100 mile challenge
2016-17 Academic Year Evaluation Report

#Cumbria100Miles  #100MileChallenge  www.activecumbria.org/100milechallenge
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Evidence tells us that despite national focus and campaigns, our young people are less active than they were 25 years ago, and that many are not meeting the recommended levels of at least 60 active minutes every day.

The same statistics also tell us that our young people are more overweight and obese than ever before, with the figures showing no sign of reducing.

The benefits of regular physical activity for young people include:

1. Introduction

Builds confidence & social skills
Develops co-ordination
Improves concentration & learning
Strengthens muscles & bones
Improves health & fitness
Maintains healthy weight
Improves sleep
Makes you feel good

What are the aims of the 100 Mile Challenge Programme?

In response, Active Cumbria, with support from New Balance created the 100 Mile Challenge programme for schools in Cumbria.

Participating schools encourage all pupils to complete and record at least 100 miles of physical activity during the academic year. Miles can be measured both within and outside of the school day, through walking, running, cycling, swimming and other means.

The aim is for children and young people to feel more motivated, confident and able to get active, which it is hoped increases the likelihood of activity being sustained beyond the programme. The programme has been designed to be fully inclusive, flexible, and adaptable, and schools have adopted a range of ways to incorporate regular physical activity into the school day.

What we evaluated

With support from the University of Cumbria, the evaluation focussed on two main areas:

- Understanding the perceptions of the young people taking part, both before and after their involvement in the programme.
- Understanding the thoughts of the teachers involved in leading the programme within a small number of schools.

The specific approaches taken for each of the above are detailed later in this report.
2. What we delivered

- Number of schools engaged in the programme: 73
- Number of pupils engaged in the programme: 10,260
- Number of schools participating in the quantitative evaluation: 44
- Number of pupils participating in the ‘before the challenge’ quantitative evaluation: 3,339
- Number of pupils participating in the ‘after the challenge’ quantitative evaluation: 2,180
- Number of schools participating in the qualitative evaluation: 7
3. The ‘Before’ and ‘After’ the Challenge Surveys

The surveys were provided to all schools that signed up to the programme and encouragement was provided to ensure that as many schools as possible took part. Schools were encouraged to undertake the survey with the students in a supportive environment, such as a registration session or similar.

The surveys were completed in two stages; the first surveys were completed before pupils took part in the 100 Mile Challenge, with the second survey being completed after the completion of the Challenge during the June and July 2017 period.

The survey is based on the recognised PAQ-C physical activity questionnaire for children, with the specific questions being identified in partnership with University of Cumbria. The data was analysed by the University using their statistical analysis software package SPSS, with the difference in responses from the before and after surveys being analysed.

The following section looks at each of the specific questions and notes the differences in responses received.

**Question 1**

*In the last 7 days, during PE classes, how often were you very active (playing hard, running, jumping, throwing)?*

Those that stated they ‘don’t do PE’ or that were ‘Hardly ever very active’ were: Before 3.8% | After 2.3%

Those that stated they were very active ‘Quite Often’ and ‘Always active’ (frequencies) were: Before 78% | After 84%

1.5% reduction

6% increase
**Question 2**
In the last 7 days, on how many days right after school, did you do sports, dance or play games in which you were very active?

The mean (average response) moved from 2.7 – 3.2
Those that stated that in the last 7 days right after school they did sports, danced or played games in which you were very active on ‘none’ or ‘one’ occasion were: Before 34% | After 26%
Those that stated that in the last 7 days right after school they did sports, danced or played games in which you were very active on ‘five’ or ‘six or more’ occasions were: Before 25% | After 35%

**Question 3**
In the last 7 days, on how many evenings did you do sports, dance or play games in which you were very active?

The mean (average response) moved from 2.5 – 3
Those that stated that in the last 7 days in the evening they did sports, danced or played games in which you were very active on ‘none’ or ‘one’ occasion were: Before 39% | After 29%
Those that stated that in the last 7 days in the evening they did sports, danced or played games in which you were very active on ‘five’ or ‘six or more’ occasions were: Before 21% | After 30%
Question 4
On the last weekend, how many times did you do sports, dance or play games in which you were very active?

The mean (average response) moved from 2.5 – 2.9
Those that stated that on the last weekend they did sports, danced or played games in which you were very active on ‘none’ or ‘one’ occasion were: Before 35% | After 30%
Those that stated that on the last weekend they did sports, danced or played games in which you were very active on ‘five’ or ‘six or more’ occasions were: Before 20% | After 28%

Question 5
In the last 7 days, how many times have you either walked, cycled, or scootered to and from school?

Those stating that they had increased the number of times walked to school in the last 7 days rose from 1.7 to 2.1
Those stating that they run, cycled or scootered to school showed little practical change.

Question 6
How would you consider your physical fitness?

Those who stated that they had ‘poor’ or ‘moderate’ physical fitness levels were: Before 16% | After was 11%
Those who stated they had ‘good’ or ‘excellent’ physical fitness levels were: Before 84% | After 88%
Representatives of 7 Primary Schools involved in the Challenge were interviewed by two 3rd year students from University of Cumbria, the aim of the discussion to try to pull out any perceived benefits provided through engagement with the programme. A summary of a selection of responses is detailed below:-

**4. Qualitative Feedback**

**Attitude**

> the ones that really accessed it and approached it with a positive attitude did find a bit of a positive difference.

**Enjoyment**

> I’ve noticed that they’re very excited to tell me about walking into school and how many miles they’ve done.

**Perseverance**

> I can think of a couple of children who although enjoy PE, who aren’t the ones racing to the front of school teams, they’ve certainly raced to be one of the first to complete the 100 miles.

**Improved Mental Wellbeing**

> a lot of the children here have a difficult home life, difficult background; they came in have a little run around tend to have forgotten those issues.

**On the provision of Incentives**

> it’s drove them to get as far as they could. A lot of our children got over the 100 miles. It was a big motivational pull, the kids really wanted to get that next level certificate. They knew they were going to get certificates, it’s like an achievement for them.

**On including Early Years & KS1 in the Challenge**

> I would definitely want to adopt it for my younger children, for their understanding and comprehension of distance in their running.

**Improved Behaviour**

> I suppose it’s just giving them a different focus in their head’ ‘sometimes just to get out and run around get it out of their system.
Increased Physical Fitness
"certainly the group as a whole became quicker so they must have been getting fitter.

Competitive
"naturally when they see a chart it gets competitive, I certainly don’t try to get them to compare, the children do it themselves. It’s given them a bit of healthy competition between some of the children.

Improved Academic Performance and Concentration
"it was definitely a better quality of work when they came back in. We had a really positive effect on concentration, children being on the ball after they’ve done the run hence why we did it first thing in the morning wakes you up a bit. Getting them into class they’re all switched on engaged.

Self Confidence
"the fact that they get certificates you could really see their chest puff out they were getting visibly more confident. It’s normally the big children particularly that feel really self-conscious, they are now just more confident.

Flexible and Adaptable
"I did the challenge with a child in a wheelchair, it was more adaptable because she was small and physically not able to do, I had to make her miles a lot smaller. Everyone can walk, everyone can run, it’s more inclusive than a lot of the things we’d play.

Raising Health Awareness
"it’s made them more aware that the choices they make and the benefits of exercise, and making them think about their choices, about whether they want to go outside and play for a bit, or sit on an x-box. To take something away from school and apply it into their everyday life.
Earlier in the year, the children across Reception, Key Stage 1 and Key Stage 2 at Silloth Primary School signed up to Active Cumbria’s 100 Mile Challenge. This initiative seeks to inspire children to discover the massive benefits that can be derived from regular physical activity. By actively taking part in the challenge, children are encouraged to walk, run, cycle or use a scooter which helps them reach the recommended levels of being active for at least 60 minutes each day.

The goal is to reach 100 miles before the end of June. Each time children complete a mile, they tick it off their personal record cards. When ‘milestones’ are reached (10, 25, 50, 75 and 100 miles) they receive a personalised certificate. Staff mapped the distance from various housing areas to school so children could add their daily journey to school to their charts and soon the miles started to add up! The children have all relished competing to see who could be the first in their class to receive the various certificates and one class even added the distance walked during a geography field trip around Silloth!

Some children have completed the challenge with many more well on their way to finishing it before the end of the term – our Year 6 children racked up a huge 27 miles during their recent residential visit to Edinburgh whilst the Year 5 class managed an impressive 17 miles during their trip to York. The children have enjoyed taking part in the challenge and it certainly has got them all thinking about how active they are!

Joanne Brooks - Silloth Primary School
### 6. Recommendations

#### Flexibility
Schools that reported the most benefit from the Challenge adopted a flexible approach to its delivery. This included a range of different ways to engage older and younger pupils together, and differences in the time of day in which the Challenge was delivered.

#### Regularity
Those schools that benefitted most embedded the concept of the Challenge into everyday activities, and ensured that the Challenge was undertaken on a regular basis.

#### Incentives
Schools reporting the greatest levels of engagement from pupils made full use of the stickers and certificates, and where the rewarding of achievements was recognised.

#### Link to other health and wellbeing initiatives
A number of schools stated that they had used the Challenge as one tool to support the development of pupil’s awareness of a range of other health and wellbeing issues, such as healthy eating, sleep, and emotional wellbeing.

#### Whole school approaches
A number of schools reported that they had used the Challenge as an opportunity to develop relationships between older and younger pupils, with older ones accompanying younger ones during their miles during the Challenge.

#### Keep it fun
An overriding theme was that the fun element of the Challenge must be maintained for all pupils to provide maximum opportunity for continued engagement.

#### Review and Refresh
To ensure the Challenge remains relevant to schools and pupils, Active Cumbria will undertake a full review of all aspects of the Challenge during the 2017-18 academic year.