



# The PE and Sport Strategy for Young People

A Guide to Delivering the Five Hour Offer





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# Section One

What are we seeking to achieve?

As the London 2012 Olympic and Paralympic Games draw closer, our efforts to transform Physical Education (PE) and sport through the creation of a world-class system are increasing. It is an ambition which lies at the heart of the legacy aims of the London Games. This document describes how we're going to achieve this aim, through giving every young person in England access to five hours a week of high quality PE and sport. It also explains what this five hour offer to young people consists of.

Central government is working to deliver Public Service Agreement (PSA) 22, indicator five, which is to: 'Deliver a successful Olympic Games and Paralympic Games with a sustainable legacy and get more children and young people taking part in high quality PE and sport — through the creation of a world-class system for PE and sport'. The PE and Sport Strategy for Young People sets out how this success measure will be reached through the delivery of the five hour offer.

## Why is PE and sport important?

Taking part in PE and sport has been proven to have significant benefits for young people. A growing evidence base demonstrates the impact that high quality PE and sport has in improving educational standards. It helps young people become more active and healthy, and can play a central role in developing young people's confidence and self-esteem, helping develop team working and wider social and personal skills.

Participation in PE and sport also contributes to achieving wider government policy, including the 'Every Child Matters' outcomes to achieve and enjoy, to be healthy and make a positive contribution. It is the first rung on the ladder of talent development from school, through community, to elite level, and contributes to the Chief Medical Officer's recommendation of an hour of exercise a day.

The quiet revolution taking place in PE and sport over the last few years has seen significant developments. These include an increase in the percentage of young people doing at least two hours of high quality PE and sport each week from 25% in 2002 to 90% in 2008, and a strong Ofsted report (2009)<sup>1</sup> noting the continued rise in the quality of PE across England.

1. PE and Sport Survey 2009

To deliver on the commitment we share to enable every young person aged five to 16 to have access to five hours of PE and sport (three hours for 16 to 19 year olds) each week, provision must be of the highest quality. Providers need to make PE and sport more **accessible, attractive, affordable** and **appropriate** to the needs of young people. Special effort is also needed to create and stimulate demand by ensuring that young people are fully **aware** of all the opportunities on offer. The five hour offer contributes to the wider outcomes local authorities and health providers, especially Primary Care Trusts (PCTs), are seeking to achieve. In particular, the five hour offer can help contribute to a number of National Indicators, including preventing childhood obesity and providing positive activities for young people. (NI56, NI57, and NI110; see Note 1 below).

Increasing the numbers of young people taking up their five hour offer is an ambitious yet achievable goal which requires a range of providers involved with school, community and club sport to work together at local level.

We are working with all partners to ensure there is a universal five hour offer in place across the country. This will help us to achieve our ultimate goal, to ensure the offer is taken up by every young person who wants it. To help us measure progress towards this long-term aim, we are working towards the following success measures:

- by the end of academic year 2010–2011, 40% of young people to take part in five hours a week PE and sport (three hours for 16 to 19 year olds)

- by the end of the academic year 2012–2013, 60% of young people to take part in five hours a week PE and sport (three hours for 16 to 19 year olds)
- by the end of the academic year 2010–2011, 80% of five to 16 year olds in every School Sport Partnership (SSP) to take part in three hours a week of PE and sport organised by schools

For five to 16 year olds, the expectation is that schools will provide three of the five hours; two hours through high quality PE within the curriculum and at least one hour a week of sport for all young people beyond the curriculum (out of school hours on school sites). Community and club providers will seek to ensure that an additional two hours a week are available.

For 16 to 19 year olds in education, schools/ colleges will be expected to work in partnership with community groups and clubs to ensure an appropriate three hour offer is available. For those young people not in education, employment or training, community providers in partnership with local authorities will be expected to provide access to affordable opportunities to take part in sport.

As part of this, every young person should have:

- access to regular competitive sport
- coaching to improve their skills and enjoyment
- a choice of different sports
- pathways to club and elite sport
- opportunities to lead and volunteer in sport

**Note 1:** There are 188 National Indicators to measure the performance and progress of English local councils and their partners. They represent the standards and priorities set by central government and cover the full range of public service responsibilities facing local councils. NI56 is concerned with obesity amongst primary age children, NI57 with participation in PE and school sport and NI110 with engagement with positive activities. Further details are available at [www.communities.gov.uk](http://www.communities.gov.uk).



### What links does the strategy have to wider government policy?





## Section Two

### What makes up five hours of PE and sport?

We have two key priorities. One is to improve the quality and quantity of curriculum PE on offer in schools. This is to ensure it is relevant to young people, that it is delivered in a way that meets their varying needs and that school leaders understand its full benefits. Significant progress has been made here over recent years but there is still much more to be done.

Those who go on to post-16 education (16 to 19) can access PE within the curriculum if they are studying the subject, for example as one of their A Level or diploma courses.

Our second priority is to focus on improving the quality and quantity of sport accessible and available to young people, on school/college<sup>2</sup> sites, in clubs and in the wider community. This will ensure that they are able to access at least one further hour on the school site beyond the curriculum and two further hours every week in community settings.

In order to engage, motivate and include as many young people as possible, a broad definition of sport is used. This includes official sports (where there is a registered Governing Body) as well as individual fitness and new and alternative sports that are increasingly popular with young people.

The core definition of whether activity is appropriate to be included in the measurement of take-up of the five hour offer is determined by:

- 1. Whether the activity is structured** — meaning that there is a level of external organisation involved in participating.
- 2. Whether it is fundamentally active** — being physically active is necessary to participate. So watching or spectating would not count, but refereeing and playing a role as a sports leader would.

Each young person is likely to access their five hours in a range of different settings. We have identified five environments where most activity will take place:

- 1. In school:** This includes all timetabled core PE plus timetabled PE and sport-related courses that lead to a qualification, e.g. GCSE, A Level, BTEC. It includes structured changing time<sup>3</sup>, but not breaktimes, lunchtimes, or travel time.
- 2. In school/college:** This includes all sporting activity that is managed and co-ordinated by the school/college, or school/college bodies outside of curriculum time.
- 3. In structured community sports clubs:** These are constituted sports or dance clubs where a membership fee is generally paid. This will mainly (but not exclusively) be those sports with a National Governing Body (NGB). This will not include generic membership of, for example, a local authority leisure centre, which is covered under point four below.
- 4. In community sport settings (not in clubs):** This is sporting activity where a conscious decision has been taken to participate or train, but not in a constituted club environment. It includes activities such as 'pay and play' sport, free swimming and classes/lessons that are paid for on a regular (e.g. termly) basis.
- 5. In community settings where sport is part of a wider range of activity:** This is sporting activity in settings where sport is part of a varied menu of activity. This can include the youth club sectors, for example uniformed organisations and youth clubs, as well as play schemes, holiday clubs and kids clubs operated by organisations such as local authorities.

<sup>2</sup> On college sites where a Further Education Sports Co-ordinator (FESCO) is in post

<sup>3</sup> Where changing time is used to set lesson objectives or discuss lesson activity it is counted. Unstructured changing time with no structured input from the teacher is not counted

### How can we measure take-up of the five hour offer?

We need to measure how well we are delivering the five hour offer at all levels: national, regional and local. This will help us understand how many young people are taking up their five hour offer. It will also allow us to make regular decisions on any improvements or changes needed to provision to ensure we deliver the offer.

Nationally, the Department for Culture, Media and Sport (DCMS) and the Department for Children, Schools and Families (DCSF) are responsible for measuring performance towards PSA 22, indicator five. This can be separated into the following measures:

- the percentage of SSP areas with a five hour offer in place. Current delivery against this measure has been assessed by the Youth Sport Trust and Sport England
- the percentage of five to 19 year olds taking up five hours of PE and sport (three hours for 16 to 19 year olds)
- the floor target percentage of five to 16 year olds in every SSP taking up three hours of PE and sport organised by the schools

Annual data from the Taking Part survey and the PE and Sport survey will be used to help measure take-up of the five hour offer at a national level.

Locally, central government has a responsibility to provide measures that local government can use to track progress towards National Indicators, including NI57 (sport for young people). It has not proved possible to develop a local measure for the whole five hour offer. The official measure for NI57 is the annual PE and Sport survey. For now, local government will be judged on its performance against the numbers of five to 16 year olds taking part in two hours within the curriculum.

There is no immediate prospect of a nationally co-ordinated and consistent means of measuring five hour offer take-up at local level. However, local partners do have a strong interest in measuring this. Data on levels of sport participation amongst young people will be required if partners wish to demonstrate the take-up of the five hour offer, and its potential to impact on other Indicators. Therefore, local government and SSPs are encouraged to work together to put in place local surveys to provide a fuller local picture of sports participation amongst young people.

The Youth Sport Trust and Sport England will review the results of the local planning exercise so that the information obtained can be used to help develop an effective local measurement tool. They will also be looking at how they can collect best practice on local measurement and ways of sharing this with sport partnerships and local government.



#### Your guide to the five hour offer

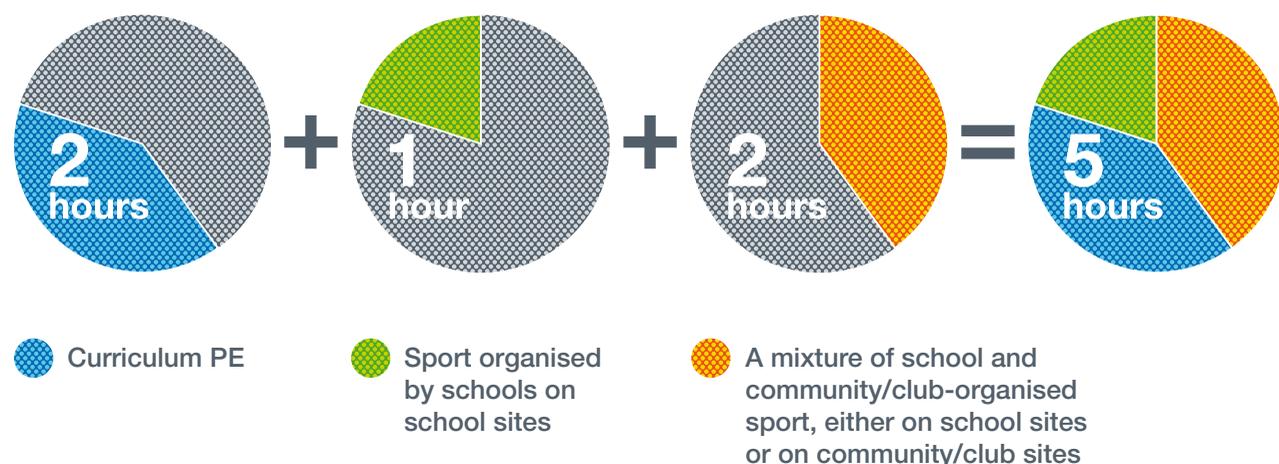


Diagram 2



## Section Three

### How do we ensure we cater for all young people?

All young people have different needs and preferences which continually change between the ages of five and 19. This makes it essential that the offer of five hours of PE and sport<sup>4</sup> is flexible enough to cater for every young person. This includes young people who spend a lot of time at school engaging in after school activity, those who are active members of sports clubs, those who socialise at other places (e.g. scouts, youth group) and those for whom access is limited or where the barriers to participating are too great (e.g. for cultural, economic, physical or social reasons).

For this purpose, we can look at young people in three groups:

1. Those who are already attracted to, and engaged in, regular sport. Typically this means they would be doing two hours of curriculum PE in school and two to three hours of sport either at school/college or within their community (often in a club).

Here the focus is not on stimulating demand but on ensuring the quality of an appropriate supply, on sustaining the engagement of these young people and on providing further challenges. Interventions in this area are centred on improving the quality of, and access to, coaching, clubs and competitive sport opportunities.

2. Those who are partially engaged — and prepared to engage further — if the right sort of activity for them is easily accessible and affordable.

Typically this means they would be doing two hours of curriculum PE in school and an hour of sport after school/college. With this group, the focus is both on improving the supply of opportunities — presenting sports in a different way, offering alternative sports — but also on thinking differently about how we attract young people to sport (e.g. through the use of technology and social networking).

3. Those who are not currently attracted to sport or where barriers have been too great for them to get involved. Typically this group may only be taking part (and in some cases reluctantly) in curriculum PE in school. The focus here is on attempting to ensure these young people remain physically active and that, as the supply of attractive sporting opportunities widens as a result of our wider efforts, they are encouraged to give sport a go.

It is also essential that the local offer of five hours includes appropriate provision for specific groups of young people who have traditionally taken up less sport. This includes: girls; young people with disabilities; those who are from black and minority ethnic backgrounds; those who come from poorer families; and those who are overweight or obese.

By clearly targeting opportunities which meet the needs associated with these groups, we can ensure that we deliver a personalised offer to young people, which will maximise take-up. More information on ways to personalise the PE and sport offer to young people will be available later in the 2009–2010 academic year.

4. Three hours for 16 to 19 year olds



At national level, DCSF and DCMS are jointly responsible for setting the aims, measures and ambitions of the PE and Sport Strategy for Young People. From 2003–2011, government and lottery investment will exceed £2.4 billion. Work is taking place to join up the strategy with other key policies on sport and the Olympics, school standards, positive activities for young people, and health and well-being, including obesity.

The Youth Sport Trust (PE and school sport) and Sport England (community/club sport) advise government on the development of the strategy, and manage delivery of the strategy through a national network of 450 SSPs and 49 CSPs with the close involvement of local authorities, NGBs, community and club providers and PCTs.

The diagram below illustrates the three different groups of young people referred to in **section three** and shows where the core responsibilities of each agency sit at local level in relation to providing each young person with access to five hours of PE and sport.

SSPs represent schools (and colleges who have a Further Education Sport Co-ordinator (FESCO) in post) and work closely with CSPs and local authority Children and Young People’s services. They are best placed to support and ensure delivery of the **red** area in the diagram. CSPs work in partnership with SSPs, support the efforts of NGBs at local level along with those of local authorities, community and club providers and are best placed to support the **blue** area. The **yellow** area illustrates where local partnerships with health providers, and particularly PCTs, are required.

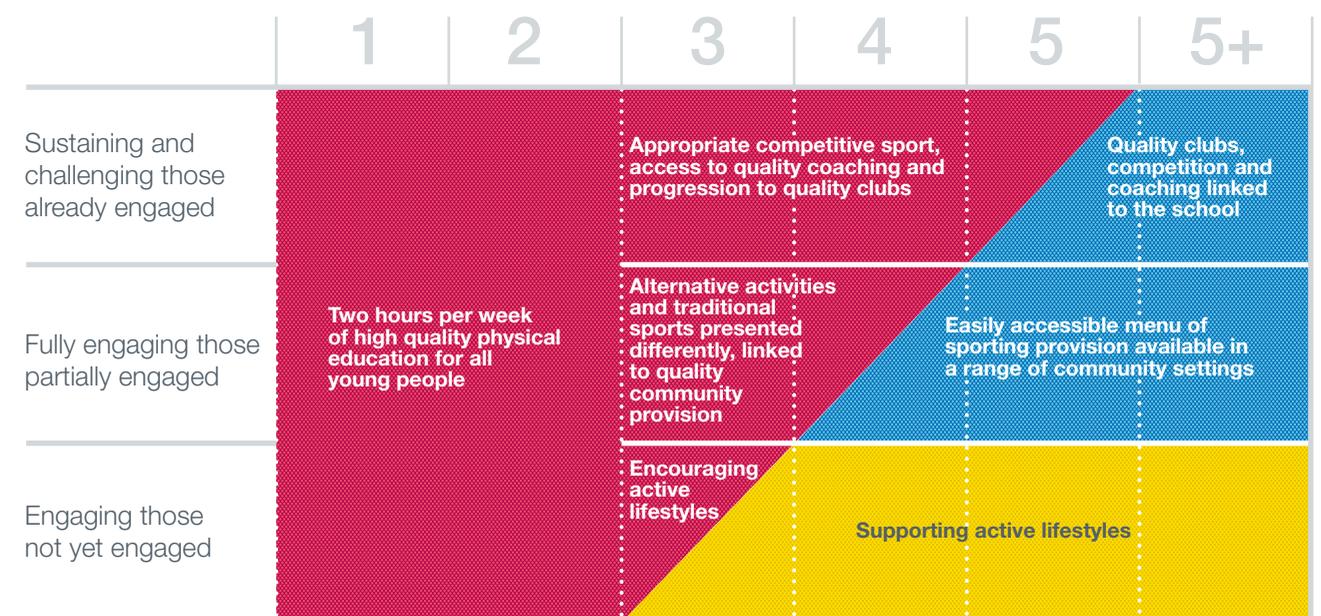
# Section Four

Who is involved in delivering the five hour offer?

**Key**

-  School Sport Partnerships
-  County Sport Partnerships, National Governing Bodies and other community providers
-  Health Providers and Primary Care Trusts
-  Transition between the two sectors
-  Transition between the two sectors

## Towards five hours of PE and sport for all young people<sup>5</sup>



5. Three hours for 16 to 19 year olds

## Delivering the five hour offer

### Overall ambition

- Deliver a successful Olympic/Paralympic Games with a legacy of more children and young people taking part in PE and sport
- Create a world-class system of PE and sport for young people
- Give every young person aged five to 16 in England access to five hours of PE and sport every week (three hours for 16 to 19 year olds)

Youth Sport Trust	Central Government	Sport England
<ul style="list-style-type: none"> <li>• PE and school sport</li> <li>• Manage delivery of strategy through national network of 450 SSPs</li> </ul>	<ul style="list-style-type: none"> <li>• DCSF/DCMS sets national aims of PE and Sport Strategy for Young People</li> <li>• Investing £780 million between 2008–2011</li> </ul>	<ul style="list-style-type: none"> <li>• Community/club sport</li> <li>• Manage delivery of strategy through national network of 49 CSPs and NGBs</li> </ul>

School Sport Partnerships	County Sport Partnerships	National Governing Bodies, Clubs, Community providers	Local Authorities	Primary Care Trusts
<p>Represent schools and those colleges with FESCos.</p> <p>Ensure that high quality two hour curriculum experience in place for all young people five to 16.</p> <p>Ensure that one hour of sport available on school sites beyond curriculum time.</p> <p>Lead the partnership with CSP and other local partners to deliver five hour offer in their area.</p>	<p>Work with local partners to help ensure two hours of appropriate sport available beyond school for every young person in the SSPs area.</p> <p>Ensure supply of sport opportunities (clubs, leisure centres, community settings) is high quality and that additional demand-led sport opportunities created.</p> <p>Work in partnership with SSP, NGBs and local community partners to deliver five hour offer.</p>	<p>Focus on young people's participation in sport and longer term talent development.</p> <p>Work closely with CSPs and SSPs to develop a network of community and school clubs across the country to create high quality sporting opportunities for young people (incl. volunteering).</p>	<p>Children and Young People Partnerships/ Children's Trusts, work to give young people access to positive activities, including sport, particularly Fri/Sat evenings.</p> <p>Work through Children and Young People's Plan to deliver the Local Area Agreements.</p> <p>Work with SSPs and CSPs to deliver the five hour offer. Several teams within each local authority are involved.</p>	<p>Work closely with local authorities to deliver local Children and Young People's Plans, which include targets on reducing childhood obesity and addressing healthy weight issues.</p> <p>PCTs are encouraged to work with local partners to support the co-ordination and delivery of wider physical activity and sport programmes locally, including the five hour offer.</p>





## Section Five

How is delivery of the five hour offer managed locally?

Effective local delivery of five hours of PE and sport relies on a strong local partnership between a range of agencies. While many organisations will contribute to delivering the offer, the overall management of this work is the responsibility of the SSP working closely and effectively in partnership with the CSP.

The SSP ensures that a quality two hour curriculum experience is in place for all young people, and that beyond the curriculum there is one hour of appropriate sport available at each school site for every young person (at least one hour of sport on a college site for those in FE colleges). The SSP ensures that young people in schools have access to information about what good quality sport is available to them outside of school time. The SSP also has a responsibility to share the demands of young people in schools/colleges with outside providers to ensure that the demand for more sport comes from young people themselves.

The CSP works with a range of local partners to support the provision of sport in the community. The CSPs work will help ensure that at least two hours of appropriate sport is available beyond the school/college for every young person. They also ensure that the supply of opportunities (e.g. in clubs, leisure centres, community organisations) is of high quality and that additional supply (based on the needs/preferences of young people) is created.

At local authority level, Local Strategic Partnerships (LSPs) (who have a broader interest in the provision of positive activities for young people) and their associated Children and Young People Partnerships (CYPP) or Children's Trusts (CT), work to ensure young people have access to a wide range of high quality positive activities, including sport. Local priorities will be identified in the LSP's Sustainable Community Strategy and those National Indicators chosen as local priorities

will be listed in the Local Area Agreement (LAA) agreed with central government. The local CYPP/CT also has the responsibility for co-ordinating the action of local partners, through its Children and Young People's Plan, to deliver the necessary improvements set down in the LAA. Delivery of the five hour offer should ideally be linked to these plans; several teams within the local authority will be involved in contributing to delivery of the local five hour offer, including education, youth and leisure services.

NGBs and their regional representatives, along with community and club providers at local level, have a clear focus on young people's participation in sport and longer term talent development. They work closely with CSPs and SSPs, developing a network of community and school clubs across the country to create high quality sporting opportunities for young people.

Health providers, especially PCTs, work closely with local authorities to develop and deliver local Children and Young People's Plans, which often include measures on reducing childhood obesity and addressing healthy weight issues. PCTs are encouraged to work with local partners to support the co-ordination and delivery of wider physical activity and sport programmes locally, including the five hour offer. This ties in directly with their responsibilities for regional health improvement, including Healthy Weight programmes.

The Youth Sport Trust and Sport England will work closely with SSPs and CSPs to ensure that local communication is clear and effective, that other agencies (e.g. local authorities, PCTs and NGBs) are fully involved and that the above accountabilities are fulfilled.

Successful partnership working comes down to clear roles and responsibilities and trust and mutual respect. The following examples illustrate how delivery is being managed at SSP/CSP level.

In both Cumbria and Lancashire effective local planning and communication between the CSPs and SSPs is leading to strong local accountability for delivery of the five hour offer. In both counties, the SSPs and CSP have made it a priority to understand each other's objectives and those of broader partners. This has been critical in establishing clear roles and responsibilities and in securing the involvement of PCTs, Children's Services Units and Extended Schools Teams.

In Cumbria, the Cumbria Sport Partnership has introduced a 'PE and Sport Strategic Framework' in consultation with key local agencies and partners, including SSPs, local authority Sports Development

Units, Integrated Youth Support Services and NGBs. This has been instrumental in ensuring that local partners agree on key strategic priorities, in order to develop detailed delivery plans for the five hour offer.

In Lancashire the creation of a 'Lancashire PE and Sport Framework' has played an important role in establishing clear roles and responsibilities for the different delivery partners and in providing a consistent framework, across a large geographic area, for the range of support partners needed to ensure delivery of an appropriate five hour offer.

In the capital, PRO-ACTIVE Central London CSP is supporting partners to produce borough-level 'five hour offer' action plans. They are working with two pilot boroughs — Lambeth and Wandsworth — to share the learning gained with other boroughs in the sub-region. This has resulted in a partnership-led approach to delivering the five hour offer, with local collaboration and partnership working at its heart. Key to this is understanding and promoting the role that PE and sport can play in delivering a number of key policy agendas, including the borough's Children's Plan, positive activities for young people and measures to tackle childhood obesity levels.



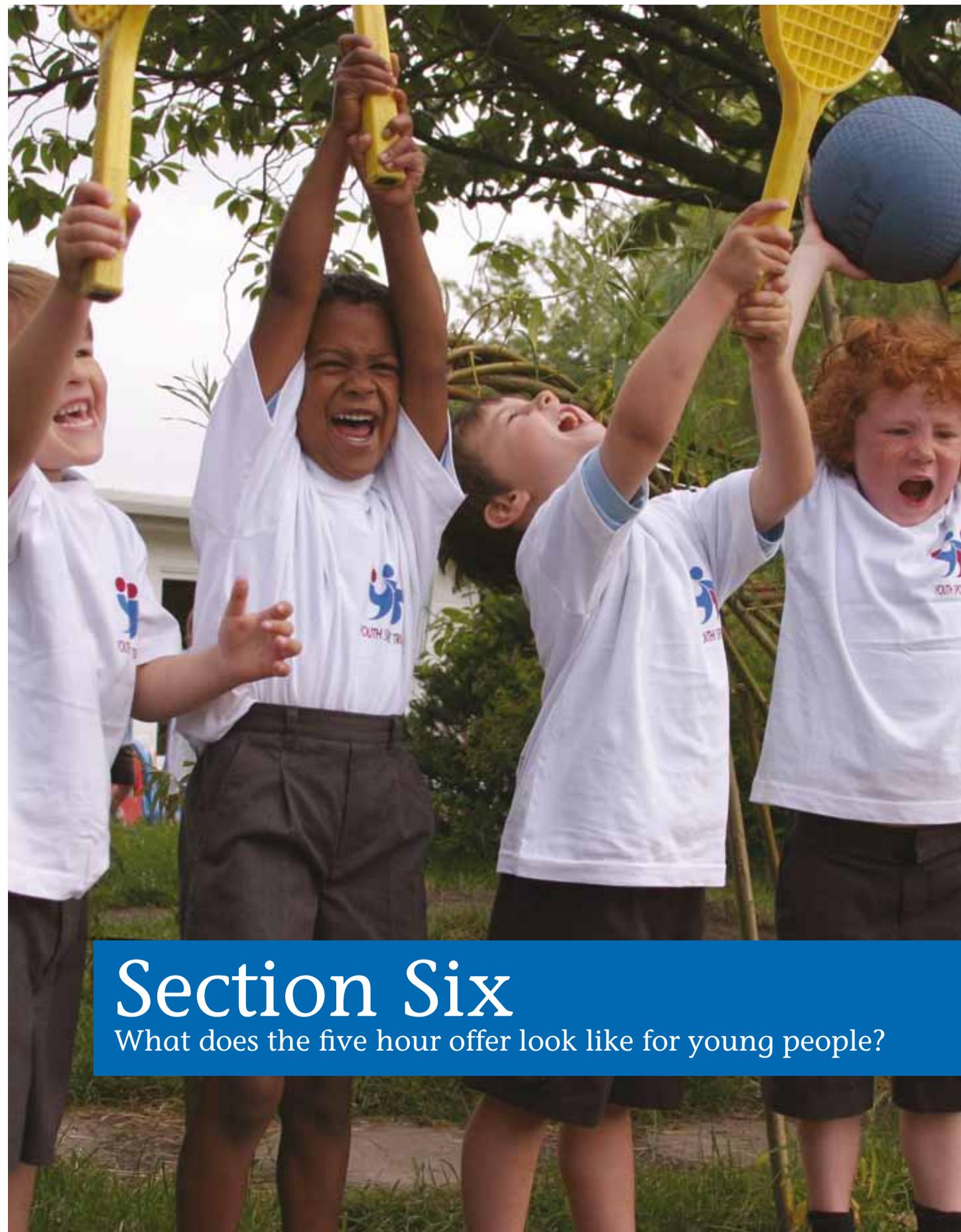
### Recommended partnership model for local delivery of the five hour offer in a School Sport Partnership area

#### Partnerships

- SSP leads the partnership for its area
- CSP works closely in partnership with the SSP

#### Organisations involved in delivering the local five hour offer:

- schools and FE colleges
- sports, youth, community and other clubs
- local authority (top and district tiers), including education, youth and leisure services
- NGBs (regional representatives)
- health providers, particularly PCTs



# Section Six

What does the five hour offer look like for young people?

Below are some suggested examples of what a personalised five hour offer might look like for different young people. These outlines illustrate how the school system and community system would ideally interact to provide the five hour offer.

Case study	School and School Sport Partnership	Club and Community
<p><b>Shanwaz</b> Year 2 student at a primary school in Bristol</p>	<ul style="list-style-type: none"> <li>• Shanwaz participates in 75 minutes of PE every Tuesday morning and another 75 minutes on Thursday afternoon.</li> <li>• Every Friday lunchtime, he takes part in a 30 minute organised session of playground activity led by Year 6 pupils from his school and on a Monday evening he attends a 45 minute dance club at the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Shanwaz has swimming lessons on a Saturday morning at his local club. Once he can swim 50m he is looking forward to joining the improver group on a Monday evening for one hour a week.</li> <li>• On Friday evenings Shanwaz goes with his brother and dad to a family fun sports session run at his local community centre.</li> </ul>
<p><b>Beth</b> Year 6 student at a primary school in Manchester</p>	<ul style="list-style-type: none"> <li>• Beth does two hours of PE during the curriculum at school and also stays after school on a Wednesday evening for one hour at the school's multi-skill club.</li> <li>• On a Monday evening Beth has started to attend a multi-activity club at her local secondary school. This 75 minute session each week is not only giving her access to more sport, but is helping her to make the transition to the secondary school she will attend next year.</li> </ul>	<ul style="list-style-type: none"> <li>• After attending cycle training at school, Beth has joined a local BMX cycling club. She attends the club for an hour on a Friday evening and two hours each Sunday morning.</li> </ul>
<p><b>Declan</b> Year 8 student at a special school in Sunderland</p>	<ul style="list-style-type: none"> <li>• Declan takes part in two hours a week of PE along with an hour's additional time in the hydrotherapy pool at his school.</li> <li>• On a Thursday evening the School Sport Co-ordinator has arranged for his transport to arrive an hour later than normal to enable him to attend a boccia club at his school.</li> </ul>	<ul style="list-style-type: none"> <li>• On a Tuesday evening Declan attends his local athletics club where he is developing well as a discus thrower and is about to take part in his first competition.</li> </ul>
<p><b>Ellie</b> Year 9 student at a secondary school in Cromer, Norfolk</p>	<ul style="list-style-type: none"> <li>• Ellie's school operates a two week timetable. In the first of these weeks she participates in two hours of PE and in the second week this increases to three hours.</li> <li>• Ellie was identified by her school a year ago as someone that wasn't fully engaging in PE. She was invited to attend an active lifestyle club on Thursday lunchtimes. This helped to build her confidence and she now participates fully in PE and still attends the club, joining in activity and supporting Year 7 and 8 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Through her attendance at a local youth club, Ellie heard about a ten week trampolining programme on offer at a local leisure centre. After attending eight sessions, she decided to take it up more regularly and has joined a local gymnastics club, attending for two hours a week.</li> <li>• Through her involvement in the trampolining session Ellie met two new friends at the leisure centre and now meets up with them every Friday night at the centre to do a one hour aerobics session.</li> </ul>

Case study	School and School Sport Partnership	Club and Community
<p><b>Tom</b> Year 10 student at a secondary school in Carlisle</p>	<ul style="list-style-type: none"> <li>• Tom does two 70 minute lessons a week of PE along with an additional two 70 minute GCSE PE lessons.</li> <li>• Throughout the winter Tom plays regularly for the school badminton team and trains with them for an hour every Monday evening. During the summer tennis replaces badminton.</li> <li>• Tom has recently taken a young referees award in rugby and spends an average of an hour a week refereeing local primary school fixtures.</li> </ul>	<ul style="list-style-type: none"> <li>• Outside of school Tom is a member of the local rugby club, training for one hour on a Wednesday evening along with matches/training for two hours on a Sunday morning.</li> </ul>

<p><b>Amrita</b> Year 11 student at a secondary school in Fareham</p>	<ul style="list-style-type: none"> <li>• Amrita does two hours of timetabled PE per week, and as part of that, has recently undertaken a Sports Leader award.</li> <li>• She is using her new sports leadership skills to establish a lunchtime dance club for younger girls at her school.</li> </ul>	<ul style="list-style-type: none"> <li>• Outside of school Amrita attends two dance groups for a total of four hours per week in addition to performing in occasional shows.</li> <li>• She has also joined a gym at the local community centre and is working out on average twice a week.</li> </ul>
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Case study	School/College	Club and Community
<p><b>Ryan</b> A student at his local FE college in Birmingham</p>	<ul style="list-style-type: none"> <li>• Ryan works out once a week for at least 45 minutes at the college gym.</li> <li>• He also takes part in a badminton ladder established by the college's FESCo after college and plays at least one match a week.</li> </ul>	<ul style="list-style-type: none"> <li>• Ryan has been a member of his local hockey club since he was at school and now spends about an hour and half each week training and then playing in the local league.</li> </ul>

<p><b>George</b> A 17 year old on a modern apprenticeship in motor mechanics</p>	<ul style="list-style-type: none"> <li>• Not attending 'School/College'</li> </ul>	<ul style="list-style-type: none"> <li>• George used to play basketball at school but hadn't done so for his last two years there. He has recently started regularly attending club sessions again and is looking to get back into the team and to play competitively.</li> <li>• He has also started going to the gym once a week on a Friday evening with a group of workmates from the garage he is based at.</li> </ul>
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Case study	School/College	Club and Community
<p><b>Rakesha</b> An A Level student at a school in Sheffield</p>	<ul style="list-style-type: none"> <li>• Rakesha didn't really enjoy PE at school but had the opportunity to try rock climbing during an activity day in her last year at school. She now climbs every Tuesday evening on the school's climbing wall.</li> </ul>	<ul style="list-style-type: none"> <li>• Most weekends Rakesha gets an hour's climb at the city's indoor climbing centre. About once a month she joins a group that climb in the Peak District.</li> <li>• Her new found love of the outdoors has also led to her signing up for a beginners canoeing course at the local swimming pool. She'll now attend 12 two hour sessions before hopefully making the transition to an outdoor activity centre at one of the city's reservoirs.</li> </ul>

<p><b>Christie</b> An 18 year old currently unemployed</p>	<ul style="list-style-type: none"> <li>• Not attending 'School/College'</li> </ul>	<ul style="list-style-type: none"> <li>• Christie hasn't done any sport since leaving school. However she recently took up running with two friends and they are planning to do a 'Race for Life'. After a few weeks of running on their own, they have joined a local running group. Christie now attends two sessions a week. The club have waived the membership fee and have reduced the sessional subs by half.</li> <li>• Her local authority has extended its free swimming programme to unemployed people and Christie has started swimming twice a week as a result of this.</li> </ul>
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<p><b>Shauna</b> A 17 year old working as an administrative assistant in a large distribution centre</p>	<ul style="list-style-type: none"> <li>• Not attending 'School/College'</li> </ul>	<ul style="list-style-type: none"> <li>• Shauna has always been active, but never into team games. She has recently stopped dancing and has taken advantage of the gym at the office where she works to do two aerobics sessions a week.</li> <li>• She has also joined some work colleagues who have persuaded her to join their netball group which meets for an hour each week after work. Her confidence has grown as a result and she is looking forward to the first inter-departmental tournament.</li> </ul>
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## Contact details

### Youth Sport Trust:

For more information please visit [www.youthsporttrust.org](http://www.youthsporttrust.org), call 01509 226600 or email: [info@youthsporttrust.org](mailto:info@youthsporttrust.org)

Youth Sport Trust, Sir John Beckwith Centre for Sport, Loughborough University, Loughborough, Leicestershire LE11 3TU

Registered charity number **1086915**  
Registered company number **4180163**

### Sport England:

To get the latest news and information about Sport England's work, please go to [www.sportengland.org](http://www.sportengland.org) or call **0845 850 8508**

Sport England, 3rd Floor, Victoria House, Bloomsbury Square, London WC1B 4SE

The guide is available to download from both of the websites listed above, where more information on the PE and Sport Strategy for Young People and the five hour offer, including the ten workstrands, can also be found.

