



# Studio You

Academic Year 2024-25

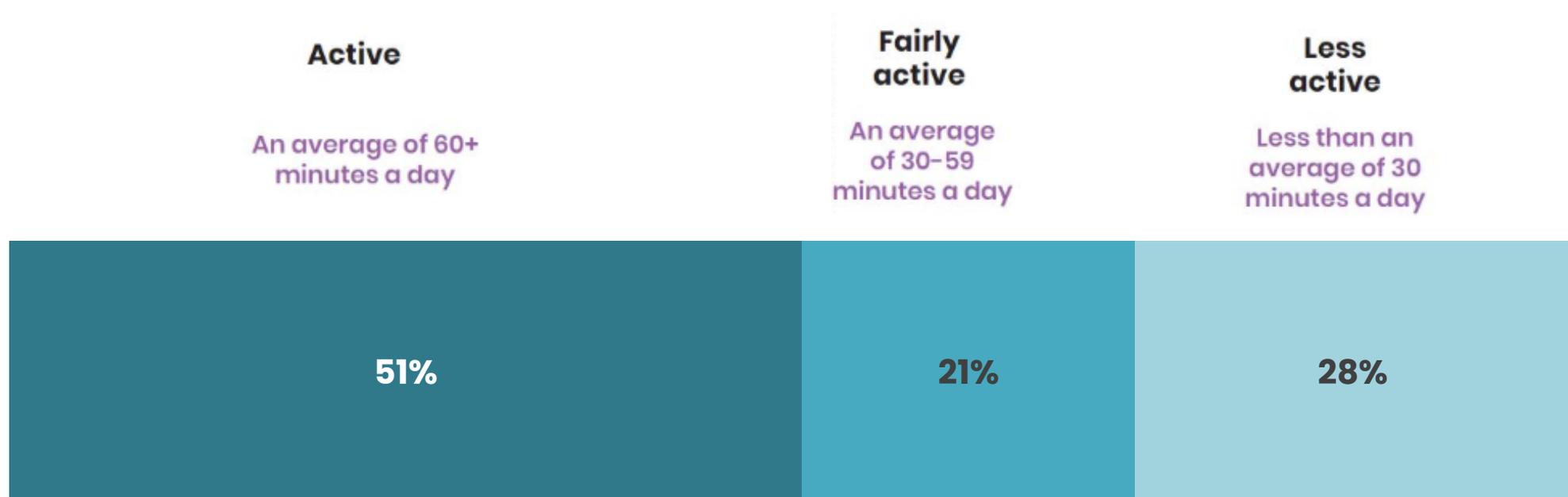
## Secondary age

School Years 7-11

Active Lives Children and Young People  
(CYP) Data

# Activity Levels

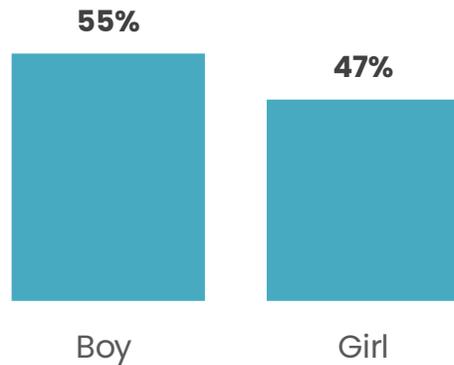
# Active (an average of 60+ minutes of activity a day)



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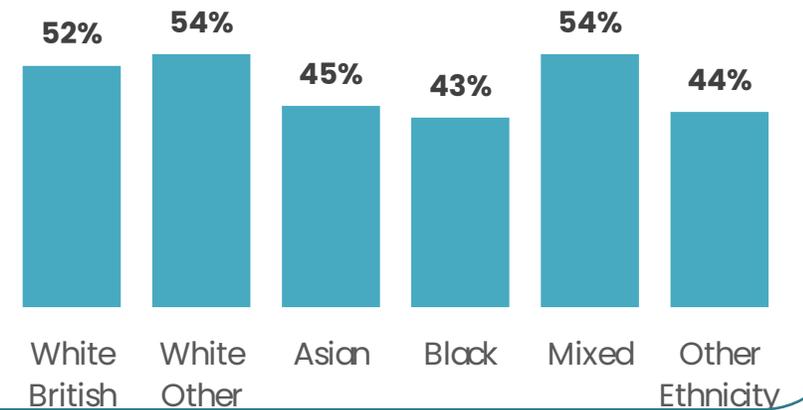
## Gender identity

Secondary aged boys were more active than girls



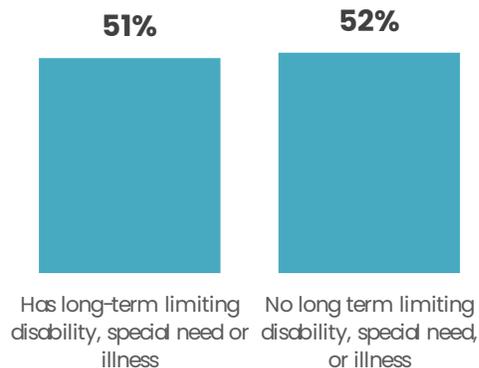
## Ethnicity

Secondary aged young people of Asian, Black and 'Other' ethnicity were less active than all the other ethnic groups



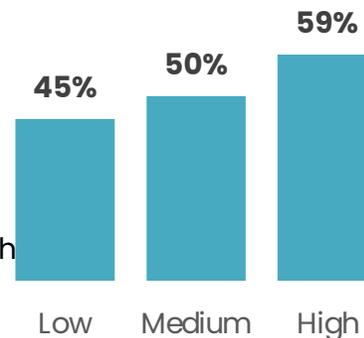
## Disability and long-term health conditions

There were no reportable difference in activity levels for secondary aged young people with and without a disability



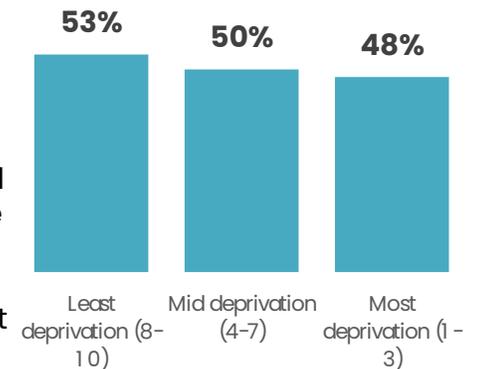
## Family Affluence Scale (FAS)\*

Secondary aged young people from 'low' affluence families were less likely to be active than those from both the 'medium' and 'high' affluence families



## IDACI

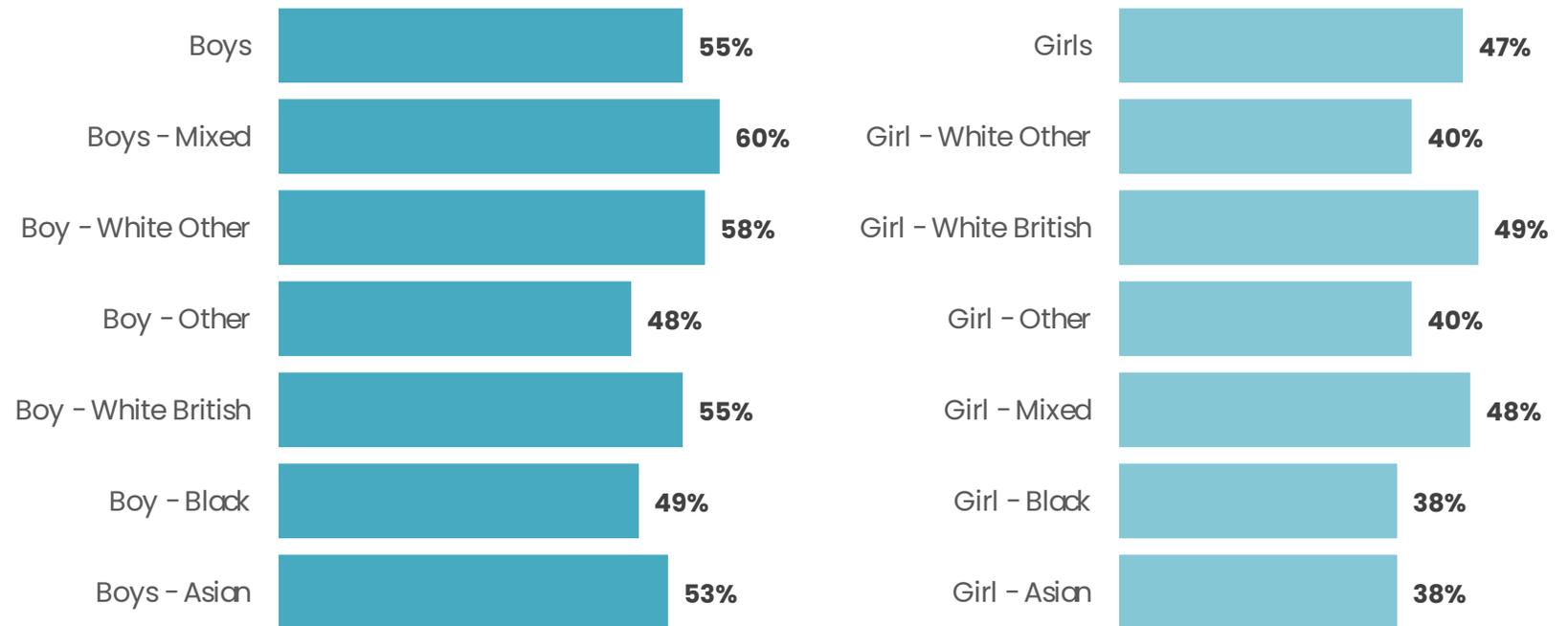
Secondary aged young people going to school in the least deprived places were more active than those from going to school in the most and mid levels of deprivation places



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

## Gender identity by ethnicity

- No reportable differences between all secondary aged boys and each specific ethnicity group
- Secondary aged girls of Asian and Black ethnicity were less active compared with all secondary aged girls, whereas those of White British and mixed ethnicity were more active

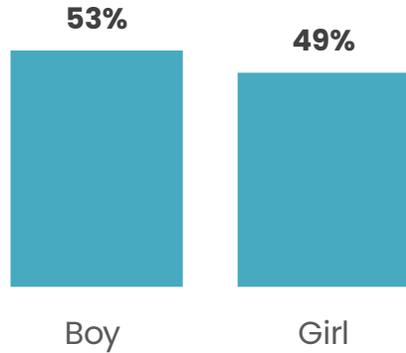


# Active during school hours

(average 30+ mins a day)

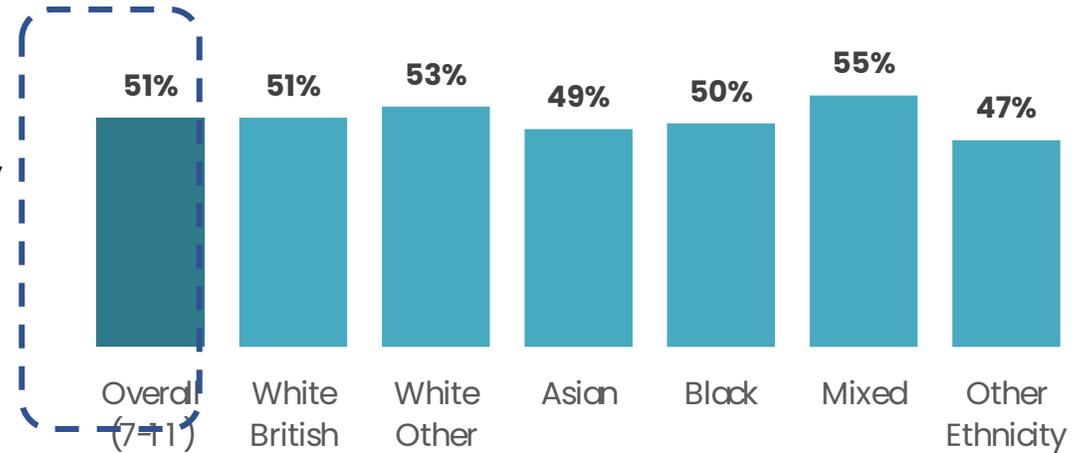
## Gender identity

Secondary aged boys are slightly more active during school hours relative to girls



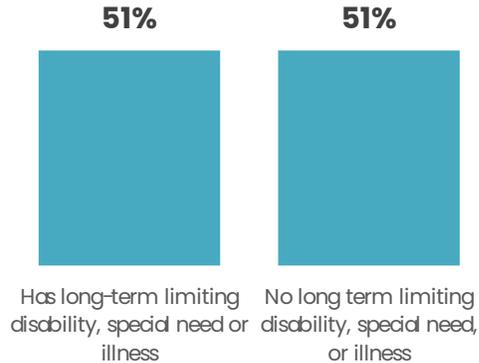
## Ethnicity

Secondary aged young people of Mixed ethnicity were more likely to be active during school hours compared with all secondary aged young people (apart from White other)



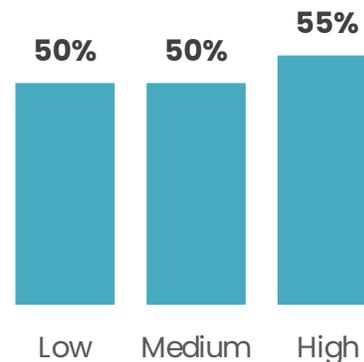
## Disability and long-term health conditions

There were no reportable difference in activity levels for Secondary aged young people with and without a disability



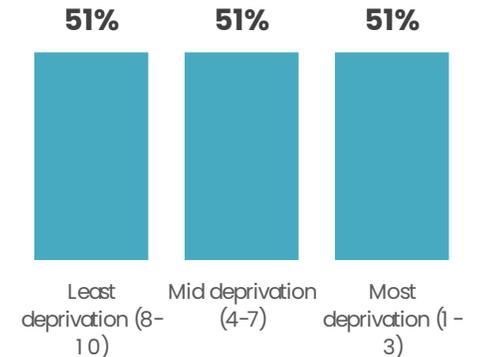
## Family Affluence Scale (FAS)

Secondary aged young people from 'low' and 'medium' affluence families were less likely to be active during school hours compared to those from 'high' affluence families



## IDACI

There were no reportable differences in activity levels for secondary aged young people going to school in places with different levels of deprivation

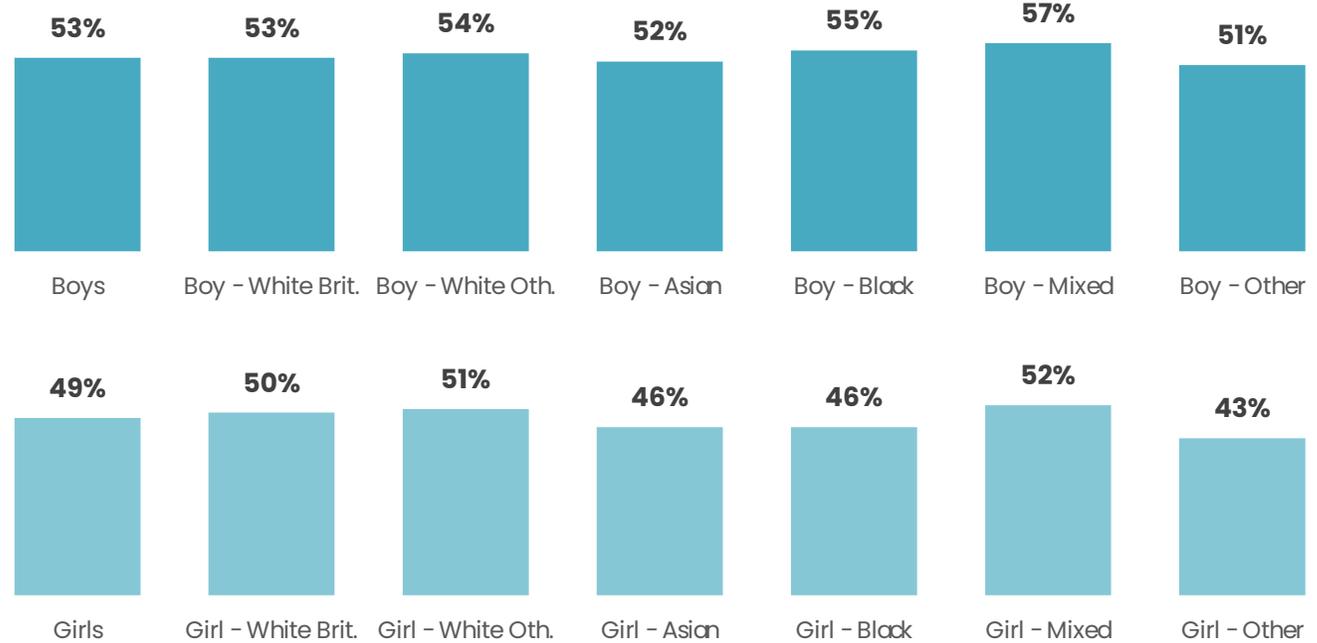


# Active during school hours

(average 30+ mins a day)

## Gender identity by ethnicity

- No reportable differences between all secondary aged boys and each specific ethnicity group
- Secondary aged girls of Asian and Black ethnicity were less active during school hours than White British girls



# Physical Literacy

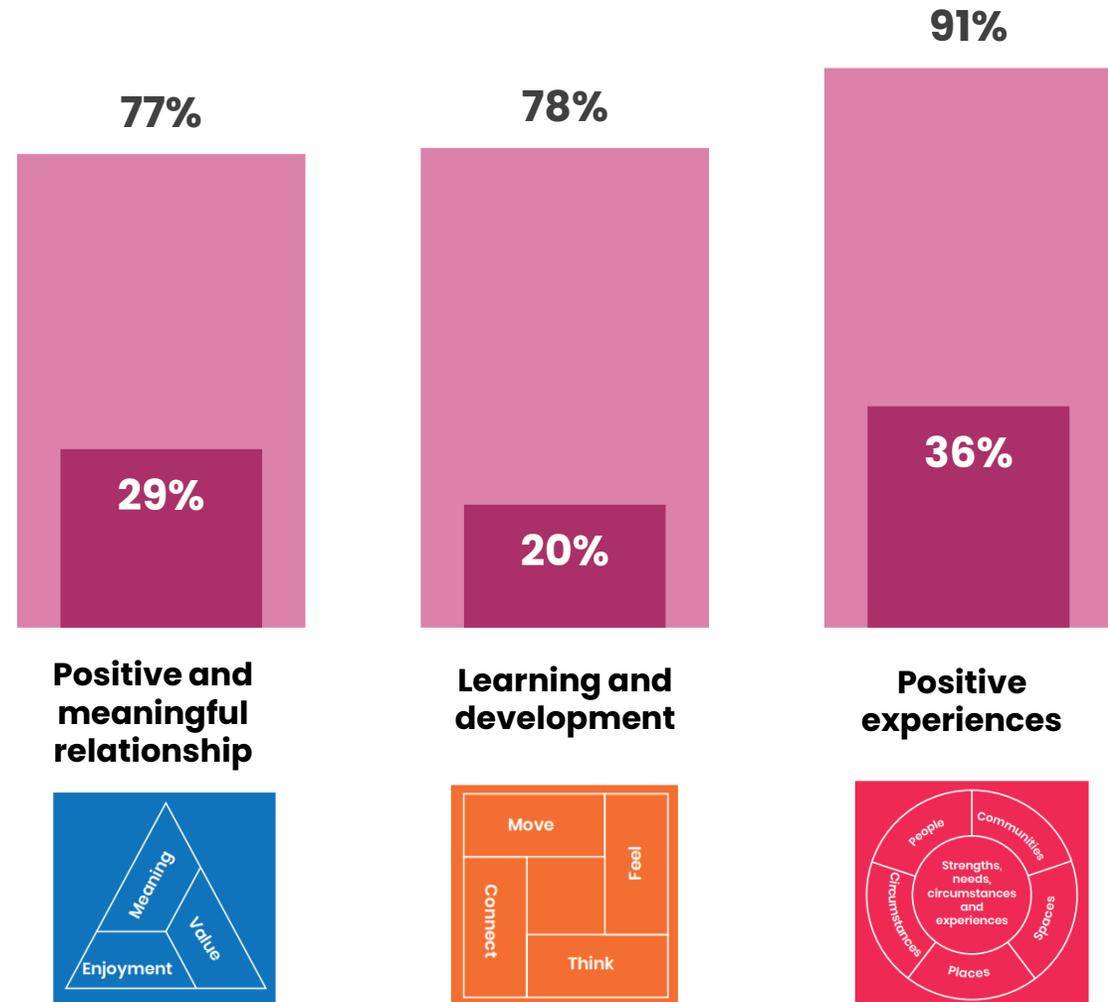
# Physical literacy summary

Physical literacy comprises of three themes (as presented in the chart on the right). Within each there are a series of 'domains' that capture the essence of the theme.

Most secondary school aged children and young people (91 %) agree with all domains of 'Positive Experiences' (Inclusion and Opportunity), 78% agree with all domains of 'Learning and Development' (Move, Connect, Think and Feel), and 77% agree with all domains of 'Positive and Meaningful Relationship' (Meaning, Value and Enjoyment).

Fewer children and young people strongly agree with **all** domains within a theme, from 36% for Positive Experiences to 20% Learning and Development.

■ Net agree ■ Strongly agree



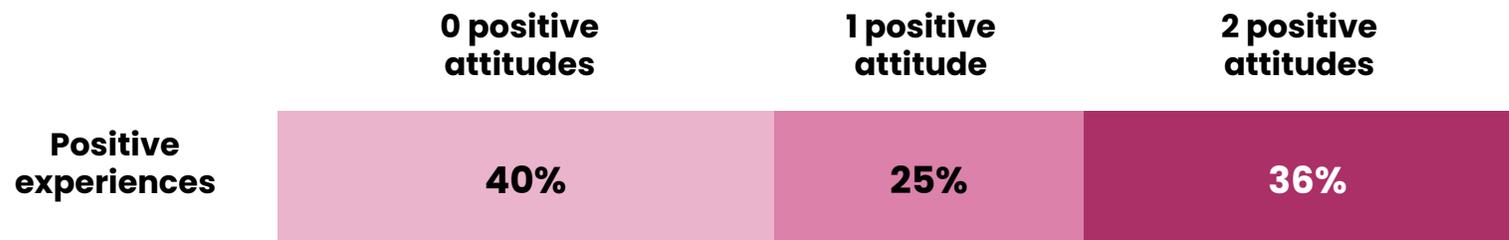
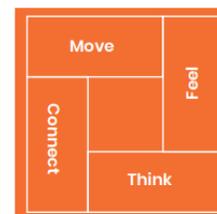
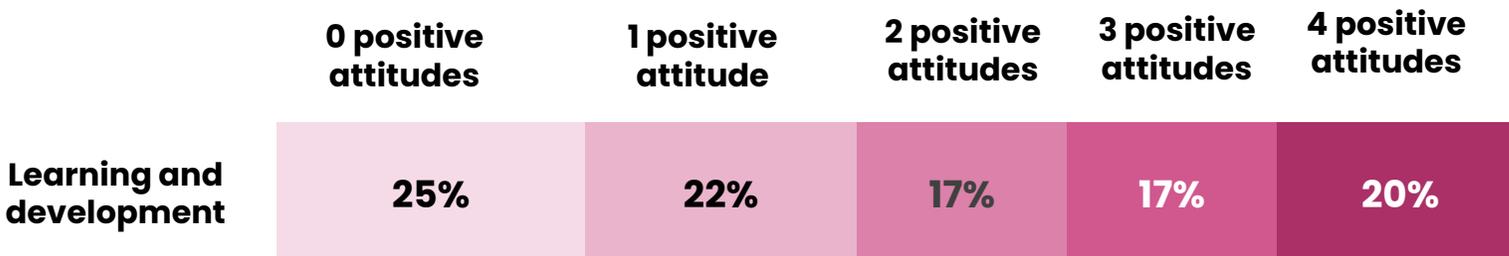
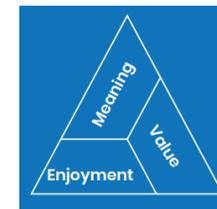
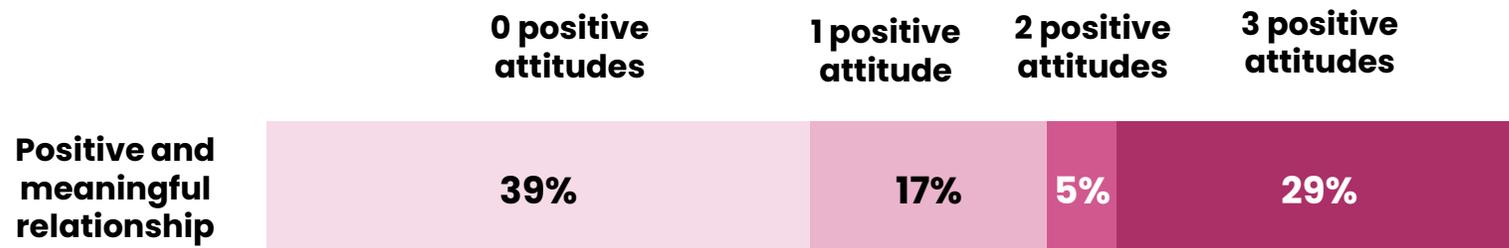
# Physical literacy: Agreement with the number of domains

A greater proportion of secondary school aged children do not strongly agree to any of the domains within each of the three themes, than those who strongly agree to all domains.

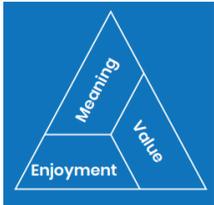
While 29% of young people strongly agree with all 3 domains of the theme positive and meaningful relationship, 39% do not strongly agree with any of three the domains.

Within the theme learning and development, 20% of young people strongly agree to all four domains, but 25% do not strongly agree to any of the domains.

Within the theme positive experiences, 36% of young people strongly agree to both domains, while 40% do not strongly agree to either.

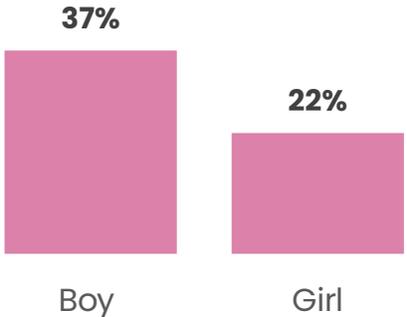


# Positive and Meaningful Relationship: Strongly agree with all domains



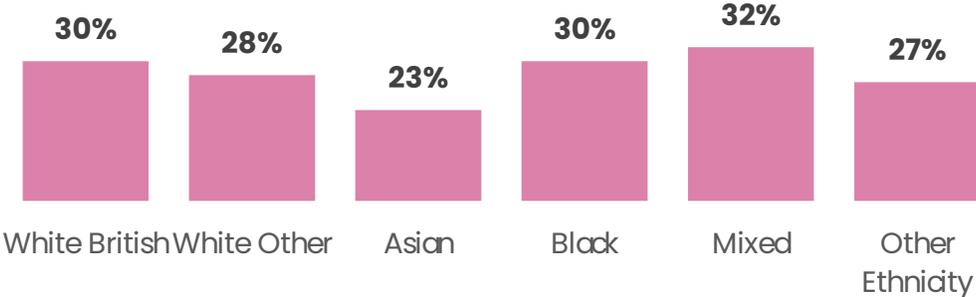
## Gender identity

Secondary aged boys were more likely to hold positive attitudes than girls



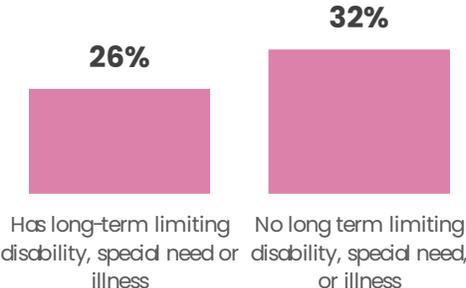
## Ethnicity

Secondary aged young people of Asian ethnicity were less likely to hold positive attitudes and those of all other ethnicities



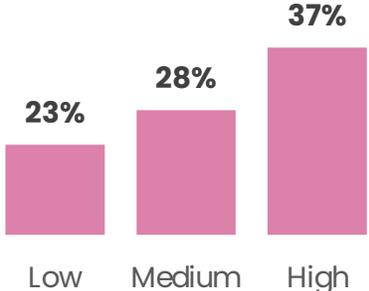
## Disability and long-term health conditions

Secondary aged young people with a disability were less likely to hold positive attitudes than those without a disability



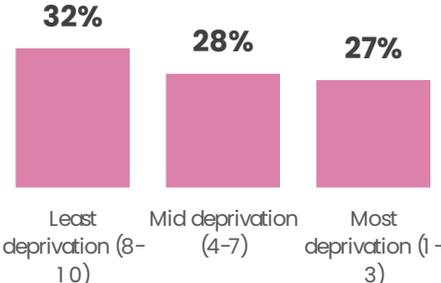
## Family Affluence Scale (FAS)

Secondary aged pupils from 'high' affluence families had the most positive attitudes followed by those from 'medium' then the 'low' affluence families

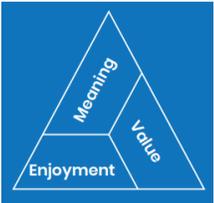


## IDAC1

Secondary aged young people going to school in the least deprived places were more likely to hold positive attitudes compared to those going to school in mid and most deprived places

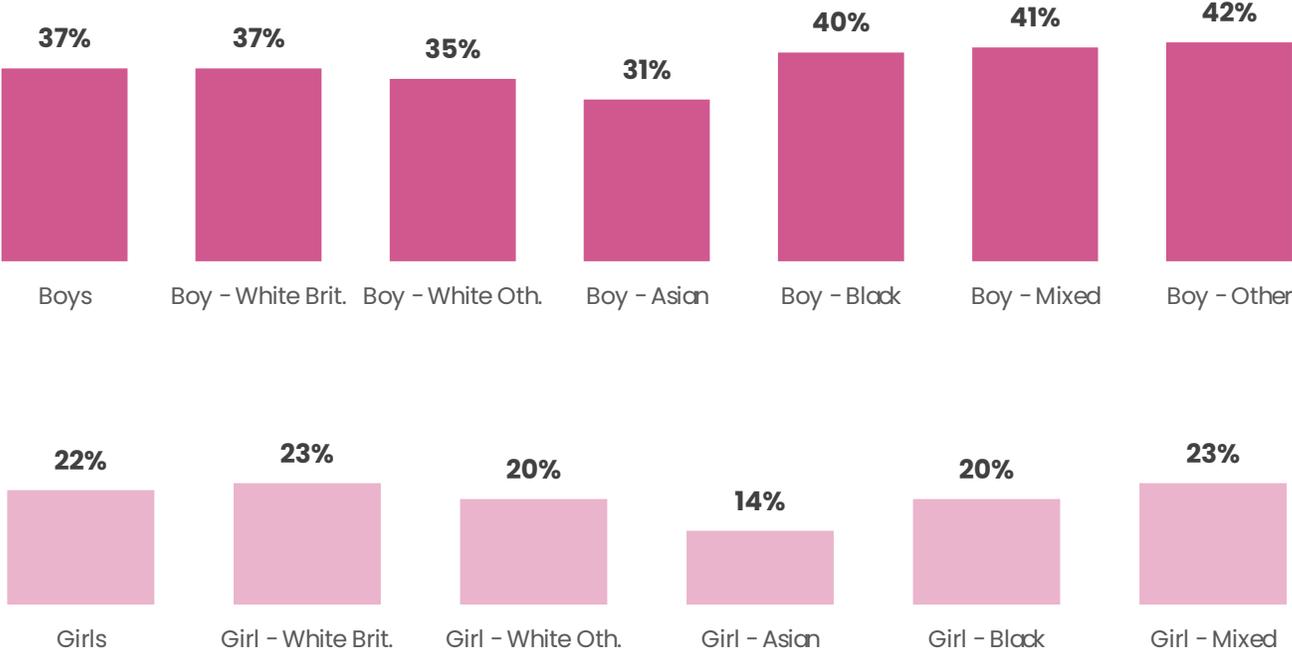


# Positive and Meaningful Relationships: Strongly agree with the number of domains



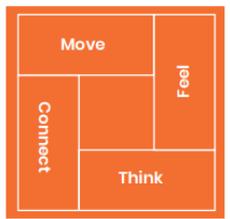
## Gender identity by ethnicity

Secondary aged girls and boys of Asian ethnicity were less likely to hold positive attitudes than all other ethnicities.



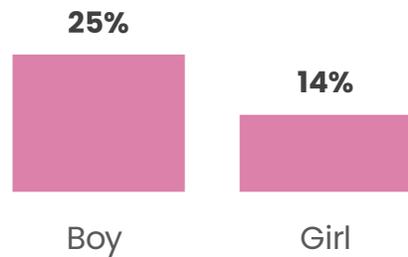
“Girl – Other” not reported due to insufficient sample

# Learning and Development: Strongly agree with the number of domains



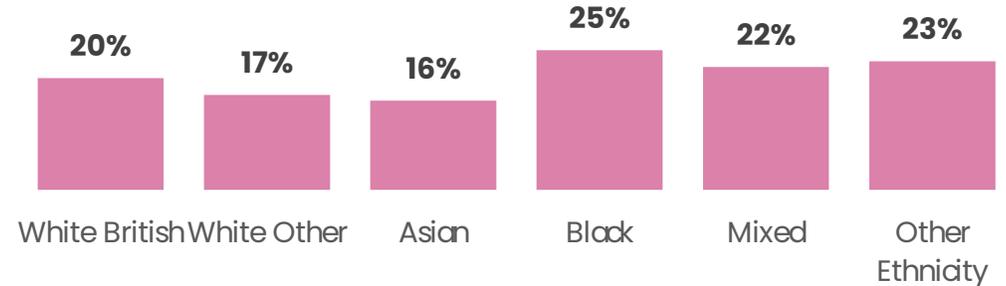
## Gender identity

Secondary aged boys were more likely to hold positive attitudes than girls



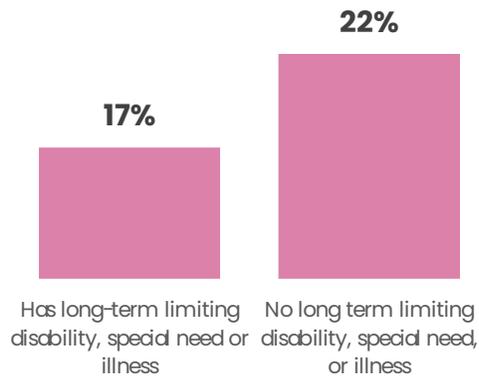
## Ethnicity

Secondary aged young people of Black ethnicity were more likely to hold positive attitudes compared to all other ethnicities



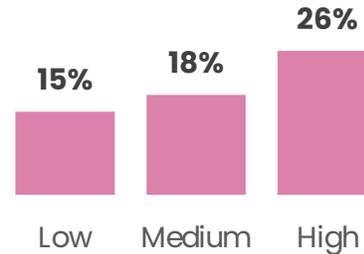
## Disability and long-term health conditions

Secondary aged young people with a disability were less likely to hold positive attitudes than those without a disability



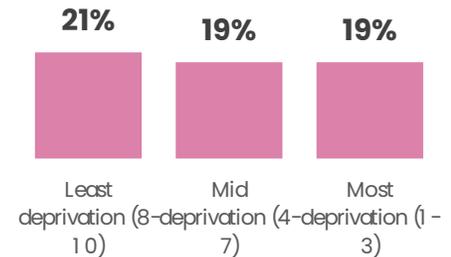
## Family Affluence Scale (FAS)

Secondary aged pupils from 'high' affluence families had the most positive attitudes followed by those from 'medium' then 'low' group affluence families

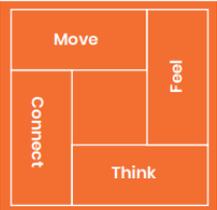


## IDAC1

Secondary aged young people living in the least deprived places were more likely to hold positive attitudes compared to those living in mid and least deprived places



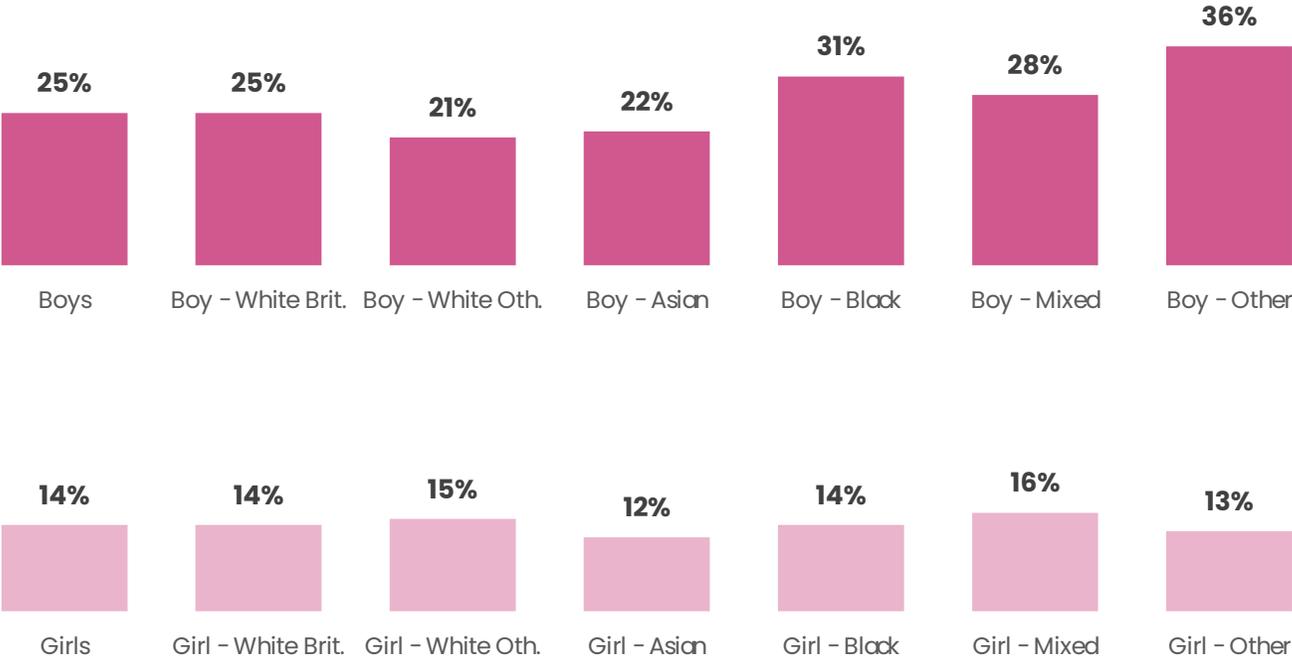
# Learning and Development: Strongly agree with all the domains



## Gender identity by ethnicity

Secondary aged boys of Asian and White Other ethnicities were less likely to have positive attitudes compared to all boys, while Black boys were more likely.

Girls of Asian ethnicity were less likely to report positive attitudes compared to all girls.

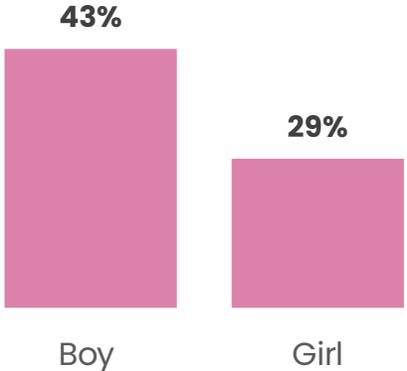


# Positive Experiences: Strongly agree with all the domains



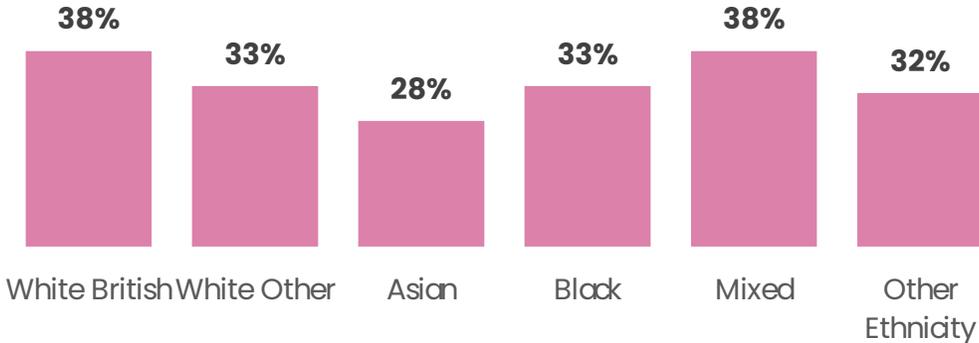
## Gender identity

Secondary aged boys were more likely to hold positive attitudes than girls



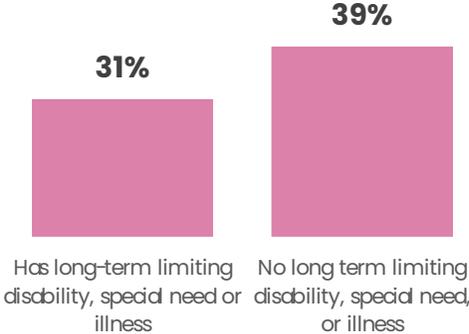
## Ethnicity

Secondary aged young people of Asian ethnicities were less likely to hold positive compared to all other ethnicities (apart from 'Other' ethnicity)



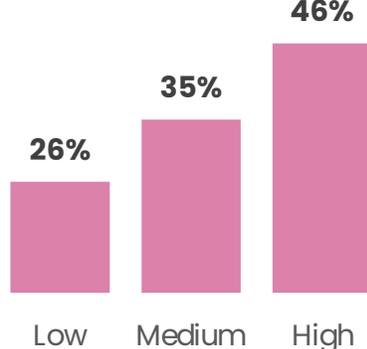
## Disability and long-term health conditions

Secondary aged young people with a disability were less likely to hold positive attitudes than those without a disability



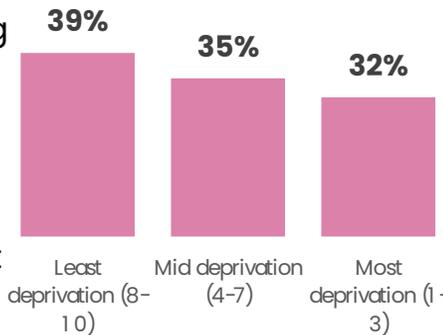
## Family Affluence Scale (FAS)

Secondary aged pupils from 'high' affluence families had the most positive attitudes followed by those from 'medium' then 'low' affluence families



## IDAC1

Secondary aged young people living in the least deprived places were more likely to hold positive attitudes compared to those living in mid and most deprived places



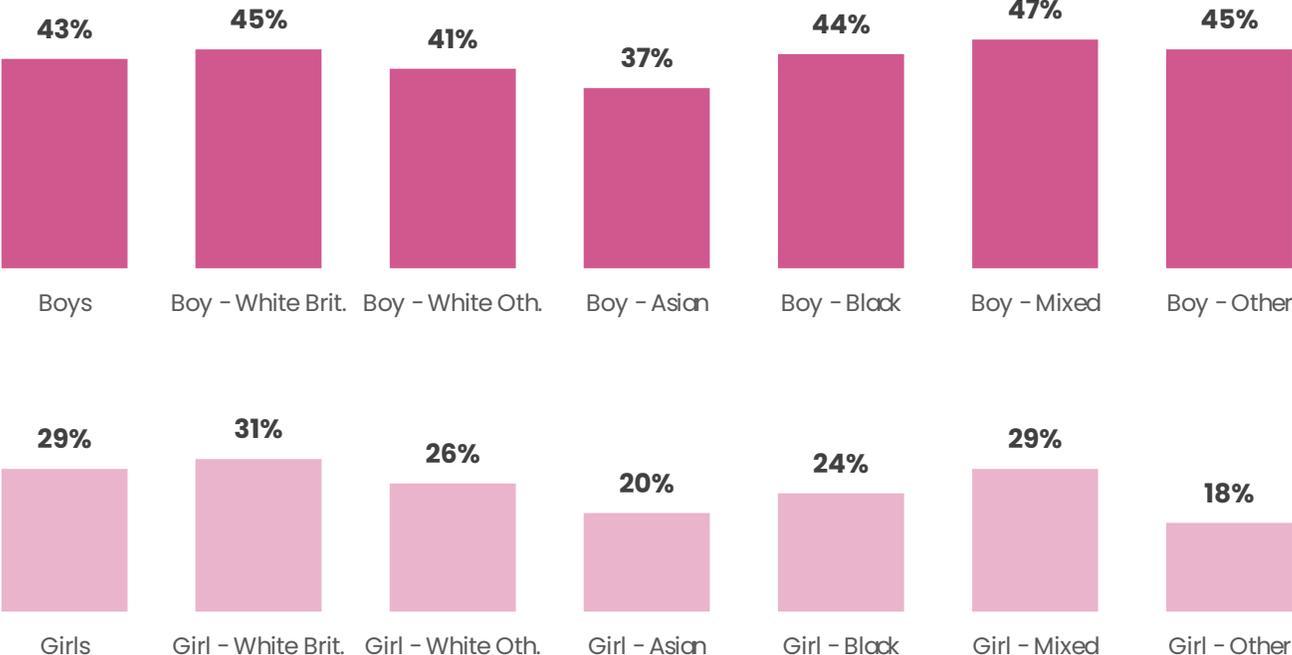
# Positive Experiences: Strongly agree with all the domains



## Gender identity by ethnicity

Secondary aged boys of Asian ethnicities were less likely to hold positive attitudes than all secondary aged boys.

Secondary aged girls of White British ethnicity were more likely to hold positive attitudes than all secondary aged girls. Those of Asian ethnicity were less likely.



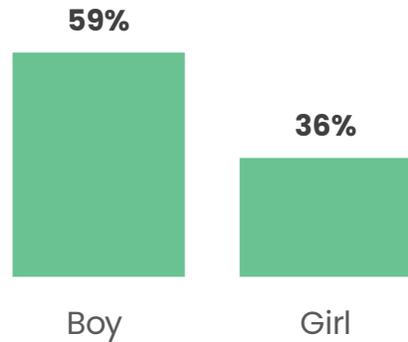
# Legacy Attitude Data

# Enjoyment (Positive and Meaningful Relationship)

"I enjoy taking part in sport and exercise"

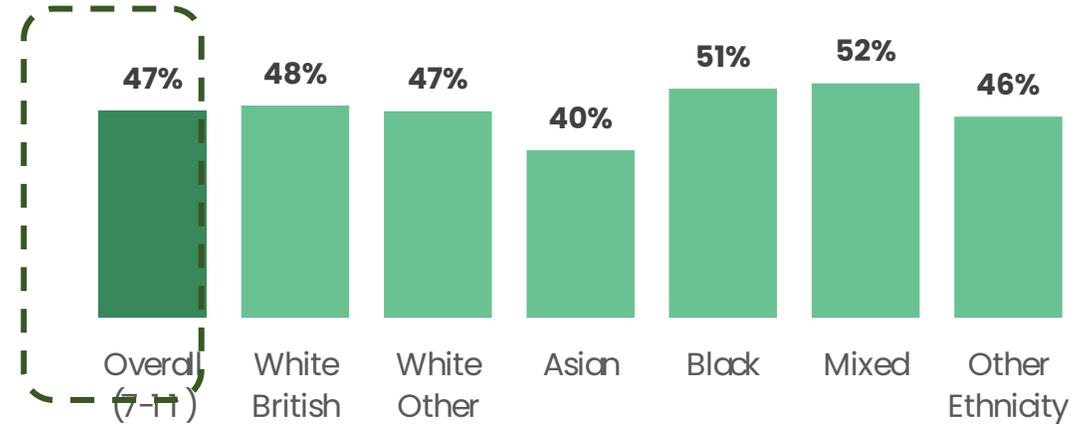
## Gender identity

Secondary aged boys had higher levels of enjoyment than girls



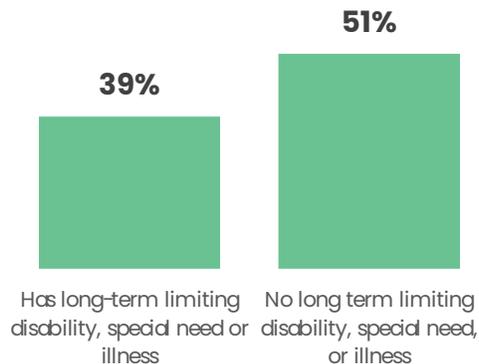
## Ethnicity

Secondary aged young people of Asian ethnicities had lower levels of enjoyment compared to all secondary aged young people



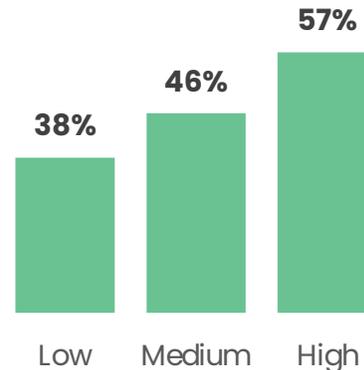
## Disability and long-term health conditions

Secondary aged young people with a disability had lower levels of enjoyment than those without a disability



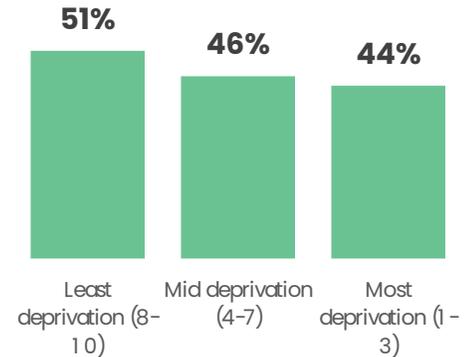
## Family Affluence Scale (FAS)

Secondary aged pupils from 'high' affluence families had the highest level of enjoyment followed by those from 'medium' and then 'low' affluence families



## IDAC1

Secondary aged young people going to school in the least deprived places had higher levels of enjoyment than those going to school in the mid and most deprived places



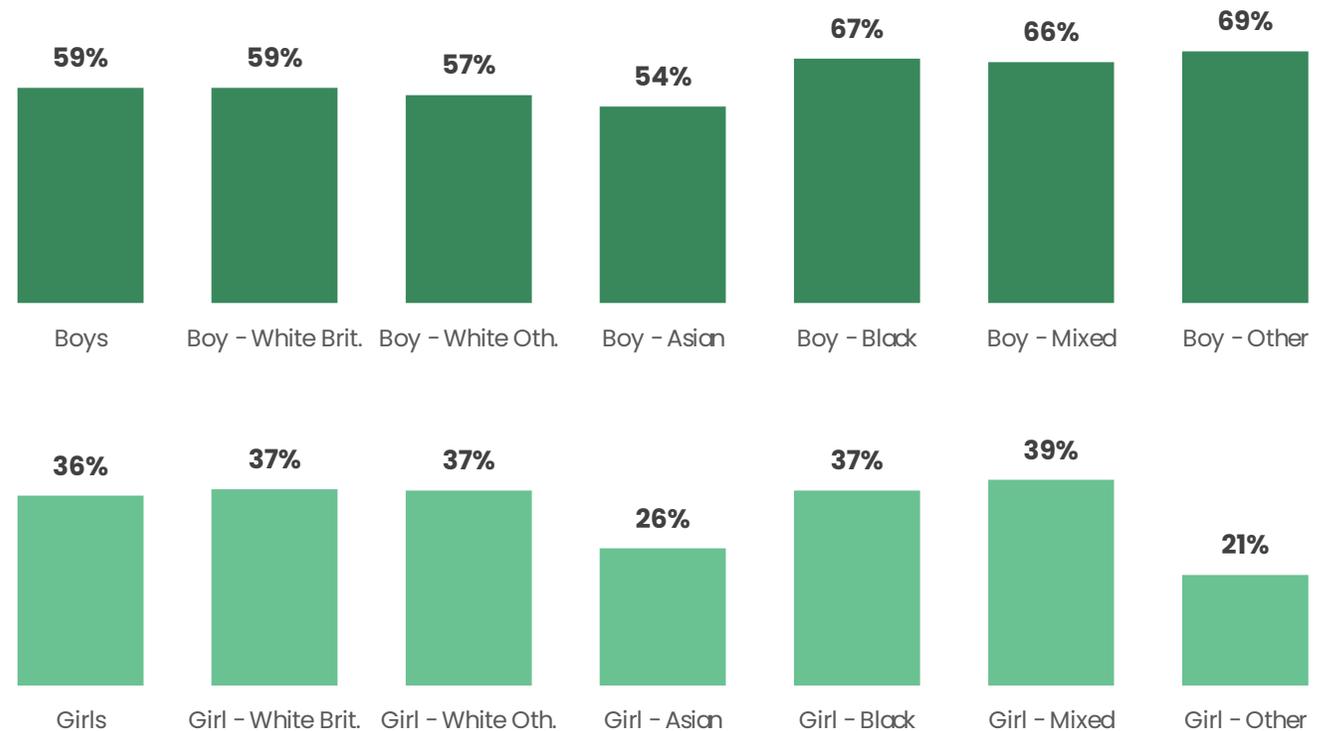
# Enjoyment (Positive and Meaningful Relationship)

"I enjoy taking part in sport and exercise"

## Gender identity by ethnicity

Secondary aged boys of Asian ethnicities had lower levels of enjoyment and boys of Black and mixed ethnicities had higher levels than all secondary aged boys.

Secondary aged girls of Asian and other ethnicities had lower levels of enjoyment than all secondary aged girls.

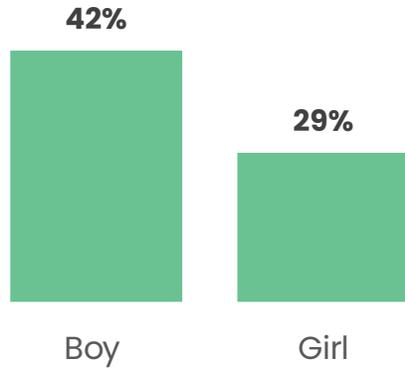


# Think: Know how (Learning and Development)

"I know where and how to get involved in exercise and sports"\*

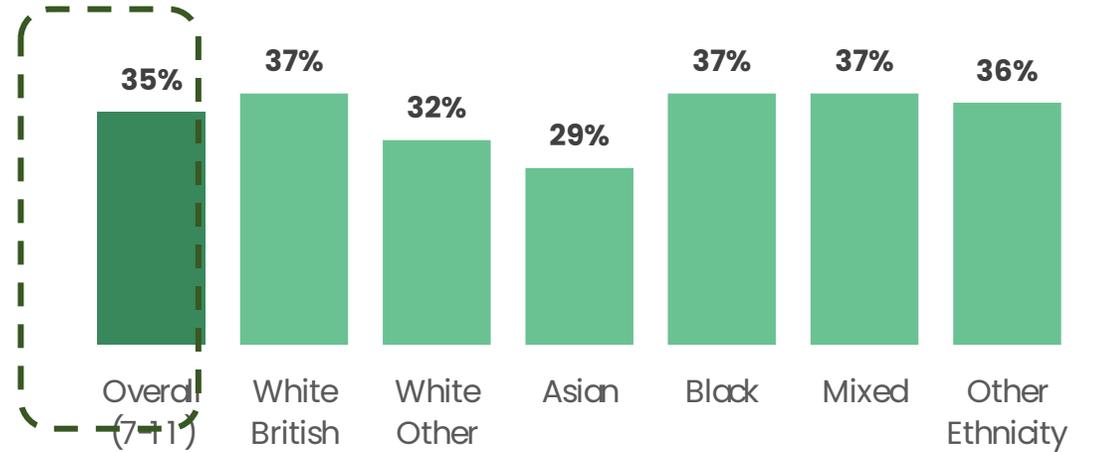
## Gender identity

Secondary aged boys had higher levels of knowledge than girls



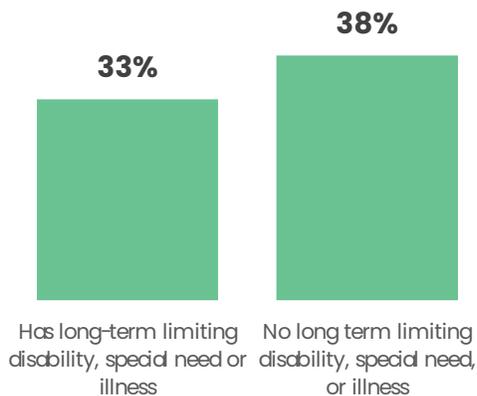
## Ethnicity

Secondary aged young people of Asian ethnicity had lower levels of knowledge compared with all secondary aged young people, whereas those of White British, Black and Mixed ethnicity had higher levels of knowledge



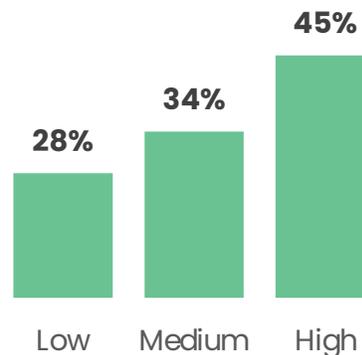
## Disability and long-term health conditions

Secondary aged young people with a disability had lower levels of knowledge than those without a disability



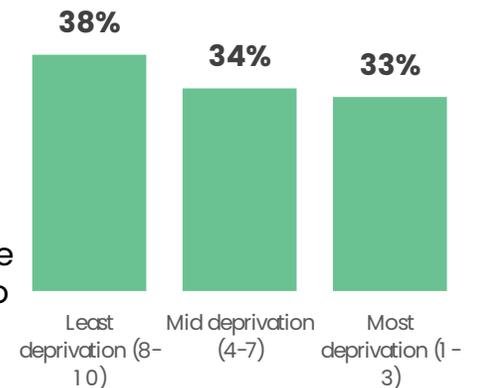
## Family Affluence Scale (FAS)

Secondary aged young people from 'high' affluence families had the highest levels of knowledge followed by those from 'medium' and then 'low' affluence families



## IDACI

Secondary aged young people going to school in the least deprived places had higher levels of knowledge than those going to school in the most deprived places



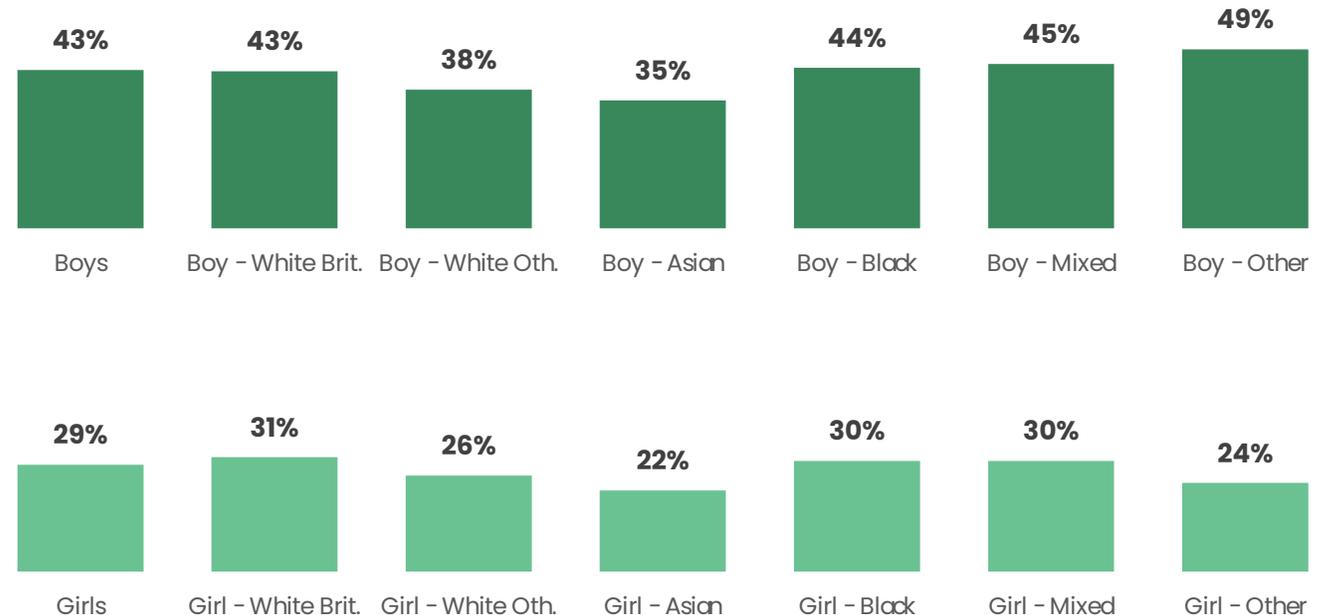
\*The 'knowledge' statement was changed 2024/25 onwards therefore the data cannot be directly compared with previous years

# Think: Know how (Learning and Development)

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

## Gender identity by ethnicity

- Secondary aged boys of Asian ethnicity had lower levels of knowledge compared with all secondary aged boys, whereas those of Black and Mixed ethnicity had higher levels of knowledge.
- Secondary aged girls of Asian ethnicity had lower levels of knowledge compared with all secondary aged girls.

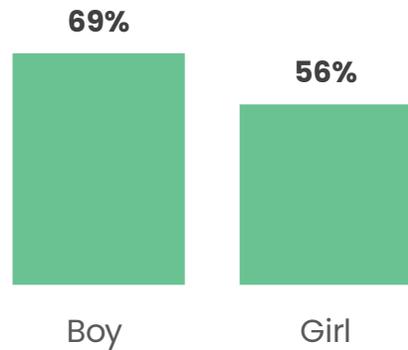


# Think: Understand Learning and Development)

"I understand why exercise and sports are good for me"

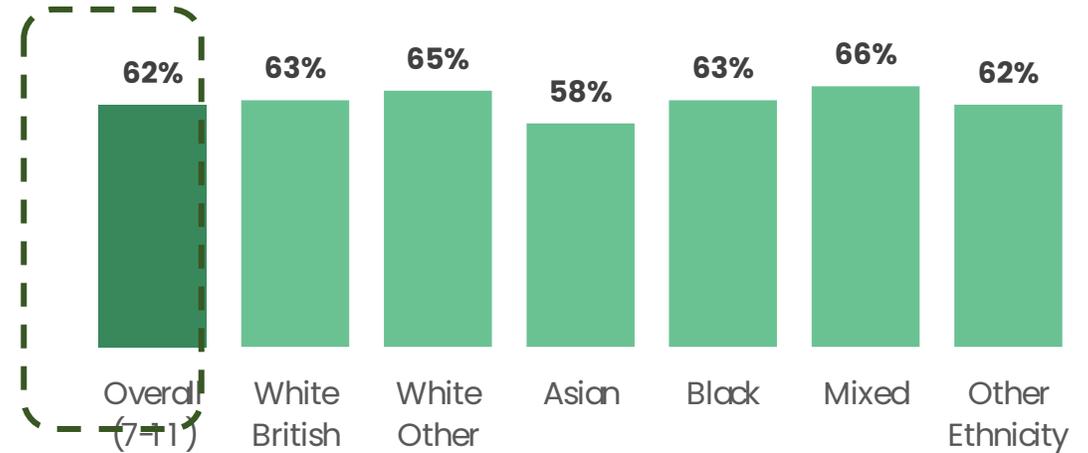
## Gender identity

Secondary aged boys had higher levels of understanding than girls



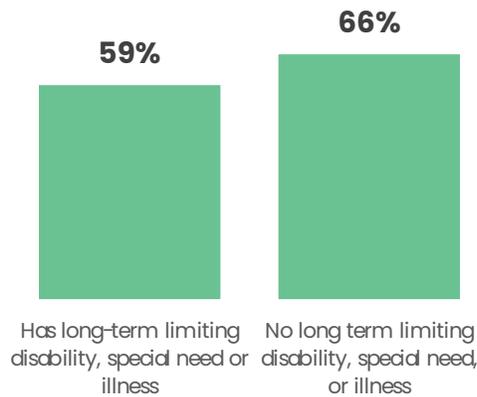
## Ethnicity

Secondary aged young people of Asian and other ethnicities had lower levels of understanding compared with all secondary aged young people, whereas those of White British and Mixed ethnicity had higher levels.



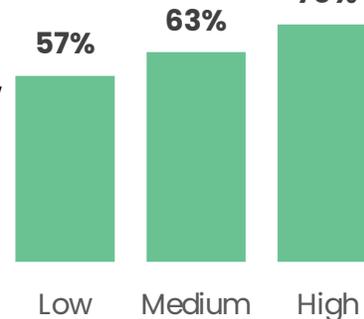
## Disability and long-term health conditions

Secondary aged young people with a disability had lower levels of understanding than those without a disability



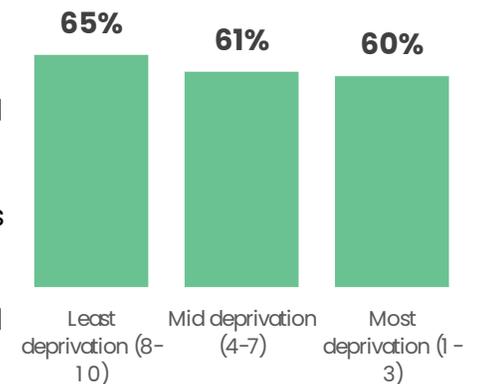
## Family Affluence Scale (FAS)

Secondary aged young people from low affluence families had the lowest level of understanding followed by those from medium then those from the high affluence families



## IDAC1

Secondary aged young people attending school in the least deprived places had higher levels of understand than those attending school in the most deprived places

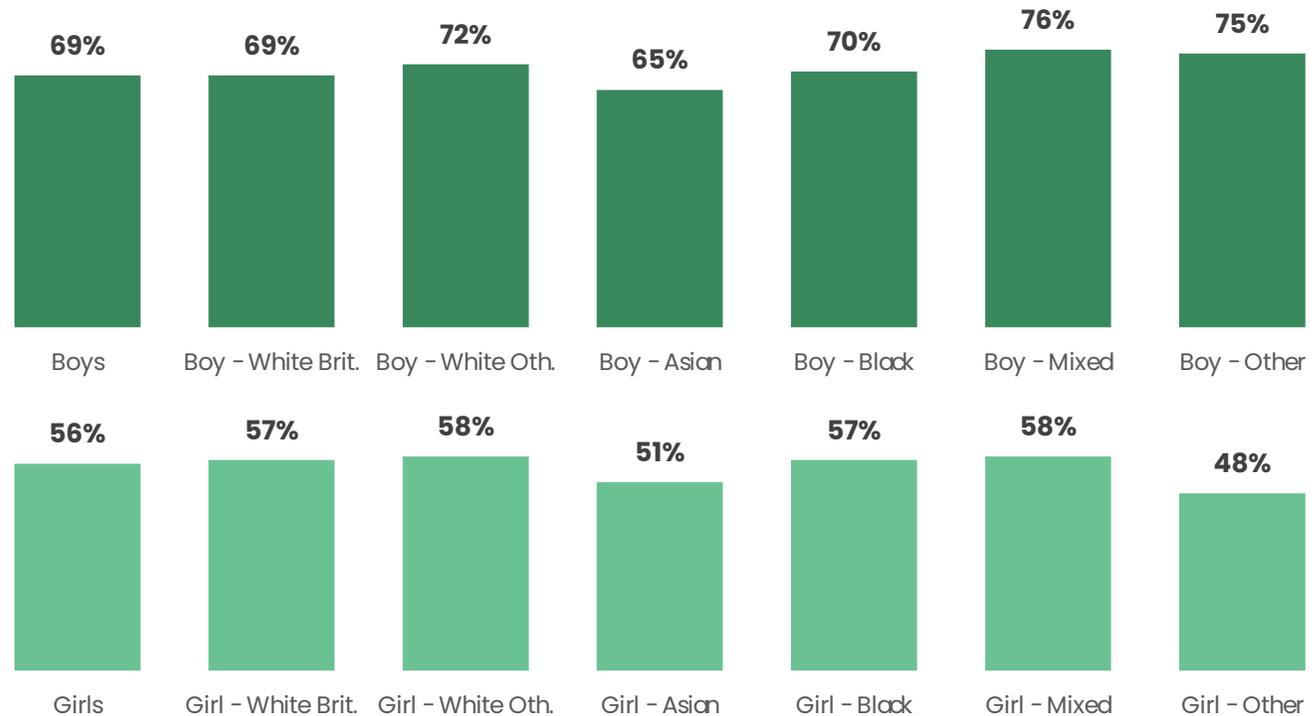


# Think: Understand (Learning and Development)

"I understand why exercise and sports are good for me"

## Gender identity by ethnicity

- There were no reportable differences between secondary aged boys by ethnicity.
- Secondary aged girls of Asian ethnicity had lower levels of understanding compared with all secondary aged young people.

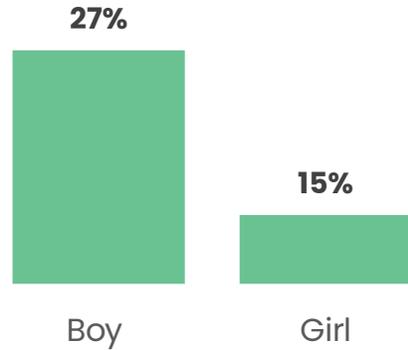


# Move: Competence (Learning and Development)

"I find exercise and sports easy"

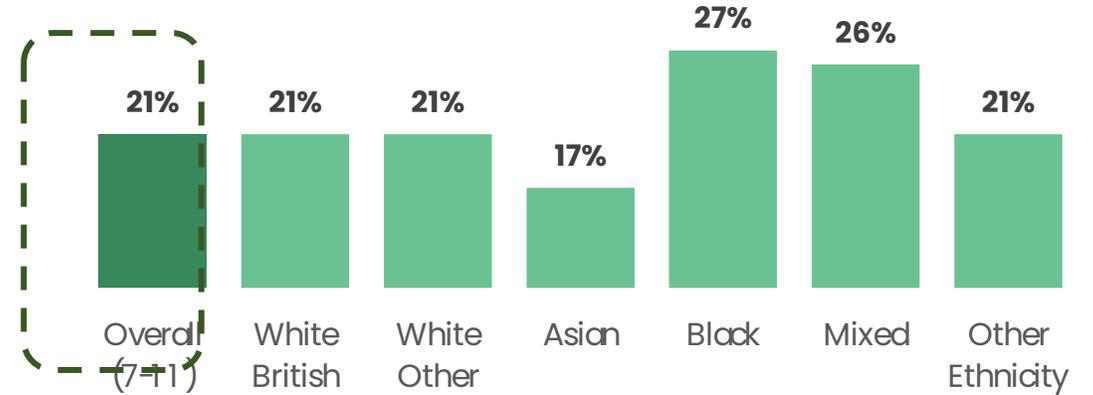
## Gender identity

Secondary aged boys had higher levels of competence than girls



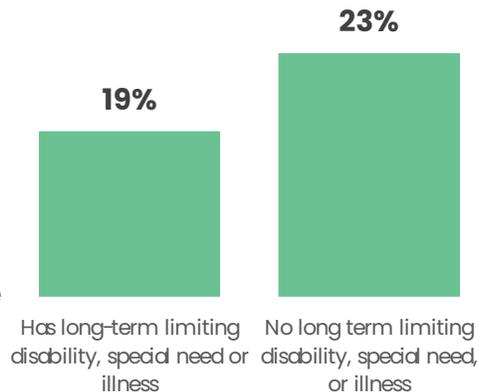
## Ethnicity

Secondary aged young people of Asian ethnicity had lower levels of competence compared with all secondary aged young people, whereas those of Black ethnicity had higher levels of competence



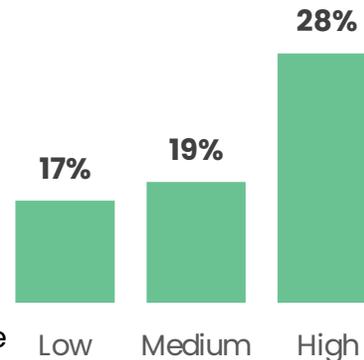
## Disability and long-term health conditions

Secondary aged young people with a disability had lower levels of competence than those without a disability



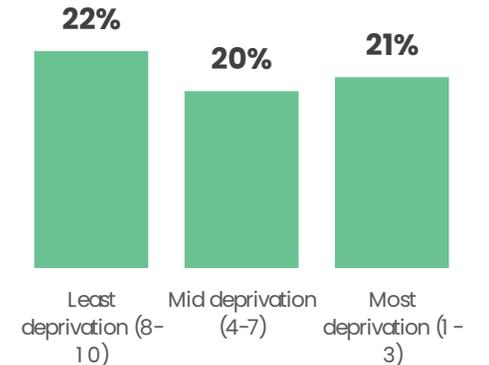
## Family Affluence Scale (FAS)

Secondary aged young people from 'low' and 'medium' affluence families had lower levels of competence compared to those from 'high' affluence families



## IDACI

There were no reportable differences in competence for secondary aged young people by levels of deprivation of where they go to school



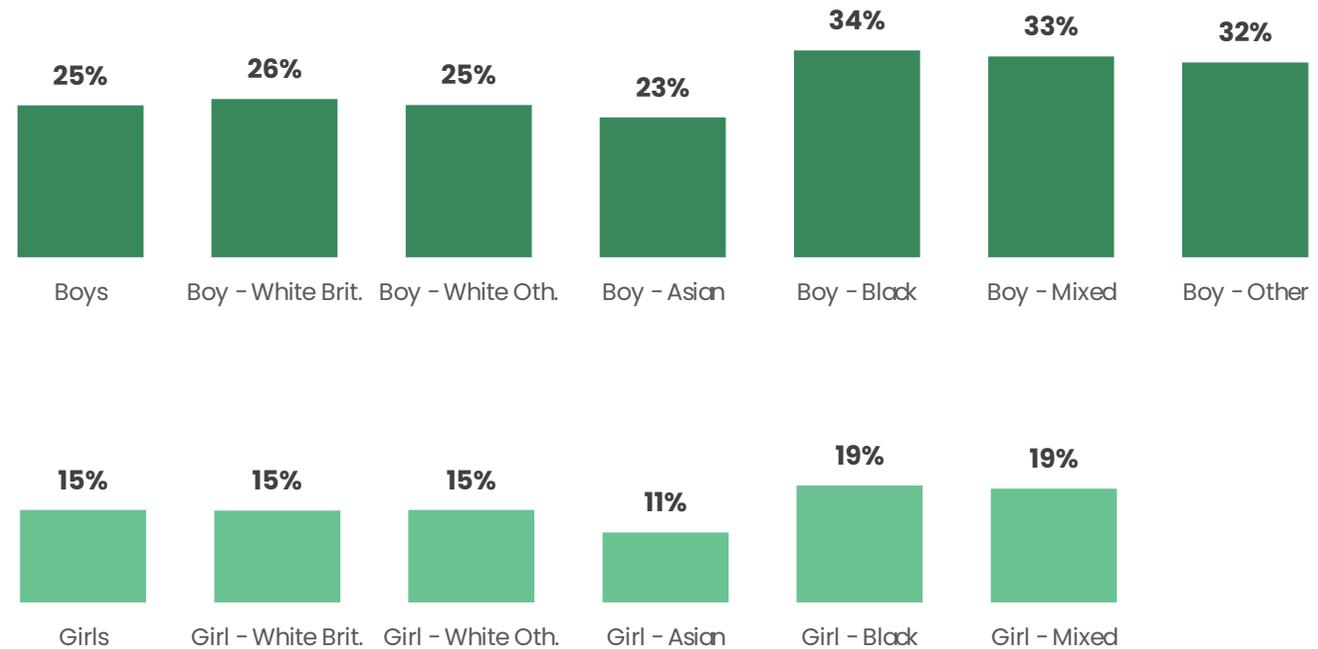
# Feel: Competence (Learning and Development)

"I find exercise and sports easy"

## Gender identity by ethnicity

Secondary aged boys of Asian ethnicities had lower levels of competence and boys of Black ethnicities had higher levels than all secondary aged boys.

Secondary aged girls of Asian ethnicities had lower levels of competence than all secondary aged girls, meanwhile same-aged girls of Black and Mixed ethnicities had higher.

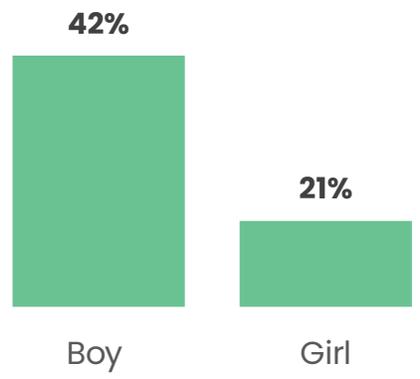


# Feel: Confidence (Learning and Development)

"I feel confident when I exercise and play sport"

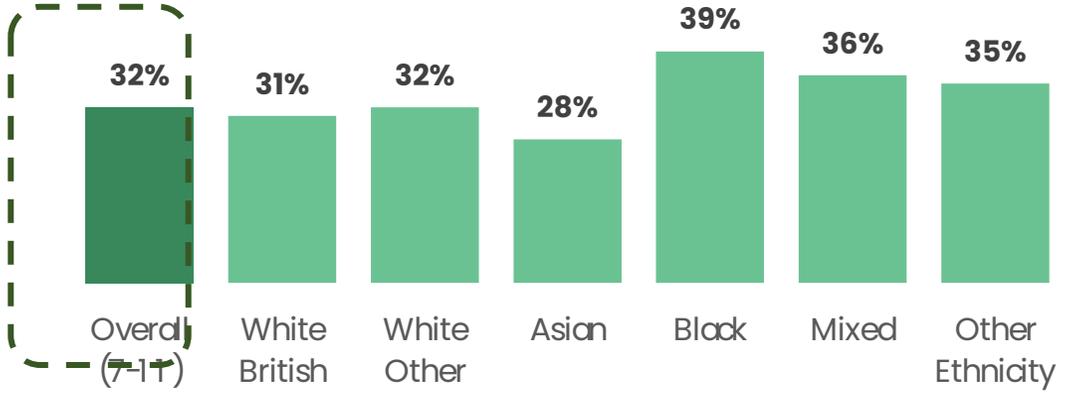
## Gender identity

Secondary aged boys had higher levels of confidence than girls



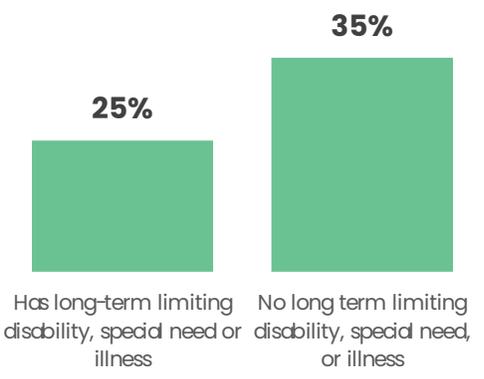
## Ethnicity

Secondary aged young people of Asian ethnicities had lower levels of confidence and secondary aged young people of Black and Mixed ethnicities had higher levels compared to all secondary aged young people



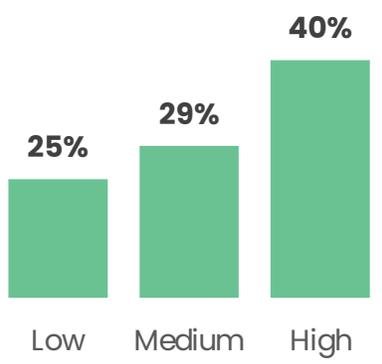
## Disability and long-term health conditions

Secondary aged young people with a disability had lower levels of confidence than those without a disability



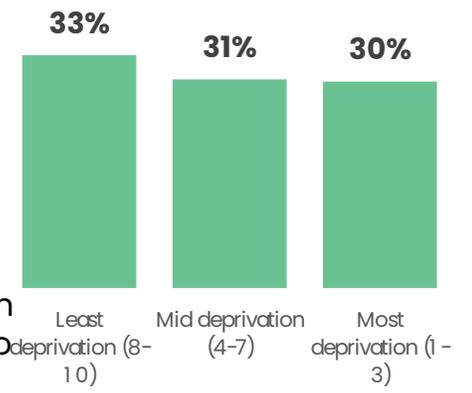
## Family Affluence Scale (FAS)

Secondary aged pupils from 'low' and 'medium' affluence families had lower levels of confidence than those from 'high' affluence families



## IDAC1

There were no reportable differences in competence for secondary aged young people by levels of deprivation of where they go to school



# Feel: Confidence (Learning and Development)

"I feel confident when I exercise and play sport"

## Gender identity by ethnicity

Secondary aged boys of Asian ethnicities had lower levels of confidence and boys of Black ethnicities had higher levels than all secondary aged boys.

Secondary aged girls of Black and Mixed ethnicities had higher levels of confidence than all secondary aged girls, meanwhile girls of Asian backgrounds had lower levels.

