

The image shows two children in a living room. A boy on the left is wearing a blue t-shirt with a colorful pattern of watermelons and flamingos. A girl on the right is wearing an orange t-shirt with a black silhouette of a dinosaur and black shorts. They are both standing on a patterned rug and have their arms raised in the air, mimicking the exercise shown on the television. The television screen displays a man in a white t-shirt with 'Be Well' written on it, performing a similar exercise. The room features a white bookshelf with books, a white TV stand with toys, and a white sideboard with a vase of flowers and framed photos.

# Active Lives Children and Young People Survey Coronavirus (Covid-19) Report

Mid-May to late-July 2020 (the summer term)

Published January 2021

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## Key information

This report focuses on the summer term (mid-May to late-July) and should be read in conjunction with the annual 2019/20 report.

# Welcome



Covering the period from mid-May to late-July (the school summer term), this report provides the picture of sport and physical activity during the second phase of the coronavirus (Covid-19) pandemic when restrictions began to be eased.

It reveals a reduction in the number of active children and young people of 2.3% – or just over 100,000 – compared to the same period 12 months before.

This figure would clearly have been much worse had considerable numbers of children and young people not switched into alternative or adapted activities.

Not surprisingly, sporting activities (which include team sports, athletics/running and swimming) were collectively hardest hit, down 16% or just over a million fewer children and young people taking part, whilst the biggest gains were found in walking, cycling and fitness.

Although overall reductions have been minimised, the disruption has had an unprecedented impact upon physical literacy, with changes to perceived competence, confidence and enjoyment of concern going forward.

The report also looks in detail at a range of demographics groups, highlighting that the impact has been widely but not evenly felt with boys, and children from Asian, Black, Mixed and Other ethnic backgrounds having found it the hardest to remain regularly active during the pandemic.

It was particularly challenging to collect the data for this survey during the disrupted summer term, and I'd like to record my gratitude to everyone involved in making it possible particularly the Active Partnerships who helped recruit the schools, the schools who made time for this during the disruption, and the children, parents/carers and teachers who took time to complete the survey.

Finally, I'd like to thank all the parents/carers, teachers, coaches, clubs, organisations and volunteers who have worked (and continue to work) so hard to find ways to help our children and young people move during this difficult time.

# The coronavirus timeline and fieldwork

This report focuses on the summer term which covered Phase 2 of the coronavirus pandemic

**January to March**  
(Spring term 2019/20)

Survey fieldwork stopped two weeks before the end of term as schools closed to most pupils

**Phase 1**

Mid-March to mid-May:  
Full lockdown

**Mid-May to late-July**  
(Summer term 2019/20)

Survey fieldwork started a couple of weeks after the start of term, but then ran throughout with lower sample sizes and predominantly at home completion. Despite this the sample size remained substantial, with 20,000 responses for the term.

**Phase 2**

Mid-May to mid-September:  
Easing restrictions

**September to December**  
(Autumn term 2020/21)

Survey fieldwork as usual – data part of next year's release

**Phase 3**

Mid-September to December:  
New restrictions

2020

Activity choice restricted – mainly walking, cycling, running and informal activities

**Mid-May:** Meeting one person from outside of your household allowed and activity choice was extended to include outdoor activities such as horse riding and water sports

**June:** Schools reopened for reception, Year 1 and Year 6 pupils (alongside children of key workers), groups of six allowed to meet in parks and gardens. Training sessions run

**July:** Playgrounds reopened and organised sport began to restart

**End July:** Gyms, pools and leisure centres reopened

**Mid-September to October:** Restrictions to indoor team sports reintroduced along with the rule of six. Schools reopened for all pupils

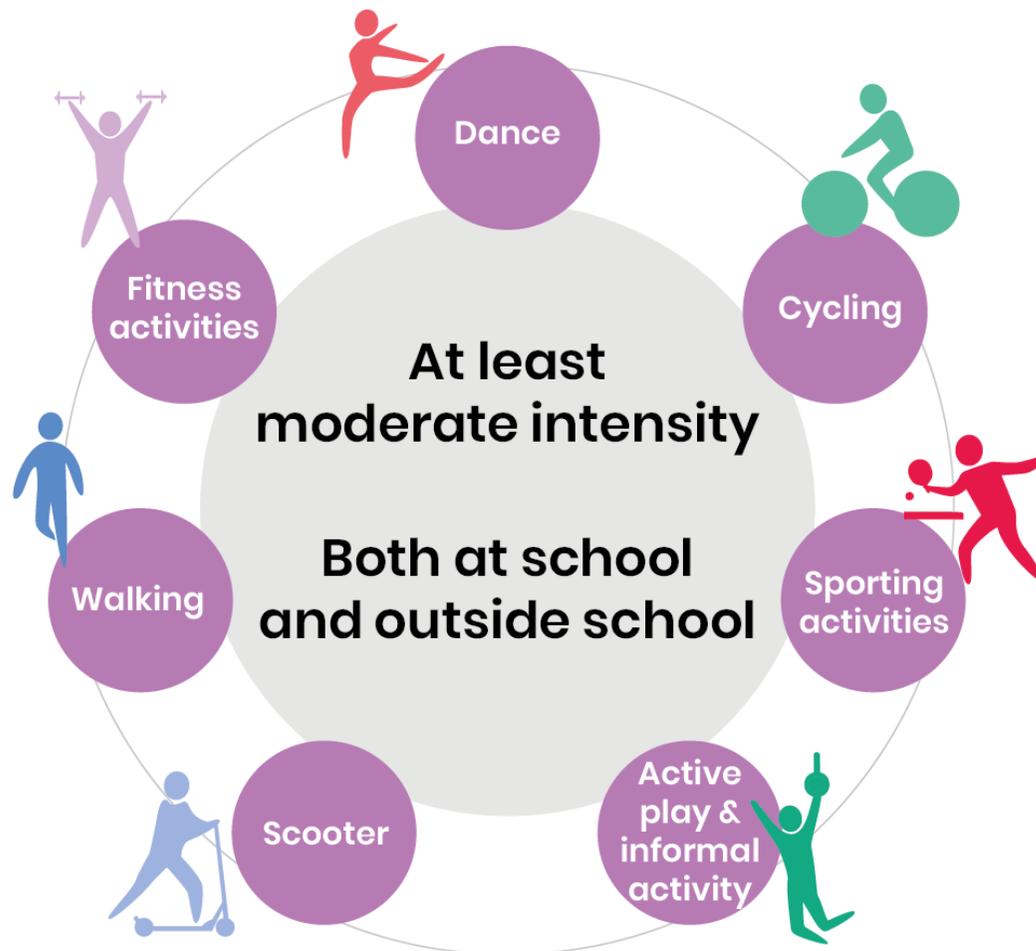
**November:** National restrictions return. Restrictions applied to all indoor activity and organised outdoor activity

**December:** New tiered system of restrictions based on location

This chapter presents information on three levels of activity:

- Active (an average of at least 60 minutes a day)
- Fairly active (an average of 30-59 minutes a day)
- Less active (less than an average of 30 minutes a day).

What do we mean by sport and physical activity?



# The impact on activity levels

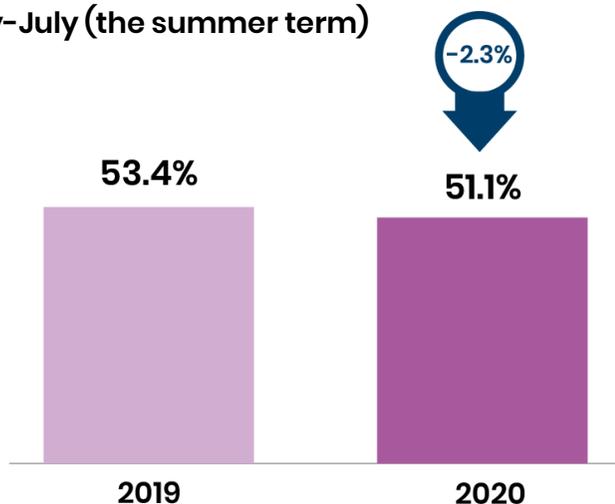


## Fewer children and young people were active during the summer term than in 2019

The proportion of children and young people reporting they were active during mid-May to late-July (the summer term) fell by 2.3%, with just over 100,000 fewer children meeting the recommended level of activity compared to the same period 12 months earlier. Despite the lifting of some of the restrictions imposed by the pandemic, sporting activities saw a large decrease in the numbers taking part. However, significant increases in walking, cycling and fitness have limited the negative impact on overall activity levels.

### Active (an average of 60+ minutes a day)

May-July (the summer term)



**Sporting activities saw large decreases** with over a million fewer children and young people (-16.3%) reporting they took part in activities such as swimming and team sports in the last week\* compared to the same period 12 months earlier. See page 7 for more detail.

**Walking, cycling and fitness** all saw large increases in the numbers reporting they took part in the last week compared to the same period 12 months earlier. 1.6m more children and young people went for a walk (+22.2%) or did fitness activities (+22.1%) whilst 1.4m more cycled for fun or fitness (+18.4%). See page 8 for more detail.

**The impact was greater for some groups than others.** Whilst all groups have been impacted, in terms of activity levels, girls fared better than boys whilst those from Black and Mixed backgrounds saw notable drops in activity levels.

**\*Note:** When looking at individual or groups of activities (see pages 7 and 8) we use the measure of whether they took part in the last week as we're looking to understand which activities contribute to overall activity levels.

[Link to data tables](#)



# Types of activity



Arrows show the percentage point change on 12 months ago. No arrows indicate no change



## Sporting activities saw notable drops

The number of people children and young people could meet from outside their household was restricted during this period and this impacted the activities they could do.

### Team\*\* and organised sport

This included how many could play team and other organised sports. However, thanks to the hard work and resourcefulness of parents, teachers and sports coaches, significant numbers of children still found ways to take part.

Additionally, training sessions returned in June, and more formal organised sport in July, which helped to prevent an even greater drop in participation.

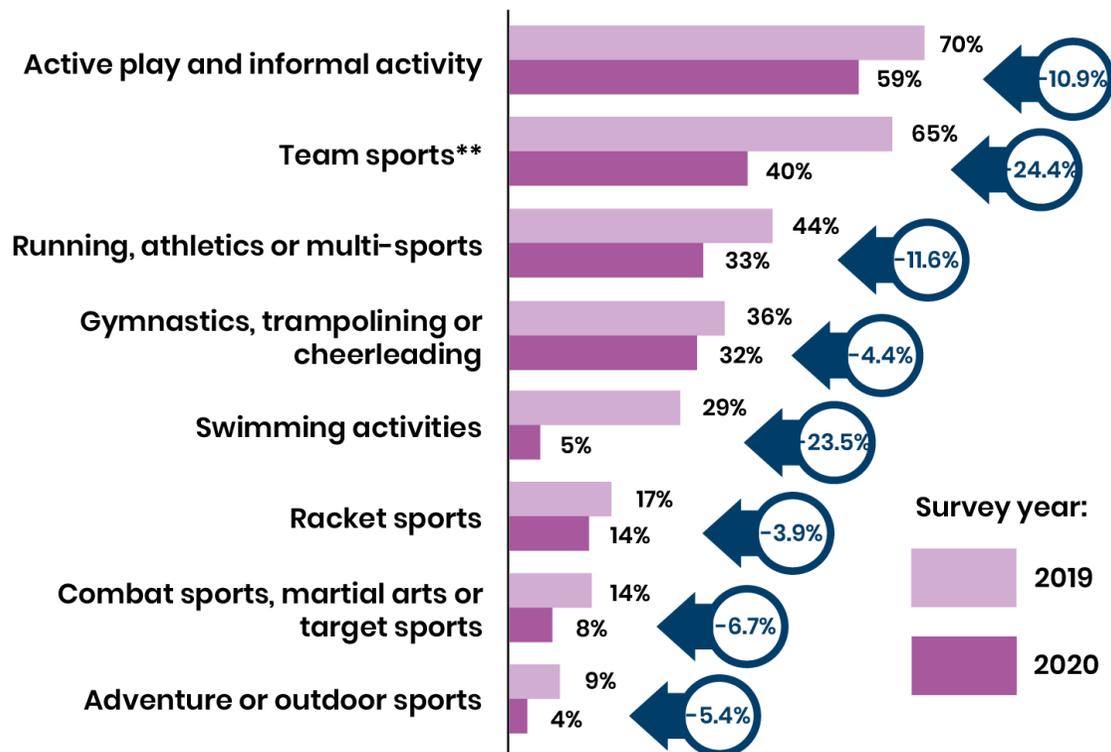
### Swimming

With public and school swimming pools closed for the majority of the summer term, the proportion of young people swimming fell.

### Active play and informal activity

Whilst schools reopened to Year 1 and Year 6 pupils (alongside children of key workers) in June, most children didn't have access to break and lunchtime activity. Outside of school, the ability to meet another household from June – and playgrounds reopening from July – contributed to this activity not falling further.

## Selected types of activity done in the last week\* Years 1-11 (ages 5-16) May-July (the summer term)



### Notes:

\* When looking at individual or groups of activities, we use the measure of whether they took part in the last week as we're looking to understand which activities contribute to overall activity levels.

\*\* Team sports refers to a group of activities that are typically played in teams. All participation in these activities is included regardless of whether it's team play, training or individual skills.

[Link to data tables](#)

# Types of activity



Arrows show the percentage point change on 12 months ago. No arrows indicate no change



## Walking, cycling and fitness saw large increases

### Fitness activities

Throughout the pandemic, at home fitness activities (particularly digital platforms) were promoted and this is reflected in a large increase in those doing gym or fitness.

### Walking and cycling

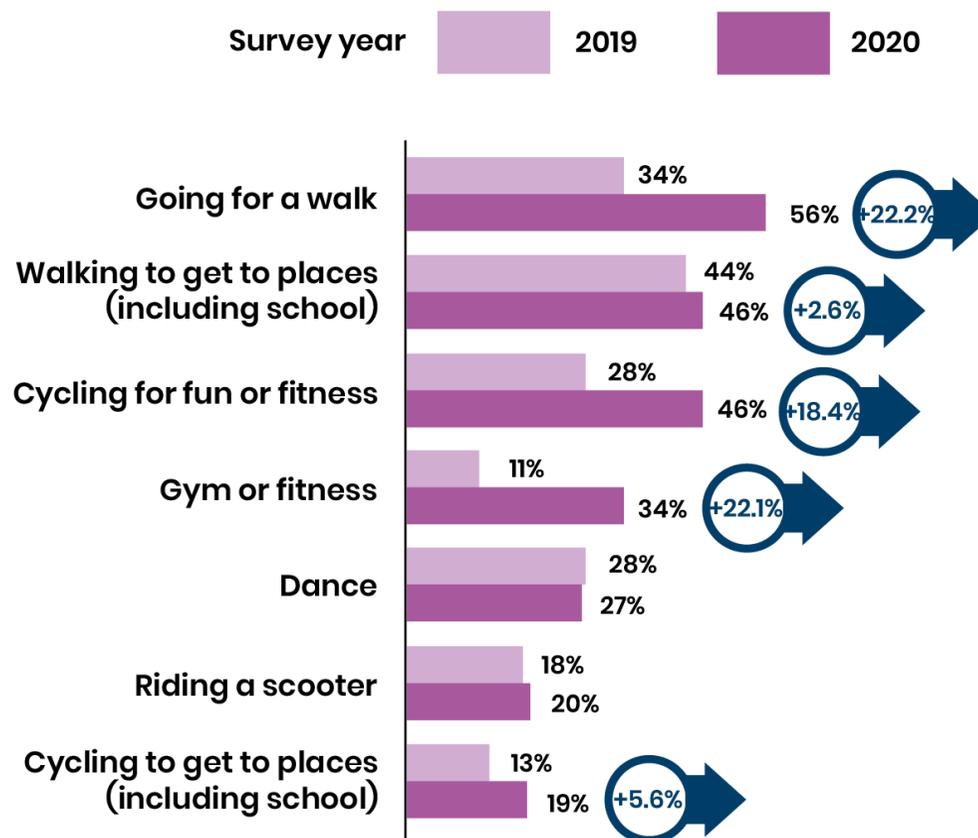
The numbers going for a walk or a bike ride increased during the pandemic as they were activities that were readily available and easy to do within a family unit or alone. Additionally, there were many reports of people spending more time with family and outdoors. Our data supports these findings, and shows increases in both going for a walk and cycling for fun or fitness across the mid-May to late-July period.

### Active travel

Levels of walking for travel increased as the use of public transport was discouraged. One possible explanation is that many switched to walking and cycling to get about.

**\*Note:** When looking at individual or groups of activities, we use the measure of whether they took part in the last week as we're looking to understand which activities contribute to the make-up of an active day.

## Selected types of activity done in the last week\* Years 1-11 (ages 5-16) May-July (the summer term)



[Link to data tables](#)

# Positive attitudes

# Definition

The International Physical Literacy Association's definition of physical literacy has four elements: motivation, confidence, competence and knowledge and understanding. The organisation says these help an individual "value and take responsibility for engagement in physical activities for life".

Source: [The International Physical Literacy Association](#)

We used this definition to develop statements covering each of the five attitudes that we added to the survey.

When talking about individual attitude statements, we report where a child strongly agrees\* with a statement as evidence of positive feelings towards it. For example, when a child strongly agrees that they enjoy taking part in sport, we describe that child as enjoying sport and physical activity. These statements were developed by an expert advisory group commissioned by the Department for Digital, Culture, Media and Sport and Sport England.



**\*Note:** By looking specifically at those who "strongly agree", we both mitigate the tendency of children and young people to "agree" to socially desirable statements, and focus on how the firmest attitudes relate to activity and health and social outcomes.

# The role of positive attitudes

 Arrows show the percentage point change on 12 months ago. No arrows indicate no change



## Positive attitudes towards sport and physical activity have decreased

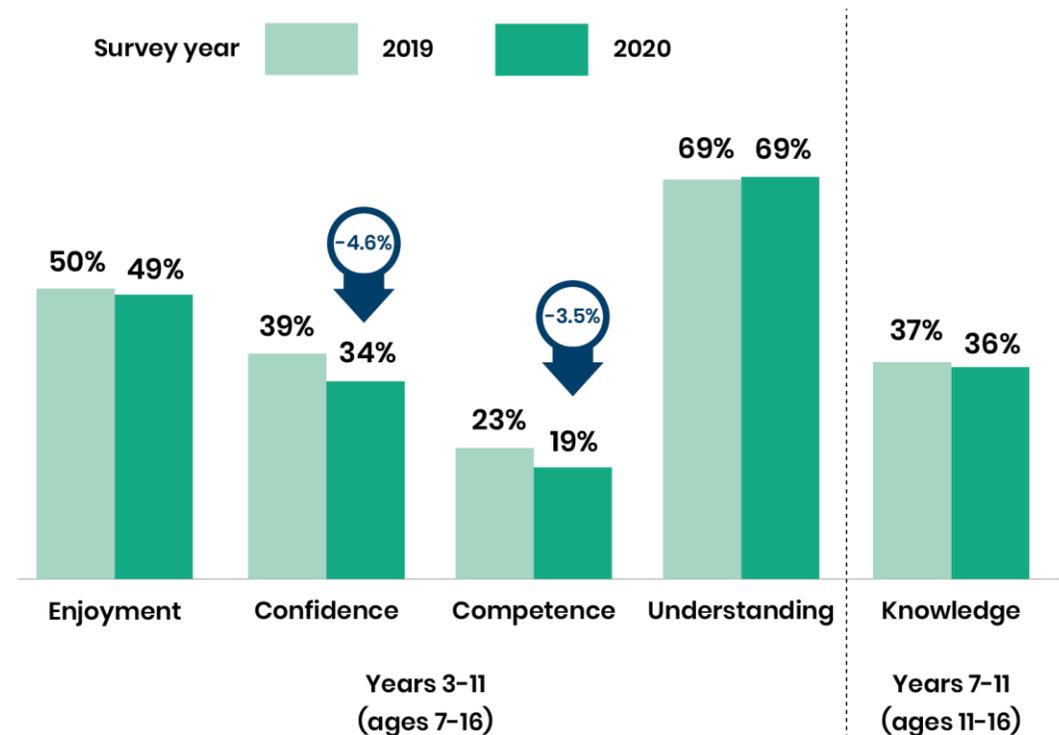
There's an established relationship between feeling positive about taking part in sport and physical activity and doing so. During the mid-May to late-July period (the summer term), we saw overall drops in both those feeling confident when taking part and finding sport easy (competence) compared to the same period 12 months earlier.

As restrictions started to be eased during this period, it's likely some children felt less confident as they returned to activities they'd not been able to do for some time and, if they had lost some skills, might have felt less competent. For other children, the environment may have felt less familiar or comfortable for them due to the alterations that were required.

It's possible these factors may have contributed to children and young people delaying their return or dropping out. It's important that providers and schools are careful in how they reintroduce activity.

This picture differs for some demographic groups, as set out on the next page. These differences will be important as we explore activity differences by demographics across pages 12-15.

## Positive attitudes towards sport and physical activity (proportion who strongly agree) May-July (the summer term)



[Link to data tables](#)

# The role of positive attitudes

# Demographic differences

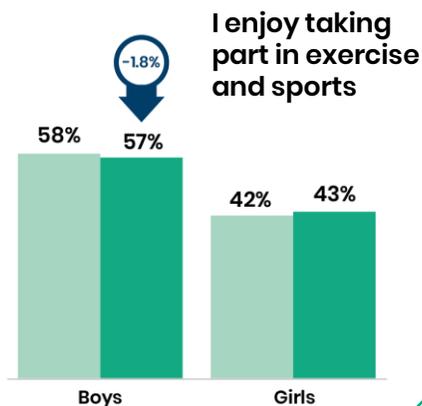
 Arrows show the percentage point change on 12 months ago. No arrows indicate no change



 Summer 2019  Summer 2020

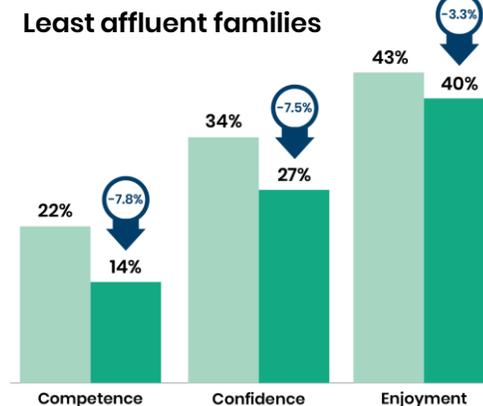
## Gender

Enjoying taking part and knowing how to get involved dropped for boys but not for girls. As girls haven't shown any drop for enjoyment, this might explain why activity levels generally held up better (see page 13).



## Family affluence

Enjoying taking part, alongside confidence and competence, dropped for children and young people from the least affluent families. This suggests many aren't feeling positive about the activity they're doing and so activity levels may not be sustained longer term (see page 14).

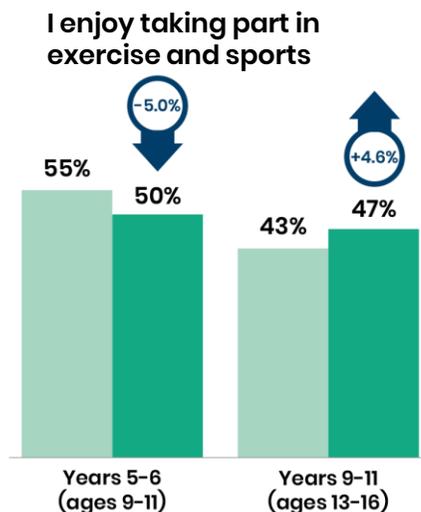


## School years

Enjoyment fell for Years 5-6 (ages 9-11) whilst it increased amongst those in Years 9-11 (ages 13-16).

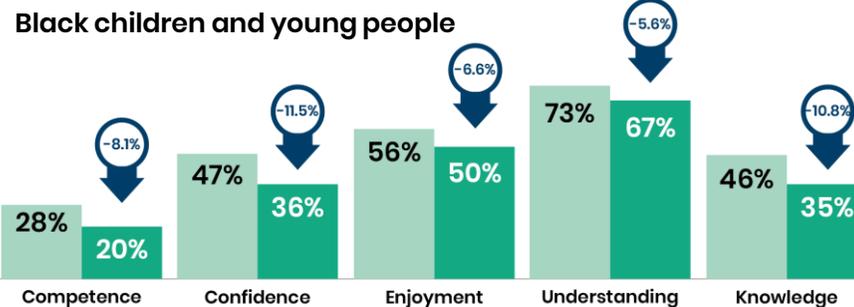
Understanding why exercise and sport are good for you decreased for Years 5-6 but increased for Years 7-11 (ages 11-16).

This aligns with the year groups seeing the largest decreases (boys in Years 5-6) and increases (girls in Years 9-11) in activity levels (see pages 12-13).



## Ethnicity

Strong agreement to all five attitudes decreased for Black children and young people, which corresponds with this group recording some of the largest decreases in activity levels. This suggests a lack of choice is disproportionately impacting this group (see page 15).



[Link to data tables](#) 

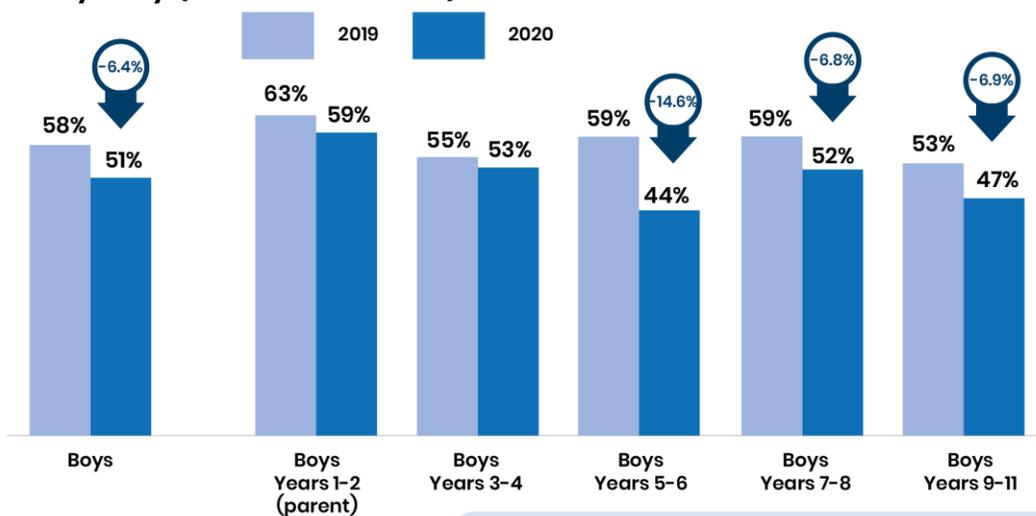


### Boys saw a notable drop in activity levels

Activity levels fell by 6.4% for boys, with just under 200,000 fewer boys meeting the recommended level of activity across mid-May to late-July (the summer term) compared to 12 months earlier. The change in activity levels varied by age, with the greatest drops seen amongst boys in Years 5-6 (ages 9-11).

This is perhaps unsurprising given boys are highly likely to take part in organised activities such as teams sports and, whilst training sessions returned in June, organised sport did not return until July and many may have found it hard to restart after habits were broken. Additionally, boys are also very likely to take part in active play, which also saw drops during this period.

### Active (an average of 60+ minutes a day) May-July (the summer term)



**Note:** For this question, data for children in Years 1-2 is collected by proxy from parents, while for Years 3-11, the pupils are asked directly.

[Link to data tables](#)

### Differences by age: Possible reasons

#### Younger children Years 1-4 (ages 5-9)

Other research indicates that younger children are most likely to take part with their families and, as such, walking and cycling are likely to have substituted for lost activity. It's also notable that most attitudes didn't change for Years 3-4 (ages 7-9), with the exception that finding it easy (competence) increased.

#### Late primary Years 5-6 (ages 9-11)

Organised sport is increasingly prevalent, especially for boys. Added to this, boys are likely to still have limited independence at this age and so opportunities to substitute activity may have been lower. Both enjoying taking part and feeling confident when doing so dropped for this age group.

#### Secondary Years 7-11 (ages 11-16)

For secondary-age young people, it's possible that the prolonged break from some activities, particularly team sports, is likely to have impacted their confidence when taking part and whether they found it easy (competence), which have both decreased and may have caused some to drop out.



Arrows show the percentage point change on 12 months ago. No arrows indicate no change

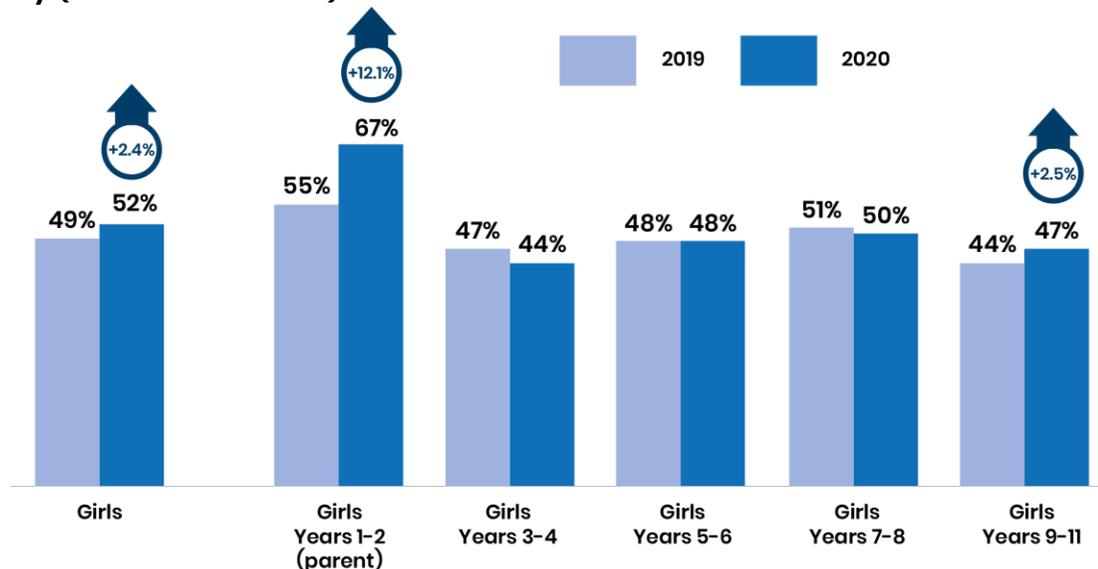


### Girls saw activity levels increase

Activity levels increased by 2.4% for girls, with just over 100,000 more girls meeting the recommended level of activity across mid-May to late-July (the summer term) compared to summer 2019. However, this headline masks the fact that the increases are concentrated amongst teenage and the youngest girls.

Overall, this reflects that girls are more likely to take part in fitness and to go for a walk. Both these activities saw increases in the numbers taking part, with girls notably driving the increase in fitness.

### Active (an average of 60+ minutes a day) May-July (the summer term)



[Link to data tables](#)

### The role of choice

For girls generally, but **teenage girls** specifically, it's possible that the choice available suited them better and there were less competing priorities which contributed to increased activity levels. Teenage girls also reported an increase in enjoying taking part.

However, across girls in Years 3-8 (ages 7-13), we saw falls in feeling confident when taking part and finding it easy (competence) which suggests activity levels may fall in the future if choice isn't maintained/enhanced.

**Note:** For this question, data for children in Years 1-2 is collected by proxy from parents, while for Years 3-11, the pupils are asked directly.

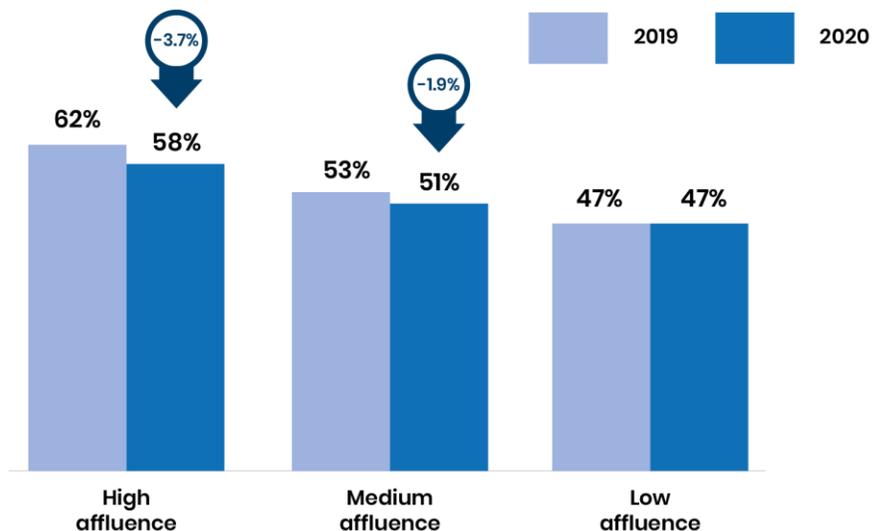


## Whilst activity levels did not change amongst those from the least affluent families, they remain lower than for those from the most affluent families

Children and young people from the most affluent backgrounds saw the largest decrease in activity levels, whilst those from the least affluent families didn't see activity levels change compared to 12 months ago. Despite this, there remains a large gap with children from the least affluent families being much less active than those from the most affluent families.

However, those from the least affluent families saw drops in the proportion enjoying taking part, feeling confident when taking part and finding it easy (competence). Whilst activity levels currently remain unchanged, reduced positivity about taking part is a cause for concern.

### Active (an average of 60+ minutes a day) May-July (the summer term)



[Link to data tables](#)

←
Most affluent families
| | | | | | | |
Least affluent families
→

Despite restrictions being eased, leisure centres and many activities such as clubs, classes and lessons remained unavailable during this period. It's therefore likely that reduced opportunity has driven lower activity levels during this period.

Children from lower income families are often active with parents and siblings, whilst walking to get to places is also important. Both were relatively unaffected by the pandemic and possibly easier therefore to substitute for lost activities.

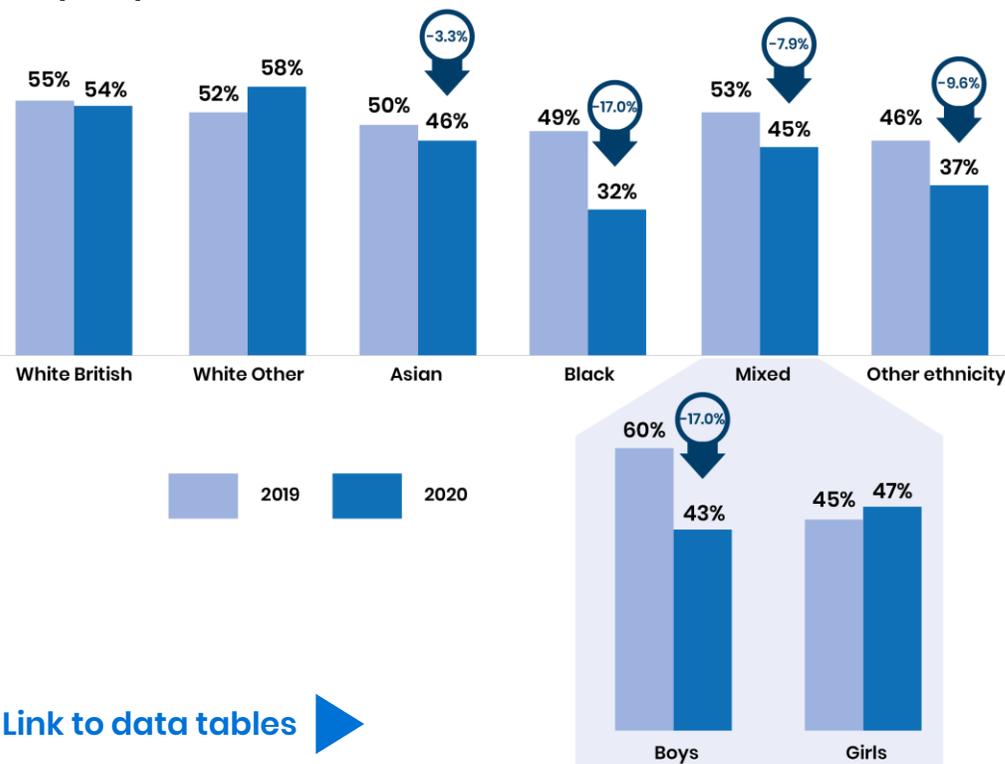
 Arrows show the percentage point change on 12 months ago. No arrows indicate no change



### Larger drops in activity levels have been seen amongst Black children and young people and boys with a Mixed ethnicity

Activity levels have fallen for children and young people from Asian, Black, Mixed and Other ethnic groups, but those drops are of a greater magnitude amongst boys from Mixed ethnicities and all children and young people from Black, and Other ethnic groups.

#### Active (an average of 60+ minutes a day) May-July (the summer term)



[Link to data tables](#) 

 The large drop in activity levels for **Black children and young people** was accompanied by drops in those strongly agreeing to each of the five attitudes. The sharp fall in activity levels and positive attitudes towards sport and physical activity is a particular concern.

 Our Sport for All report (January 2020) showed that children and young people from **Mixed ethnic backgrounds** are over-represented in dance, football, swimming and running/athletics relative to their population share, all activities where we've seen decreases.

# Happiness

 Arrows show the percentage point change on 12 months ago. No arrows indicate no change



## Happiness increased amongst secondary-aged girls

Overall, happiness scores remained unchanged across Years 3-11 (ages 7-16) between mid-May to late-July compared to the same period 12 months earlier.

However, there was an increase amongst girls in Years 7-11 (ages 11-16). Other research\* indicates there were positive implications of the pandemic amongst older children as they had more time to appreciate things, return to old hobbies and to spend time with family.

For girls in Years 7-11, increases were seen across all levels of activity reinforcing the established associations between the two measures – active children and young people have higher happiness scores than fairly active children and young people, who in turn have higher scores than those who are less active. This reinforces the need to ensure there are as many opportunities to be physically active as possible.

### Mental wellbeing

Happiness can be viewed as an immediate marker of how children and young people are feeling on any given day, however, it's just one indicator of mental wellbeing. Other research\*\* indicates how restrictions as a result of the pandemic (such as not attending school) are having a negative effect on development and have been associated with increases in behavioural and attentional difficulties and mental health conditions.

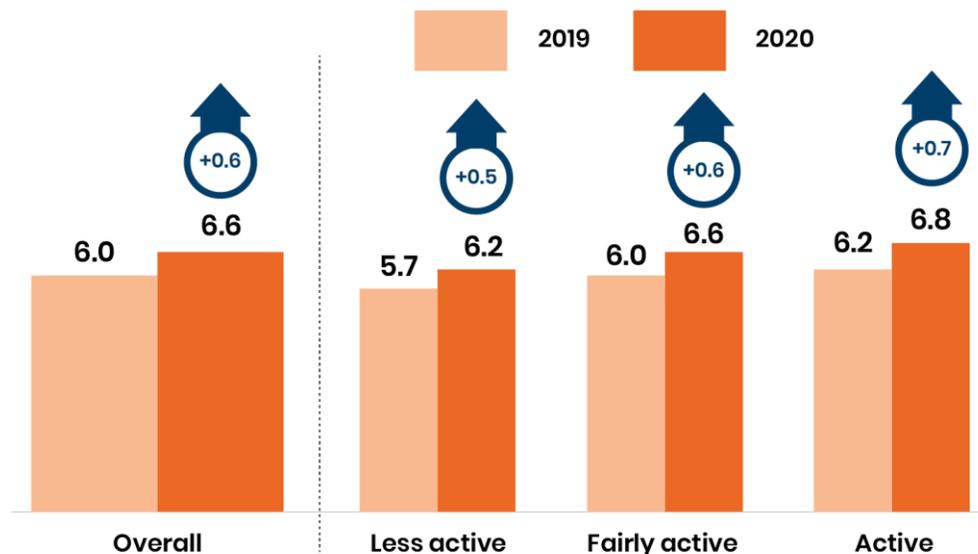
\* Children's Society Life on Hold Report

\*\* Ofsted 'briefing on schools', December 2020 and University of Oxford's Co-SPACE Study, June 2020

[Link to data tables](#)



### Girls in Years 7-11: How happy did you feel yesterday? May-July (the summer term) – score out of 10



# Individual development

## Individual development is down for all age groups but most notably for children in Years 3–6 (ages 7–11)

The proportion strongly agreeing to the statement 'if I find something difficult I keep trying until I can do it' decreased by 13.7% overall, down to 24%. This drop was greater for the younger age groups (Years 3–6, ages 7–11) where 22.6% fewer children strongly agreed they'd keep trying.

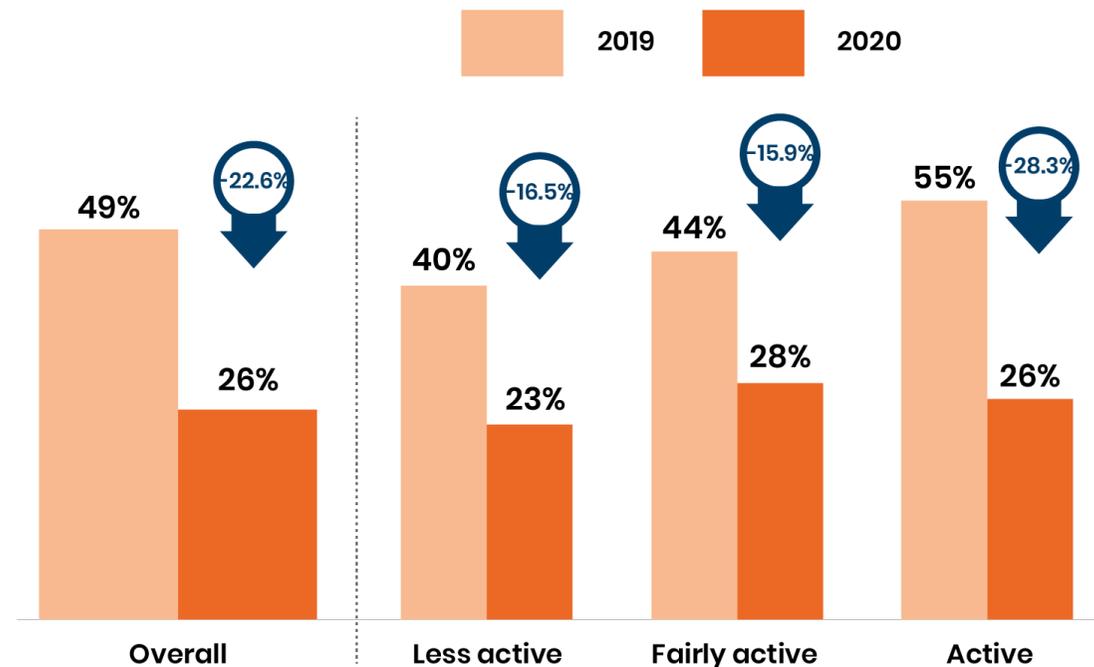
The magnitude of the drop is unprecedented and has been seen across all levels of activity – to the extent that for Years 3–6 we're no longer seeing clear associations between activity levels and individual development. Ofsted published a 'briefing on schools' report in December 2020 that also highlighted that younger pupils are likely to have been the most negatively affected.

 Arrows show the percentage point change on 12 months ago. No arrows indicate no change

 ACTIVE LIVES  
19/20  
ACADEMIC YEAR  
CHILDREN SURVEY



If I find something difficult, I keep trying until I can do it:  
Years 3–6 (ages 7–11)  
May–July (the summer term) – proportion who strongly agree



[Link to data tables](#)



# Community development

Arrows show the percentage point change on 12 months ago. No arrows indicate no change



## Community development increased amongst children in Years 3-6 (ages 7-11)

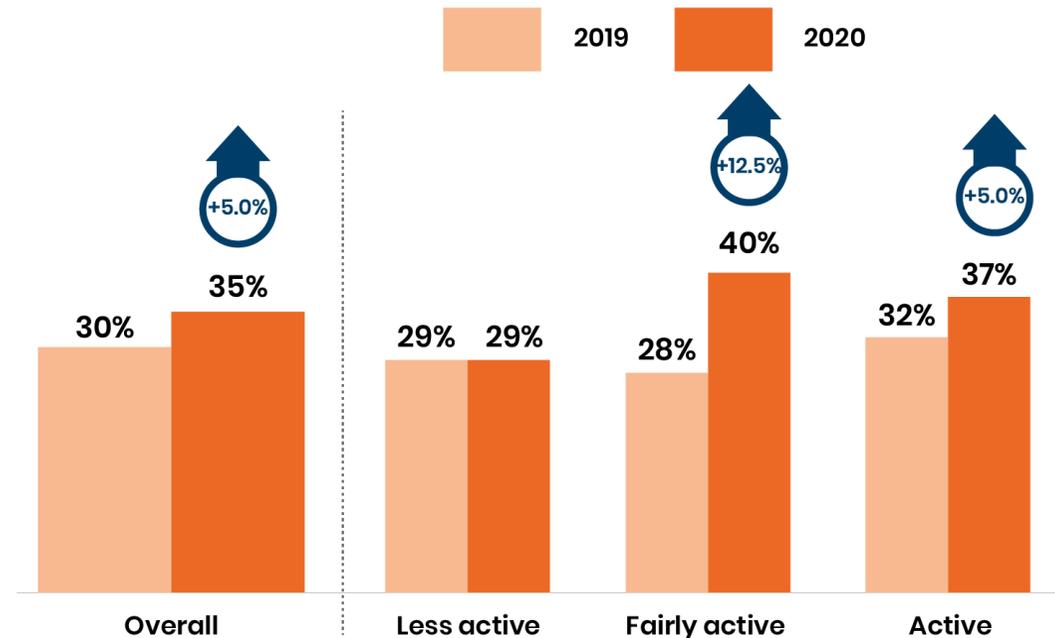
The proportion of junior-age boys (Years 3-6, ages 7-11) who strongly agreed that they can trust people of a similar age to themselves increased in mid-May to late-July compared to the same period last year.

The largest increases were seen amongst fairly active boys, although we also saw an increase amongst those who were active. Amongst junior-age girls, we saw an increase in trust only for those who were active (+5.9%).

In contrast, we saw no change in levels of trust amongst secondary-age young people (Years 7-11, ages 11-16) except for a small increase amongst boys who were less active.

The positive correlation between activity levels and social trust reinforces how important it is that there are as many opportunities to be physically active as possible for younger children's community development.

## How much do you feel you can trust people of a similar age to you? Boys in Years 3-6 (ages 7-11) May-July (the summer term) - proportion who say 'a lot'



[Link to data tables](#)



**Note:** Due to small sample sizes the magnitude of changes seen may be amplified

# Loneliness



## Young people (Years 7-11, ages 11-16) were less likely to feel lonely

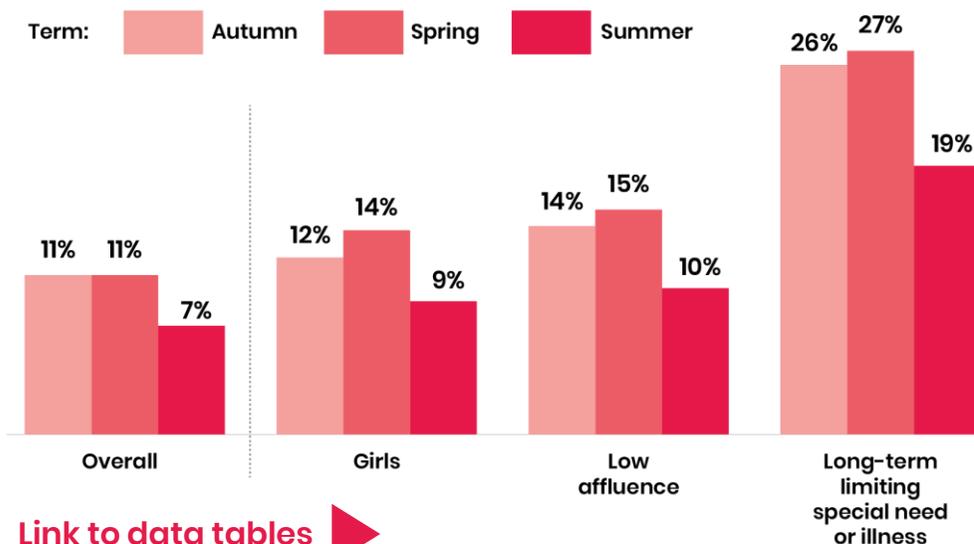
Chronic loneliness (feeling lonely often or always) decreased during mid-May to late-July when compared with earlier points in the academic year. This was most notable amongst girls, young people with a disability or long-term health condition and those from the least affluent families. The shift has been towards those feeling lonely either occasionally or hardly ever.

This is consistent with other research that indicates that more than 85% of secondary-age young people maintained regular contact with friends across June and July\*. For some, benefits of the pandemic include spending more time with family, being outdoors and relief from certain mental health difficulties and bullying\*\*.

### Measuring loneliness

Loneliness was added to Active Lives in 2019/20 and, as such, there's no comparison data with previous years. However, other research indicates that loneliness changes very little during the course of the year so changes seen in the summer term (compared to other terms) are notable and can be linked to the impact of the pandemic.

### Often/always feel lonely Years 7-11 (ages 11-16)



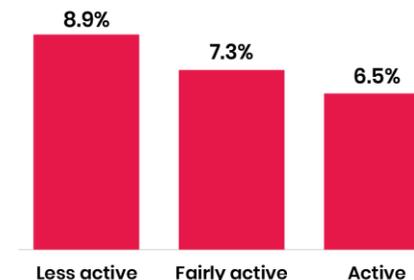
[Link to data tables](#)

### What does this mean in the context of sport and physical activity?

During the summer term, there was a clear association between loneliness and activity levels, with those who were active least likely to feel lonely often/always and those less active the most likely to.

It's important for young people's wellbeing that there are as many opportunities to be physically active as possible.

How often do you feel lonely? (proportion who say 'often/always') May-July (the summer term)



# Definitions

The Chief Medical Officer recommends that children and young people do an average of 60-plus minutes of at least moderate activity a day across the week. This effectively means they need to do 420 moderate minutes or more a week to meet the guidelines, which you can read [here](#).

**Physical activity** covers a range of activities from walking and cycling to fitness, dance, sporting activities, scooter and active play. Activity must be of at least moderate intensity.

From this, **levels of activity** are classified as follows:

- Active (an average of at least 60 minutes a day across the week)
- Fairly active (an average of 30-59 minutes a day across the week)
- Less active (less than an average of 30 minutes a day across the week).

**Types of activity** are reported as participation at least once in the last week, whereby all activity is of at least a moderate intensity. This ensures that when looking at individual or groups of activities, we have:

- An entry level view of participation overall
- A useful measure of engagement in different sports and physical activities
- An understanding of the contribution of activities to achieving 150+ minutes a week.

**Moderate activity** is defined as activity where you raise your heart rate and feel a little out of breath (in 2018/19 this was updated to ask whether the activity made them breathe faster than sitting down reading).

**Vigorous activity** is defined as activity which makes you hot or tired.

## Associations

Where associations between wellbeing, individual and community development and engagement in sport and physical activity are referenced, this doesn't tell us about causality. We don't know the direction of the association or whether we're seeing a direct or indirect link.

# Definitions

## Positive attitudes

This refers to strongly agreeing to the statements on enjoyment, confidence, competence, understanding and knowledge. If a child or young person strongly agrees, they're reported as having a positive attitude towards that element. The following questions are used:

### Years 3-11 (strongly agree to strongly disagree scale)

- I enjoy taking part in exercise and sports
- I feel confident when I exercise and play sport
- I find exercise and sport easy
- I understand why exercise and sports are good for me.

### Years 7-11 (strongly agree to strongly disagree scale)

- I know how to get involved and improve my skills in lots of different types of exercise and sports.

### Years 1-2

- I like playing sport (love to hate scale)
- I like being active (love to hate scale)
- I find sport easy (yes, no).

We capture **mental wellbeing** measures to understand the associations with sport and physical activity. Across years 3-11 data is captured using the Office for National Statistics (ONS) standardised questions, each asked on a scale of 1 to 10 where 10 is high and 1 is low:

- How happy did you feel yesterday?
- How satisfied are you with your life nowadays?
- To what extent do you feel that the things you do in your life are worthwhile?

Across Years 1-2 a simpler question is used:

- How happy do you feel today? (happy, neutral, sad)

Similarly, we capture **individual development** and **community development** to understand the associations with sport and physical activity. The questions used across Years 3-11 are as follows:

- If I find something difficult, I keep trying until I can do it (strongly agree to strongly disagree scale)
- How much do you feel you can trust people who are a similar age to you? (a lot to not at all scale).

**Tackling loneliness** is a key government objective. We ask the single item measure of loneliness 'How often do you feel lonely', focusing on those who are often/always lonely, sometimes referred to as 'chronically lonely', as policy is centred around this group.



# Definitions

**Standard demographic questions are not always applicable for children of all ages, therefore simpler questions were often used.**

## Age

The survey is undertaken in schools, therefore we've used school year as the main age variable. This is split into three main groups:

- Infant, Years 1-2 (ages 5-7)
- Junior, Years 3-6 (ages 7-11)
- Secondary, Years 7-11 (ages 11-16).

## Gender

Children and young people were given the option to select 'boy', 'girl', 'other' or 'prefer not to say'. Responses to 'other' are included in the data tables but not presented in this report due to low sample sizes.

## Family Affluence Scale

The Family Affluence Scale gives an indication of the social status of children and young people's families. The scale is derived from a series of questions about their home and family such as car ownership, computers, and foreign holidays. Care should be taken when looking across year groups as the age of the child is likely to impact on certain elements of the scale (e.g. families with older children may be more likely to own digital devices and travel abroad).

## Disability

Disability or long-term health conditions refer to children and young people who report they have a disability, special need or illness which has a big effect on their life (is limiting) and expected to last for a year or more (is long term). Children then select from a list of impairments which we use to create the number of impairments metric. The data presented refers to long-term limiting impairments.

The question used is designed to align as closely as possible to the ONS harmonised disability question with the language adapted to be more appropriate to children. This is an updated question for 2019/20 and unlike previous years, the same question is asked to all age groups. As such, data is not comparable with previous years with only the latest data presented in this report.

## Ethnicity

Children and young people in Years 3-11 were asked a simplified question about ethnicity, while parents of Years 1-2 children were asked the full ONS standard question. For the purposes of analysis, Chinese has been grouped with 'Other' from the parent responses.



The Active Lives Children and Young People Survey is an online survey. Carried out by Ipsos MORI, it involves online questionnaires being completed at home (usually they are completed during lesson time, but this was adjusted for the summer term). Parents of Years 1-2 children are asked to complete a separate online questionnaire providing behavioural data for these children – the children themselves answer basic questions about their attitudes only.

More information on the survey can be found [here](#).

**The achieved sample** in the summer term was:

Behavioural responses:

- Pupils in Years 3-11 and parents of pupils in Years 1-2: 35,038 in 2018/19 and 19,917 in 2019/20.

Attitudinal responses:

- Pupils in Years 3-11: 33,977 in 2018/19 and 19,148 in 2019/20
- Pupils in Years 1-2: 6,822 in 2018/19 and 1,275 in 2019/20

**Data have been weighted** to Department for Education (DfE) pupil population estimates from 'Get Information about Schools' (2017/18 and 2018/19) for geography and key demographics.

**Population totals** are estimated values and have been calculated using 2018/19 and 2019/20 DfE pupil population estimates. Confidence intervals also apply to these. More detail can be found [here](#).

**Confidence intervals** can be found in the linked tables. These indicate that if repeated samples were taken and confidence intervals computed for each sample, 95% of the intervals would contain the true value. Only significant differences are reported within the commentary. Where results are reported as being the same for two groups, any differences fall within the margin of error.

**Significance tests** can be found in the linked tables. The tests indicate that if repeated samples were taken, 95% of the time we would get similar findings, i.e. we can be confident that the differences seen in our sampled respondents are reflective of the population. When sample sizes are smaller, confidence intervals are larger, meaning differences between estimates need to be greater to be considered statistically significant.



# Notes

## How we measure change

Figures reported are based on the responses of 20,000 children and young people, which we then scale up to provide an England-wide picture. That means there will naturally be small fluctuations when we compare the figures we have now with 12 months ago.

In accordance with Government Statistical Service good practice guidance, we highlight changes within the report where we're confident that they're genuine differences. If the data is showing only small differences which are within the margin of error, they're noted as "no change".

All changes reported are percentage point changes. We've used '%' as shorthand throughout to represent this.

## Data collection during the coronavirus pandemic

Fieldwork ended two weeks early in the spring term 2020 when the coronavirus pandemic hit and started slightly later (mid-May) in the summer term.

During the summer term, most pupils completed the survey at home rather than in school time as is usually the case. Small questionnaire changes were made to ensure the survey remained relevant in the summer term. More details of these can be found in the [technical note](#).

## Term dates

Due to differing school term dates across years, and fieldwork disruption in summer 2020 due to the coronavirus pandemic, academic year 2019/20 reference dates have been used. The summer term 2019 ran from mid-April to late-July, whereas in 2020 it ran from mid-May to late-July.

