Extra-Curricular Activities

Avenues to success

Working at leisure

'Listen to this: Britain has the lowest social mobility in the developed world.'

David Cameron (addressing the Conservative annual conference in October 2014)

'I want Britain to be the world's great meritocracy – a country where everyone has a fair chance to go as far as their talent and their hard work will allow.'

Theresa May, in her opening address on the steps of number 10 (9th September 2016)

- **Based on current trends, the gap at the end of secondary school would take over 100 years to close**

- **The gap for persistently disadvantaged pupils has remained broadly unchanged since 2011**

Character

character building to allow poorer pupils to emerge from education better equipped to "thrive in modern Britain"

"will cement our position as a global leader in teaching character and resilience." (DfE 2015).
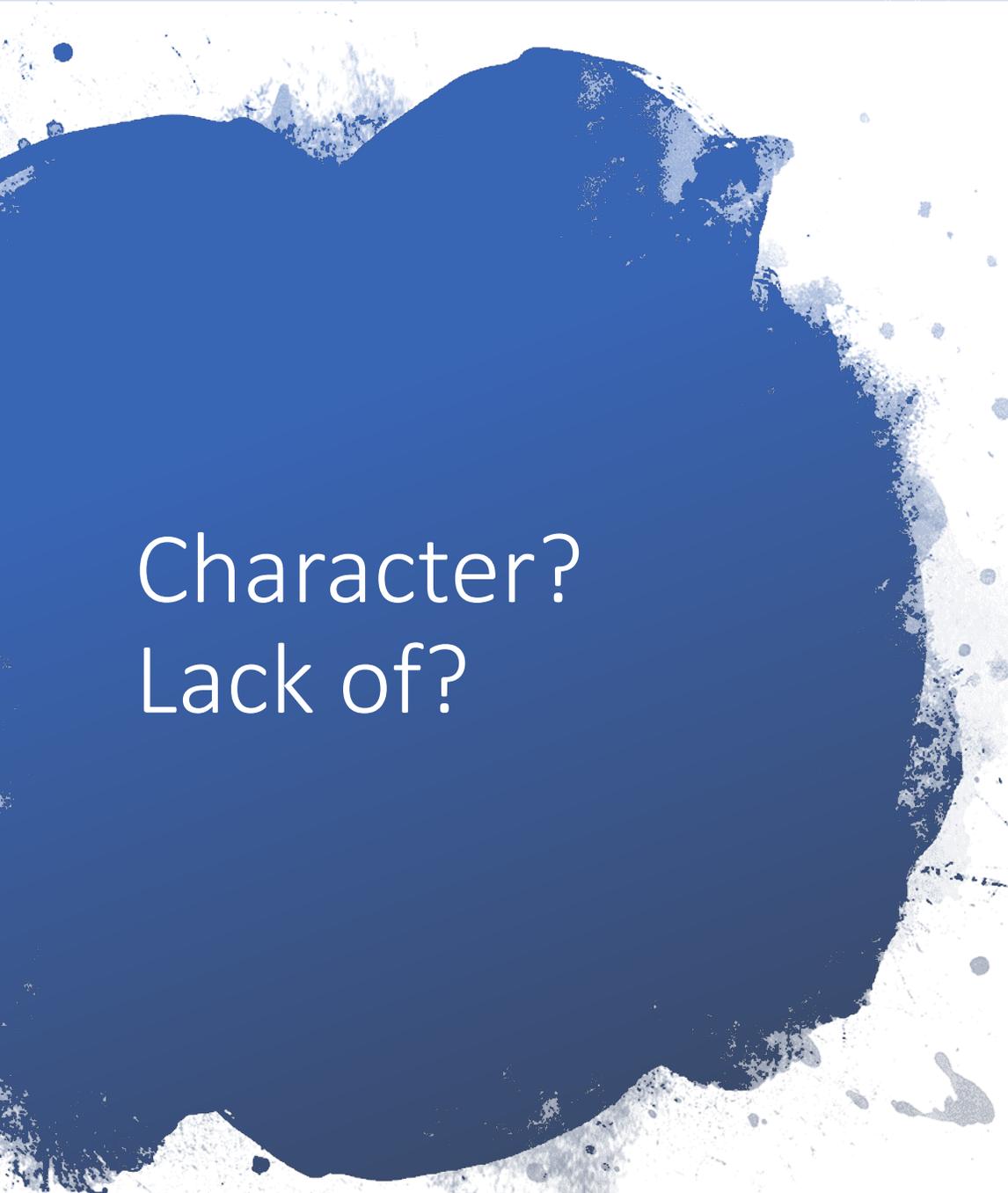
Character?
Lack of?

- **'character' as important in determining life chances… Much is less known about how these skills can be developed…"**

"Developing aspects of character and resilience is considered important to help young people to achieve their goals and overcome challenges and to help the most disadvantaged to compete more equally with their advantaged peers."

- believing that you can achieve (growth mindset)

- being able to stick with the task in hand (perseverance)

- seeing a link between effort today and payback in the future (deferred gratitude)

- being able to bounce back from the knocks that life inevitably brings to all of us

The impact of extra-curricular activities

We know that children participating in an extra-curricular activity enhances :

- psycho-social well-being, the promotion of positive health behaviours among children and young people (Amnesi et al., 2007; Gore et al., 2001; Fredricks and Eccles 2008)

- studies show that extra-curricular activity is associated with perceptions of competence (McCarthy et al. 2008; Eime et al. 2013)

- greater self-esteem through mastery (Findlay and Coplan, 2008; Marsh and Kleitman, 2003; Eime et al. 2013)

- higher rates of social and emotional competence (Griffiths et al., 2010; Marsh and Kleitman, 2003; Griffiths et al., 2010; Snyder et al., 2010; Bourassa et al. 2017)

- improved academic outcomes - especially to socially disadvantaged pupils (Chanfreau et al.,2016; Morris, 2015; Nelson, 2016)

Key Stage 2

A child who does not participate in a school club at primary school is more likely to go through their entire education without ever engaging in an extra-curricular activity.

(Fletcher et al. 2003; Aumètre and Poulin 2015)

A child begins to compare their aptitudes/competences against others (Devine et al. 2016).

Oberle et al. (2014) discovered that adult support in the school was considered the most significant by 9 year olds and began to decline with the onset of adolescence.
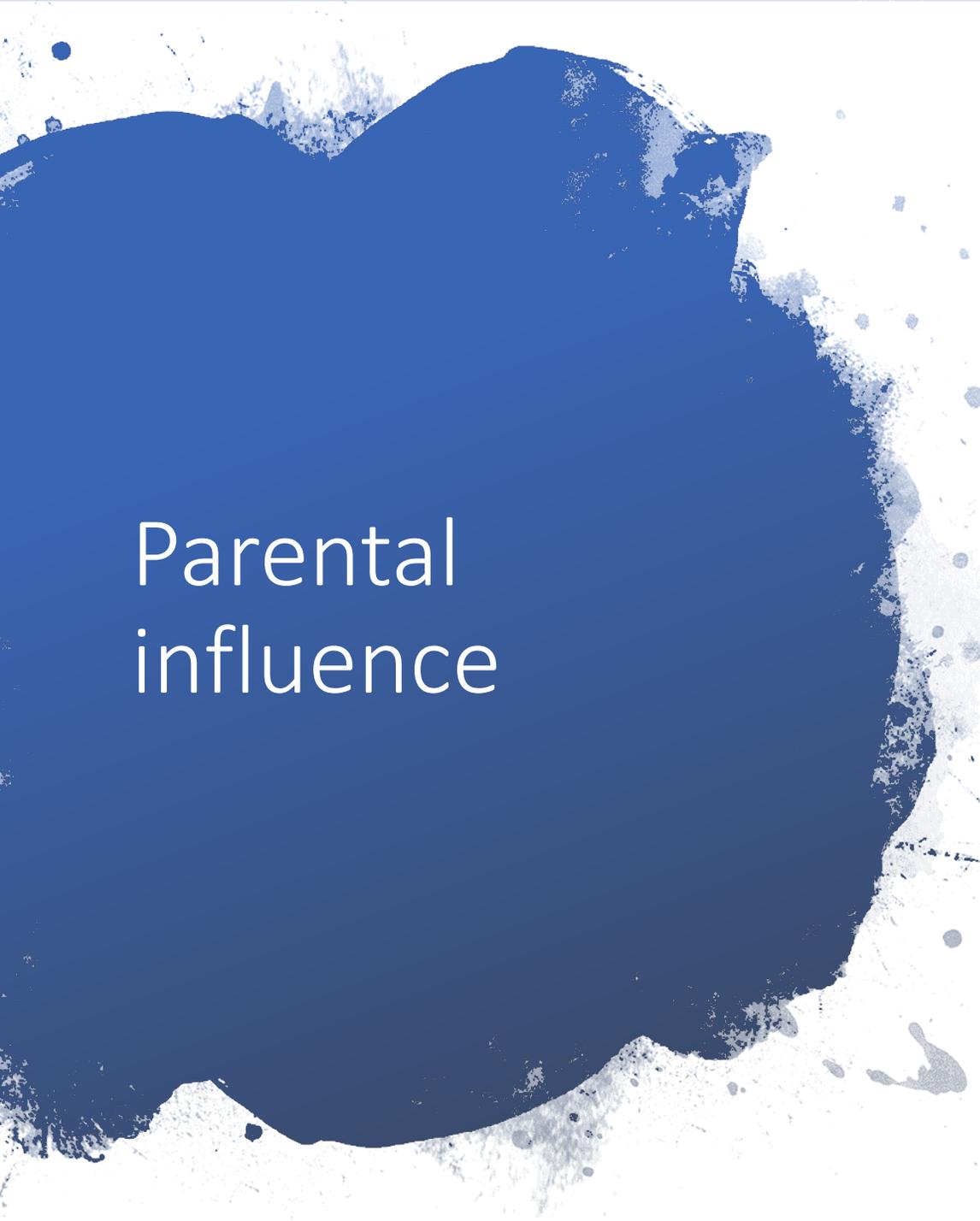
Parental influence

- Anderson et al., 2003
- Wheeler, 2012
- Wheeler & Green, 2014
- Metspelto & Pulkinen, 2014

20 stories of extra-curricular engagement

FSM child in Key Stage 2

Who had previously never participated in an ECA

At least six months participation (2016/17)

Debating
P.E
Running
Maths/baking
Forestry
Girls football
Bicycle
Gardening
Foreign Languages

Why this child?

Anger issues/behaviour (6)

Domestic issues (5)

Lack of self-confidence was a general condition

Three children were taken into care during the six-month timeline of their ECA engagement

Triggering

16/20 stories the child was invited/selected

8/20 clubs run during the school day

1/20 club made part of the curriculum

Sustaining

- Goals/competition
- Feedback
- Mastery/competence
- Achievement/praise
- Responsibility
- Belonging

Outcomes

- 7 children had better school attendance

- 6 of the children subsequently chose to participate in other extra-curricular activities

- 4 children had immediate improvement in their academic work

- 19 children were perceived by their school to be more resilient and confident

What is needed

It's not character that's lacking

It's opportunities to excel and thrive

The new Ofsted Framework

'personal development'

'to develop and discover their interests and talents.'