed being part of this project, but I have never truly thought of it as a project. It is what all PE teachers or teachers interested in the well-rounded development of the holistic child should be driving forwards anyway! We are all Changemakers and should all reflect on how we can positively affect the lives of those around us! Thank you for providing me with this opportunity – having extra funds to pay for projects and invite staff along to events that they would otherwise not attend, has been a highlight for me this year.'