**GHLL Example of Intervention Report**

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| **Healthier behaviour outcome** | ‘Increase in number of children and young people who participate in The Daily Mile/ Active 15 minutes’ |
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| **Needs analysis methods** | OPS/PWS dataAttendance records for before and after school clubs Teacher observations |
| **What did your analysis tell you? / why was the intervention chosen?** | e.g. Data showed a significant no of pupils not doing any physical activity outside of PETeachers noted pupils’ concentration flagged after being sat for too long. |
| **Participation groups** | KS2 |
| **Number of CYP / Staff in participation group completing baseline measure** | 120 pupils (KS2) |
| **Number of targeted CYP / Staff in participation group completing baseline measure** | 43 children (in KS2 who do not participate in any physical activity outside of the PE curriculum) |
| **How did you select your target group?** | (Children who do not take part in any other form of physical activity outside of the statutory PE curriculum i.e. they do not attend any physical activity clubs provided by the school (you may also wish to survey children to find out if they attend any physical activity clubs outside of school)) |
| **Measurement techniques** | Results from pupil questionnairesOther: Pupil Daily Mile distance tracker |

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| **Intervention work carried out** | Doing the Daily Mile for 15 minutes every day for four weeks (please insert additional detail as to how this process took place)  |
| **How intervention has impacted CYP / Staff?** | e.g. Physical fitnessImproved focused in the classroom (general or directly after completingImproved confidence Increased resilience(Please elaborate with examples where possible)How does it make pupils and staff feel? |
| **How did you define significant progress?** | On a physical level you could ask pupils to record and report at the start of the intervention how far they manage to walk or jog in the 15 minutes they spend doing the Daily Mile. That might be laps of the playground or however you’ve defined the Daily Mile circuit. When you come to do your final measure you can ask pupils to record how far they *now* can cover in the 15 minutes. Pupils who have increased the distance they cover (e.g. they can now do six laps of the playground instead of four) could be deemed as having made significant progress. |
| **Number of CYP/staff from whole group that have shown any measurable progress** | 120 |
| **Number of CYP / staff from whole group that have shown significant measurable progress** | 83 |
| **Number of targeted CYP / staff within the whole group that have shown any measurable progress** | 43 |
| **Number of targeted CYP / staff within the whole group that have shown significant measurable progress** | 32 |
| **Next steps as a result of intervention** | If it worked – will you carry on?If it worked – will you do something on top of it?What will you do with those children from the targeted group that didn’t make significant progress?What other physical activity could you introduce to the whole school to increase physical activity levels? |