

Tackling Inequalities



Louise Milne – Active Partnership Manager

Louisa Arnold – Workforce & Coaching Manager

Kent Sport webinar series

19 May
2020

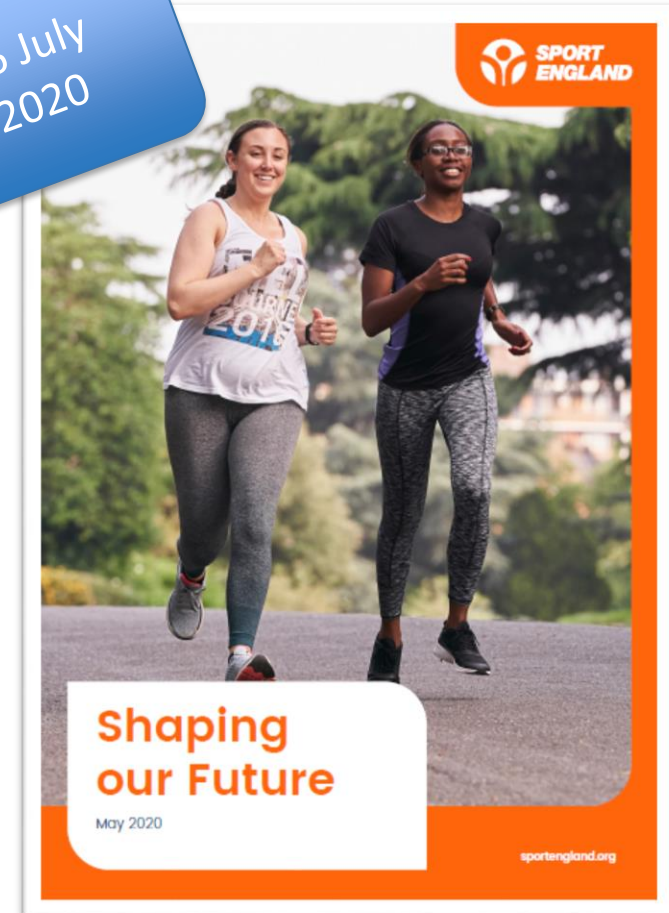
The Kent Sport response

- Kent Sport coronavirus webpages
- Ongoing funding advice
- Everyday Active grant launched
- Kent Sport online safeguarding
- Kent Sport activity leaflet for older adults
- Virtual club forums, online classrooms for Safeguarding



Kent Sport partner webinar
May 2020

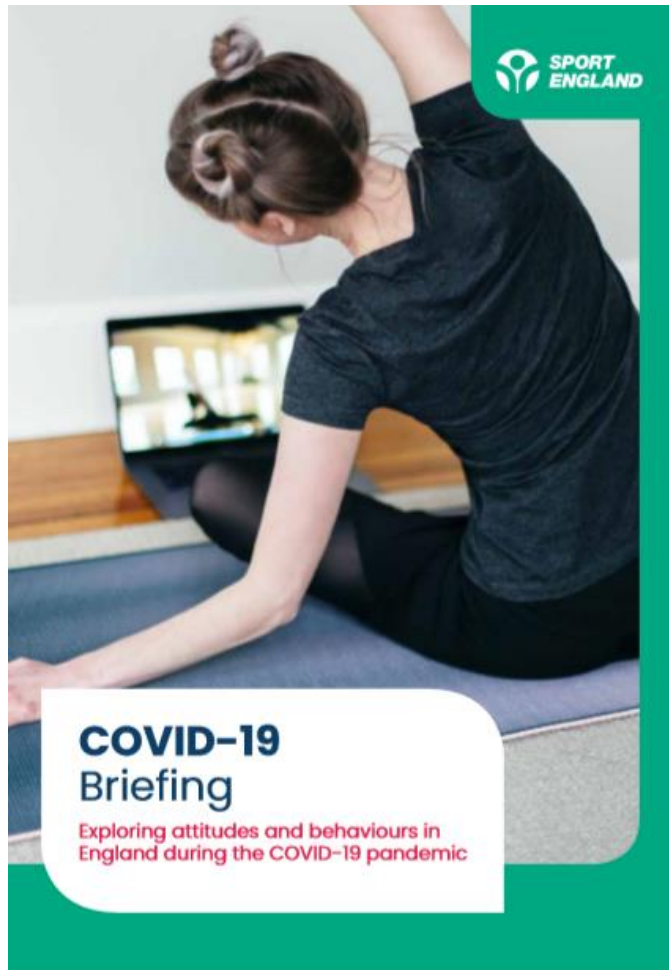
16 July
2020



Today's webinar will...

- Expand on the findings of the physical activity surveys
- Share examples of the work to tackle inequalities
- Consider how we can build on our experiences of supporting those most in need during Covid-19
- Provide information on some limited funding available to help tackle these inequalities in activity levels

Covid-19 Research re: activity and attitudes



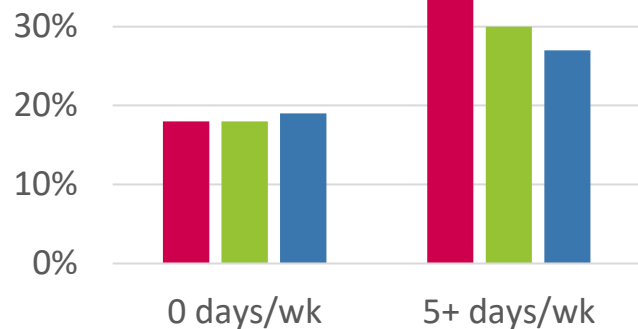
Behaviour and attitudes during lockdown

The latest data July 2020

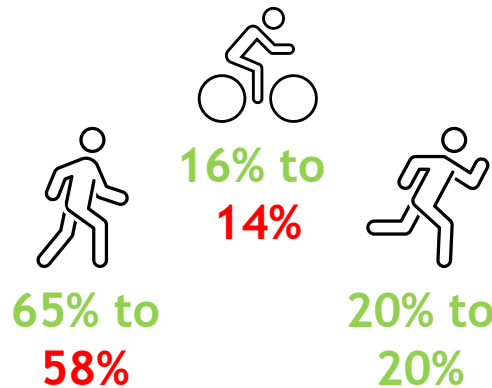
Adult levels of activity per week



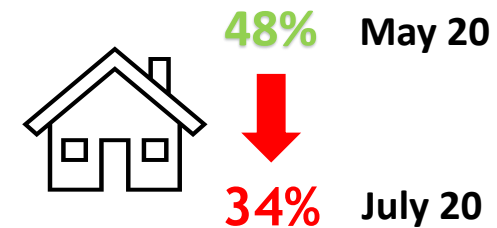
■ May-20 ■ Jun-20 ■ Jul-20



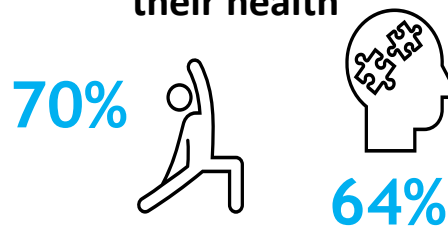
Outdoor activity May-July 20



Home activity



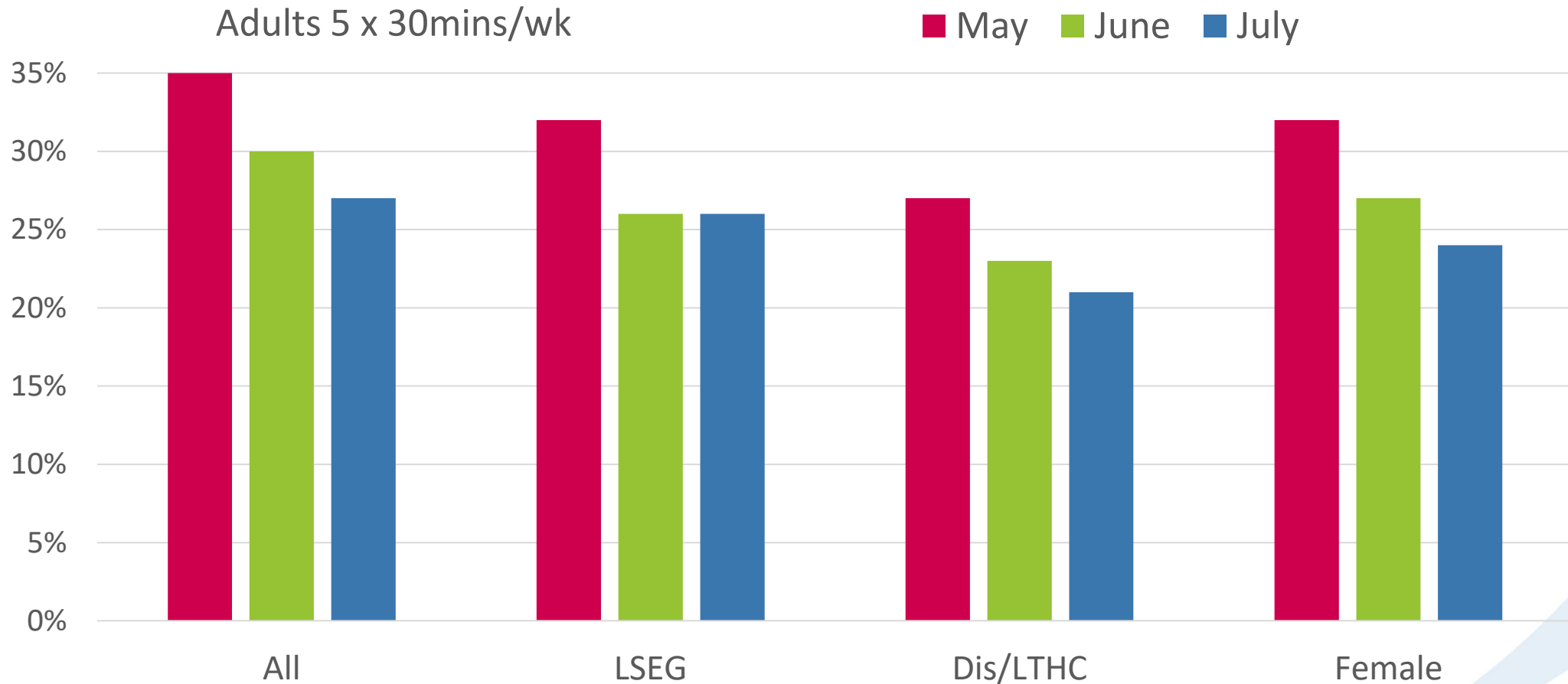
Adults agree physical activity helps manage their health



Looking forward

- 60% Intend to walk & cycle more for everyday journeys
- 61% Intend to be more active
- 32% Say it will be harder to be active

The Inequalities Gap increases



● Activity levels are lower in lockdown

Fortunately, the majority of children are doing something to stay active (93%) but the amount of activity they are doing seems to have fallen under lockdown³.

According to parents/carers^{iv}:

Just **19% of children** under 16 were doing an hour or more of physical activity (meeting CMO guidelines) on a typical day*.



And around **43% of children** under the age of 16 were reported to have been doing less than half an hour of physical activity a day.



Most worryingly, around 1 in 14 (7%) children aged 7 – 16 said they are doing nothing to stay active in lockdown.

Children's experience
of physical activity in
lockdown

Insight July 2020



Widespread closure of spaces and places:

- Schools
- Playgrounds
- Leisure centres
- Gyms
- Pitches
- Courts

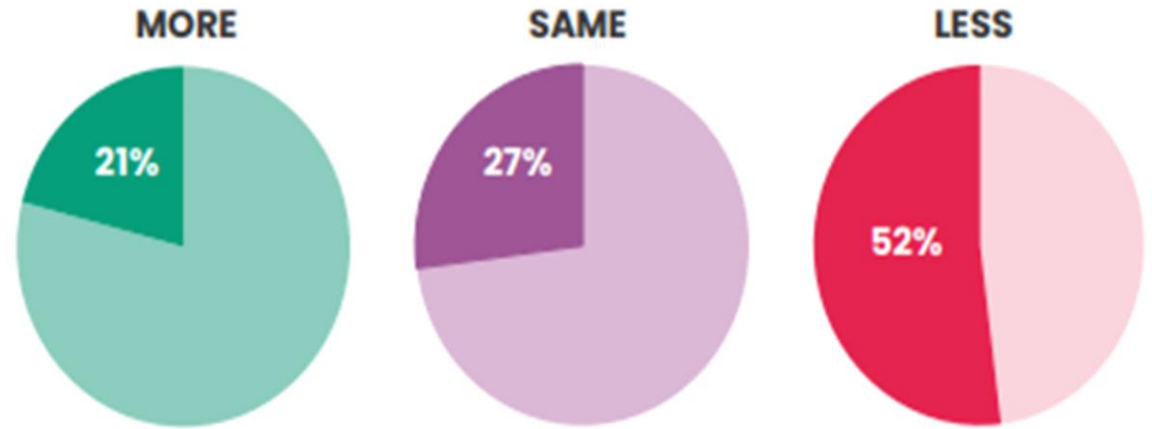
Many of the most prevalent activities for these ages² vastly limited:

- Team sports
- Gymnastics
- Trampolining
- Swimming
- Walking to get to school
- Gym/fitness
- Cheerleading
- Racket sports

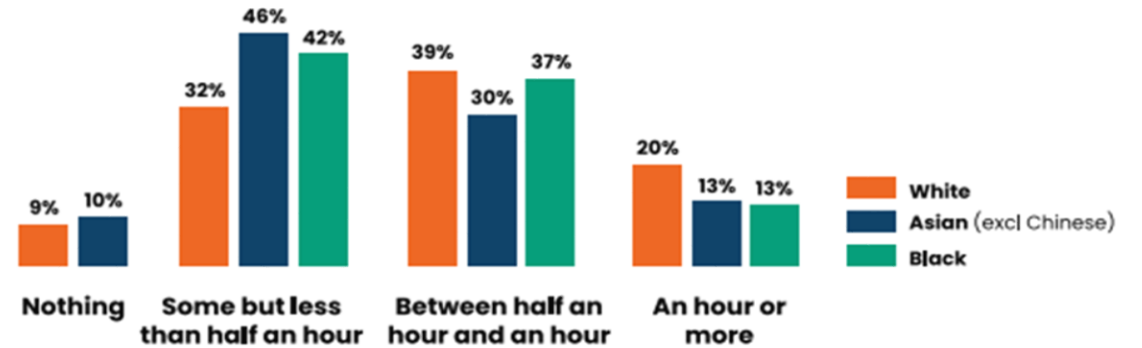


² Active Lives Child survey 2018/2019

How is this different to what you usually do?



Amount of physical activity and exercise each child does on a typical day



The report shows...

- How **HARD** it has been for children and young people to be active
- We must take action **COLLECTIVELY** to address inequalities
- The need to ensure all young people have the **SPACE/PLACE** to be active
- Schools need to provide space for physical activity and PE despite social distancing measures
- Children and young people will be **ANXIOUS** about returning
- We can learn from the **PROMISING DEVELOPMENTS** in the findings
i.e. more active than usual, being active with family/parents/carers

Finding it harder to be active

- **Black Asian & Minority Ethnic Communities**
- **Lower socio economic groups**
- **Long term health conditions**
- **Disability**
- **Older adults**
- **Women**

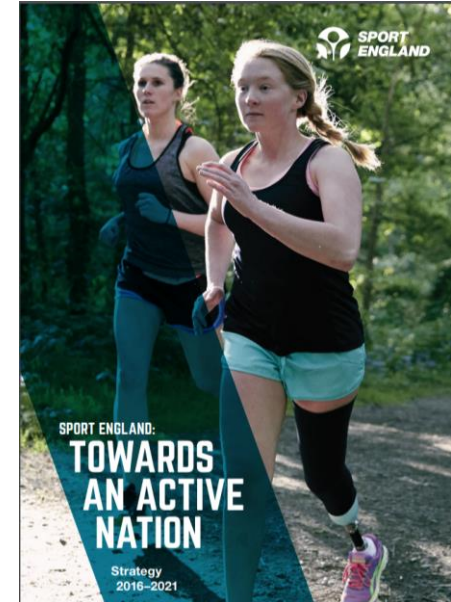
“There is a real risk that despite our best efforts and intentions, the inequalities in activity get even bigger” Sport England

Take a moment to consider

- 1) Do you think the statistics reflect your learning locally?
- 2) Is there is a difference in activity levels in your area?

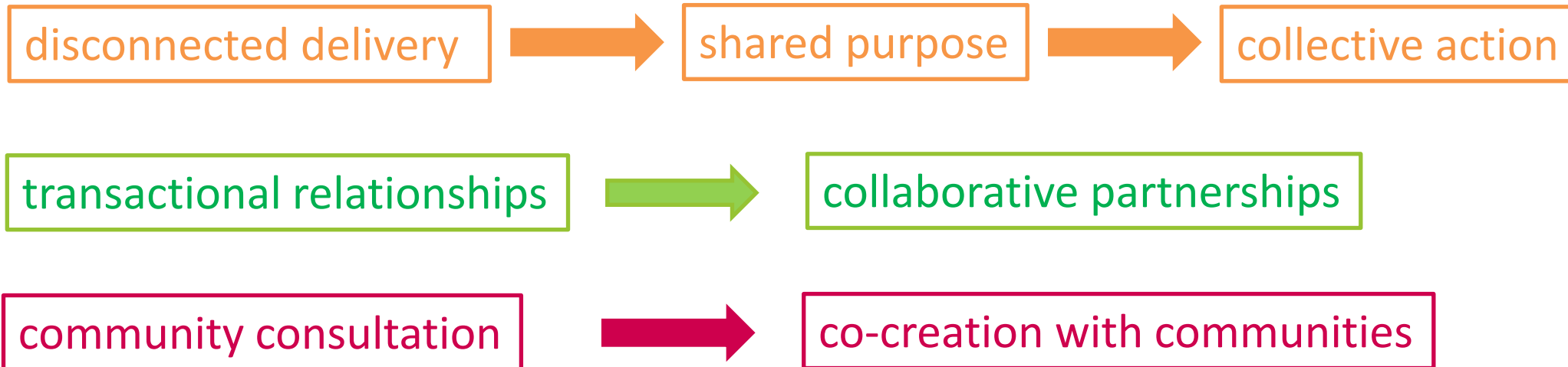
Tackling Inequalities isn't new...

- Towards An Active Nation 2017-2021
- Tackling inactivity: place-based approach, ABCD
- Satellite Club projects – Olympia Boxing
- NGB's – Breeze, Go Tri, South Asian Women's Cricket
- Leisure Operators – TM Active 150, Feelgood Factory
- Local Authorities - Maidstone BC – embedded physical activity into their policies and strategies

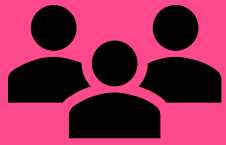


Local Delivery Pilots

‘Using a whole system placed based approach to tackle inactivity and engage groups least likely to be active’



Local Delivery Pilots - Learning



Collaboration takes
TIME even with 'buy in'

It can be really difficult

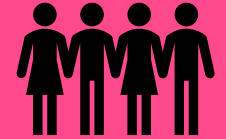
You have to keep at it!



Innovation is RISKY

It can also be messy and
won't fit a structure

You have to keep at it!



Issues can be missed
with consultation

How authentic is your
engagement?

You have to keep at it!

Opportunities to Tackle Inequalities

- Increased profile
 - re: the benefits of physical activity
 - Regular research into attitudes & behaviours
- A new approach
 - Remote delivery
 - Community support hubs and volunteer networks
- Resources
 - RNIB, Activity Alliance, MIND
 - We are Undefeatable
- Shaping the future – Sport England's Strategy



Take a moment to consider

What can we take from our previous and more recent experiences to improve our approach to tackling inequalities in...

- 1) Your own organisation?
- 2) In the local area?

Funding opportunities

- Community Emergency Fund (closed)
- Everyday Active Grants
- Crowdfunding
- Tackling Inequalities Funding – NEW & short term
 - Vulnerable older adults and families
 - Disability restart sessions



Barham Bowls Club

Barham Bowls Club share their experience of obtaining a Covid-19 emergency funding grant.

[READ MORE](#)



Town Malling Cricket Club

Town Malling Cricket Club share their experience of obtaining a Covid-19 emergency funding grant.

[READ MORE](#)



Village Golf Club - Staplehurst

Village Golf Club tell us how they found out and applied for Sport England emergency funding.

[READ MORE](#)



Oyster Indoor Bowls Club

Oyster Indoor Bowls Club share their experience of obtaining a Covid-19 emergency funding grant.

[READ MORE](#)

In Summary

- We know the inequalities gap is widening, how will you change your approach?
- There are many examples and lots of learning, how will you use it to your advantage?
- Talk to us if you are connected to organisations that could benefit from funding support to tackle inequalities

Thank you

Louise Milne: Louise.Milne@kent.gov.uk

Louisa Arnold: L.Arnold@kent.ac.uk