



National Foundation for Educational Research

Evaluation of the PhunkyFoods Programme

Final report

**David Teeman
Frances Reed
Gill Bielby
Emma Scott
David Sims**

September 2008

Contents

Acknowledgements	i
Executive summary	i
1. Introduction	1
1.1 Background	1
1.2 Aims of the evaluation	2
1.3 Methodology	3
1.4 Reporting	6
2. Implementing and delivering the PFP	7
2.1 Schools' take up of PFP	7
2.2 How schools are delivering the PFP	7
2.3 Use of PFP resources	13
2.4 Delivering the PFP and what worked well	17
2.5 Delivering the PFP and what worked less well	19
2.6 Challenges in delivering the PFP	19
2.7 Suggestions from interviewees for PFP development	20
2.8 Section summary	21
3. Impacts on staff and schools	23
3.1 School-based monitoring and evaluation	23
3.2 The impact of the PFP at whole-school level	24
3.3 The impact of the PFP on staff	29
3.4 Section summary	33
4. Impacts on pupils and parents/carers	35
4.1 Healthy eating	35
4.2 Physical activity	40
4.3 Receiving the PFP	43
4.4 Section summary	45
5. Conclusions and recommendations	47
5.1 Conclusions	47
5.2 Challenges	47
5.3 Recommendations	48
5.4 Final thoughts	51
Appendix A. Question schedules	53
A1 Headteacher schedule	53
A2 PhunkyFood coordinator schedule	57
A3 Teacher and class assistant schedule	62
A4 Parent schedule	66
A5 Pupil schedule (Years 1 to 3)	69
A6 Pupil schedule (Years 4 to 6)	73

Acknowledgements

The research team would like to thank the schools who agreed to participate in the study; their staff, pupils and parents/carers who took the time to provide information and especially the schools who kindly agreed to continue supporting the research by agreeing to a second round of visits. We would also like to thank colleagues from NFER who provided invaluable research input and support, namely:

- Sandie Schagen, project director, who retired from NFER in April 2008, but who led and guided the research up until this time
- Susan Stoddart, project administrator, who has provided outstanding administrative support to the research team
- Karen Whitby and Nalia George, researchers, who each kindly conducted a second round school visit.

Finally, the research team would like to thank Purely Nutrition for funding and managing this research and in particular Jennie Cockcroft and Sorrell Fearnell for their consistently cooperative, responsive and facilitative support and research management.

Executive summary

Background

According to the Health Survey for England 2002, at the time over half the population in England were overweight or obese. Interest in, and concern about, obesity and the general health of young people has also been raised in a number of other publications, such as the government White Paper *Choosing Health: Making Healthy Choices Easier* (2004). Although the solutions to issues such as obesity need to be multi-faceted, schools can play a crucial role by helping to promote healthy eating and physical activity.

The PhunkyFoods Programme (PFP) is an initiative intended to support schools in fulfilling this role. The PFP, launched in 2005 by Purely Nutrition, teaches primary children key messages related to healthy eating and physical exercise in a light hearted and fun manner through art, drama, music, play and practical experience with food. It aims to enhance pupil performance, increase concentration, and improve behaviour, motivation and self-esteem. Lesson plans are available to teach a one-hour lesson of healthy eating and a one-hour lesson of physical activity every week to every primary year group, although schools can deliver the PFP in a variety of ways (in different curriculum contexts and/or during out of hours school clubs) and for varying lengths of time. In addition to training for teachers and classroom assistants when they embark on the PFP (supplemented by extensive online resources), support is provided through various resources such as DVDs, books and games, which schools receive when they join the PFP. NFER was commissioned by Purely Nutrition to evaluate the PFP; the summary that follows presents findings from a second round of school visits and represents the final report of the evaluation.

The overarching aims of the research were to evaluate the effectiveness of the PFP in terms firstly of its **implementation** in schools, and secondly of its **impact** on pupil outcomes.

Methods

In order to achieve the aim set out above, the research employed a combined but primarily qualitative methodology. The main elements of this methodology were an exploratory telephone survey, attempted with all of the schools who had registered with the PFP (n=108), followed by two rounds of visits to 20 schools (selected from those who had responded to the telephone survey). Findings from the telephone survey and first round of school visits were presented in an interim report in July 2008 (Teeman *et al.*, 2008).

The second round of follow-up visits to case-study schools took place in the summer term of 2008 and findings from these are summarised below:

- **17** schools agreed to second round visits
- **two** schools agreed to second round telephone interviews with the PFP coordinator in each school (one school had not implemented the PFP and the other had implemented the PFP, but was unable to host a visit due to other time pressures)
- **one** school, which had not implemented PFP, declined further participation.

Across the **19** schools **37** staff were interviewed, **18** of whom were PFP coordinators. The remaining staff comprised:

- **8** headteachers and one deputy headteacher
- **5** class teachers
- **6** teaching assistants (TAs).

Across the **17** schools visited, **117** pupils (**53** boys and **64** girls) were interviewed; no pupil interviews were possible in the two schools which took part in telephone interviews. In total, **28** parent/carers interviews were completed. From **seven** schools, **18** parents/carers were interviewed, comprising **17** women and **one** man; in addition a larger group of **ten** parents/carers was interviewed in another school.

Key Findings

Implementation of PFP

- The 18 case-study schools which were implementing the PFP were doing so through a variety of means, according to school circumstances and to the role of the PFP coordinator within school:
 - in schools where the coordinator was a class teacher, the PFP was most likely to be delivered in class through the curriculum, or via an after-school club, or both
 - where coordinators also had a senior role, such as healthy schools coordinator, they were more likely to have cascaded information about the PFP to other teaching staff, to have promoted its use throughout the school, and to be planning to embed the programme more fully into next year's curriculum
 - in schools where the coordinator was a teaching assistant, the PFP was most likely to be delivered as a discrete unit, with little or no involvement of other teaching staff.

- Whatever the means of delivery, or by whom, schools varied as to how much of the PFP they were using, from picking out particular topics for use in one-off sessions to following the lesson plans systematically and in sequence week by week.
- All of the case-study schools were using the healthy eating element of the PFP. Approximately half of them had also started to use the physical activity element, mainly during the summer term. One reason for the greater use of the healthy eating element was that this was perceived to be an area hitherto neglected in terms of being embedded within and across the curriculum; another was that competing demands for the school hall meant that physical activity lessons were limited to when the weather allowed them to take place out of doors. Nevertheless, the schools who were using the physical activity element of the PFP valued the ideas it contained, especially in relation to warm-up exercises.
- Approximately half of the case-study schools were delivering the PFP to pupils from just one year group, whilst half were attempting to include all or most age groups within school. Where the PFP was delivered to a mixed age group, schools were using lesson plans appropriate for the youngest members of the group and were differentiating to meet the needs of older pupils.
- Purely Nutrition's plans to extend the programme to the Foundation Stage were welcomed and eagerly anticipated.
- With few exceptions, schools found the PFP easy to use and sufficiently flexible to allow delivery in different ways and by staff with varying levels of experience. The level of detail provided in the lesson plans meant that preparation time could be kept to a minimum, but was described as slightly overwhelming by a small minority of schools.
- Pupils, teachers and parents/carers all commented that the PFP was enjoyable and fun. The most valued and frequently mentioned aspects were the practical hands-on activities such as cooking, and the interactive activities using the whiteboard. The box of resources was welcomed as a useful source of new materials.

Impacts on the staff and school

The case-study schools found the PFP complemented existing health-related initiatives and helped to raise the profile of health-related activities. The schools were:

- Evaluating the programme informally at this stage. However, some of the schools were collecting evidence to record pupils' progress or for National Healthy School Standard (NHSS) applications.
- Already engaged in a range of initiatives and activities to promote healthier lifestyles and the PFP complemented these activities and helped schools to promote the key messages.

- Using the PFP to achieve whole-school aims such as achieving or maintaining NHSS.
- Using the programme to reinforce whole-school messages about healthier eating and the importance of physical activity. The programme supported drives to encourage pupils to make healthier choices.
- Finding the programme had enhanced and developed the knowledge and confidence of those delivering the programme and contributed to professional development.
- Experiencing benefits of using the programme such as gaining inspiration and ideas for new activities to do with the pupils. They found the programme and its resources easy and straightforward to use.

Impacts on pupils

- Awareness and knowledge levels about the importance of healthy eating and physical activity had in some cases increased, but it is not possible to attribute this to the PFP alone.
- Where pupils were aware of the PFP in particular they were very positive about it, especially the practical activities and the interactive elements.
- Teachers and some parents/carers reported increased awareness and knowledge of healthy eating amongst pupils; while in some cases this was explicitly linked with the PFP, interviewees could rarely attribute this to the PFP alone.
- There was some evidence that where the PFP was delivered regularly, whether through the curriculum, in PPA time or in after-school clubs, there was more likely to be positive impact on pupils.
- Staff, parents/carers and pupils all reported that children had generally 'loved' the PFP.
- Most pupils reported eating more healthily compared to when they were first visited.
- Most pupils reported doing more physical activity, since they were first visited, although this might in part be attributed to the time of year.

Challenges

According to staff in a minority of schools visited, there had been some key challenges when implementing the PFP:

- Although the majority of the schools viewed the PFP as sufficiently flexible to allow them to implement it in a variety of ways, one or two schools found the prospect of delivering the full programme overwhelming and had been unable to see how it could be used in a way more suited to the realities at their school.

- Full implementation of the PFP was likely to be most challenging in those schools which were in more challenging circumstances/localities and therefore, who would be most likely to benefit from comprehensive implementation. In these cases, aside from 'health' there were other more pressing whole-school priorities, such as raising attainment.
- Generally, schools that might benefit most from comprehensively implementing PFP perhaps find it difficult to allot a fully qualified teacher/member of their senior management team to coordinate initial planning, development and implementation.
- Where TAs had been tasked to take on the PFP coordinating role, it was more often the case that they had not been able to drive a fully inclusive and comprehensive PFP implementation.
- Some schools, especially those in challenging circumstances, said they may need a longer period if they were to plan to incorporate the full PFP into their curriculum.
- In some schools which had only been able to send one person to the training day, implementation was more challenging, especially where that person was not a qualified teacher.
- Limitations in terms of a number of staff at any school being able easily to access online PFP training/resources were mentioned by staff in several schools.

Conclusions

The PFP was popular with school staff, parents/carers and pupils. The PFP's lesson plans and resources were viewed as well designed, fit for purpose, and easy to use, and fitted well into schools' existing health-related activity. The vast majority of schools intended to continue using the PFP.

Given the timescale and scope of this project, together with the number of other health-related initiatives in schools, it is not possible to attribute positive changes in the knowledge and behaviour of pupils to the PFP alone. However, teachers indicated that the PFP had improved knowledge and awareness amongst pupils, and most pupils reported positive changes in their eating behaviour and physical activity. There was also some evidence from parents/carers who commented that the issue of healthy eating was being raised proactively and more noticeably by their children, since they had been involved in the PFP.

Furthermore, staff said that the PFP had supported the teaching of health-related issues. It had also enhanced and developed the knowledge and confidence of those delivering the programme and contributed to professional development.

The schools visited reported that the PFP fitted well with whole-school initiatives to promote healthier lifestyles, such as the 5-A-DAY campaign and achieving and maintaining NHSS.

Popular with the whole school community, PFP clearly helps expand, embed and enhance health-related teaching, through increasing school staff competence and confidence, complementing other initiatives and positively impacting on pupil knowledge, attitudes and behaviour.

1. Introduction

1.1 Background

The health and well-being of young people remains high on the political agenda. This is highlighted in Every Child Matters, central to which are the aims to address young people's physical, mental and emotional health, as well their consumption of a healthy diet. A specific concern has been the rise in childhood obesity over recent years. The Health Select Committee's report *Obesity* (2004) clearly states, '*obesity has grown by almost 400 per cent in the last 25 years and on recent trends will soon surpass smoking as the greatest cause of premature loss of life*'. According to the Health Survey for England 2002, over half the population in England are overweight or obese. Interest in, and concern about, obesity and the general health of young people has also been raised in a number of other publications, such as the government White Paper *Choosing Health: Making Healthy Choices Easier* (2004). Although the solutions to issues such as obesity need to be multi-faceted, schools can play a crucial role by helping to promote healthy eating and physical activity.

The PhunkyFoods Programme (PFP) is an initiative intended to support schools in fulfilling this role. The PFP, launched in 2005 by Purely Nutrition, teaches primary children key messages related to healthy eating and physical exercise in a light hearted and fun manner through art, drama, music, play and practical experience with food. It aims to enhance pupil performance, increase concentration, and improve behaviour, motivation and self-esteem. Lesson plans are available to teach a one-hour lesson of healthy eating and a one-hour lesson of physical activity every week to every primary year group, although schools can deliver the PFP in a variety of ways (in different curriculum contexts and/or during out of hours school clubs) and for varying lengths of time. In addition to training for teachers and classroom assistants when they embark on the PFP (supplemented by extensive online resources), support is provided through various resources such as DVDs, books and games, which schools receive when they join the PFP.

NFER was commissioned by Purely Nutrition to evaluate the PFP; the report that follows presents findings from a second round of school visits and represents the final report of the evaluation.

1.2 Aims of the evaluation

The overarching aims of the research were to evaluate the effectiveness of the PFP in terms firstly of its **implementation** in schools, and secondly of its **impact** on pupil outcomes.

1.2.1 Implementation

In relation to the PFP's **implementation** in schools, the evaluation explored:

- which aspects of the PFP are being used, how frequently, over what period, and with which year groups
- for both the healthy eating and physical activity aspects, how they are delivered – through clubs or through the curriculum
- what training and resources have been used; teachers' perceptions of their usefulness and limitations; and whether there are any further support requirements
- views on the PFP elements (lesson plans, resources and website), including their ease of use, how well they complement other initiatives and whether there are any gaps
- views on the benefits, limitations and challenges of the different aspects of the PFP
- whether the PFP is being used to support schools' efforts to achieve or maintain National Healthy School Status (NHSS); and if so how
- how the PFP is being monitored and evaluated by schools
- ways in which the PFP is being used most effectively.

1.2.2 Impact on pupils

In evaluating the **impact** of the PFP on pupils, the research explored:

- whether the objectives of the PFP (in terms of enhanced school performance, increased concentration, better behaviour and increased motivation and self-esteem) are being achieved and if so how
- changes in children's knowledge, awareness and understanding of healthy eating and exercise
- changes in children's diet and amount of physical activity which may have resulted from their involvement in the PFP
- children's experience of the PFP – their level of enjoyment, what they have learnt, what they liked and disliked about the PFP.

The methodology used is outlined in the following sections.

1.3 Methodology

In order to achieve the aims set out above, the research employed a combined but primarily qualitative methodology. The main elements of this methodology were an exploratory telephone survey, attempted with all of the schools who had registered with the PFP, followed by two rounds of visits to 20 schools (selected from those who had responded to the telephone survey). Findings from the telephone survey and first round of school visits were presented in an interim report in July 2008 (Teeman *et al.*, 2008).

1.3.1 Exploratory telephone survey

An exploratory telephone survey (see Appendix A) of all of the schools that signed up for the PFP was conducted between November 2007 and February 2008. In all, **108** telephone surveys were completed within the time frame provided. A further two responses were returned after the deadline for data entry and therefore were not included in the analysis.

The purpose of the telephone survey was twofold. First, information about schools' plans for implementation of the PFP was used to inform visits to the schools selected for case-study evaluation. Second, a summary of the findings provided an overall picture of how schools were intending to implement the PFP.

The person interviewed was the one who was most closely associated with the implementation of the PFP (this was usually the member of staff who had taken on the role of PFP coordinator). Interviewees were also asked what their main role at the school was; responses showed that 40 per cent were also their school's PSHE or NHSS coordinator, just over a third (36 per cent) were also a class teacher and 20 per cent were also either a headteacher or a senior manager. Findings from the telephone survey were presented in an interim report in July 2008 (Teeman *et al.*, 2008).

1.3.2 Visits to schools

Following on from the telephone survey, **20 primary schools** were selected for in-depth case-study work. Schools were visited twice during the course of the evaluation; once before their use of PFP and then once again following implementation.

Selecting case-study schools

The intention had been to select schools to be reflective of some key criteria, such as:

- geographical region (north/south etc)
- location (urban/rural; affluent/deprived area)
- type (primary/infant/junior; faith/foundation/community)
- level of involvement in PFP (five-year, three-year or one-year plan)
- year group(s) participating
- context for delivery (curricular area, or extra-curricular club).

Clearly, with 20 schools it was not possible to illustrate every possible combination of school-level characteristics, and there was some difficulty in securing schools' agreement to visits. Nevertheless, broadly, the schools agreeing to participate did include a range of PFP implementations in a range of different settings. This has provided the opportunity to explore the relative effectiveness of different elements of the PFP within a variety of contexts.

Visits to case-study schools

Schools were visited twice in the academic year 2007/08. The first visits took place between November 2007 and March 2008, usually before schools began to implement the PFP (or at least in the very early stages of involvement). The first visits enabled the research to assess schools' 'starting-points', their expectations of the PFP (in relation to process and impact) and their plans for implementation. Findings from the first round of school visits were presented in an interim report in July 2008 (Teeman *et al.*, 2008).

The second round of follow-up visits took place in the summer term of 2008, when schools had completed their first work based on the PFP, in order to explore how PFP had worked in practice. Of the **20** schools selected for case study visits:

- **17** schools agreed to visits
- **two** schools agreed to telephone interviews with the PFP coordinators in each school (one school had not implemented the PFP and the other had implemented the PFP but was unable to host a visit due to other time pressures)
- **one** school, who had not implemented PFP, declined further participation.

This second round of visits explored to what extent the expectations for the PFP had been met, what 'impacts' the PFP had had, to what extent implementation had progressed as planned and what the schools' future intentions were for the PFP.

Interviews

Across the **19** schools involved in the second round of visits (including two schools that agreed to telephone interviews), semi-structured interviews were carried out with a range of key staff involved in implementing the PFP. The staff who were interviewed in each school varied, depending on the delivery model used by the school, but followed a general pattern which was adapted as necessary to reflect the ways schools were actually using the PFP. Broadly, during the second round of visits, the following from the school community were interviewed:

- headteachers (or other members of the senior management team)
- PFP coordinators
- teachers (and teaching assistants) who had been or were still involved in delivering PFP lessons/activities
- pupils taking or who had taken part in the PFP
- parents/carers of pupils taking or who had taken part in PFP activity.

During the second round of visits, some **37** staff were interviewed, **18** of whom were PFP coordinators (two of these interviews were conducted via telephone). In one school, visited during the second round, the headteacher was also the PFP coordinator but had not been involved in the implementation and was therefore not interviewed. The remaining staff were interviewed face-to-face and comprised:

- **8** headteachers and one deputy headteacher
- **5** class teachers
- **6** teaching assistants (TAs).

Parents/carers at **seven** of the schools visited during the second round were interviewed and, across these schools, individual and/or group interviews were conducted with a total of **18** parents/carers, comprising **17** women and **one** man (at one school a single group of **10** parents/carers was interviewed).

As Table 1.1 below shows, during the second round of school visits, as was the case in the first round we interviewed fewer pupils in the older age range (Years 4 - 6); this was largely due to the 'availability' of these pupils during visits and to the preponderance of younger pupils in the groups to whom the PFP was being delivered. Also, for the second round there were slightly more girls than boys.

Table 1.1 Second round pupil interviews

Year	Girls	Boys	N=
1	17	16	33
2	15	13	28
3	8	6	14
4	9	7	16
5	7	5	12
6	8	6	14
N=	64	53	117

For information, Appendix B provides all of the question schedules used during the second round of visits.

It is worth noting that, in order to gather information from children across different age ranges, interactive and age-appropriate methods were designed to stimulate responses. Group discussions employed activity-based methods and visual prompts, such as flash cards and photographs, designed to be appropriate to the age ranges involved (those in Years 1 - 6). The first round interviews with children had included test elements, but since the overwhelming majority of children correctly answered these elements, they were removed from the second round of visits.

1.4 Reporting

The following report presents the findings derived from the second round of visits to schools and is divided into a further four sections:

- how schools implemented and delivered the PFP
- the impact of the PFP on staff and schools
- the impact of the PFP on pupils
- conclusions and recommendations.

2. Implementing and delivering the PFP

This section explores how case-study schools had implemented and delivered the PFP, or in two cases the reason that the PFP had not been delivered. The section also presents information about what interviewees had liked most and least about PFP delivery and finally about any suggestions made for the development of the PFP.

2.1 Schools' take up of PFP

Of the 20 case study-schools, 18 had delivered (or were still delivering) the PFP and all of these schools had used (or were still using) PFP's healthy eating element. In line with schools' intentions described during the first round of visits, half of them were also using the physical activity element of the PFP.

As before, the reasons given for not using the physical activity lessons were either that there was insufficient time in the curriculum or that staff felt their school already had a full programme of physical education (PE), often supported by outside coaches. Some schools said that they had specifically chosen to focus on healthy eating because there was limited similar provision, especially as regards supporting this subject in extra-curricular clubs.

Since the first round of visits, two of the 20 schools had not implemented any aspect of the PFP. In a telephone interview, the coordinator at one of these schools explained that they were already involved in another programme, which had taken priority, and that as a part-time TA, she did not have the time or authority to introduce the PFP to other members of staff or to make suggestions as to how it might be used in school. The PFP coordinator in the other school said that challenging circumstances and other pressures in school had prevented her from trialling the PFP with her own class or fitting it into topics in the curriculum as she had planned.

2.2 How schools are delivering the PFP

Of the 18 case-study schools delivering the PFP, five were using elements of it within the curriculum, seven were delivering it through PPA time, and the remaining six schools were using it in after-school clubs or in one-off or occasional events such as health weeks or school assemblies. This was in line with the intentions expressed when the schools were first visited. However, there was considerable variation in the use made of the PFP, both within and between each of these broad categories of delivery.

2.2.1 Delivery through the curriculum

Whether or not they were currently delivering the PFP through the curriculum, staff at case-study schools were almost unanimous in saying that they had been introduced to the PFP too late in the school year to be able to incorporate it fully into their curriculum plans for the current year. Nevertheless, at the time of the second visit, five of the 18 schools were delivering some elements of the PFP through the curriculum. In each of these schools, the PFP coordinator was a class teacher, and in general that person had disseminated information about the PFP at a staff meeting and had printed off information and lesson plans for other members of staff. In most cases, it was then left to the discretion of individual teachers as to whether and how they used the resources. As one coordinator said:

I've put the plans on the school drive so that they're accessible by everyone, but I'm not sure whether other teachers have used them.

Teacher

Some of the PFP coordinators said that they were trialling the PFP with their own class, or in a club, this year before rolling it out more widely through the school. Where coordinators also had a senior role in school, such as 'healthy school coordinator' or 'enterprise coordinator', it was more often the case that they had started to promote the adoption of the PFP throughout the whole school.

At the time of the second visit, schools differed considerably in the extent to which they had actually incorporated the PFP into the curriculum. At one end of the spectrum, a school said that they were just dipping into parts of the programme. At the other end, a school had completely replaced its own health education programme with the PFP; each class was receiving a weekly health lesson, and individual teachers were using the physical activity lesson plans as they wished - one teacher interviewed said she was exclusively using the PFP physical activity lessons, explaining: '*I just threw my [old] PE plans out of the window*'.

Some schools said that they were developing a new topic-based or skills-based curriculum for the new school year, and that this was an opportunity to review how and where they could incorporate the PFP into it. Staff in one school said that the experience of using the PFP, and seeing how their pupils had responded to both PFP's healthy eating and physical activity elements, had made them realise that they needed to re-examine and revamp their broader curriculum, which they now felt to be a bit dull and boring:

We realised we needed to make the curriculum a bit more interesting to children to make them more enthusiastic; teachers liked the practical element [of the PFP] and the fact that it was linked to the

QCA schemes of work, so in future they would incorporate elements of it into their usual planning of lessons.

PFP coordinator

2.2.2 Delivery during PPA time

The PFP coordinators in seven of the 18 case-study schools delivering the PFP, were teaching TAs, and they were delivering the PFP through PPA time. As with delivery through the curriculum, there was considerable variation in how individual schools were using the PFP.

In four schools, TAs were delivering the PFP throughout all or most year groups. Two of these schools organised their PPA time in three week block rotations for the whole school; in these schools, the TAs, in consultation with teachers, made their own selection of PFP materials they thought would work well, and pupils would have received a maximum of only two blocks of three sessions at the time of the second visit.

In three schools, TAs were taking one class for a weekly session, following a year's PFP lesson plans in sequence. Two of these schools had selected a Year 1 class to receive the PFP, and the third school was delivering the PFP to a mixed age key stage 2 class, using the Year 3 lesson plans.

In schools delivering the PFP through PPA time, the focus was almost exclusively on the healthy eating element. Staff explained that this approach had been adopted for a number of reasons:

- because this was where they perceived the greatest need to be
- in part because school halls were generally in use for other activities
- in part because some TAs felt they would not be able on their own to control a whole class doing physical activities.

The PFP was felt by staff to be particularly suitable for TAs to use in PPA time because of its detailed and structured lesson plans:

It's that simple and that straightforward, you could pick it up just like that. A supply teacher could walk in and be able to do it how it should be done because it's that simple to follow, because it's broken down so well.

Teaching assistant

If the plans weren't so detailed, it would be a lot harder.

Teaching assistant

The lesson plans are very very good. The resources and lesson plans are there for you. It would be fantastic as well if you really weren't

sure what you were doing. You could just teach the lesson plan that's there. I think it's a great resource.

Teacher

A headteacher said that their school had chosen not to use the PFP in the curriculum because they already covered many of its ideas and activities through science, Design and Technology (D&T) and Physical, Social and Health Education (PSHE), but they thought that it worked really well in PPA time '*... as a kind of booster*'.

2.2.3 After-school clubs

Four of the case study-schools were delivering the PFP through after-school clubs. In two schools, the clubs were open to and attended by pupils from all year groups, whilst in the other two schools they were restricted to Year 1 and Year 2 respectively.

Each of the clubs was run by the school PFP coordinator (who was in each case a class teacher) with the help/support of a TA and/or parent. The clubs were generally following the PFP lesson plans in sequence. Where there were mixed age groups, in this first year of delivery, teachers said they were focusing on the Year 1 lesson plans and differentiating upwards. Mixed age clubs/groups were seen very positively by those schools running them in this way:

Children from years 1 to 6 come, and all join in together, so that strengthens the community bonds of the school.

Teaching assistant

Phunky is something you can do with a mixed age group. The older ones help the younger ones. With a sports club I'd need to split it into two age groups. But Phunky is all-inclusive. All children can take part in it, whether or not they're good at academic subjects or PE.

PFP coordinator

At the outset, interviewees said that the focus of the clubs had tended to be on the healthy eating element, but with better weather in the summer term, some schools had decided to do alternate weeks of healthy eating and physical activity, and valued the opportunities this gave for examining the relationship between the two.

The children like it when they incorporate exercise like team games, ball games and races. I think the teacher reiterates that healthy eating goes along with exercise, and she makes the links; I think the message is getting through.

Parent/carer

They love doing the Phunky club, they really enjoy it and look forward to it. They like the combination of playing with food, and going outside and using up their energy. They're absorbing it all when they're outside, rather than just sitting in a classroom, which I think is great.

Parent/carer

Teachers commented that the clubs had been very successful, with very few pupils dropping out, and more wanting to attend as the year progressed. In one school, where pupils were only allowed to choose one club at a time to attend, the healthy eating club had proved the most popular of all those on offer. The PFP coordinator explained the club's popularity thus:

... it's not just sitting down things, it's a mixture of physical and practical activities, games and growing things, it's ideal really.

PFP coordinator

The advantage put forward by staff for clubs was that they did not take time out of the school day:

We've had to do it after-school, because there's nowhere else to fit it in, unless it happens to fall into a topic you're teaching. Time is always a challenge.

PFP coordinator

There is no space in the curriculum to incorporate [the PFP] there. We need to make sure we're meeting numeracy and literacy targets; numeracy, literature and science are at the top of our agenda.

PFP coordinator

The programme is very structured, so it is good for staff to use for an after-school club; they are not struggling as to what to do. It has brought a focus to what the school can offer after-school.

Deputy headteacher

However, it was recognised that a disadvantage of delivering the PFP through an after-school club was that only some children would receive the programme. For this reason a number of schools said that they were looking to see how they might incorporate more of the PFP into next year's curriculum.

This year I've been getting to know [the PFP]. I am the healthy school coordinator so one of my targets next year is to promote it to other staff.

PFP coordinator

2.2.4 Special events

Two of the case-study schools had delivered the PFP solely through special health/fitness weeks, because they felt it was easier to fit the programme into a designated week rather than into an already crowded curriculum. Commenting on the PFP, one teacher explained:

... it's one of those things, it's lovely to have and to use, but unless you were doing a health week, you wouldn't do an hour a day of it because you just don't have the time usually to do that.

Teacher

Two other schools had also run healthy school weeks in addition to delivering the PFP throughout the year. Such weeks were seen by staff as an opportunity to invite parents/carers and governors into school, as part of the school's effort to acquire or maintain NHSS.

Where the PFP was delivered as a special event, it was also seen as an opportunity to involve everyone in the school, both staff and pupils, and to include both healthy eating and physical activities. Individual classes or year groups tended to focus on one particular topic of their choice.

We wanted everybody to do it with how they felt comfortable, to take it to whichever level they wanted, and everybody just got into it with real gusto, they really went for it.

PFP coordinator

One school said that it had used about five weeks' worth of PFP lesson plans during the one week and observing the impact on pupils taking part in the week's physical activities had led one school to decide to incorporate the programme into the school week on a regular basis from then on.

2.2.5 Future plans for PFP delivery

Only two of the 18 case-study schools, delivering the PFP in some way this year, said that they were unlikely to do so next year. The PFP coordinator in one school said that this was because of other pressures to raise children's attainment and to meet targets, which left no space in the curriculum for the PFP. In the other school, a TA had attempted to deliver the PFP to pupils throughout the school, and felt that preparing lessons for all year groups had involved too much time. A third school, which had delivered the PFP solely through a health week, was undecided about future plans.

The remaining schools said that they were planning to continue to deliver the PFP next year in same way as they were doing now. In addition, several were looking to extend their delivery to additional year groups and/or to incorporate the PFP more fully into their school's curriculum.

We are a large school, and we want to make sure that every child can do it. Using Phunky in the curriculum would be a more effective way to use the resources.

Headteacher

2.3 Use of PFP resources

Interviewees were asked about how they had used the PFP resources, lesson plans and materials, and their responses are presented below.

2.3.1 Lesson plans

The 18 schools delivering the PFP differed considerably in how they used the lesson plans. Some schools were following the plans in sequence, and felt that this worked well because the planning and structure was in place and ready to use. TAs, in particular, said that they had valued the fact that they had needed to do ‘little’ additional planning or preparation.

The lesson plans follow on. Each lesson goes over what you’ve learnt last week, so you can see if the children have remembered it. And they have remembered.

Teaching assistant

The planning really did get in there, went back to basics, started from the beginning, and helped children to understand why they should eat healthily.

Teaching assistant

Where the PFP was being used with mixed age groups, most schools were using lesson plans for the youngest pupils and differentiating to meet older pupils’ needs. Some staff said that they would use the following year group’s plans next year. One teacher, in the context of an after-school club catering for children from Years 1 to 6, said that they had used lessons intended for all years; they usually started the club with something general and then organised different activities for different age groups. They felt it was easy to use the PFP in this way ‘... because there’s an overview so you can look at it and see which bits are relevant’.

Although one teacher commented that she would be happy with a few bullet points rather than whole lesson plans, the overwhelming majority of staff interviewed were very complimentary about the lesson plans:

They give you step by step exactly what you should be doing and what the children should be learning from it. They’re very well laid out and planned for teachers to use – it’s not a huge hassle.

Teacher

I think it's a very good programme. It's well structured. It's built on each year and goes through the school. There is reinforcement without repetition. You can see the progression.

PFP and healthy school coordinator

The activities we take from the website are really good, and they're at the children's level. So I'm not having to photocopy it and change it like you have to sometimes. They can get the activities done in the time, so they're not having to rush it, or run out of time to get it finished.

PFP coordinator

Some teachers, whilst following the lesson plans in general, said that they liked to incorporate some of their own ideas:

[The PFP] is easy to use, but if I am honest I am using [the plans] like a guide, and I do adapt them a little bit and if I have got additional things I bring them in. But I do think they are easy to follow and I know what the outcome should be.

PFP coordinator

We fairly systematically used every bit of the first term's lessons, putting [them] into topics where it was relevant. We didn't necessarily do every single activity, but we drew on different bits from every week of it.

PFP coordinator

It's not overly prescriptive, but if you need a crutch, it's there.

Deputy headteacher

It's good to have something as a backbone that I can refer to and pin my things on. It gives me a plan and I can expand it using my own experience.

PFP coordinator

If you're doing a physical activity, you might decide not to use some of the equipment it says, or you might want to add some additional things, but it depends on the children you're working with. If the children can't catch a ball, you've got to adapt [the lesson] so that they can catch balls.

Teaching assistant

A number of schools said that they adapted the lessons according to the time slots that they had available. Some had slots of only 45 minutes rather than an hour, but said that this was not a problem because the PFP ‘... allows you to do that because of how it breaks the planning sheets down’. Some schools said that the healthy eating lessons stimulated discussion and so took longer than

expected. One school said they found (the year one) lesson plans rather repetitive and sometimes used two together. On the other hand, schools using the physical activity lessons (where pupils needed to get changed into PE kit) said that they found that one lesson worked well over two sessions. One teacher described how she encouraged her pupils to adapt the physical activity lessons:

With physical activity, we maybe do a game one week, then adapt it the next week, so they get more confident with playing the games. The children also take part in adapting them. They're getting more confident in sharing ideas, which is good, because I don't want them to think it's just me who chooses what we do.

Teacher

From the interview findings, the **'fish'** topic emerged as an illustration of the flexible way in which the PFP lesson plans could be and were being used by different teaching staff in different schools in different parts of the country. In a school where the TA delivered the PFP in blocks of only three lessons at a time, they selected topics suitable for the time that they had available, and avoided any topics requiring the purchasing and bringing in of food. This teaching assistant explained:

... you would have to bring in all these samples and there's no way I'm going to do anything like that.

Teaching assistant

On the other hand, a teacher in a school in a fishing town not only brought in samples of fish but also used the topic to talk about the local industry, and took pupils on a visit to explore a fishing boat owned by the father of a child in her class.

In a school where the TA was also a school cook, they seized on the opportunity provided by the PFP to look at how to prepare and cook fish:

The first week, I bought two fish: a trout and a mackerel. We smelt them and touched them. I decided I'd take it a step further and fillet the fish. We had 'golden time' afterwards and I said we could cook and eat the fish. I cut the head and tail off, then we cut it open and took all the insides out. They were absolutely fascinated. One of the pickiest boys in the school, who will barely eat fish fingers at lunchtime, ate mackerel cooked with garlic and lemon, and enjoyed it. The next week we made mackerel pate as an extension of that. There were only three children who didn't eat it. The rest asked me for the recipe. Would you have expected that from kids? Smoked mackerel with horseradish and crème fraîche. I got them all doing something. One was grating lemon, one was chopping parsley, one was chopping the mackerel up. We put it all together. They polished it all off. If it hadn't been for PhunkyFoods, I would never have thought of going down the road of

fish. So, I've taken some of it further than the lesson plans because I can.

Teaching assistant

2.3.2 Box of resources

The box of resources was welcomed by all of the case study-schools as a valuable addition of new and exciting materials to the school. The blender appeared to have been used by nearly every school, so that even if they had done no other form of cooking or food preparation, they had at the very least made smoothies.

Asked which of the other resources they had used, the schools appeared to have used most of them. As one PFP coordinator put it:

... we've used pretty much all of them really, everything that we were given we gave it a whirl.

The most frequently mentioned items or resources were the:

- balanced plate
- food cards
- plastic foods
- the interactive whiteboard activity 'Our Body'
- the interactive big book 'Grandad the Greengrocer'.

Apart from one school which felt that there was a lack of exciting materials for older pupils, most interviewees said the resources were suitable for the age group they taught.

The children loved the flashcards because they were bright and colourful. Also because they had the words actually on the cards they were then able to copy some of them, so they were good for literacy as well as for healthy eating.

Teaching assistant

The children loved the interactive whiteboard – putting the body parts on – they loved the gory bits, the bits they could move, watch and follow.

Teaching assistant

Some staff said that they would have liked to see more in the resources box. Staff at one school said that they had purchased additional games, as well as a skeleton so that the pupils could fit the bones together. A large school, delivering the PFP through the curriculum to all year groups, commented that

they had needed to buy additional resources because ‘... *everybody tends to do health lessons in the afternoon, so they all need the resources at the same time*’.

Even those schools who were not planning to deliver PFP lessons next year, said that they were still likely to use the box of resources.

2.4 Delivering the PFP and what worked well

In part, because the majority of the case study-schools were delivering the PFP this year outside of the normal curriculum, whether it was through PPA time, golden time, after-school clubs or special events, the focus had been on looking to make lessons fun and exciting. According to interviewees, with few exceptions, the PFP lived up to their expectations:

Whatever they’ve been doing, they’ve been full of excitement and dying to tell me about it and show me.

Headteacher

I think the pupils have really enjoyed it because it is fun and exciting for them.

PFP coordinator

They’ve loved it. They really enjoyed doing it. In fact, when we’ve had to swap over they’ve been quite upset they’re not doing it anymore.

Teaching assistant

I’ve not come across any other programme [about the human body] that’s been as interactive and covered the basics for children like the PFP. It’s usually just in a book that you photocopy and they get to colour bits in and that’s just not exciting at all for a 5 or 6 year-old.

Teaching assistant

I know the children enjoy the activities. They love the practical things. Often they remember it more like that than if they’d done it in a D&T lesson. Some of the activities are the same as what they do in D&T but they remember it from Phunky rather than from the lesson.

Headteacher

Growing vegetables, tasting new foods, and cooking were frequently mentioned as favourite activities:

They love everything about [the PFP], especially the food. They don’t see they’re having a lesson on healthy eating and how they should be eating. They see it as fun. They’ve thoroughly enjoyed growing

vegetables, looking after them, and looking at them to see how they've grown. Some of them don't realise where food comes from, that carrots grow and don't just come out of a bag in the supermarket. I think if parents see how much children get out of growing their own vegetables, they'll want to be involved.

PFP coordinator

In some cases, the teachers and TAs said that these activities had enabled them to explore topics in greater depth than they would previously have thought possible with young children:

I never thought the group discussions would work, that 5 and 6 year olds would be able to sit and discuss what's good and bad about foods. Having the pictures to prompt them helped.

Teaching assistant

One teacher summarised their opinion of the PFP as follows:

I think the best thing about Phunky is that there's such a varied choice of things to use – like the plastic food, picture cards, discussion cards, things to do on the computer, there's something for everyone; there isn't any child that learns in a particular way that isn't catered for. It's not all the same kind of thing. Sometimes when you do a club there's the worry that you'll do the same thing all the time.

Teacher

Although one school felt the songs were a bit difficult for the youngest pupils, other schools said they were very successful and enjoyed by the children. One group of year one children even spontaneously sang two of their favourite songs to the NFER interviewer.

Dance and drama sessions were less frequently mentioned by interviewees, but those who did talk about them said they had worked well.

The additional activities such as competitions were also very popular, and led to considerable interest and excitement in school. One TA described how a group of her year 2 pupils had put considerable effort into designing and colouring their own fruit characters, so she sent them into Purely Nutrition, who put them on their website. Shortly afterwards, the pupils were learning in class how to retrieve information from the internet, and were able to look up their own pictures: *'They were really pleased with that.'*

The additional support provided by the website and telephone helpline was also valued by schools who used it. For instance a PFP coordinator said that, *'A teacher asked me where to find something, and I didn't have time to look, so I phoned the helpline and they told me exactly where.'*

2.5 Delivering the PFP and what worked less well

When asked if there were any aspects of the PFP that had worked less well, few interviewees were able to think of anything negative to say at all. In fact, the most typical responses from staff to this question were either that there was nothing in the programme that had not worked well, or that if there was something that they did not like or thought unsuitable, they just did not use it.

As compared with the unanimous praise for the practical hands-on activities, worksheets had a slightly more mixed response. Staff at one school thought they were a bit difficult for younger children and less able readers. Some felt that they were less exciting but necessary for pupils' learning.

All the worksheets have been very good. They are a good level for the children. I don't say they always enjoy doing them so much, but they do learn from them.

PFP coordinator

Although the pupils enjoy worksheets, as it's an after-school club, you don't want to use them too much.

PFP coordinator

As you get more confident with things you can use them in your own way, so I use fewer of the worksheets now and make up my own games.

PFP coordinator

Whilst most staff were happy with the 'fun' element of the PFP, one teacher felt that the emphasis was a bit too much on games, and that she needed something to allow her to assess what the children had learnt.

Finally, staff in one school thought that some of the food recipes took too long to make, and a few others said that they would like more recipes suitable for the limited time and resources they had in school.

2.6 Challenges in delivering the PFP

Interview responses show that for most of the case-study schools, delivering the PFP had presented few if any significant challenges, in the ways they had chosen to deliver it. However, for those who felt they would like to deliver the full PFP throughout the school, the main challenge was in finding time within an already crowded curriculum.

To get the most out of this programme it pretty much needs to be fully implemented, but I am also held to account on standards in English, maths and science, as well as expectations of delivering the broad

curriculum. To find two hours a week is too big a time period to find, the demands on schools are so great. It would be fine if that was the priority for the country but it isn't.

Headteacher

The short lead-in time was another challenge mentioned by some staff in a small number of schools, most of whom had not started the delivery of the PFP until midway through the school year. According to interviewees, this had led to having to make challenging decisions over whether to start with lessons intended for the autumn term or whether to start midway through the PFP plan; in most cases schools opted for the former approach with adjustments for seasonal activities such as growing vegetables.

Staff in most schools also said that receipt of the materials and training days had been too late in the school year to allow them to be incorporated into the current year's curriculum. This was felt to be a disadvantage for schools who had received sponsorship for one year only. However, most schools were pleased to be offered a further year's subscription for £99.

Generally, staff in larger schools felt they needed more physical resources, whilst in the smaller schools, lack of space and lack of support staff were more often mentioned as challenges.

Cooking posed a number of challenges for schools. Although most teachers and TAs were willing to buy ingredients in their own time, they admitted that the cost often came from their own purse rather than from the school budget. Where the PFP was run as an after-school club, families were sometimes asked to make a small contribution. Lack of kitchen facilities, and recipes that could be produced in the limited time of a lesson or club also posed challenges.

2.7 Suggestions from interviewees for PFP development

Whilst staff in a majority of the case study schools felt that the PFP was well planned and easy to use, a number of suggestions were made as to how it might be made even more flexible and user-friendly. A minority of interviewees variously said that they:

- would have liked to be able to review several lessons at a time. As they found it very time consuming to download each lesson one at a time in order to print, they would like to be able to print off, say a term's lessons in one go. Some said they would have liked to have had the materials in paper format initially, possibly given out in a file on the training day
- would have liked to be able to review lessons by topic:

If it was topic-based rather than year group and termly based, it would allow people to use elements of any year group and tailor it to what they needed. There might be things in other year groups that would be useful for me, but I don't have the time to look through them all. If the whole of the topic was there in one place, I would find it easier to use as a resource than looking at different bits in different terms. If everything in a category was grouped together, then I would know exactly where to go to find something in that category, rather than having to trail through it all. We are not teaching the lessons in sequence week by week through the year.

Teacher

- would have liked to see more 'active learning' by which they meant small activities within a lesson that could be split between different groups and rotated in an active way
- had found it difficult to do physical activities during the winter months, especially when the school hall was in use for other purposes. They said they would like some more suggestions for activities that they could do in the more confined space of a classroom
- had felt the amount of material in the lesson plans was a bit overwhelming, and suggested that consideration might be given to designing the programme in a two-tier structure, so that schools could opt into a more limited and cheaper 'PhunkyFood light' or 'pick and mix' whereby they could selectively buy into an overview, or less detailed themes and ideas
- thought that it was in the earliest years that they felt the messages would have most impact, and they were therefore eagerly awaiting plans for Reception year
- would have liked a music CD for dance
- would have liked to be able to re-visit the online training in order to refresh memories, and to allow all staff to have access to it
- would have liked more than one member of staff to attend the training day. In particular, TAs who were coordinators and had attended on their own, felt they had insufficient authority to cascade the programme to other members of staff.

2.8 Section summary

- The 18 case-study schools, which had delivered (or were delivering) the PFP, were doing so through a variety of means, according to school circumstances and to the role of the PFP coordinator within school:
 - in schools where the coordinator was a class teacher, the PFP was most likely to be delivered in class through the curriculum, or via an after-school club, or both
 - where coordinators also had a senior role, such as healthy schools coordinator, they were more likely to have cascaded information about

the PFP to other teaching staff, to have promoted its use throughout the school, and to be planning to embed the programme more fully into next year's curriculum

- in schools where the coordinator was a teaching assistant, the PFP was most likely to be delivered as a discrete unit, with little or no involvement of other teaching staff.
- Whatever the means of delivery, or by whom, schools varied as to how much of the PFP they were using, from picking out particular topics for use in one-off sessions to following the lesson plans systematically and in sequence week by week.
- All of the case-study schools were using the healthy eating element of the PFP. Approximately half of them had also started to use the physical activity element, mainly during the summer term. One reason for the greater use of the healthy eating element was that this was perceived to be an area not previously addressed in a systematic way in some schools; another reason was that competing demands for the school hall meant that physical activity lessons were limited to when the weather allowed them to take place out of doors. Nevertheless, the schools who were using the physical element valued the ideas it contained, especially in relation to warm-up exercises.
- Approximately half of the case-study schools were delivering the PFP to pupils from just one year group, whilst half were attempting to include all or most age groups within school. Where the PFP was delivered to a mixed age group, schools were using lesson plans appropriate for the youngest members of the group and differentiating upwards.
- Purely Nutrition's plans to extend the programme to the Foundation stage were welcomed and eagerly anticipated.
- With few exceptions, schools found the PFP easy to use and sufficiently flexible to allow delivery in different ways and by staff with varying levels of experience. The level of detail provided in the lesson plans meant that preparation time could be kept to a minimum, but was described as slightly overwhelming by a small minority of schools.
- Pupils, teachers and parents/carers all commented that the PFP was enjoyable and fun. The most valued and frequently mentioned aspects were the practical hands-on activities such as cooking, and the interactive activities using the whiteboard. The box of resources was welcomed as a useful source of new materials.

3. Impacts on staff and schools

This section presents the evidence about whether and how the schools had monitored and evaluated the PFP, and about how and to what extent the PFP had impacted on staff and on schools, as a whole.

3.1 School-based monitoring and evaluation

At the time of the second round of visits, informal feedback was the most commonly mentioned method of monitoring and evaluation used by the staff in the case-study schools, rather than any more formal approaches. Usually, such informal monitoring and evaluation involved staff sharing their experiences of using the programme and its resources with their colleagues and comparing views on the aspects of programme which had worked well with their classes.

Similarly, some staff had sought feedback from their pupils to find out what they enjoyed and had learned through doing the programme. Often, such pupil feedback was part of a continual assessment of the pupils' progress and also informed future use of the PFP. Generally, staff from the case-study schools that planned to continue using the PFP in the next academic year, felt it was important to reflect on their experiences of the PFP, so as to inform their plans for the future:

We talked about it with the TA and discussed what's gone well and what not so well.

Teacher

In the last week of term, I'll sit down with the TA and we'll work out what's gone well, what the children have enjoyed, anything we need to change to make it better.

PFP coordinator

You try and assess what they're learning. It's continual assessment really, you try to evaluate what they've learnt. After a practical session, the next week we'll go back and talk about what they've learnt from it. I want to make sure they're not just playing. They're learning from it - without a doubt.

PFP coordinator

Formal records of PFP activity had been kept in a few of the case-study schools. This included keeping records and photographs of the activities PFP pupils had completed. Interviewees, who had developed such an approach, said this type of evidence was gathered for a number of purposes, including to

record pupils' progress and, in some cases, these records were being kept for future Ofsted inspections or as evidence for NHSS applications. Further, interviewees also indicated that evidence of PFP activities, such as photographs and pupils' work could provide materials for displays at parents' evenings.

On the fish project, we kept a record of what we'd done so that their teacher could see what I'd been doing and what progress the children had made.

PFP coordinator

I have used photographic evidence, displays, workbooks, talking informally to staff, to assess.

PFP coordinator

Members of staff in some of the case-study schools that were continuing the PFP in the next academic year had plans to evaluate it more formally in the future. In these schools, staff said that they wanted to use the programme for a full academic year before reviewing it.

'Obviously we'll have to look at monitoring it if we carry on in September'.

Headteacher

No, we haven't reviewed it. We will give it a year and then review it. We have, however, evaluated whether to continue with the programme and we will do so. There hasn't been any formal review yet though. It will be ready for the Healthy Schools meeting.

PFP coordinator

The next section outlines the interviewees' views on the impact of the PFP programme on the whole school.

3.2 The impact of the PFP at whole-school level

The most commonly mentioned outcomes of the PFP for the whole school were:

- achieving or maintaining NHSS
- supporting existing activities to promote healthier lifestyles
- complementing healthier school meal provision
- reinforcing healthier eating in school.

3.2.1 Achieving or maintaining NHSS

At the time of the first case-study visits, all of the schools had already achieved NHSS or were working towards it and PFP was viewed as beneficial to schools that were looking to renew the award and also those trying to achieve it for the first time. Interviewees from seven of the case-study schools, who had not yet achieved the status at the time of the first visit, had indicated that they felt the PFP would provide evidence to help them to achieve NHSS.

When the schools were revisited, the interviewees confirmed that the PFP had helped, or was helping, to support their applications for NHSS. One of the case-study schools had achieved NHSS since the previous visit, and three of the case-study schools reported that their involvement in the PFP had been included as evidence on their NHSS applications. Furthermore, the potential contribution of the PFP to help the schools to achieve NHSS had led some schools to decide to continue using the programme in the next academic year.

We already had a focus on healthy eating, and we're applying for healthy school status, so it's complemented that very nicely.

Teacher

We're working towards NHSS and that's one of the reasons (possibly the main reason) why we have subscribed to next year's Phunky.

Headteacher

3.2.2 Supporting existing activities to promote healthier lifestyles

Overall, the case-study schools already had a range of different whole-school strategies in place to promote healthier lifestyles. Nevertheless, the programme was said to have raised the profile of health education and complemented existing health-related activities. According to interviewees, the presence of a dedicated health-related programme in the school supported existing drives to promote healthier choices and helped staff to deliver the key messages:

It supports our Healthy Schools Award. We're en route for that. It's fitted in with our healthy school drive, SEAL assemblies - looking after ourselves and others, and national drives like 2 hours of PE.

Headteacher

PhunkyFoods has brought more of a focus on health education; because it is a new resource, teachers have thought more about health education.

PFP coordinator

As would be expected, the case-study schools provided whole-school physical activities, in addition to compulsory physical education, before they had implemented the PFP. These included:

- **lunchtime activities** – organised ballgames, skipping workshops
- **after-school clubs** – sports clubs, dancing, cycling workshops
- **activities during the school day** – such as ‘activate’, which involves the pupils doing aerobic style exercises
- **walking** – giving the pupils pedometers, walking with the pupils to take them swimming, hosting events such as walk to school weeks and schemes whereby pupils and their parents/carers walked to school from a local car park
- **whole-school events** – such as sports days and sponsored walks.

The physical activity element of the PFP had been used by around half of the case-study schools, who had mainly started using it during the summer term. At the time of the interviews the case-study schools did not report the PFP having an impact on whole-school physical activity.

However, it was said to complement existing initiatives that encouraged physical exercise during and after the school day. For instance, the warm up activities from the physical activity lesson plans had been used because they provided new ideas and allowed staff to try different activities and games.

In order to promote healthy eating, the case-study schools were involved in a number of whole-school initiatives including:

- the School Fruit and Vegetable Scheme (SFVS)
- provision of healthier school meals
- whole-school guidance about the food in school
- other whole-school schemes such as the ‘Food for Life’ and ‘Growing for Schools’ programmes.

At this stage, the PFP had not led to any changes in these activities but it did support these whole-school activities.

3.2.3 Complementing healthier school meal provision

When the schools were first visited, generally, the interviewees did not feel that the PFP would have an impact on the school dinner menus. This was because most of the schools were already offering ‘healthy choices’ at school dinners. Furthermore, as was noted in the previous report, menu content is highly likely to be determined by catering companies, guided by national

nutritional standards, and thus ‘school influence’ on school dinner menus is limited. However, the parents/carers in the case-study schools noted that school dinners had recently changed to become more healthy and recalled initiatives to promote healthy school lunchboxes. In practice, evidence suggests that the PFP had not had any impact on school meal provision but it had helped to reinforce existing messages:

It's [the PFP] kind of more been a reinforcement really, rather than their starting point.

Teacher

Can't say that they're [pupils] making healthier choices at lunch, because there's a set menu, no choice.

PFP coordinator

One of the case-study schools, with activities to encourage school meal uptake, felt the PFP had supported messages about healthy lunches and increased uptake in the school:

Well, as I say, we had someone come in to speak with the parents about healthy packed lunches, so we have had that, and we have noticed that we have an increase. We used to pay for school dinners on a weekly basis, and the option has now been given to have them on a daily basis...and the uptake does seem to be increasing.

Teacher

3.2.4 Reinforcing guidance about the food in school

The PFP did not have an impact on whole-school guidance about the food in school because many of the case-study schools had existing rules or guidance regarding the food and drinks pupils were allowed to bring to school. Schools had healthy tuck shops and encouraged the pupils to drink water during the school day. The parents/carers of the pupils in these schools reported that they were not allowed to bring sweets, chocolates or fizzy drinks to school and that their children were encouraged to bring water bottles into school; these parents/carers were supportive of such policies.

Other case-study schools did not have guidance or rules relating to the food pupils could bring into school. However, one of the case-study schools, without such rules, described employing strategies such as promoting healthy food in the tuck shop by reducing its price and allowing pupils to try food before they bought it.

We were a healthy school anyway and we've got Healthy School Status, so it [PFP] hasn't had any effect on that because we don't have chocolate and crisps at play time. If they have a snack it's got to be

fruit. Key stage 1 children are supplied with fruit anyway, through the National Fruit Scheme. We had those sorts of rules existing already.

PFP coordinator

No fizzy drinks, or chocolates or sweets in packed lunches. It's always been like this, which I think is appropriate. Also, each year, they organise a healthy family picnic - a teddy bears picnic where you have to bring along a healthy pack up.

Parent/carer

They [pupils] are only allowed to bring in water into the classrooms so you know they would not be allowed to have fruit juice, anything like that and for tuck if they are not buying from the tuck shop and they are choosing to bring in their own, obviously it has to be a piece of fruit, it has to be healthy. We do try and discourage chocolate and sweets and things.

PFP coordinator

The PFP had more impact on pupils rather than the whole-school food-related policies. Staff reported pupils' awareness of healthier snack choices raised and, in some cases, pupils making healthier choices (this is also discussed further in Chapter 4).

The children talk about their snacks more now and also comment on whether snacks are healthy or not, and are able to say that they have fruit bars which are healthy. They also look at each other's snacks to see if they're healthy.

Teacher

Overall, it is clear from interviewee responses that the programme had complemented existing whole-school activities to promote healthier eating and had also led to the creation of new healthy eating after-school clubs in two of the case-study schools. In addition, the programme had provided opportunities for information about healthier eating to be disseminated at parents' evenings. Several of the case-study schools had used the programme materials and had run activities such as examining lunch box contents to discuss how their children's lunch boxes could be made healthier. These types of activities had been well received by parents/carers.

At parents' evening, one of the extra activities we put on was a display of all the PhunkyFoods materials - all the resources, and things like healthy lunch boxes.

PFP coordinator

When we had a parents' open evening for the teachers to see the parents, I did put a big display in the hallway for the two nights all about PhunkyFoods...I got a lot of their leaflets and handed them out

and said there is this website it has got information, recipes, games, things you can do as families.

PFP coordinator

We have fabulous parents evenings - very interactive. This year they had several lunch boxes and tuck boxes laid out, and parents had to pick what they thought was the healthiest one.

Parent/carer

The next section outlines the interviewees' views on the impact of the PFP on the staff delivering the programme.

3.3 The impact of the PFP on staff

Prior to beginning the PFP the interviewees were asked what they thought the outcomes of the PFP would be on the staff delivering the programme. Many of the comments related to the teaching practice of healthy eating and the development of individuals' knowledge in the subjects they were teaching. This section explores the extent to which these benefits were realised when the schools implemented the PFP. The most commonly mentioned benefits for staff related to:

- inspiration and innovation
- impact on planning
- impact on knowledge
- impact on confidence
- impact on professional development.

3.3.1 Inspiration and innovation

At the time of the previous school visits the lesson plans and resources were considered to be new and exciting and as a result stimulating for staff and pupils. In practice, the programme was reported to have inspired those delivering the programme and provided them with opportunities to try new activities with the pupils. The new resources gained through the programme were valued because they gave those delivering the programme ideas for new ways of teaching healthy eating messages and were reported to be enjoyed by the pupils. Furthermore, the programme had provided schools with a valuable source of new resources.

It's given me new ideas for how to do things. The PE ideas were fantastic, the warm up activities I would use again.

Teacher

It's given teachers another resource, because sometimes you get to the stage of what else can we do. A lot of the time you're trying to give the same message in a different way, so it's good to have other resources you can turn to and use to do that.

PFP coordinator

I didn't have any resources for teaching with before so it's really good that there is something there now that can be used again and again.

Teacher

3.3.2 Impact on planning

In general, with a small number of exceptions (also see Section 2.3.1), most staff agreed that the programme had not involved additional planning for those delivering it. Teachers and TAs reported that the programme would have been more difficult to implement if the lesson plans were not so detailed. The lesson plans were perceived to be easy to use and said to contain all of the information needed to run the activities. Most of those delivering the programme indicated that they had not needed to adapt the lesson plans or the resources.

It's all written down so clearly. You know what you're going to do before you start; it tells you what resources you will need so you can get them out of the cupboard.

PFP coordinator

It's a fantastic resource and definitely makes life easy in that you really don't have to plan your lesson. It's written there for you.

Teacher

Furthermore, most of the teachers and TAs reported needing to do very little additional planning to use the programme, but they indicated that the lesson plans and resources could be used in the way suggested or adapted to meet pupils' needs. Those delivering the programme said they could use it without additional burdens on their time, but there was also scope for users to gain ideas and adapt the sessions.

Staff in three of the case-study schools commented that using the programme had led to additional planning and preparation time. They mentioned challenges such as feeling 'overwhelmed' by the time needed to plan how the programme would be used in the curriculum and other issues such as the preparation time needed to photocopy the resources. However, a TA in one of these schools viewed the additional planning as beneficial for her professional development.

3.3.3 Impact on knowledge

The programme was considered by interviewees to be useful for raising staff's awareness of healthy eating and physical activity messages and to help them develop their knowledge. Interviewees reported increased awareness of how to teach messages about healthy eating and physical activity. Furthermore, involvement in the programme had prompted some of the TAs to reassess their own diets. This resulted in adults trying new foods and helped them to act as role models for the pupils in their classes.

It's given me new information that I didn't know. I didn't know about how much cereal you should have during the day. I've also learnt that other countries advise far more than five fruit and vegetables a day. It's been interesting passing on this information to the children.

PFP coordinator

I'm learning some new things too. Until we did raw and cooked foods, I'd never eaten raw broccoli. I can't expect the children to try things if I don't.

Teaching assistant

The other TA and I both took the 5 A DAY charts home as well, and we realised how difficult it was to get five fruit and vegetables a day. So we made a determined effort to fill the boxes in. And some foods we hadn't tasted before or didn't like as a child, and we've tried again.

Teaching assistant

Those who believed that they had a good level of knowledge of healthy eating and physical activities felt the programme was easy to use and gave them ideas for activities. The resources were also viewed as being useful for other parts of the curriculum.

All I need do is print the lesson plan off. I'm quite knowledgeable about food, so I don't have to read it right through, I can see what it's about, I just need the notes to remind me where to go.

PFP coordinator

I've always been quite sporty and I've done a lot of sports courses, so I would have taken the children outside anyway, and I know how to teach rounders and netball. Out of the physical activity lesson plans, I've found the warm ups and finishing bits the most useful.

PFP coordinator

I would say it has just consolidated my knowledge and provided extra resources. Some of the resources can be used in other areas like making healthy posters for literacy and I'm sure there are things that are applicable to maths and Design and Technology.

PFP coordinator

3.3.4 Impact on staff confidence

The consensus amongst those delivering the PFP programme was that using the programme had developed their understanding of healthy eating and physical activity, and this led to increased confidence. Teachers and TAs felt they understood the content of the programme and could teach these messages to the pupils. Staff confidence was also reported to be increased as the staff found the programme easy to use and it worked well. Furthermore, they experienced success with the activities they did with the pupils, which had led some staff to undertake more complex activities than they would usually attempt with the younger pupils.

It's definitely given me more confidence. The lessons are so structured and have the PowerPoints to go with them. You can bring images up so that you can look at things really closely, you can see what really happens when food goes off.

PFP coordinator

... because if you know something you can speak more confidently about it, and I have learnt things like where different foods come from. It's reasonably simple to follow.

PFP coordinator

It's made me brave enough to delve into things I thought only older children could do.... it's given me the confidence, especially done with the resources that they provide, for example, the big whiteboard where they could physically move the organs onto the body. Using it in that form, they understood completely what we were talking about. I suppose it's allowed me to delve deeper.

PFP coordinator

3.3.5 Impact on professional development

In schools where TAs were responsible for delivering the programme during PPA time or through after-school clubs, the programme had provided opportunities for them to gain additional responsibility and helped them to develop their confidence to work with larger groups of pupils. From the TAs' perspectives, the programme provided a welcome opportunity to gain additional responsibility for planning and delivering the sessions. In some schools, the programme had given the TAs the opportunity to manage larger groups of pupils in addition to providing one-to-one support.

It's been an additional role for the TAs who run it, over and above what would have been their role normally. Because it has a very clear framework and we run it with TAs, it's been a very good programme for that, because it is so clear and explicit about everything.

Headteacher

I think she's [TA] gained a lot of confidence through using it. She's not really done an after-school club before, though she's helped at a couple. With this, she's been leading parts of it and I think she's really enjoyed it.

PFP coordinator

For me, it's nice to be in charge of a group of children as opposed to being a learning assistant.

Teaching assistant

Successful delivery of the PFP, though, was understandably in large part dependent of the efforts of those involved, as was often recognised by school management:

What makes Phunky work is our staff... it's the quality of their teaching, their planning and their dedication. They've been really passionate about it and made it work.

Deputy headteacher

3.4 Section summary

In summary, the case-study schools found the PFP complemented existing health-related initiatives and helped to raise the profile of health-related activities. The schools were:

- mostly evaluating the programme informally at this stage. However, some of the schools were collecting evidence to record pupils' progress or for NHSS applications
- already engaged in a range of initiatives and activities to promote healthier lifestyles, and the PFP complemented these activities and helped schools to promote the key messages
- using the PFP to achieve whole-school aims such as achieving or maintaining NHSS
- using the programme to reinforce whole-school messages about healthier eating and the importance of physical activity, and supported drives to encourage pupils to make healthier choices
- finding the programme had enhanced and developed the knowledge and confidence of those delivering the programme and contributed to professional development

- experiencing benefits of using the programme such as gaining inspiration and ideas for new activities to do with the pupils. They found the programme and its resources easy and straightforward to use.

4. Impacts on pupils and parents/carers

In this section we present findings derived from a series of group interviews conducted with pupils during the second round of **17** school visits. In all, **117** pupils were interviewed, **64** girls and **53** boys. These data are supplemented as appropriate with findings taken from **37** staff and **18** parent interviews, also conducted during these second round visits. Interviews sought to explore ‘change’ in pupils’ awareness, knowledge, attitudes and behaviour and, where possible, associate this change to specific factors, such as the PFP. Findings are presented in relation to pupils’ knowledge, attitudes and behaviour at the time of the visits.

4.1 Healthy eating

In this section we present findings about:

- any change in pupils’ attitudes, knowledge and behaviour in relation to breakfasts and about reasons/causes of any such change
- any change in pupils’ knowledge and awareness in relation to healthy eating and about reasons/causes of any such change
- any change in pupils’ behaviour in terms of what they eat and about reasons/causes of any such change
- about whether interviewees recalled any specific PFP activity and, if they had, what their views on such activity were.

Broadly it should be noted that there was little or no difference in the responses of pupils in relation to their age and/or gender. However, where such a contrast was found it is appropriately noted in the findings that follow.

4.1.1 Breakfast attitudes, knowledge and awareness

As in the first round of visits, pupils were asked what they had eaten and drunk on the day of the visit before the start of classes (and where this had been consumed). The overwhelming majority of the children, all but four (compared to 12 during the first round visits), said that they had eaten before starting classes; most (104) again reported eating cereal and or toast accompanied by water, milk and/or juice (79).

However, 17 children reported having nothing to drink. Only two children said that they had consumed an ‘English’ breakfast or had eaten crisps/sweets. The

vast majority of children had breakfast at home, while three pupils mentioned eating/drinking at a breakfast club run by their schools.

There would seem to be an increase in the proportion of pupils reporting that they had eaten toast/cereal for breakfast, but any such change could be due to a number of factors, not least seasonal.

Pupils were asked whether they thought that it was important to eat breakfast and have something to drink before starting school and the overwhelming majority said that they thought that it was important.

However, in contrast with first round visits, many more children, about a half of those interviewed (especially those from schools where related PFP activity had been delivered) were able to provide rationales for why they thought that it was important, for instance responding that:

- their bodies needed energy in the morning, after being asleep
- *it was the most important meal of the day*
- they would not be able to concentrate, if they had not eaten breakfast.

Further, in contrast to the first round of visits, broadly similar proportions of pupils from across all year groups provided similarly ‘sophisticated’ responses, whereas previously fewer pupils from lower year groups responded with similar sophistication to pupils in higher year groups.

In addition, compared to round one responses, a higher proportion of pupils interviewed, about half across all year groups, said that they had been told about the importance of breakfast at school and a higher number of pupils from lower age ranges (Years 1 to 3) specifically mentioned PFP as the source of their knowledge: nine pupils from three schools compared to three pupils from one school in years 4 to 6.

4.1.2 Knowledge and awareness

Levels of knowledge and awareness

Pupils were shown pictures of foods that, as part of a balanced diet, they should eat a lot of (fruit and vegetables) and pictures of foods that they should eat a little of (chocolate and crisps). Pupils were then asked what the reasons for such guidance were.

In contrast with round one of visits, about two thirds of pupils from all year groups were able to give more specific reasons for eating a lot of or a little of the food groups in question. For instance, pupils explained variously that:

- they should eat a lot of fruit because fruits were rich in vitamins and the body needed these for growth and/or energy
- they should eat little amounts of sugar-rich food because of the dangers to teeth and of obesity
- they should eat smaller amounts of salt due the effects on their blood/heart
- eating foods rich in fat and salt was acceptable, so long as it was in moderation and part of a balanced diet
- their bodies needed some fat and salt for ‘energy’ and to help them grow and do activities/sports
- eating healthily helped them with their school work.

Importantly, interview responses indicate a general improvement in knowledge amongst a broad range of pupils, but more specifically for those in the younger age range (Years 1 to 3), whose responses were generally in line with those from older pupils; hence as well as an increase in the proportion of pupils providing a ‘sophisticated’ response, there was also a levelling between older and younger children. When asked about whether pupils’ knowledge/awareness had improved, responses from staff support this observation:

Oh definitely with the lower years, yes.

Teaching assistant

Yeah they definitely know more about the food wheel now and the five groups of food. When we started PhunkyFoods it coincided with us doing health and growth in science in Year 2, so it was quite good because it reinforced what they were learning

PFP coordinator

Interviews with staff and parents/carers also indicated that increased levels of knowledge and awareness had led to a developing environment of health-orientated dialogue, where pupils discussed the issue of healthy eating with informed confidence at school and at home.

If you listen to them talking about what they’re doing, it’s very good, they’re obviously taking it all in. And when things come up in lessons, they’re always able to answer.

Headteacher

My son has come home saying things like ‘Fish is good for your brain, it makes you cleverer’, that comes from the school.... When we have tea, my son will point out if there’s something missing from the ‘balanced plate’. When I put haricot beans in a stew the other day, my son said ‘They contain protein!’, that would have come from school, I wouldn’t have thought of saying anything like that!

Parent/carer

My mum and dad are always eating [brand] bars, and I say why are you having that, and mum says because she's hungry, and I say well why don't you have some fruit then.

Pupil

Where knowledge and awareness had come from

In contrast to the first round findings, higher proportions of pupils (about two thirds) reported learning about healthy eating from school (and the same proportions from sources at home, such as parents/carers, brothers and sisters). About a fifth of pupils said that no one had taught them about healthy eating, most of these pupils claimed that they 'just knew' about the subject, one commenting that, '*... no one has talked to me about breakfast, I just see it and eat it!*'

Some pupils and staff were clear that they thought that the PFP had led directly to improved levels of awareness and knowledge.

Yes, I have seen a difference. With the year 1s, we've just done a topic on fruit and vegetables, and the ones that have been coming to PhunkyFoods knew an awful lot more when we began it than the children who hadn't been to PhunkyFoods. For example, they're telling us how to tell the difference between a fruit and a vegetable because they've learnt it at PhunkyFoods. They're telling us different organs in the body, that you wouldn't normally expect them to know... So we definitely noticed the difference in this topic.

PFP coordinator

The class teachers have come back and said when they covered the growing, that the children had more of an understanding, definitely, of the basics because of what we'd obviously carried out. They seemed to understand why, things needed things to grow and why they needed to do certain things...they actually named organs! Children knew about how the organs worked because of the PFP work they had done with the heart.

Teaching assistant

Most staff said that the PFP had contributed to and/or enhanced teaching about healthy eating, but for these respondents isolating specific aspects of the PFP on awareness and knowledge was a little more difficult. None-the-less, all interviewees agreed that the PFP was contributing to knowledge and awareness.

Their knowledge has improved, but I can't say it's one hundred per cent that it's down to PhunkyFood because that has been used in amongst our healthy eating ideas.

Headteacher

Changes in eating behaviour

Over half of all of the pupils interviewed claimed that they had changed their eating behaviour since the first round of visits. Most of those making such a claim, said that they were eating more fruit and/or generally more healthily. Broadly, responses were similar across all year groups.

Yes - I used to want chips every night, but now I eat only a little of that, and I want to eat fruit.

Now I choose fruit instead of chocolate.

I cut down on cheddar cheese - doctor's advice because it was making me feel ill. I eat more grapes and apples now.

I don't have crisps anymore in the morning.

Pupils reporting a change in their diet were asked why they had changed. The majority referred to the need to be healthier and responses suggest that influences at home and at school contributed to such change. Pupils variously explained:

I didn't used to ever like apples and grapes, but then my mum and aunty said to me I should try them because there will be no crisps only grapes and then I eat it and I thought they are really sweet and nice.

I used to have crisps but now I have fruit instead. My dad says we should stop buying crisps now because he's the only one who eats them as we're not really allowed them now. Dad is also having a more healthy lunch.

I eat more healthy foods because once I started learning about it I noticed that I was going to get unhealthy.

I used to eat too many crisps but then I learnt at school about how bad it can get, so I went onto healthy stuff like apples and bananas.

Unsurprisingly, staff were less sure about whether eating behaviour had changed, not least since most of the schools visited served 'healthy' lunches and or had rules covering what could be brought in and eaten in the school and also because staff believed that it was at home, where any real difference could be seen and/or affected:

I can't say that they're making healthier choices at lunch, because there's a set menu, so there is no choice.

PFP coordinator

I think there will be changes if we and the parents stick to it. Parents are the most difficult bit - especially if they're busy working during the

day. I think it's lack of time rather than the expense. It's also the effort of thinking up things - especially if your child doesn't like fruit and vegetables, and you're going through the palaver of trying to make them eat them, and trying to think of different ways of serving them so they'll attempt it. I think it's the effort rather than the money or lack of knowledge - a lot of them do know what they should be doing. I think the school is doing as much as we can during the day, but it's hard to influence what happens at home. I think you have to work from the children up, and hopefully when they grow up they'll do it for their children.

PFP coordinator

Interestingly, interviews with parents/carers indicated that the healthy message has reached 'home' and that a two-way responsive dialogue had at the very least begun.

There have been big changes in the children I look after. When they first came to me they didn't eat fruit at all. If it didn't come out of a brown paper bag with newspaper on, they didn't eat it. They have had big changes - forced on them by my side, but encouraged by the school. They're willing to try new things now.

Parent/carer

I've always bought healthy food, but I think I do it more now because they ask for it. They didn't ask for it before. You would buy fruit and it would lie there. Now if the fruit bowl has gone down they ask for it. Before, they would have said 'can I get a lolly?'.

Parent/carer

4.2 Physical activity

In this section we present findings about:

- changes in pupil behaviour in relation to physical activity at school and at home
- changes in pupils' knowledge and awareness in relation to physical activity
- changes regarding where pupils' knowledge and awareness about physical activity originated

In contrast to the first round of visits, it should be noted that there was little or no difference in the responses of pupils in relation to their ages or genders. However, where such difference was observed appropriate reference is made.

4.2.1 Behaviour in relation to physical activity

At school

Pupils were asked what types of physical exercise they took part in at school and whether they were doing more of such activity than had been the case at the time of the first round of visits.

Pupils across all year groups mentioned a similar range of physical exercise as had been the case previously, the focus being on organised activity, such as PE and activities engaged in at playtime.

It is worth noting that there were some differences in terms of activities as they relate to the gender of pupils. For instance, a higher frequency of boys mentioned football as one of their activities, whereas higher frequencies of girls mentioned activities like skipping and dancing.

Over half of the pupils said that they were doing more activity at school than had been the case during the first round of visits.

I play more running around things with my friends, it's good for you.

I do more physical activity now. When I'm in the [healthy eating] club, I get in with more of the activities. In PE lessons, I didn't want to do things with kicking balls and chucking balls. I've changed now because I do like to do it. When I used to try kicking balls, people used to annoy me because I couldn't kick them properly, but now because of the club, I can do it!

Pupil

This perception was shared by staff and some parents/carers.

... especially when the children were playing outside, they would come up to me and say, "My heart's beating because I have been running around and I have been skipping." and the knock on effects of the curriculum is that we have decided next term after the holiday we will have a Phunky Fit afternoon, every Friday, the support staff have been trained to use a set of circuit equipment, it's child age circuit not adult circuits and each class will get a 20 minute slot and they will do those circuits for 20 minutes.

PFP coordinator

I feel the school does a lot to promote sport. The sports coordinator arranges for different people to come in for coaching - Leeds United for football, Leeds Rhinos for rugby. They had a dance festival. They've done things like yoga and tai chi which normally we wouldn't have expected our children to do, but they've come along and they've enjoyed it. Parents have been able to join in some sessions and do it

with them. The school has always been like this, but we think they've done a lot more recently.

Parent/carer

At home

Mentioning a similar range of activities to the first round, over half the pupils reported doing more physical activity at home, influenced by factors both at home and at school.

I used to watch loads of T.V, my mum said I watch too much, so now I get telly time and when that's up the telly goes off and we go out and play and run about...

Some interviewees pointed to the impact of weather, especially on home-related activity, emphasising at the same time the impact that 'seasonal' changes have on the nature and frequency of their physical exercise at home.

4.2.2 Knowledge and awareness relating to physical activity

Levels knowledge and awareness

Pupils were asked if they thought that physical exercise was good for them. Of those asked, the overwhelming majority of pupils said that they thought that physical exercise was good for them. Pupils were asked the reasons for this and, in contrast to the first round visits, the majority from all age groups were able to expand their reasoning. For instance, pupils explained variously that they knew exercise:

- kept them fit
- helped develop their muscles and bones
- made them stronger
- got the blood pumping round their body.

Where knowledge and awareness had come from

Over two thirds of pupils said they had learned about the importance of physical activity and a higher proportion of pupils said that they had learned this from sources at school, rather than from home. However, a third of these pupils had learned about this from home, but not school.

For the majority of children the link between regular exercise and a balanced diet to achieve a healthy lifestyle had been clearly explained and achieved, between our first and second round visits.

4.3 Receiving the PFP

Pupils, staff and parents/carers were asked:

- how the PFP had been received generally by pupils
- what had been most enjoyed
- what had been least enjoyed.

4.3.1 General response

The overwhelming majority of interviewees, who were aware of the PFP, said that the PFP had been very well received by pupils.

It's worked really well. They've had a good time.

PFP coordinator

They've loved it.

Teacher

The motivation is definitely there. On a PhunkyFoods session, they're coming in buzzing. They want to know more. They want to know what we're doing as soon as they walk through the door. In the fruit and vegetable topic in class, they were keen to show they knew the answers.

PFP coordinator

Pupils had not associated PFP lessons with 'normal' lessons, finding them interesting, engaging, motivating and 'different'; pupils variously explained:

You don't have to write things down. It's not like work.

Normally when I do maths and things, I don't feel like I've learnt anything. But when you do PhunkyFoods you feel like you've learnt something.

You're learning about what things happen to you. It's about you.

4.3.2 What pupils had enjoyed most

Specifically, all interviewees were asked what pupils had enjoyed most about the PFP and again responses clearly indicate that the practical/interactive PFP activity was most enjoyed, pupils variously explained:

You get to taste things, how they feel when you dig them up and peel them.

The DVD's 'are all about healthy, but some DVDs, you click on the healthy things and you say if it's healthy, then you drag it to the healthy one, if it's unhealthy you drag it to the unhealthy one.

In healthy eating club. We have a game about what you should and shouldn't eat a lot of. It's a lot of fun. Some people, even though they get it wrong, they get it right in the end. And there's another game with different coloured hoops, for different foods which are healthy and not so healthy.

Instead of looking at it in a book, you're actually seeing it in real life, you're actually looking inside it. Just seeing what happens. We prefer to see things in real life than looking in a book. In a book, it doesn't show all the animal's veins and stuff, but if you cut it open you can see it all.

Staff responses were generally in line with those of their pupils:

They've enjoyed most of the practical activities and the hands on food activities. We'll try to do more cookery next year.

Teacher

They like hands on things - when we try different foods. We made bagel snakes - they liked doing that. They like putting the food into groups, and they like the singing.

PFP coordinator

The children like things where they're active, not just sitting down doing worksheets. The children really seem to enjoy the activities from it.

PFP coordinator

Because the children want to interact, they want to give us their ideas, they want to join in, hands up all the time. They love the singing. They're very keen, whatever they have to do – for example, take home 5 a day chart, or colouring in or drawing. It's good for discussion, it brings out discussion which I think some other lessons don't. We keep it quite informal. They chat amongst themselves and talk about food they've eaten, what they like and don't like etc. It's not just writing and shutting up.

PFP coordinator

4.3.3 What pupils had enjoyed least

All interviewees were asked if there was anything the children had not enjoyed. Pupils responded by mentioning the less interactive PFP elements, reinforcing their earlier responses about what they had liked:

It's not all about fun; sometimes you have to write things down, like the name of a fish!

Pupil

A minority of staff raised some areas of concern or challenge regarding:

- the age-appropriateness of some PFP material:

Early years/KS1 – it worked really well. Further up school, I would say not so well. It was the content; they found it boring. The resources weren't as stimulating as the ones for the younger children.

PFP coordinator

- the difficulty of topic:

They've found the food poisoning topic quite hard work - by its nature it is a difficult subject. There's a lot of information to take on board, but they have got to grips with it. You have to find things to make it interesting for them

Teacher

Early on in the programme, we were doing where fruit and vegetables came from, but it didn't tell you which countries, and it was hard to find out, so that lesson didn't work particularly well.

PFP coordinator

The songs for the younger children are just a little bit too hard. There's quite a few verses, and we're lucky if we get the first verse learnt.

PFP coordinator

4.4 Section summary

Evidence from pupils, staff and parents/carers is clear; there have been large and positive changes in attitudes, awareness and behaviour. Broadly, the evidence shows that:

- Awareness and knowledge levels about the importance of healthy eating and physical activity had in some cases increased, but it is not possible to attribute this to the PFP alone.
- Where pupils were aware of the PFP in particular they were very positive about it, especially the practical activities and the interactive elements.
- Teachers and some parents/carers reported increased awareness and knowledge amongst pupils; while in some cases this was explicitly linked with the PFP, interviewees could rarely attribute this to the PFP alone.

- There was some evidence that where the PFP was delivered regularly, whether through the curriculum, in PPA time or in after-school clubs, there was more likely to be positive impact on pupils.
- Staff, parents/carers and pupils all reported that children had generally 'loved' the PFP.
- Most pupils reported eating more healthily, since they were first visited.
- Most pupils reported doing more physical activity, since they were first visited, although this might in part be attributed to the time of year.

5. Conclusions and recommendations

5.1 Conclusions

The PFP was popular with school staff, parents/carers and pupils. The PFP's lesson plans and resources were viewed as well designed, fit for purpose, and easy to use, and fitted well into schools' existing health-related activity. The vast majority of schools visited intended to continue using the PFP.

Given the timescale and scope of this project, together with the number of other health-related initiatives in schools, it is not possible to attribute positive changes in the knowledge and behaviour of pupils to the PFP alone. However, teachers indicated that the PFP had improved knowledge and awareness amongst pupils, and most pupils reported positive changes in their eating behaviour and physical activity. There was also some evidence from parents/carers who commented that the issue of healthy eating was being raised proactively and more noticeably by their children, since they had been involved in the PFP.

Furthermore, staff said that the PFP had supported the teaching of health-related issues. It had also enhanced and developed the knowledge and confidence of those delivering the programme and contributed to professional development.

5.2 Challenges

According to staff in a minority of schools visited, there had been some key challenges when implementing the PFP:

- Although the majority of the schools viewed the PFP as sufficiently flexible to allow them to implement it in a variety of ways, one or two schools found the prospect of delivering the full programme overwhelming and had been unable to see how it could be used in a way more suited to the realities at their school.
- Full implementation of the PFP was likely to be most challenging in those schools who were in more challenging circumstances/localities and therefore, who would be most likely to benefit from comprehensive implementation. In these cases, aside from 'health' there were other more pressing whole-school priorities, such as raising attainment.
- Generally, schools that might benefit most from comprehensively implementing PFP perhaps find it difficult to allot a fully qualified

teacher/member of their senior management team to coordinate initial planning, development and implementation.

- Where TAs had been tasked to take on the PFP coordinating role, it was more often the case that they had not been able to drive a fully inclusive and comprehensive PFP implementation.
- Some schools, especially those in challenging circumstances, said they may need a longer period if they were to plan to incorporate the full PFP in their curriculum.
- In some schools which had only been able to send one person to the training day, implementation was more challenging, especially where that person was not a qualified teacher.
- Limitations in terms of a number of staff at any school being able easily to access online PFP training/resources were mentioned by staff in several schools.

5.3 Recommendations

The recommendations presented below are based on all of the evidence collected and are set in the context of current PFP developments, both intended and ongoing.

5.3.1 Training

- Provide even greater opportunities for staff across the whole school to engage with the training materials by allowing other members of staff to access the online training materials. It is worth noting in this regard that:
 - at the beginning of 2008 a Level 2 City and Guild qualification was created in Nutrition and Health of School Aged Children for teachers and support staff to expand their knowledge
 - Purely Nutrition, on many training days, provide spaces for two members of teaching staff per school
 - in the near future the online training module will be made available by Purely Nutrition to all staff within a school setting who have the PFP, which will mean that more people can access the training as and when suits them best.
- Allow schools to re-enter the on-line training, so that they can review material and refresh memories and it is worth noting that a summary document has been created by Purely Nutrition for teachers to refer to, once training has been completed.
- Ensure that training days are better timetabled to reflect school planning and implementation realities. It is worth noting in this regard that:
 - training days, where possible, are planned for the end of the academic year

- teachers are supplied with mapping documents to allow planning over the summer holidays in preparation for the following academic year
- where this is not possible, mapping documents can be supplied at the end of an academic year and training will commence at the beginning of a new academic year.
- Consider providing optional additional support (following the training days) for schools to implement the PFP. This could include ongoing guidance on aspects of the programme and optional follow-up training days during the academic year. It is worth noting in this regard that Purely Nutrition propose to organise twilight sessions for cluster areas of schools on PFP, to review and share ideas with neighbouring schools.

5.3.2 Planning and implementation

- Provide support for staff with different roles to access and implement the programme according to their particular needs.
- Consider how the programme could be tailored to support schools in challenging circumstances.
- Highlight to schools facing circumstances such as low levels of attainment, local deprivation and high levels of eligibility for free school meals the benefits of the PFP; this could help to alleviate concerns about staff planning and delivery time.
- Promote the creative and interactive elements of the PFP, and indicate how they might be fully realised across a range of school settings.

5.3.3 Sharing good practice

- Continue to disseminate good practice through the PhunkyFoods website and use the case studies to promote the diversity of ways the programme can be implemented in primary schools and to illustrate how specific lessons and resources can be used in different ways with pupils. It is worth noting in this regard that case studies and testimonials are updated each term on the Purely Nutrition PFP website and a message board is available for schools to share best practice/ideas.
- Promote the contribution of the programme to achieve whole-school aims (such as achieving or maintaining NHSS) and good practice in relation to raising the profile of the programme in school and effective ways of engaging parents/carers. It is worth noting in this regard that:
 - PFP has specific area online for NHSS highlighting criteria met and a certificate to print off, as evidence in achieving or maintaining NHSS
 - PFP also hosts a parents' area on the website
 - PFP also distributes Phunky News each term, a newsletter to parents highlighting PFP activities within each school.
- Support schools in sharing good practice, perhaps by developing inter-school online buddying, and by matching schools in challenging

circumstances with other similar schools to allow sharing of positive PFP experiences and suggestions.

- It is clear that Purely Nutrition has already done or is in the process of doing a lot to address some of the challenges mentioned by interviewees. However, the very fact that some staff were not aware of these efforts itself suggests a need for further clarification or information. Perhaps, to address this (for instance), Purely Nutrition could write to PFP coordinators providing an update, drawing to their attention such relevant information, especially as it relates to challenges mentioned by staff.

5.3.4 Further developments of the PFP

- Consider ways in which the web-based lesson plans might be used more flexibly by schools according to the different ways in which they deliver the programme, for example:
 - facilitate searches according to topic across lesson plans for different year groups. It is worth noting that already lesson plans can be identified through specific QCA topic links, National Curriculum Links and Early Years Foundation Stage and P-Scales where appropriate. Further, all lessons are also linked to individual resource, the PhunkyClub curriculum for 2008/9, giving further flexibility to how the PFP is used
 - enable lesson plans to be printed off in groups – for example, by term or by topic. It is worth noting that lesson plans can be printed off a term at a time through the all weeks facility within each year group on the website
 - given that access to the web-based lesson plans and resources was a barrier to implementation and use of the resources in some of the case-study schools, Purely Nutrition may wish to consider providing paper-based versions of the programme resources. It is worth noting that already many resources are available online as print documents for schools to use i.e. interactive big books and photo cards
 - consider identifying physical activity lessons which can be undertaken in the confined space of a classroom. It is worth noting that Purely Nutrition plan to redevelop the curriculum for the academic year 2009/10
- Continue the development of materials for the Foundation Stage. It is worth noting that Purely Nutrition see resource development as an ongoing task, where resources for EY/KS1 and KS2 are all considered.
- Seek suitable funding for an extensive, statistically strong and comparative evaluation of the medium- to long-term development and impact of the PFP.
- To help overcome difficulties for some schools/staff in preparing and/or sometimes sourcing food for cooking, Purely Nutrition could consider the development of a selection of items that take less time and/or resources to produce.

5.4 Final thoughts

The schools visited reported that the PFP fitted well with whole-school initiatives to promote healthier lifestyles, such as the 5-A-DAY campaign and achieving and maintaining NHSS.

Popular with the whole school community, PFP clearly helps expand, embed and enhance health-related teaching, through increasing school staff competence and confidence, complementing other initiatives and positively impacting on pupil knowledge, attitudes and behaviour.

Appendix A. Question schedules

A1 Headteacher schedule



National Foundation for Educational Research

Evaluation of the PhunkyFoods programme

Headteachers and Senior Managers

Name	
Name of school	
Position in school	
Date of Interview	
Interviewer	

Introduction

The National Foundation for Educational Research has been commissioned by *Purely Nutrition Ltd* to carry out an evaluation of the *PhunkyFoods* programme. We are visiting 20 schools around the country to investigate the implementation in schools, and the impact on pupil outcomes.

We are asking the same questions of everyone. If there is anything that you do not wish to answer or do not know the answer to, please just say. All of the interviews are confidential and please be assured that no school and no individual will be named in our report. We estimate that the interview will take about 15 minutes.

The PhunkyFoods programme includes healthy eating and physical activities so the questions relate to both aspects of the programme.

*** Note to researcher** If appropriate, please ask for permission to record the interview

A. Implementing the PhunkyFoods Programme

Which elements of the programme did you use?

Prompts: Healthy eating/Physical activity
Probe: *If this differs from first interview:* Why?

B. Impacts and outcomes (prompt healthy eating and physical elements as needed)

2. In what ways, if any, have you monitored and/or evaluated the programme?

Prompts: Implementation/outcomes/impact/formal/informal/with parents if involved

3. Overall, how was the programme received by pupils?

Prompt: Enjoy most/least/engage with/not engage with
Probe: Why do you think this was?

4. What were the outcomes of using the programme on pupils' knowledge and understanding?

Prompts: Healthy eating and/or physical activity

Probe: *If too early to say:* What outcomes expected?

5. What were the outcomes of using the programme on pupils' behaviour?

Prompts: Healthy eating and/or physical activity

Probes: Was there any evidence that they were motivated to actually make healthier food choices/exercise more often?
If too early to say: What outcomes expected?

6. Have you noticed any other outcomes for pupils?

Prompts: Concentration/performance/behaviour/self esteem
Probe: *If too early to say:* What outcomes expected?

7. What do you feel have been the main benefits of being involved in the programme for:

a) staff

Prompts: Improved the teaching of healthy eating/physical activity/
 contributed to staff development/deployment of TA/HLTAs

b) the school

Prompts: Influence what is served in the canteen/helped in working towards achieving National Healthy School status

Probe: What worked best/worked least well?

C. Challenges, the future and change

8. Were there any particular challenges in implementing the programme?

Prompts: Planning/ delivery (staff time/knowledge, motivation)/pupils' receptiveness/parental involvement/ resources/staff knowledge
Probes: Why do you think this was?
 How did you address these/would you address these in the future?

9. Are you going to continue using the programme?

Probe: *If yes:* In the same way?
Prompts: *If relevant:* Re year groups/which parts of the programme/with same pupils etc
Probes: Why do you say this?
If no: Why?

- 10. Is there anything else you would like to add regarding the PhunkyFoods programme?**

Thank you for your time

A2 PhunkyFood coordinator schedule



National Foundation for Educational Research

Evaluation of the PhunkyFoods programme

PhunkyFoods coordinator (Healthy schools/PSHE coordinators)

Name	
Name of school	
Position in school	
Date of Interview	
Interviewer	

Introduction

The National Foundation for Educational Research has been commissioned by *Purely Nutrition Ltd* to carry out an evaluation of the *PhunkyFoods* programme. We are visiting, for the second time, 20 schools around the country to investigate the implementation in schools, and the impact on pupil outcomes.

We are asking the same questions of everyone. If there is anything that you do not wish to answer or do not know the answer to, please just say. All of the interviews are confidential and please be assured that no school and no individual will be named in our report. We estimate that the interview will take about 30 minutes.

*** Note to researcher** If appropriate, please ask for permission to record the interview

A. Implementing the PhunkyFoods Programme

1. Which elements of the programme did you use?

Prompts: Healthy eating/Physical activity

Probe: *If this differs from first interview:* Why?

2. Who received the programme?

Prompts: Year groups, all/some children in each, parents, which elements

Probe: *If this differs from first interview:* Why?

3. Which members of staff delivered the programme?

Prompts: Class teachers/you/TAs/HLTAs

Probe: *If this differs from first interview:* Why?

4. How did you implement the PhunkyFoods programme?

Prompts: Planned into the curriculum/one off events/extra curricula activities/as and when

Probes: *If this differs from first interview:* Why?

How much time was devoted to preparing to deliver the programme?

Prompts: Lesson/activity planning

Probes: How much 'school' and non-school time was used to deliver the programme?

Over what period of time was the programme implemented?

5. Which programme resources did you use?

Probe: How did you use the programmes' resources?

Prompts: Built in to the curriculum/one off events/focused weeks of work/food preparation/

Probes: Were the materials (lesson plans and resource box) suitable for the age group that you teach?

Did you need to adapt the resources to meet the needs of your pupils or the way in which you implemented the programme?

What worked well/was enjoyed and less well/least enjoyed?

6. What, if any, training/preparation did staff involved have to help implement the PhunkyFoods programme?

Prompts: Cascaded training/online training module/training day?

Probes: Did it give a good overview of the programme?

Did it help to deliver the programme?

If any, what additional training/preparation would you/others have found useful?

B. Impacts and outcomes (prompt healthy eating and physical elements as needed)

7. In what ways, if any, have you monitored and/or evaluated the programme?

Prompts: Implementation/outcomes/impact/formal/informal/with parents if involved

8. Overall, how was the programme received by pupils?

Prompt: Enjoy most/least/engage with/not engage with
Probe: Why do you think this was?

9. What were the outcomes of using the programme on pupils' knowledge and understanding?

Prompts: Healthy eating and/or physical activity

Probe: *If too early to say:* What outcomes expected?

10. What were the outcomes of using the programme on pupils' behaviour?

Prompts: Healthy eating and/or physical activity

Probes: Was there any evidence that they were motivated to actually make healthier food choices/exercise more often?
If too early to say: What outcomes expected?

11. Have you noticed any other outcomes for pupils?

Prompts: Concentration/performance/behaviour/self esteem
Probe: *If too early to say:* What outcomes expected?

12. How, if at all, would you say the programme has influenced your practice?

Prompts: Improved confidence in teaching about healthy eating/physical activity/gaining innovative ideas for the teaching of healthy eating and physical activity/increase the resources available to teach healthy eating and physical education (e.g. through the resource box)

13. To what extent did programme fit with what your pupils had been learning about prior to implementation?

Probes: Did/will it replace existing or complement materials?
What is different about the programme materials?

Prompts: Worked best/worked least well

14. Have any other activities to promote healthy eating/physical activity changed since starting the programme?

Prompts: Extra-curricular and lunchtime activities/healthy eating weeks/healthy school dinner menus/more pupil preparation/cooking of food

Probe: **If yes:** Why?

15. Have any rules about the sort of foods the children can bring from home to eat in school changed since starting the programme?

Probes: **If yes:** In what way
Why?

If no: In what way

16. Have there been any changes to initiatives that encourage healthy eating/physical exercise before school or at break times / lunch times/after-school?

Prompts: Encouragement of walking/cycling to school/after-school clubs/
structured games at break time

C. Challenges, the future and change

17. Were there any particular challenges in implementing the programme?

Prompts: Planning/ delivery (staff time/knowledge, motivation)/pupils' receptiveness/parental involvement/ resources/staff knowledge

Probes: Why do you think this was?
How did you address these/would you address these in the future?

18. Are you going to continue using the programme?

Probe: ***If yes:*** In the same way?

Prompts: ***If relevant:*** Re year groups/which parts of the programme/with same pupils etc

Probes: Why do you say this?

If no: Why?

19. Is there anything else you would like to add regarding the PhunkyFoods programme?

Thank you for your time

A3 Teacher and class assistant schedule



National Foundation for Educational Research

Evaluation of the PhunkyFoods programme

Teachers/teaching assistants

Name	
Name of school	
Position in school	
Date of Interview	
Interviewer	

Introduction

The National Foundation for Educational Research has been commissioned by *Purely Nutrition Ltd* to carry out an evaluation of the *PhunkyFoods* programme. We are visiting, for the second time, 20 schools around the country to investigate the implementation in schools, and the impact on pupil outcomes.

We are asking the same questions of everyone. If there is anything that you do not wish to answer or do not know the answer to, please just say. All of the interviews are confidential and please be assured that no school and no individual will be named in our report. We estimate that the interview will take about 30 minutes.

*** Note to researcher** If appropriate, please ask for permission to record the interview

A. Implementing the PhunkyFoods Programme

1. Which elements of the programme did you use?

Prompts: Healthy eating/Physical activity

Probe: *If this differs from first interview:* Why?

2. Who received the programme?

Prompts: Year groups, all/some children in each, parents, which elements

Probe: *If this differs from first interview:* Why?

3. Which members of staff delivered the programme?

Prompts: Class teachers/you/TAs/HLTAs

Probe: *If this differs from first interview:* Why?

4. How did you implement the PhunkyFoods programme?

Prompts: Planned into the curriculum/one off events/extra curricula activities/as and when

Probes: *If this differs from first interview:* Why?

How much time was devoted to preparing to deliver the programme?

Prompts: Lesson/activity planning

Probes: How much 'school' and non-school time was used to deliver the programme?

Over what period of time was the programme implemented?

5. Which programme resources did you use?

Probe: How did you use the programmes' resources?

Prompts: Built in to the curriculum/one off events/focused weeks of work/food preparation/

Probes: Were the materials (lesson plans and resource box) suitable for the age group that you teach?

Did you need to adapt the resources to meet the needs of your pupils or the way in which you implemented the programme?

What worked well/was enjoyed and less well/least enjoyed?

6. What, if any, training/preparation did you have to help implement the PhunkyFoods programme?

Prompts: Cascaded training/online training module/staff meetings?

Probes: Did it give a good overview of the programme?
Did it help to deliver the programme?
If any, what additional training/preparation would you/others have found useful?

B. Impacts and outcomes (prompt healthy eating and physical elements as needed)

7. In what ways, if any, have you monitored and/or evaluated the programme?

Prompts: Implementation/outcomes/impact/formal/informal/with parents if involved

8. Overall, how was the programme received by pupils?

Prompt: Enjoy most/least/engage with/not engage with
Probe: Why do you think this was?

9. What were the outcomes of using the programme on pupils' knowledge and understanding?

Prompts: Healthy eating and/or physical activity

Probe: *If too early to say:* What outcomes expected?

10. What were the outcomes of using the programme on pupils' behaviour?

Prompts: Healthy eating and/or physical activity

Probes: Was there any evidence that they were motivated to actually make healthier food choices/exercise more often?
If too early to say: What outcomes expected?

11. Have you noticed any other outcomes for pupils?

Prompts: Concentration/performance/behaviour/self esteem
Probe: *If too early to say:* What outcomes expected?

12. How, if at all, would you say the programme has influenced your practice?

Prompts: Improved confidence in teaching about healthy eating/physical activity/gaining innovative ideas for the teaching of healthy eating and physical activity/increase the resources available to teach healthy eating and physical education (e.g. through the resource box)

13. To what extent did programme fit with what your pupils had been learning about prior to implementation?

Probes: Did/will it replace existing or complement materials?
What is different about the programme materials?

Prompts: Worked best/worked least well

C. Challenges and the future

14. Were there any particular challenges in implementing the programme?

Prompts: Planning, delivery (staff time/knowledge, motivation), pupils' receptiveness, parental involvement, resources, knowledge
Probes: Why do you think this was?
How did you address these/would you address these in the future?

15. Are you going to continue using the programme?

Probe: *If yes:* In the same way?
Prompts: *If relevant:* Re year groups/which parts of the programme/with same pupils etc
Probes: Why do you say this?
If no: Why?

16. Is there anything else you would like to add regarding the PhunkyFoods programme?

Thank you for your time

A4 Parent schedule

National Foundation for Educational Research

Evaluation of the PhunkyFoods programme

Parents (individual/group interviews)

Name of interviewer:

Date of interview:

Introduction

The National Foundation for Educational Research has been commissioned by *Purely Nutrition Ltd* to carry out an evaluation of a programme that they designed to cover issues like healthy eating and physical activity. We are visiting 20 schools around the country to look at how the programme has been used and what the outcomes have been, hence asking to speak with you.

We are asking the same questions of everyone. If there is anything that you do not wish to answer or do not know the answer to, please just say. Outside of this room, all of the interviews are confidential and please be assured that no school and no individual will be named in our report. We estimate that the interview will take about 15 to 20 minutes.

*** Note to researcher** If appropriate, please ask for permission to record the interview

SECTION 1. BACKGROUND INFORMATION

Name of School:

Interviewee data

	Parent 1	Parent 2	Parent 3	Parent 4	Parent 5	Parent 6
Name						
Gender						
Child's Year group						

A. Awareness/involvement/school rules

1. **Recently, in the last few months, do you know what the school has taught your children about healthy eating and physical activity?**

Probe: Do you know how the school has been teaching about these issues?

Prompts: In class/sport/physical activities/extra curricula/one-off events/themed 'weeks'/after-school clubs/changes from before the last few months

Probes: How do you know about this?

Prompts: Informed by school/from pupil/because parent involved/from a website

Probe: ***If parents involved:*** How?

Prompt: In activities/classes etc

2. **Does the school have any rules about what food pupils can bring to school and/or consume while they are at school?**

Prompts: Food from home/Packed lunches/snacks bought in school/fizzy drinks/choice for school dinners

Probe: Have there been any changes over the last few months?

B. Impacts and outcomes (prompt healthy eating and physical elements as needed)

3. **Overall, what do you (and your child) think of what the school has been doing in the last few months?**

Prompts: Enjoy most/least/engage with/not engage with/changed from previous/ Activity/teaching related to the way the school has been implementing PhunkyFoods

Probe: Why do you think this was?

4. **Overall, what effect/s has what the school has been doing had on your child?**

Prompts: For both healthy eating and/or physical activity – knowledge and behaviour/amount or type of exercise/concentration/motivation

Probes: Has there been any recent changes in these things?

If yes: Why do you think this is?

Prompts: Activity/teaching related to the way the school has been implementing PhunkyFoods

5. How, if at all, would you say what the school has been doing has influenced you?

- Prompts:* Communication or discussion with your child/food purchases/rules at home/your general awareness or knowledge
- Probe:* Were you influenced by anything in particular in the last few months?
- Prompts:* School-related communication/activity/what child has said. Activity/teaching related to the way the school has been implementing PhunkyFoods

6. Has the school asked for your views in relation to healthy eating/physical activity?

- Prompts:* About what you think they should do/about what they do in terms of teaching/events/themed weeks/ physical activity/after-school clubs/school rules
- Probe:* Have the school or any staff asked you about the impacts/outcomes of what they are doing?
- Prompt:* On you/your child/knowledge/awareness/behaviour

C. Challenges and the future

7. Is there anything that your school has been doing recently that you/your child have liked/did not like?

- Prompts:* Activity/teaching related to the way the school has been implementing PhunkyFoods
- Probe:* Why do you think this was?
How would you prefer these addressed in the future?

8. Do you know if and how the school plans to continue addressing the issues of healthy eating/lifestyles?

- Probes:* **If yes:** In the same way?
Are you pleased/supportive?
Why do you say this?
- Probe:* **If no:** Why?

9. Is there anything else you would like to add?

Thank you for your time

A5 Pupil schedule (Years 1 to 3)



National Foundation for Educational Research

EVALUATION OF THE PHUNKYFOODS PROGRAMME

Case-Study Interview Schedule –Years 1-3

Name of interviewer:

Date of interview:

INTRODUCTION

My name is.....and I am a researcher which means it is my job to find out things about children, teachers and schools. I am visiting different schools to talk to lots of teachers and children about keeping healthy and this is the second of two visits to your school. I am not going to tell your teachers or anyone else what you say. I have a digital recorder with me, would it be O.K. if I record what we say while we are talking?

Is there anything you want to ask me before we start?

SECTION 1. BACKGROUND INFORMATION

Name of School:

Interviewee data

	Pupil 1	Pupil 2	Pupil 3
Name			
Gender			
Age			
Year group			

SECTION 2. HEALTHY EATING

1. Did you have anything to eat before starting lessons this morning?

Note to researcher: Ask the children what they had to eat before starting lessons and record their responses in the table.

	Number of pupils
Nothing eaten	
Cereal/toast/croissants/pastries	
'English' breakfast e.g. bacon and eggs	
Snacks e.g. crisps/chocolate	
High energy snack bar e.g. fruit bar	
Fruit	
Nothing drunk	
Fruit juice e.g. orange juice	
Fizzy drinks e.g. cola	
Hot drinks	

Probe: *If yes:* where did you have these things to eat or drink?
Prompts: At home/on the way to school/at a breakfast club

6. What types of physical activities do you do at school?

Prompts: Organised/arranged by staff like PE lessons, swimming, gardening pre-class warm ups, clubs

Probe: Which of these activities do you have to do?

Prompts: Not organised/arranged by staff like activity with friends like at break times skipping or playing 'tag', playing football, running, dancing

7. What types of physical activity do you do when you are not at school?

Prompts: Riding my bike, swimming, running, playing football, skipping or playing 'tag', sports clubs e.g. karate

8. Does doing these activities help to keep you healthy?

Probes: *If yes:* Why?

If no: Why not?

How do you know this?

9. Who has heard of Phunky foods?

Probe: *If yes:* Tell me about it?

Prompts: Activity, lessons, resources, what learnt, enjoyment, like most, liked least

10. Now I want to talk to you about what you eat. Who has changed what they eat recently (over the last few weeks/months)?

Probe: *If yes:* In what way and why?

11. Now I want to talk to you about what physical activity. Who has changed the amount of activity they do recently (over the last few weeks/months)?

Probe: *If yes:* In what way and why?

THANK YOU FOR TALKING TO ME TODAY

A6 Pupil schedule (Years 4 to 6)

National Foundation for Educational Research

EVALUATION OF THE PHUNKYFOODS PROGRAMME**Case-Study Interview Schedule –Years 4-6**

Name of interviewer:

Date of interview:

INTRODUCTION

My name is.....and I am a researcher which means it is my job to find out things about children, teachers and schools. I am visiting different schools to talk to lots of teachers and children about keeping healthy and this is the second of two visits to your school. I am not going to tell your teachers or anyone else what you say. I have a digital recorder with me, would it be O.K. if I record what we say while we are talking?

Is there anything you want to ask me before we start?

SECTION 1. BACKGROUND INFORMATION

Name of School:

Interviewee data

	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6
Name						
Gender						
Age						
Year group						

SECTION 2. HEALTHY EATING

1. Did you have anything to eat before starting lessons this morning?

Note to researcher: Ask the children what they had to eat before starting lessons and record their responses in the table.

	Number of pupils
Nothing eaten	
Cereal/toast/croissants/pastries	
'English' breakfast e.g. bacon and eggs	
Snacks e.g. crisps/chocolate	
High energy snack bar e.g. fruit bar	
Fruit	
Nothing drunk	
Fruit juice e.g. orange juice	
Fizzy drinks e.g. cola	
Hot drinks	

Probe: **If yes:** where did you have these things to eat or drink?
Prompts: At home/on the way to school/at a breakfast club

2. Do you think it is important to eat breakfast every day?

Probes: *If yes/no:* Why
How do you know this/who told you about
breakfast?

Note to researcher:	<i>Show the children two examples of foods they should eat 'lots of' (e.g. fruit and vegetables) so that they can be used to stimulate discussion.</i>
----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

3. Do you know why you should eat lots of these foods?

Prompt: Responses as appropriate

Note to researcher:	<i>Show the children two examples of foods they should eat a 'small amount of' (e.g. chocolate and sweets) so that they can be used to stimulate discussion.</i>
----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------

4. Do you know why you should only eat a small amount of these foods?

Prompt: Responses as appropriate

5. How do you know these things?

Probes: Has your teacher or anyone at school ever talked to you about healthy eating?
How have you learned about healthy eating?
Prompts: Lessons/what types of activities
Probe: Has anyone at home talked to you about healthy eating before?

Note to researcher:	<i>Explain the term 'physical activity' to the children using the following definition: Something that makes you breathe more heavily and feel warmer. For example, swimming, running around, riding a bike, playing football. Show the children the prompt sheet with the pictures of the different physical activities.</i>
----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6. What types of physical activities do you do at school?

Prompts: Organised/arranged by staff like PE lessons, swimming, gardening pre-class warm ups, clubs
Probe: Which of these activities do you have to do?

Prompts: Not organised/arranged by staff like activity with friends like at break times skipping or playing 'tag', playing football, running, dancing

7. What types of physical activity do you do when you are not at school?

Prompts: Riding my bike, swimming, running, playing football, skipping or playing 'tag', sports clubs e.g. karate

8. Does doing these activities help to keep you healthy?

Probes: *If yes:* Why?

If no: Why not?

How do you know this?

9. Who has heard of Phunky foods?

Probe: *If yes:* Tell me about it?

Prompts: Activity, lessons, resources, what learnt, enjoyment, like most, liked least

10. Now I want to talk to you about what you eat. Who has changed what they eat recently (over the last few weeks/months)?

Probe: *If yes:* In what way and why?

11. Now I want to talk to you about what physical activity. Who has changed the amount of activity they do recently (over the last few weeks/months)?

Probe: *If yes:* In what way and why?

THANK YOU FOR TALKING TO ME TODAY