

Five-step
plan for success

change4life sports clubs



changing learners' lives
a five-step plan for success



introduction

Change4Life Sports Clubs is an innovative programme that aims to create a new and unique type of club in schools to encourage less active children to do physical activity and engage in school sport. At their heart, the clubs seek to instil the confidence and competence in children to begin a positive, sustained interest in physical activity and sport.

As well as encouraging them to become more active, the clubs also provide children with a fun and satisfying way to develop their personal and social skills. By improving children's sense of belonging, team work, confidence, resilience and self-esteem, Change4Life Sports Clubs can have an impact on children's attitudes, behaviour and achievement within school as a whole. Furthermore, by taking on a variety of roles within the clubs, children can develop and apply their self-management, creative, thinking and leadership skills, helping them to become more effective learners.

This guide draws on the experiences of primary and special schools that have implemented Change4Life Sports Clubs. Based on their practice, it provides tips and shares examples as part of a five-step plan for success. Used in conjunction with the starter Change4Life Primary Sports Club Guide, this resource aims to help you to position the programme against your school priorities and so change your learners' lives.






The Public Health England briefing paper (1) for headteachers, governors and staff in education settings uses research evidence that makes the link between pupil health and wellbeing and attainment.

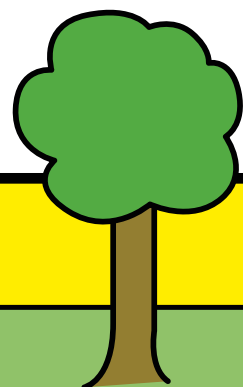
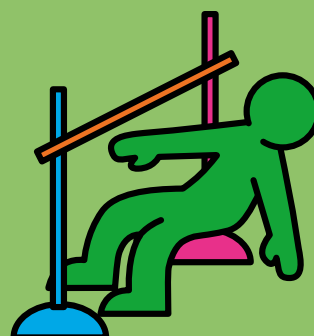
See page 3:
Additional support
for you.

“Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes”. The briefing paper also recognises that “a positive association exists between academic attainment and physical activity levels of pupils”.



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1		Recognise	Recognise where you can and want to make an improvement to learners' lives. For example, increase their sense of belonging, leading to improved attendance at school.	Pages 2-3
2		Target	Target those learners who will most benefit from those improvements, identifying them through school data and/or staff observation. For example, frequent absentees who struggle socially.	Pages 4-5
3		Recruit	Recruit the learners by recognising their needs and wants. Draw on others' support. For example, consult with learners (and their parents) to find out what they like. Recruit deliverers to whom learners will relate.	Pages 6-7
4		Retain	Retain the learners by involving them in designing and running the club. Reward and celebrate their involvement. For example, allow the 'player of the week' to choose next week's healthy snack.	Pages 8-9
5		Sustain	Sustain the club by showing what difference it has made to learners and your school. For example, film the learners talking about why they now attend school. Sustain learners' participation by making links to other provision.	Pages 10-11



step 1: recognise

What did successful schools do?



Yarborough Academy heavily targeted those children that were eligible for Pupil Premium as they felt that the Change4Life Sports Club would be suitable and help them fulfil elements of their Pupil Premium spend.



The Headteacher at St Faith and St Martin C of E Junior School recognises that the Change4Life Sports Club is an excellent strategy for some of her vulnerable pupils, and includes information about it in her Pupil Premium report for Governors as to the impact it is having.



St Mary's Catholic Primary School has an ethnically-diverse population that reflects its local inner-city community. It focused on children with low social confidence and skills, including those with English as an additional language. This supported the school's commitment to creating a sense of belonging in school, irrespective of cultural differences.



Tupton Primary School wanted to use its Change4Life Sports Club to develop pupils' classroom skills, such as listening, concentration and taking responsibility for themselves. It targets children who are under-performing academically.



St Andrew's CofE Primary School uses its Change4Life Sports Club to support the school's PSHE provision. It focuses on developing the children's self-esteem, confidence, ability to work with others and readiness to accept decisions and manage their emotions. The club also supports parents by, for example, involving siblings with higher support needs.



Alexandra School, a special school, incorporates science in its Change4Life Sports Club (which runs in lesson-time), using physical activities to explore how the body works.

What has changed for children?



Alexandra School (a special school that developed its Change4Life Sports Club to meet the specific needs of children on the autism spectrum) has seen an increase in pupils' motivation to learn. There are fewer instances of disruptive behaviour in school, leading to improved learning for all.



Schools in the Stafford and Stone Partnership targeted children with healthy weight issues. As a result, the National Child Measurement Programme shows that obesity in Year 6 pupils in the participating schools has declined. This contrasts with the trend of increasing childhood obesity in Staffordshire as a whole.



One particular success at The Priory C of E Primary School has been with a child who didn't feel a sense of belonging to any friendships or clubs and her attendance was 72%. After being involved with the Change4Life Sports Club, she now presents as a happy child, has developed friendships, wants to come to school and her attendance is now 87% ... and still improving!



From an early age, Zac, who attends Moston Lane Community Primary School, missed school on a regular basis due to medical problems. However, since starting at the Change4Life Sports Club Zac's attendance and confidence have dramatically improved. (Zac's Mum thinks the Change4Life Sports Club is fantastic)!



At Grove Road Community Primary School, three of the targeted children have significantly improved attendance and a class teacher reports that seven of the children are making greater progress in their learning due to increased self-esteem.

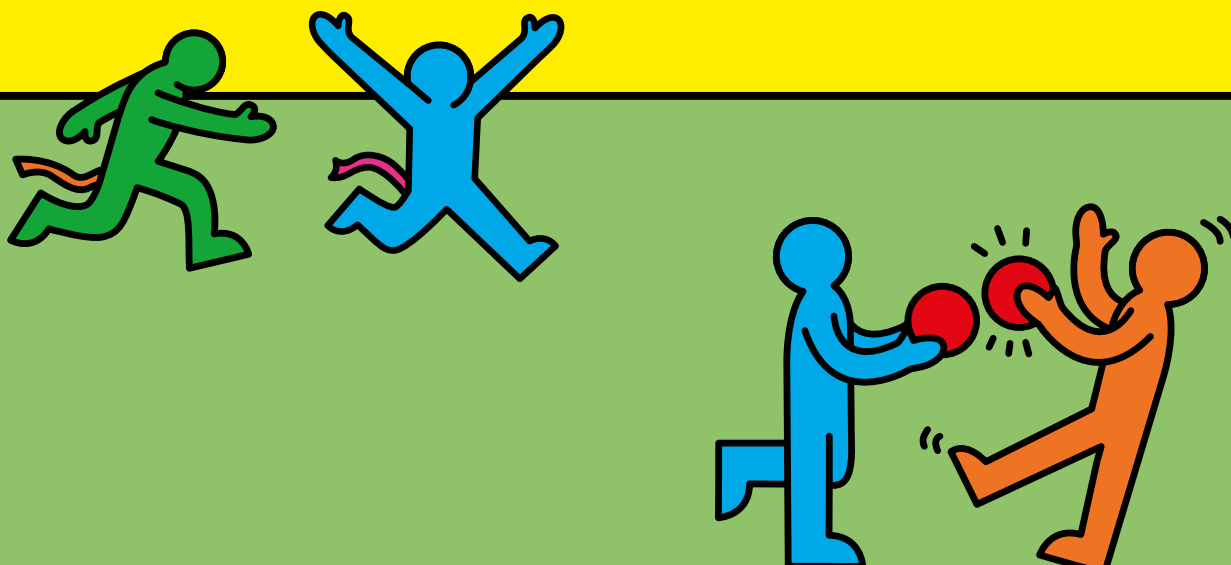


A boy with Asperger's Syndrome at St Mary's Catholic Primary School has gained greater acceptance by other pupils thanks to his problem-solving abilities in the Change4Life Adventure Club. Weronika, a Polish child who spoke no English on arrival at the school, speaks and writes confidently about her enjoyment of the club.

recognise where you can and want to make an improvement to learners' lives.

Top tips

- ✓ Use your school improvement plan to identify priorities that Change4Life Sports Clubs can address, e.g. attendance, behaviour, resilience.
- ✓ Involve senior leaders in agreeing your priorities so they are aware, from the start, of Change4Life Sports Clubs' potential to make a difference. Consider using Change4Life Mentors to support with this!
- ✓ Consider learners' emotional wellbeing as well as their physical health. What are the wider causes and effects of their low levels of physical activity?
- ✓ Recognise that Change4Life Sports Clubs can contribute to raising achievement by improving learners' attitudes, engagement and skills in school generally.
- ✓ Consider the potential for cross-curricular links, using physical activity as a vehicle to develop literacy, numeracy and other subject knowledge.



Additional support for you

The Youth Sport Trust provides a range of resources, programmes and support packages that demonstrate the ways in which physical education, physical activity and sport can contribute to learners' wider achievements. (Some of these are only available to members.) A sample of these is featured in A Catalyst for Learning, which can be freely viewed at <http://book.youthsporttrust.org/ystcatalyst/#1>



Making a Difference is a members-only resource that uses school case studies to exemplify how PE and sport can support primary school priorities www.youthsporttrust.org/media/745069/making_a_difference_booklet_final.pdf





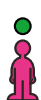


The link between pupil health and wellbeing and attainment: <https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>







step 2: target

What did successful schools do?

-  St Mary's Catholic Primary School had an open application process but, as the club was oversubscribed, allocated the 20 places to the children who would most benefit in terms of developing social confidence and skills. These were identified jointly by the head teacher, class teachers, SENCo and teaching assistant, who worked through the applications. This way the children did not know they had been targeted.
-  The deputy head at Grove Road Community Primary School mapped Year 4/5 pupils' attendance at after-school clubs against the vulnerable groups register and targeted 12 children including four with English as an additional language, three with special educational needs, three low attenders and three who were significantly overweight. The common factor was that each child had very low self-esteem, which was affecting their attendance and achievement. The Change4Life Sports Club is now a regular part of discussions about vulnerable groups.
-  In discussion with other staff members, the advanced level teaching assistant at Rossett Acre Primary School identified potential participants based on their awareness of the children's self-esteem, behaviour, physical co-ordination and willingness to participate in physical education.
-  The Change4Life Sports Club co-ordinator at St Andrew's CofE Primary School is a member of the senior leadership team. Whilst the club is open to all Year 3 pupils, she also invites targeted children from other year groups. This includes, for example, a Year 1 sibling who has speech difficulties and a Year 2 child who has a heart problem, both of whom are on the SEN register. This is influenced by her awareness of the children's family contexts.
-  Our Lady of Lourdes Catholic Primary School wanted to target their least active pupils as when looking at the school data they noticed that those who achieve academically were those who were most active and those that weren't making good progress were the least active. They named the club 'Action Heroes' in order to attract the target group.

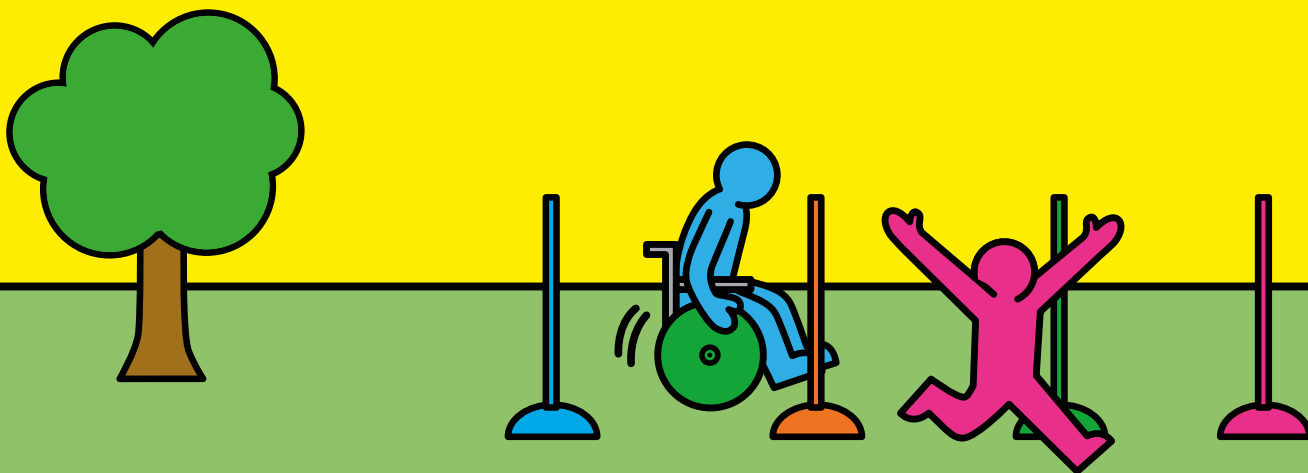
What has changed for children?

-  As a result of the club, Grove Road Community Primary School is seeing higher levels of engagement from some parents, thus providing greater levels of support for the vulnerable pupils. Children have also formed new friendships, increasing their sense of belonging and improving attendance.
-  The Year 1 pupil with a speech impairment from St Andrew's CofE Primary School has better communication skills and is communicating more confidently with other children. A Year 4 girl with autism is better at mixing with other children.
-  A year 3 girl at St Faith and St Martin C of E Junior School was targeted due to her severe lack of confidence. Prior to the club she wouldn't even go out of the classroom to deliver a message but would stand at the door and shake. Since taking part in the club she has now auditioned for the choir and sung in front of a room full of people.
-  Wimborne Junior School targeted those children who struggled with social skills, behaviour and friendship issues. The children are now motivated to exercise and they're so much happier, making friends and learning.
-  Pupils at Featherstone Primary School who were targeted due to their poor fine motor skills have all improved their handwriting as a result of developing gross motor control through physical activity at the Change4Life Sports Club.

target those learners who will most benefit from those improvements.

Top tips

- ✓ Consider vulnerable groups within school, e.g. pupils in receipt of free school meals, those with special educational needs, looked-after children, young carers, children with healthy weight issues. Is there a correlation between those children who are less-active and these pupils?
- ✓ Use existing school data to identify learners who may benefit from the club, e.g. vulnerable groups register, attendance records, behaviour logs, achievement records, club registers, National Child Measurement Programme data.
- ✓ Draw on school staff's knowledge of the learners. Who do class teachers, teaching assistants, SENCOs, pastoral support, form tutors, year group heads and senior leaders think will benefit? What insights do non-teaching staff, such as lunchtime supervisors, bring?
- ✓ Draw on external information where appropriate. What do you know about learners from parents, school nurses, parent support advisors, education welfare officers, occupational therapists, childcare workers and coaches? Consider family as well as individual needs.
- ✓ Recognise that targeting some children does not necessarily mean excluding others. Depending on the targeted learners' needs, it may still be appropriate to open the club up to others, e.g. friends, siblings or self-nominated participants.



Additional support for you

Putting a Premium on Sport provides examples of how the Pupil Premium funding could be used to fund sports-related interventions that help to narrow the achievement gap. Available to buy through Youth Sport Direct shop.youthsportdirect.org/product_p/pp-ysd.htm

Further information is available at:








www.youthsporttrust.org/how-we-can-help/primary-school-sport-funding.aspx

TOP Sportsability is a free online resource to help engage disabled young people in physical education and sport. Go to www.topsportsability.com to watch the video and to register your interest.








step 3: recruit

What did successful schools do?

-  Milford Academy developed a catchy leaflet, logo and name for its Move It! club for Year 6 girls. Following this initial publicity, the lead teacher met with the targeted girls to give them an overview of the club and gauge their interest. The girls were able to share their ideas, contributing suggestions for activities and music, and the club content was based on these.
-  St Faith and St Martin Primary School talked about this new club in assembly and then sent out personalised invitations to the targeted children that school staff had identified.
-  Once Grove Road Community Primary School had identified its targeted learners, the deputy head invited the children personally, encouraging the keen ones to promote it to their peers. He then phoned all of the parents to explain the benefits of the club and made follow-up phone calls in subsequent weeks. Learners are recruited at different points in the year (as deemed appropriate), not just at the start of term.
-  Most Change4Life Sports Clubs are organised by school staff, either teachers or teaching assistants. Three Year 6 bronze ambassadors at Tupton Primary School entirely run its target-games club, and staff believe the involvement of young leaders is instrumental to the clubs' success.
-  Young leaders at Moston Lane Community Primary School have attended the Change4Life Sports Club leader's course. They work with the staff leader and have a pivotal role to play in the delivery and promotion of the club.
-  In Nottingham, the school sport partnership worked with Nottingham Trent University to train and deploy second-year sports coach degree students to run Change4Life Sports Clubs in the local primary schools. For many children, the student deliverers brought an additional 'novelty' factor to the club, as well as them being young, enthusiastic role models.
-  Some areas have accessed local funding to enable them to employ a Change4Life Sports Club co-ordinator to help schools get their clubs up and running. This has been particularly successful in Lincolnshire where they increased the number of clubs from 34 to 190 clubs now running across the county.

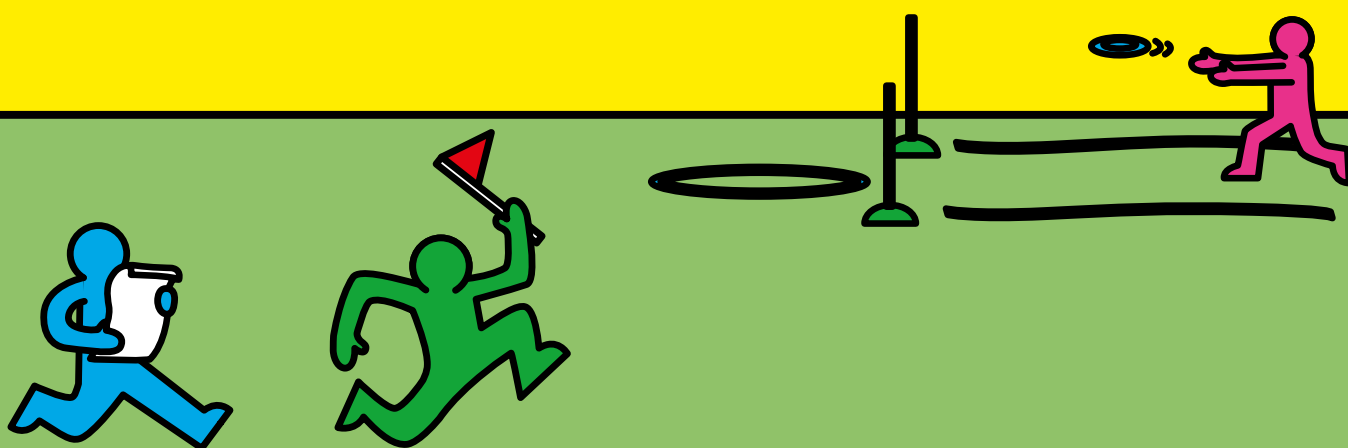
What has changed for children?

-  At St Andrew's CofE Primary School, 20 out of 27 pupils in Year 6 volunteered to run the Change4Life Sports Club sessions. The children receive mini-leaders training through the school sport partnership, starting them on a pathway that develops their confidence, communication and leadership skills. They take great pride and responsibility in their role, not only running the activities but rewarding the younger pupils with stickers for aspects such as regular attendance and good behaviour.
-  The Nottingham Trent University students gain invaluable work experience that prepares them for a coaching career. As part of the Change4Life Sports Clubs package, they also receive additional free training and resources through programmes such as BHF Active Clubs, Energy Clubs and Outdoor Learning.
-  At Warren Farm Primary School they targeted and recruited 6 year 3 children through a 'Golden Ticket. These children are now a lot more excited to come to school and the confidence they have gained through the club is being transferred into class. Children have a lot more perseverance and willingness to 'attack' problems in their work.
-  Children are motivated by the exciting club names and variety of activity. At Our Lady of Lourdes RC Primary School they call their club 'Action Heroes' and each week they focus on a different theme ensuring that the children are involved in different activities.
-  At Featherstone Primary School they chose to brand the club "ACTIV8" (acronym of Activities, Choices, Teamwork, Inspiring and Values) so that the targeted children would not be put off by a 'sports club'.

recruit the learners by recognising their needs and wants. recruit deliverers to whom learners will relate.

Top tips

- ✓ Engage learners by explaining or showing why the Change4Life Sports Club is different from other sports clubs. Enable them to see the resources and activities in action; focus on the informality of the club and how their interests will determine how it runs.
- ✓ Use a personal approach so learners feel special without being stigmatised. Follow up written invites in person, with parents, or through peer advocates and Change4Life Champions (especially where families may struggle with written communication).
- ✓ Be aware of competing commitments; consult with learners and/or parents to identify appropriate times, locations and, where necessary, charges. Share the wider benefits of taking part so 'non-sporty' learners/ parents don't just dismiss the club.
- ✓ Appoint deliverers who will relate to the targeted learners: being able to engage the children is more important than being 'sporty'. Ensure deliverers are approachable, inclusive, informal, flexible, enthusiastic, encouraging and empathic.
- ✓ Involve deliverers or assistants who are positive role models for the targeted learners. Involve peers, Change4Life Champions (young leaders) or members of the local community where appropriate; consider the additional benefits 'outsiders' might bring.



Additional support for you







For information about the Change4Life Champions and Change4Life Mentors training resources contact change4lifesportsclubs@youthsporttrust.org or telephone 01509 226600

For more information about the leadership and volunteering pathway for young people visit <http://www.youthsporttrust.org/how-we-can-help/leadership.aspx>








step 4: retain

What did successful schools do?

-  At Robert Blair Primary School the staff that lead the Change4Life Sports Club text the parents weekly to remind them about the club and to not forget it is on. This has ensured that the targeted children attend on a regular basis.
-  At Milford Academy's Move It! club, the girls are given an opportunity each week to demonstrate one of their own dance moves and teach it to the others; this is incorporated in the club's dance routines. They also choose the music. To promote healthy lifestyles, the girls use pedometers to record their steps and are awarded prizes for improved step-counts. They are provided with different varieties of fruit and, at the end of each session, complete an emotion chart so the teacher can evaluate levels of engagement and impact.
-  Grove Road Community Primary School uses the school's RESPECT code (relationships, enthusiasm, standards, positive, equality, choices and together) to reinforce positive behaviour within the Change4Life Sports Club. These values underpin the club's focus on participation and enjoyment and are used to boost the children's levels of self-esteem.
-  At Tupton Primary School, only a small number of targeted learners participate in the Change4Life Sports Club for the first three weeks. Afterwards, each child is allowed to bring a friend. This is a strong incentive for them to continue and ensures they don't feel isolated or stigmatised. The children complete the log books each week and, at the end of ten weeks, can take them home. Being allowed to wear the Change4life Sports Club wristbands in school makes them feel special. The fact the club is led by Year 6 pupils instead of adults makes it feel different from other sports clubs and there is a strong ethos of team work, personal discipline and enjoyment.
-  Participants in the St Andrew's CofE Primary School Change4Life Sports Club are given yellow sweatshirts to wear if their attendance at the club is good. This makes them feel special around school as the uniform sweatshirt is blue. (It also raises the profile of the club generally.) The children also earn stickers for attendance and good behaviour. The club runs all year to provide continuity for pupils and parents are sent a reminder letter after each school holiday.
-  St Patricks RC Primary School provides coffee mornings for parents where they can discuss Change4Life Sports Club. This allows them to share thoughts, ideas and to get involved.

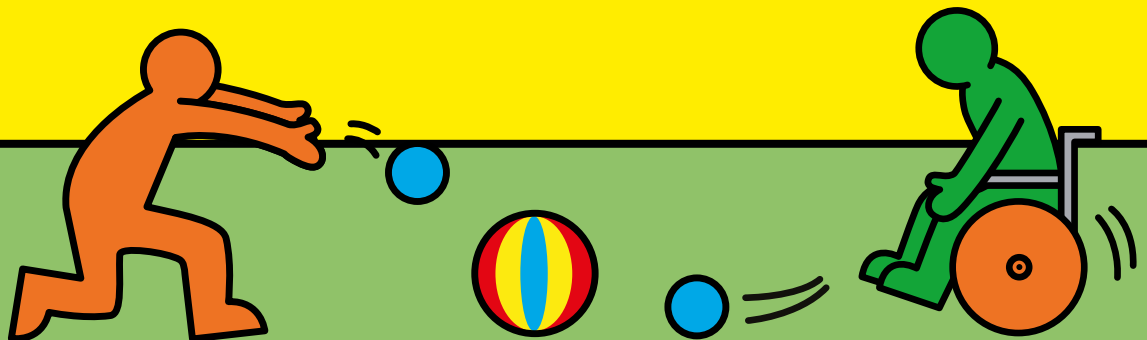
What has changed for children?

-  The children at St Mary's Catholic Primary School were very keen to use the Change4Life Sports Club log books and wristbands and took part in extra physical activity at home so they could add minutes to their bands. They were also eager to share their activity stories with the club's deliverer who set up a display board celebrating their achievements.
-  Girls at Milford Academy were more emotionally positive as a result of the Move It! club. Taking part in physical activity on a regular basis helped to eradicate their negative feelings and meant they were better able to manage their emotions. Parents also commented that their children were sleeping better and, therefore, had more energy and were more focused in school the next day.
-  Grove Road Community Primary School offers PE activities as part of a whole school behaviour and achievement rewards scheme. Change4Life Sports Club participants are now choosing these physical activities as their rewards instead of their previous choices of ICT or board games.
-  At Rossett Acre Primary School, enabling the children to adapt the activities and seeking their feedback at the end of each session has definitely improved their self-esteem, confidence and creativity. Learners now participate in peer-assessment and are able to suggest improvements for themselves and others; this supports the school's 'learn to learn' ethos.
-  At Meath Green Junior School they give out certificates at the end of each term and have a dedicated Change4Life Sports Club board with photographs, information and quotes from club members.

retain the learners by involving them in designing and running the club. reward and celebrate their involvement.

Top tips

- ✓ Consult with learners so the club reflects their interests. For example, encourage them to: agree a code of conduct; select and create activities; design a name and logo; play their favourite music; allocate rewards; and choose at what level they play.
- ✓ Respond to learners' varying motives for taking part. For example: some children will enjoy logging time on their Change4Life Sports Club wristband or completing the log book; some will gain self-esteem by being part of a 'select group'; others might prefer to bring a friend; some will like the familiarity of activities over time; others might prefer novelty each week.
- ✓ Reward learners' progress and achievements. Involve participants in devising and issuing awards that recognise a range of attributes, such as respect, self-belief, determination and team work. Link rewards to aspects of wider school life to reinforce the children's learning.
- ✓ Provide continuity in organising the club. Try to avoid cancelling sessions, having long breaks or continually changing the times and duration. Being able to follow a routine is crucial for learners' (and parents') self-management and commitment and will help them to develop a healthy lifestyle over time.
- ✓ Gather learners' feedback regularly, not just at the beginning. Chat to participants informally and individually as well as using group feedback methods such as Change4Life Chat Zones, circle time, surveys and recorded interviews. Report back, maybe through Change4Life Champions to keep participants informed, especially if they have requested changes that may take a while to implement.



Additional support for you

Visit the Change4Life website to see how you can enhance your club and make links to other areas of school life
www.nhs.uk/change4life/pages/schools-partners.aspx

The Change4Life Sports Clubs website also provides great ideas on running a celebration event or festival
www.change4lifesportsclubs.org








To explore other programmes that can help you to engage and motivate young people in and through physical education, physical activity and sport visit www.youthsporttrust.org/how-we-can-help/programmes.aspx

Additional or alternative equipment and resources are available through www.youthsportdirect.org
Including the Change4Life Sports Clubs Resource Pack:
http://shop.youthsportdirect.org/Change4Life_Resource_Pack_p/rp-pc4l-ysd.htm








step 5: sustain

What did successful schools do?

-  Grove Road Community Primary School uses its substantial Pupil Premium (around 15 per cent of pupils are eligible for free school meals) to support enrichment opportunities. The cost of deploying higher level teaching assistants to run clubs is covered by the school budget, because the school recognises their positive impact on the children's learning. Evidence is gathered by mapping school data against pupils' involvement in clubs and by collecting statements from deliverers in a consistent way.
-  All the staff at Warren Farm Primary School support the Change4Life Sports Club. The headteacher asks regularly about what they are doing, the deputy headteacher talks to them after the club, teachers pop in to help and become involved in activities and the organisers make it as much fun as possible.
-  St Mary's Catholic Primary School has started to use a flip-camera to collect evidence of the impact on learners' social skills, creating a video record of their engagement and responses. The original Change4Life Sports Club noticeboard has also been extended to feature a photographic record of their achievements, including 'team player of the week' photos.
-  All participants in the Stafford and Stone Partnership Change4Life Sports Clubs complete a survey at the end of their ten week block. This gathers learners' views on how they feel as a result of their involvement. This qualitative evidence complements the quantitative data gained from measuring their body mass index at the beginning and end of the programme. Reports are shared with a variety of health-related agencies to secure funding for future programmes.
-  From a sustainability perspective, Yarborough Academy and its teaching staff have taken ownership of the Change4Life Sports Club. This has ensured that the club has developed and evolved and is embedded within school life.
-  The Headteacher at Moston Lane Catholic Primary School is very supportive of the Change4Life Sports Club and often uses information gained from the success of the club to report back to the board of Governors and to inform their response to Ofsted.
-  Most of the participants in the primary Change4Life Sports Clubs are encouraged to attend the schools' other sports clubs. Some introduce progressive challenges. For example, St Mary's Catholic Primary School now offers Bikeability to its adventure club participants and the Harrogate primary schools added TOP Activity to their programmes.

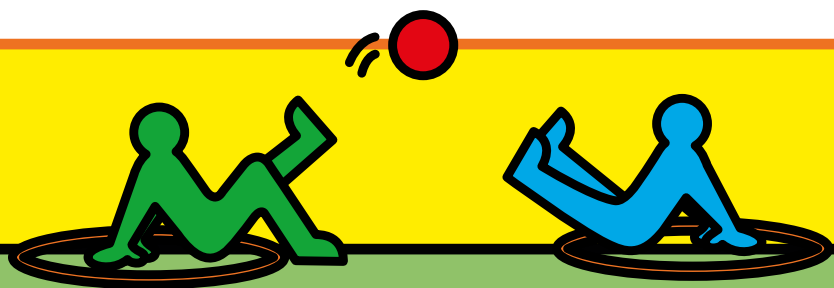
What has changed for children?

-  Hamza, from St Mary's Catholic Primary School, didn't do any sport before taking part in the Change4Life Sports Club. He now plays basketball regularly and has become a playground leader for the infants. Instead of avoiding perceived risks, he is more willing to try new things.
-  Over half of the children who took part in the Change4Life Sports Club at Grove Road Community Primary School now have the confidence and competence to take part in the school's other sports clubs.
-  Many of the overweight/obese children participating in the Stafford and Stone partnership's Change4Life Sports Clubs have since represented their schools in a variety of Sainsbury's School Games inter-school (level 2) events. Almost every member of one school's club has progressed to an evening community sports club and another club's members will be performing at the local dance festival for the first time.
-  At Highlees Primary School they wanted to impact on those who were less active and underachieving in English and maths. The children were motivated by the daily physical activity and 71% made accelerated progress in maths; 86% made accelerated progress in reading and 57% made accelerated progress in their writing.
-  A group of pupils at Dorrington Academy have moved on to become young leaders. They decide how to develop the club, have developed media productions to share with parents and organised celebration events that involve parents being active.
-  Our Lady of Lourdes RC primary School is keen to employ a holistic approach to healthy and active lifestyles that spans across the school, home and community environments. Parents are provided with 10 minute shake up packs to use with the whole family outside of school.

sustain the club by showing what difference it has made to learners and your school. sustain learners' participation by making links to other provision.

Top tips

- ✓ Make links to school data to compare learners' performance before, during and after their involvement in the club. Are there improvements in their attendance, discipline, progress and achievement?
- ✓ Seek feedback from school staff and others, such as parents, on the learners' attitudes, behaviour and engagement – in and out of school. Create a more robust record by jotting down notes from informal conversations or asking staff to stick post-it notes in a scrapbook stored in the staff room.
- ✓ Gather feedback from the learners, during and after the club. Use activities they might enjoy, such as personal postcards, chuff charts, emoticons/faces, diaries, 'can do' cards, photographs, drawings and audio/video interviews, as well as noting informal comments.
- ✓ Share and celebrate the club's impact with others, including senior leaders, school staff, other pupils, parents and, where appropriate, the local community. Do this through noticeboards, newsletters, websites, assemblies, parents' evenings, notes home, performances and displays. Involve the local media where appropriate.
- ✓ Enable the learners to continue or extend their participation beyond the Change4Life Sports Club by making links to other provision at the point when each individual child is ready for another challenge! Help them to make the transition by offering tasters of other activities, providing more progression within the club, inviting local club coaches to deliver some sessions, holding a Change4Life Sports Club session at another provider's site, using other children as buddies or champions, or signposting parents to more opportunities.



Additional support for you

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. In 2015-16 the Pupil Premium will be £1320 per disadvantaged child. For more information visit www.education.gov.uk/schools/pupilsupport/premium

Awards for All, England, offers grants of between £300 and £10,000 for projects that improve communities and the lives of people within them. It is for voluntary and community groups, schools and health organisations, parish and town councils. For details visit www.awardsforall.org.uk/england/index.html

The Sport England Small Grants Programme uses Lottery funding to make awards of between £300 and £10,000 to not-for-profit organisations to help more young people (aged 14+) and adults take and keep a sporting habit for life. For details, visit www.sportengland.org/funding

To find out how the national governing bodies of sport (NGBs) might support you, follow the sports-specific links from www.youthsporttrust.org/how-we-can-help/ngb-sport-partners.aspx



ryan is part of the “jitter bug’s” change4life sports club at sundridge primary school, this is their verdict:



“The club has had a huge impact on Ryan. He is gaining in confidence, becoming much more active and eating healthily as he now tells his mum what to put in his lunch box! Not only does he bring a healthy lunch box to school for himself but he now points out to others how they can make their lunchboxes healthier. This has all impacted on Ryan in the classroom and last academic year he made a whole level’s progress in writing and maths, which represents better than expected. He also made good progress in reading.”

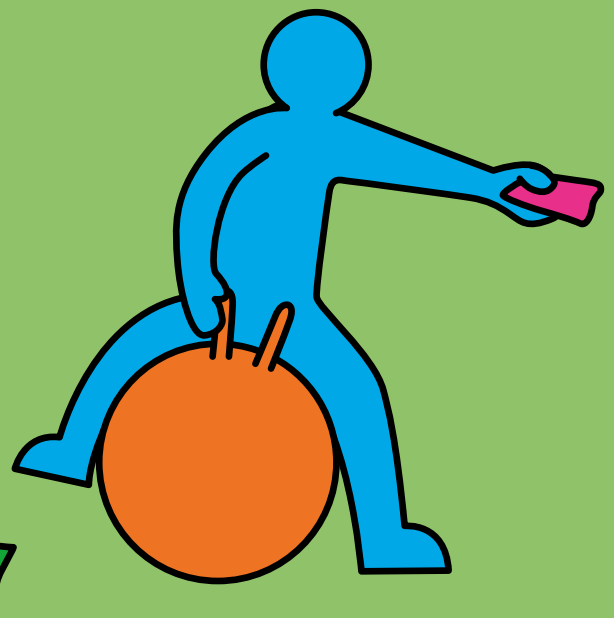
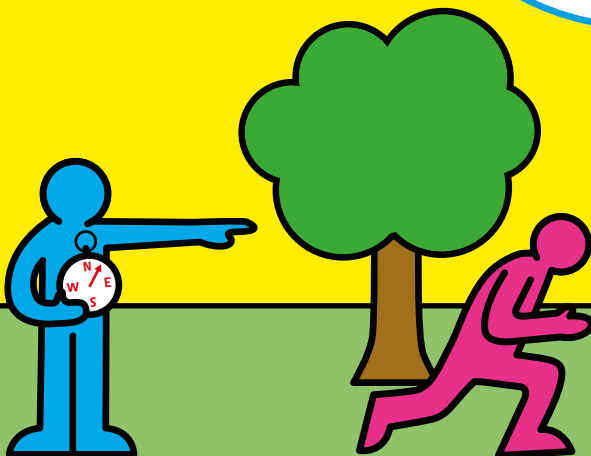
As a result of taking part in the Change4Life Sports Club, children said:

The club is really fun and I enjoy being with different people. It is different to other clubs.

I like being a leader because you get to learn new things and get to be with different children.

I get to play games and do exercises I wouldn’t do if I didn’t come here.

The best thing about it is doing new stuff that I haven’t done before. I practise and then I get better and better and better.



what they've said about the benefits of change4life sports clubs

Headteachers

What I really liked about the Change4Life Sports Club is not only have they progressed and their confidence has risen in sport but also academically they've been able to use those skills in the classroom.

There are children who have come out of their shells and are much more confident. We also believe we can cross reference the improvements seen in this group of children to their attainment at the end of term.

The Change4Life celebration events have increased parent and community involvement in our school and helped to develop parent and staff relationships.

Parent

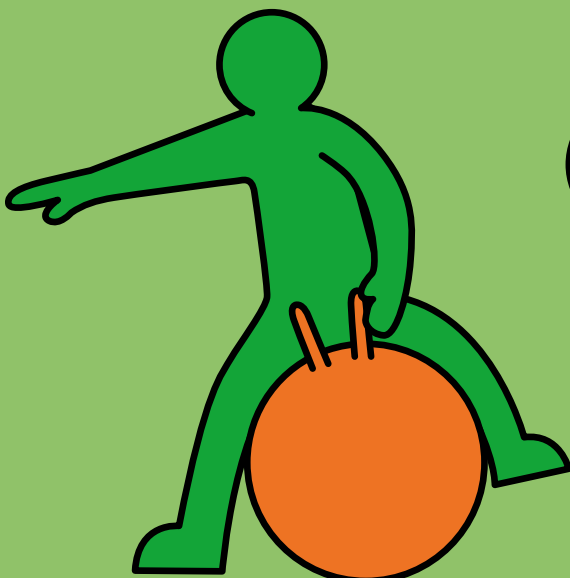
I have noticed such a difference in his confidence. You have helped him realise he is worth so much more than he thought he was!

I never realised the impact the Change4Life Sports Club could have on our pupils. To see pupils who were difficult and had tough relationships with other pupils and staff now sharing their experiences and helping others to behave and respect the school has been amazing.

Children now have a lot more perseverance and willingness to 'attack' problems in their work.

Teachers

We would also like to thank Carol Hawman for contributing to researching and writing this guide.



See more at:

www.nhs.uk/c4lsportsclubs and www.change4lifesportsclubs.co.uk

Share your memories:

change4lifesportsclubs@youthsporttrust.org



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