



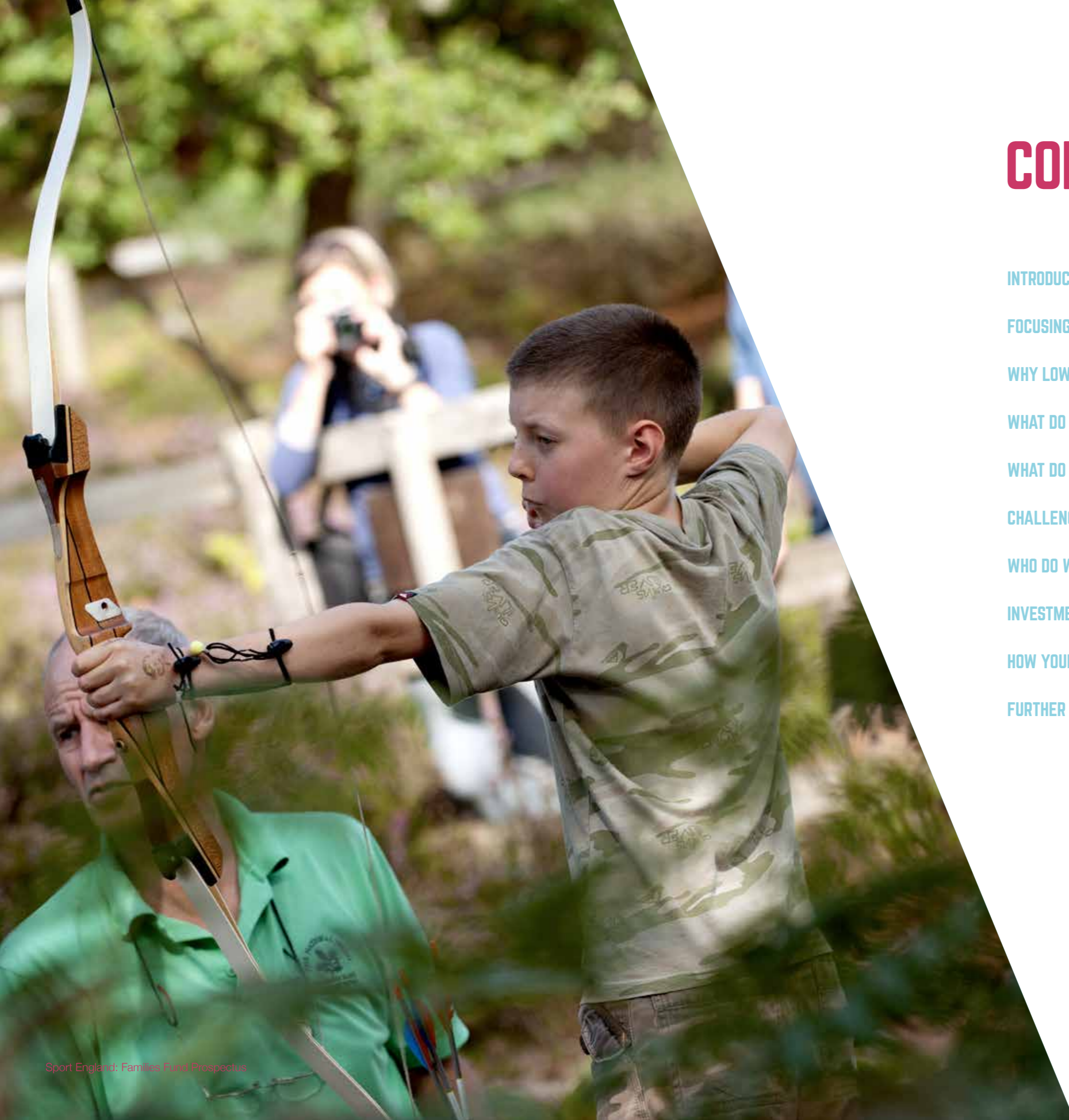
**SPORT
ENGLAND**



FAMILIES FUND PROSPECTUS

SUPPORTING FAMILIES TO BE ACTIVE TOGETHER

JULY 2017



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INTRODUCTION AND THE FACTS

OUR FAMILIES FUND WILL SUPPORT PROJECTS THAT OFFER NEW OPPORTUNITIES FOR FAMILIES WITH CHILDREN TO GET ACTIVE AND PLAY SPORT TOGETHER

There are 7 million children aged 5 to 15 in England – and nearly 4 in 5 are not doing the recommended daily amount of exercise.

The Chief Medical Officer in England recommends children do at least 60 minutes of activity every day. For one reason or another, this isn't the case for the majority of children.

We want to change that.

Our vision is that everyone in England, regardless of age, background or ability, feels able to take part in sport or activity. Some might be fit and talented, but others won't be so confident and feel able to take part.

Our Families Fund is a major new investment stream which will support families with children to get active and play sport together.

The Government's strategy for sport, released in December 2015, [Sporting Future](#), extended our remit to cover children from the age of five. We will therefore be investing up to £10 million

in organisations that understand families in lower socio-economic groups, and that can help us learn about how we can support children to be more active.

This prospectus provides guidance on:

- > Who we want to reach through this investment
- > What we aim to achieve
- > The challenges that need tackling
- > The type of projects we are particularly interested in
- > The application process.

We would also encourage you to review the following documents before you submit your expression of interest:

- [Towards an Active Nation](#)
- [Childhood obesity: a plan for action](#)
- [A Code for Sports Governance](#)

THE FACTS

- **Fund:** Families Fund – Supporting Families To Be Active Together
- **What we want to achieve from this investment:**
 - Increase activity levels of families in lower socio-economic groups with children aged 5 to 15
 - Support families to be active together throughout the week
 - Deliver positive experiences.
- **Anticipated size of bids:** £50,000 to £500,000
- **Anticipated project length:** up to four years
- **Opening:** 6 July 2017
- **Deadline for expressions of interest:** 3pm on 31 August 2017
- **Initial decisions from:** December 2017
- **Round one budget:** up to £10m.

FOCUSING ON FAMILIES

WE WANT EVERYONE IN ENGLAND TO FEEL ABLE TO TAKE PART IN SPORT OR PHYSICAL ACTIVITY – AND GETTING MORE FAMILIES DOING ACTIVITY TOGETHER IS ONE OF OUR MAIN PRIORITIES

WHAT DO WE MEAN BY FAMILY?

Family can mean different things to different people. In the case of this investment, we want to be led by the child in terms of who they consider as their family – be that parents, siblings, grandparents, carers or other significant adults in their life.

We expect that this will be mainly about parents and their children being active together.

We know 1 in 3 people in England live in a household with at least one child aged 5 to 15 – and that a two-parent family of different combinations is the typical make-up of those households.

Single-parent and more complex family households are considerably more common among people in lower socio-economic groups than people in higher socio-economic groups.

However, a greater proportion of people in lower socio-economic groups still live in a two-parent family than live in complex or single-parent families.

WHY FAMILIES TAKING PART TOGETHER?

Families and, in particular, parents and caregivers, play a key role in shaping a child's attitudes and behaviours. This is also true for physical activity and sport.

They can be a role model for active behaviour by taking part with children – but can also be a model of sedentary behaviour.

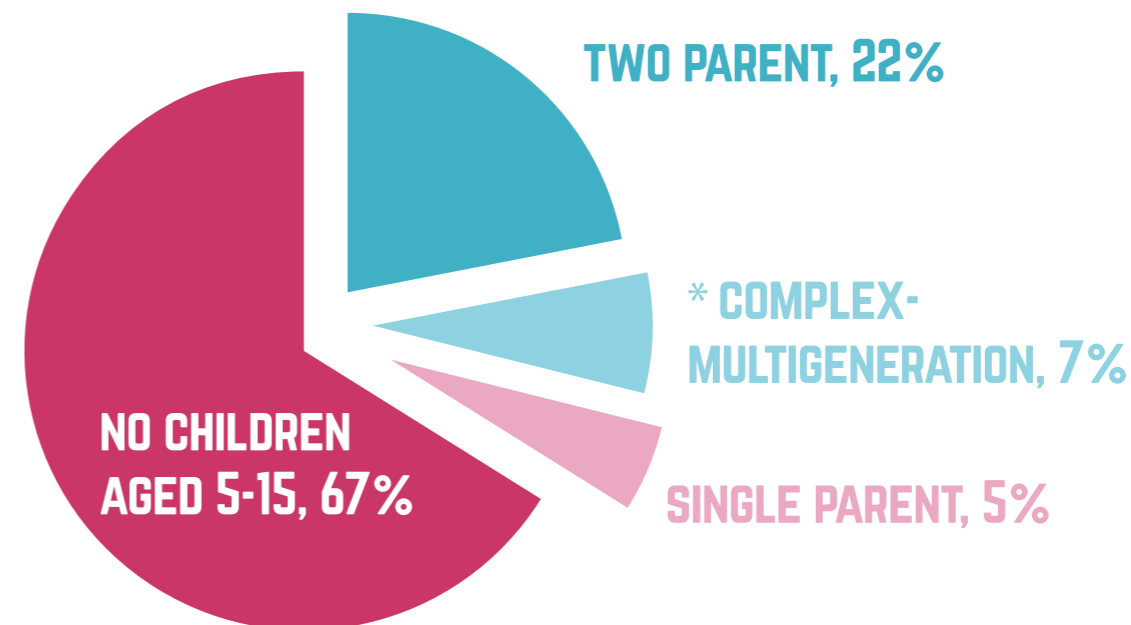
Children tend to be more active when their parents themselves are more active. Children are also more likely to prioritise being active later in life if they see their parents doing sport and physical activity.

Many of the current opportunities, however, are aimed at children taking part with other children, or they focus solely on the child and leave adults on the sidelines.

We know that the benefits to a child's development are different when they're active with adult family members and caregivers compared to when they're active with their peers.

We're looking to build on the opportunities currently available by focusing this investment on helping families to be active together.

One-third of people in England live in a household that is home to one or more children aged 5 to 15



*A complex multi-generational household includes three or more adults and at least one child aged 5 to 15. For example, a co-habiting couple (with a child) living with a lodger, a single parent living with their own parents or a married couple (with a child) living with uncles and/or aunts.

WHAT AGE OF CHILDREN?

Our research shows that family activities have most appeal to primary school-aged children. The family unit is more dominant in a child's life when they're aged under 11. This is also the age when children are most interested in taking part with their parents or other caregivers.

As such, we expect this investment will be targeted more towards 5 to 10 year olds.

However, we would also encourage organisations that have a proven track record in attracting older children to take part as a family to submit their ideas.

Projects that are flexible in accommodating both older and younger siblings will also be of interest as families often struggle to cater activities that appeal to children of different ages.

CHOICE AND VOICE

Children who have more say in what they do tend to be more active. This is why we want children to be involved in shaping how they and their families are active, and for families to take decisions together.

We recognise that a child's ability and freedom to make decisions varies significantly across this age range – but we should try to reflect their views even where parents or other adults are the main decision makers.

WE'RE LOOKING TO BUILD ON THE OPPORTUNITIES CURRENTLY ON OFFER TO HELP FAMILIES GET ACTIVE TOGETHER.

WHY LOWER SOCIO-ECONOMIC GROUPS?

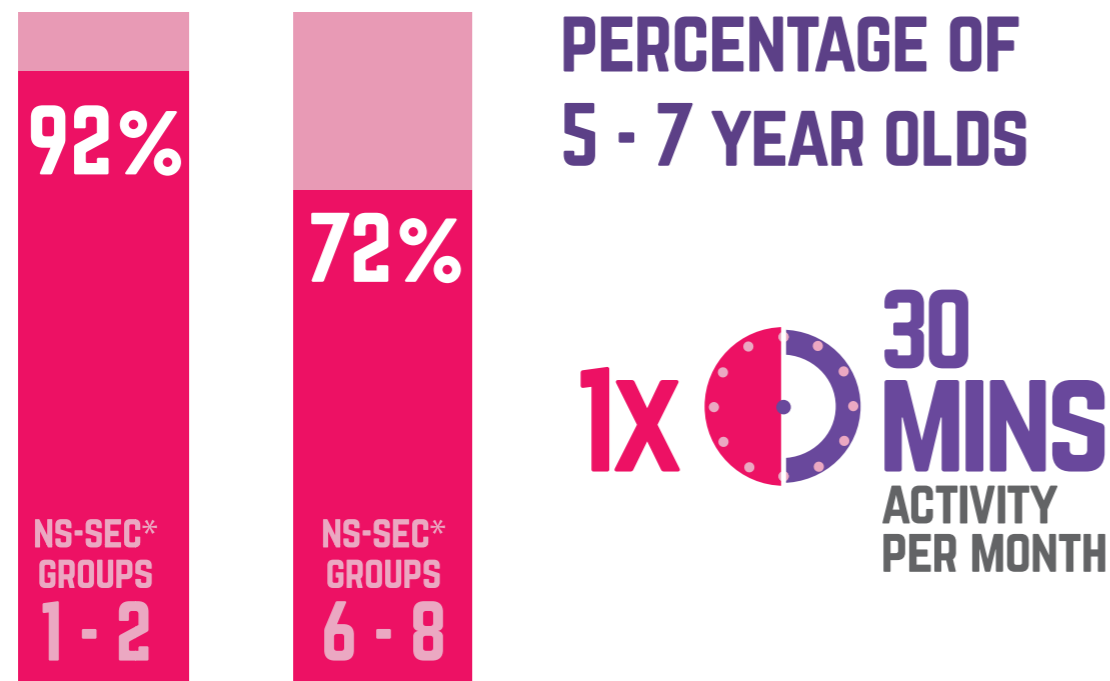
OUR STRATEGY OUTLINES OUR AMBITION TO GET MORE PEOPLE FROM UNDER-REPRESENTED GROUPS TAKING PART IN SPORT AND PHYSICAL ACTIVITY – THIS INCLUDES FAMILIES FROM LOWER SOCIO-ECONOMIC GROUPS

Underpinning our investment is the need to make sure experiences of sport and physical activity are fun, enjoyable and deliver value to children and their wider family.

We want our funding to give families the inspiration and confidence to take part together and enable quality family time.

The particular emphasis for this round of funding is on families in lower socio-economic groups. Various research studies show that children from families in lower socio-economic groups are less active.

The [Taking Part Survey](#) report details the proportion of children who take part in at least one 30-minute session of activity (including sport, walking, cycling and games, such as hopscotch and throw and catch) outside of school in the last month.



*NS-SEC stands for the National Statistics Socio-Economic Classification and is a system widely used in the UK in both official statistics and academic research. The NS-SEC has been constructed to measure the employment relations and conditions of occupations. Find out more on the [Office for National Statistics website](#).

We also know that other inequalities that need to be tackled, for example, girls and children with a disability that tend to be less active, are also reflected within lower socio-economic groups.

We want everyone, regardless of age, background and level of ability, to feel able to engage in sport and physical activity because of the enormous physical, mental, individual, social and economic benefits that can come from taking part.

WHAT DO WE MEAN BY LOWER SOCIO-ECONOMIC GROUPS?

We've deliberately taken a broad approach to defining what we mean by lower socio-economic groups. Our investments will not be limited to families who face extreme disadvantage. They're an important part of the group that we want to support, but so too are people who work, have qualifications, own their homes and who often struggle to make ends meet.

We want to support families where the adults fall into at least one of three situations based on the adult's life chances and opportunities, as well as the likelihood the family will be inactive. These three situations linked to lower socio-economic groups include:

- **Education** – People whose highest qualification is GCSE. This ranges from people who have left education with no qualifications, through to someone with any number of GCSEs (or the equivalent vocational qualification). This includes someone with an apprenticeship.

- **Employment** – This includes people who are employed in semi-routine occupations, like shop assistants, hairdressers and bus drivers; people in routine occupations, like waiters, cleaners and building labourers; and people who are long-term unemployed or have never been employed.
- **Income** – People living in households that have less than the average amount of take home pay each month after tax and national insurance to cover all their bills (including rent or mortgage payments), living expenses, savings, and discretionary spending, like going to the cinema or out for dinner. This will typically be around £2,100 a month or less. Anyone who receives income-related benefits, like housing benefit, is also included here.

Around 1 in 3 families in England fall into this definition of lower socio-economic groups, and these families live all over the country.

There are some areas, though, that have higher deprivation than others and, as we begin to invest in projects, we'll use the Government's [English Indices of Deprivation](#), which looks at relative deprivation in areas, as one way of helping us to prioritise investment.

WHAT WE WANT TO ACHIEVE THROUGH THIS INVESTMENT?

OUR FAMILIES FUND WILL SUPPORT FAMILIES AND THEIR CHILDREN GETTING ACTIVE TOGETHER – AND THERE ARE THREE MAIN OUTCOMES LINKED TO OUR STRATEGY THAT WE'RE LOOKING TO ACHIEVE THROUGH OUR INVESTMENT

1. INCREASE ACTIVITY LEVELS OF FAMILIES IN LOWER SOCIO-ECONOMIC GROUPS WHOSE CHILDREN ARE NOT DOING 60 MINUTES A DAY OF PHYSICAL ACTIVITY

In each of the projects we invest in, we want the activity levels of the children involved to increase.

The Chief Medical Officer recommends that children do at least 60 minutes of moderate intensity physical activity every day.

Moderate intensity is when the child breathes faster and feels warmer. Each minute at this intensity counts as one towards the 60-minute recommended threshold. Any vigorous activity, where the child is out of breath and sweating, counts for double – so each vigorous minute counts as two moderate minutes.

The 60 minutes at moderate intensity can be achieved in one go or in chunks of at least 10 minutes, and activities including play, sport and dance can all count towards the recommended daily total.

Data from the [Health Survey for England](#) shows that only around 1 in 5 children aged 5 to 15 currently meet these guidelines. We want to change this.

Our investment will aim to increase the activity levels of families in lower socio-economic groups whose children are not achieving 60 minutes every day – and contribute to more children meeting the Chief Medical Officer's recommended guidelines.

We also expect a number of adults in the families we target to be inactive i.e. doing [less than 30 minutes of moderate intensity physical activity](#) a week*. As a result, we would expect projects to contribute to more adults crossing the 30-minute threshold – and staying above it.

THE CHIEF MEDICAL OFFICER RECOMMENDS THAT CHILDREN SHOULD BE DOING AT LEAST 60 MINUTES OF MODERATE INTENSITY PHYSICAL ACTIVITY EVERY DAY.

* The Chief Medical Officer defines inactivity for adults as someone who, over the course of a week, does not achieve a total of 30 minutes of moderate intensity physical activity. More detail on inactivity levels of adults is available in our [Tackling Inactivity Investment Guide](#).

2. SUPPORT FAMILIES TO BE ACTIVE TOGETHER THROUGHOUT THE WEEK

Our investment will support the recommendations outlined in the Government's childhood obesity strategy, [Childhood obesity: a plan for action](#).

The plan recommends that 60 minutes of moderate-to-vigorous physical activity during the week should be achieved by at least 30 minutes delivered in school every day. This could be done through active break times, PE, extra-curricular clubs, active lessons or other sport and physical activity events. The strategy suggests the remaining 30 minutes of activity during the week should be supported by parents and carers outside of school time.

Our analysis of data from the [Health Survey for England](#) shows that children, particularly those aged 5-10, are more likely to be doing 60 minutes a day at weekends already, particularly on Saturdays. As such, we're not just looking for weekend activities. We want our funding to support families during the week outside of school time.

3. DELIVER POSITIVE EXPERIENCES

We believe it's important that children enjoy their experience of sport and physical activity. Through this investment, we want to help children build confidence in their ability to be active and for them to have positive experiences.

Our funding should contribute towards achieving one or more of the outcomes outlined in the Government's strategy for sport, [Sporting Future](#), for example, physical wellbeing and/or mental wellbeing. Projects that see families taking part in activities together lead to an increase in enjoyment and happiness, and a possible reduction in anxiety, stress or depression.

THROUGH THIS INVESTMENT, WE WANT TO HELP CHILDREN BUILD CONFIDENCE IN THEIR ABILITY TO BE ACTIVE AND FOR THEM TO HAVE POSITIVE EXPERIENCES.



PHYSICAL ACTIVITY FOR CHILDREN AND YOUNG PEOPLE

(5-18 YEARS)



BUILDS CONFIDENCE & SOCIAL SKILLS



MAINTAINS HEALTHY WEIGHT



DEVELOPS CO-ORDINATION



STRENGTHENS MUSCLES & BONES



IMPROVES SLEEP



IMPROVES CONCENTRATION & LEARNING



IMPROVES HEALTH & FITNESS



MAKES YOU FEEL GOOD

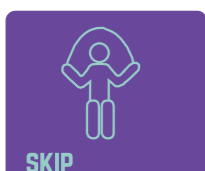
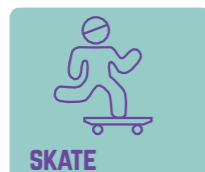
BE PHYSICALLY ACTIVE

SPREAD ACTIVITY THROUGHOUT THE DAY

ALL ACTIVITIES SHOULD MAKE YOU BREATHE FASTER AND FEEL WARMER

AIM FOR AT LEAST **60** MINUTES EVERY DAY

INCLUDE MUSCLE AND BONE STRENGTHENING ACTIVITIES **3 TIMES PER WEEK**



SIT LESS



MOVE MORE

FIND WAYS TO HELP ALL CHILDREN AND YOUNG PEOPLE ACCUMULATE AT LEAST 60 MINUTES OF PHYSICAL ACTIVITY EVERYDAY

UK CHIEF MEDICAL OFFICER'S GUIDELINES 2011 START ACTIVE, STAY ACTIVE

WHAT DO WE KNOW ABOUT CHILDREN AND FAMILIES?

WE CARRIED OUT RESEARCH TO UNDERSTAND HOW FAMILIES THINK ABOUT PHYSICAL ACTIVITY – AND OUT OF THAT RESEARCH CAME FIVE TYPES OF ACTIVITIES THAT ARE MOST RELEVANT TO THE FAMILY SET-UP

WEEKEND AND AFTER SCHOOL CLUBS

Weekend and after-school clubs are the most prominent in the minds of families and can dominate their routines. Parents and children often see these as aspirational. We saw a desire among parents in lower socio-economic groups to give their children the opportunity to take part in these clubs, particularly if they were unable to take part in this way when they were children.

However, these activities are also seen as demanding. They require effort and organisation to fit into a family routine. Children need to concentrate to take part and can also feel a pressure to perform.

We feel this type of activity is already well-served – there are a large number of organisations providing weekend and after school clubs. We are not targeting this type of activity in this round of funding.

WHAT MOTIVATES PARENTS AND CHILDREN?

There are a number of reasons why weekend and after-school clubs are most prominent in the minds of children and parents, including:

- > Children can have fun with friends both before and after the activity
- > There are often prizes and recognition involved
- > These clubs provide new experiences and social kudos for children
- > For parents, it's a 'break' from childcare and an opportunity to develop social skills
- > There is pride in their child's achievements
- > These clubs are also seen as a social norm – it's what 'good parents do'.

"IT SOUNDS REALLY BAD BUT I JUST WANT TO SWITCH OFF AND CATCH UP ON MY EMAILS. TAKING HIM TO KARATE IS MY BREAK."

MUM OF BOY, AGE 5

Start active, stay active: infographics on physical activity for children and young people available via [Department of Health](#).

WHAT DO WE KNOW ABOUT CHILDREN AND FAMILIES?

PHYSICAL EDUCATION

Physical education plays an important part in shaping a child's attitude towards physical activity and has a clear position in the minds of families. PE is seen as focused on ability and children are more likely to feel motivated when they receive recognition from peers. Children see the lack of choice and need to follow rules as key features of this type of activity, which is then also associated with lower levels of enjoyment.

However, our responsibility lies outside the school curriculum. PE and provision of activity in school time is outside of our remit. We see more opportunity for investment in the three other areas brought out from our research about how families think about physical activity – namely, getting out as a family, getting around and free play.

GETTING AROUND

Getting around is about going somewhere for a purpose, such as walking through the park to get to a museum or scooting to the local shops. Children enjoy these journeys more when they're reframed as a game, for example, beating the cars in traffic, or if there's social kudos, such as showing off their new scooter to friends.

Children can also be motivated, and motivate their parents, when there are rewards at stake e.g. earning points based on distance. Parents can be motivated by their personal fitness goals too.

WHAT MOTIVATES CHILDREN?

Feeling motivated in PE tends to be reliant on recognition of ability. This includes:

- > From peers – by being picked for the team or being passed the ball
- > From teachers – by being praised or asked to demonstrate to the class.

“IT'S NOT JUST BEING TOLD SHE'S GOOD BY ME – SHE KNOWS I SAY THAT ALL THE TIME – BUT WHEN SHE GETS PRAISE FROM THE TEACHER, SHE COMES HOME BEAMING.”

MUM OF GIRL, AGE 9

WHAT MOTIVATES CHILDREN AND PARENTS?

Some of the factors that contribute to getting around include:

- > Gamification and getting points for school
- > Kudos for children
- > Parents can work towards their own fitness goals
- > There might be peer power and pressure from school.

GETTING OUT AS A FAMILY

Getting out as a family is about getting out of the house, not just being outside. It includes activities such as swimming, bike rides and walks in the park. It has short-term rewards, such as allowing children to let off steam and parents to wear children out. Parents can also enjoy passing on life skills and knowledge, from learning to ride a bike to naming trees. There is less pressure on ability or skills, rather a focus on spending quality time together.

Children, particularly those of primary school age, value the time and attention from their parents that this type of activity provides. The relaxed setting means more open conversations between family members are likely to take place. Getting out as a family also allows for fun and exciting experiences that create shared memories and have longer term benefits.

FREE PLAY

Free play is innate in children and research has found freely-chosen behaviour to be more motivating. It's the type of activity where children are most likely to be in charge. It also has a key role to play in their development, such as helping a child to learn control, develop creativity and to resolve conflict through social interactions.

Parents see this type of activity as an opportunity for children to just 'be kids' and a more attractive form of downtime than the use of mobile phones, tablets and other devices.

WHAT MOTIVATES FAMILIES?

The reasons families are motivated to get out together include:

- > Letting off steam and a chance for parents to let their children expend some energy
- > The relaxed environment and lack of pressure means different family members can take part as little or as much as they want
- > Children get attention from their parents – and it's also a chance for parents to pass on knowledge and life skills.

“THEY LOVE BEING OUTDOORS AND IN NATURE. MY HUSBAND IS ALSO EASY-GOING AND UP FOR EVERYTHING. THEY CAN KEEP BUSY CLIMBING AND FINDING DENS.”

MUM OF GIRL, AGE 9

WHAT MOTIVATES CHILDREN AND PARENTS?

Free play has a number of benefits for children and parents, including:

- > It allows children to be in charge and take control, for example, by choosing their character or role in the game
- > Children can develop friendships with no pressure to perform – they can use the space to run around and just play
- > For parents, free play is time away from devices and a chance for their children to be 'real children' like they were growing up.

WHAT ARE THE CHALLENGES TO FAMILIES BEING MORE ACTIVE?

THERE ARE SOME KEY CHALLENGES WE FACE IN HELPING MORE FAMILIES IN LOWER SOCIO-ECONOMIC GROUPS GET ACTIVE TOGETHER – AND WE'RE LOOKING FOR GREAT IDEAS THAT CAN HELP US TACKLE THESE CHALLENGES HEAD-ON

We're looking for ideas which can influence in different ways to help us achieve our aim of supporting families in lower socio-economic groups to be more active together.

After reviewing existing studies and speaking to a number of families in lower socio-economic groups, we've identified a number of challenges that need to be addressed to meet the aims of this funding.

These challenges align to the four main areas and are explored in more detail over the following pages.

If you're applying for this funding, we'll want to know if you're planning to tackle any of these challenges or if you're planning to address a different challenge that you've identified from your experience working with families from lower socio-economic groups.

Our insight should only be considered as a starting point. There are often further differences within specific audiences e.g. cultural or local variances.

In developing your project idea it's important to identify who your target audience is, be clear what attitude or behaviour you are seeking to change and to keep asking, listening and observing to understand your audience's challenges, needs and wants.

THE CHALLENGES FAMILIES FACE FALL INTO FOUR MAIN AREAS

CULTURAL

IDEAS WHICH LOOK TO CHALLENGE WIDER NORMS

1. ACTIVITY LEVELS LACK PROMINENCE

When parents think about their responsibilities for ensuring their child's health, food dominates the conversation and there is not a clear understanding of how active children should be. When prompted with the 60-minute recommendation, this can feel about right, but families often assume they're active enough already and can hand responsibility for activity during the week to schools. The concentration and extra effort required for organised activities, such as weekend and after-school clubs, can give a deceptive picture of how much activity their child is actually doing.

2. PREVAILING GENDER STEREOTYPES LIMIT THE RANGE OF ACTIVITIES CHILDREN ENJOY

From an early age, children pick up on societal expectations about gender – how they should dress and act, and certain types of sports and activities boys compared to girls 'should' do. Gender stereotypes can limit the opportunities that children feel are available to them and the range of activities they enjoy.

Parents can overtly influence and subtly reinforce their child taking part in stereotypically gendered sports and activities. For example, parents are more likely to encourage their child's interest in the sports or activities they did. Parents can also reinforce stereotypes through their concern for children to fit-in and be accepted. Gender typical sports are seen as a safer way for children, particularly boys, to develop socially and grow in confidence.



ENVIRONMENTAL

IDEAS RELATED TO THE PLACES AND AREAS FAMILIES COULD BE ACTIVE IN

3. TRADITIONAL SPORTS ENVIRONMENTS CAN BE INTIMIDATING FOR FAMILIES

Families in lower socio-economic groups whose children are not achieving 60 minutes of moderate intensity physical activity a day are more likely to think of themselves as 'not sporty'. They feel distant from physical activity and can feel uncomfortable in gyms, leisure centres or other places where sport traditionally takes place. They don't think they or their family belong because dedicated sports facilities are seen as places for adults with developed skills, who take being fit 'seriously'.

4. LIMITED EASY OPPORTUNITIES TO 'GET OUT AS A FAMILY' AND RISKS ASSOCIATED WITH 'FREE PLAY' AND 'GETTING AROUND'

Although we see the opportunity to invest in getting out as a family, free play and getting around, we also know there are some challenges with these options. Getting out as a family in particular doesn't feel easy. It's an effort to find and plan things to do and it doesn't feel like there are many options available – particularly when trying to cater for siblings of different ages. There are less active alternatives, such as going to the cinema or eating out, which are easier and meet the same needs of relaxation and quality family time.

For both free play and getting around, perception of risks is particularly challenging. Safety in the local neighbourhood can be an issue for people in lower socio-economic groups and even parents who rationalise that the world isn't really more dangerous run the risk of judgment and disapproval from other parents.

SOCIAL

TAKING ACCOUNT OF HOW FAMILY MEMBERS INTERACT AND THEIR SOCIAL SPHERE

5. PARENTS SEE THEIR ROLE AS HELPERS RATHER THAN ROLE MODELS

Parents tend to see their role more in terms of helping or supporting their child to be active, and less as a role model. Many parents do think it's important to set an example, but this can often be by joining in just enough to encourage their child to take part and stepping away once their child has more confidence and can take part independently. At this point, they can feel there are no longer benefits to themselves or their child.

However, we know there are longer term benefits when parents model active behaviour. Children enjoy being active with their parents and are more likely to continue being active in later life.

6. PARENTS LACK CONFIDENCE IN THEIR OWN SKILLS AND ABILITY AND WORRY ABOUT PASSING ON THEIR OWN ANXIETIES

Parents and other significant adults in a child's life can influence a child's behaviour and attitudes towards physical activity. This can be directly, i.e. giving them access to specific opportunities, and indirectly, where how a parent acts and behaves impacts on what a child sees as important. When parents are less active, less confident or less interested in sport and activity, children are less likely to value and prioritise being physically active themselves.

A lack of skills or confidence can limit access to specific activities. For example, if adults don't know how to swim or lack confidence on a bike, this has a knock-on impact on the activities they feel they can do as a family and how much they encourage children to take part. Several mums and dads we spoke to thought they wouldn't be able to keep up and worried about letting their children down. There is a strong emotional element – adults don't want to risk feeling shown up or losing face in front of their children or other adults.

PERSONAL

INFLUENCING FAMILY MEMBERS AT AN INDIVIDUAL LEVEL

7. ATTENTION ON ABILITY INHIBITS ENJOYMENT

Our research found much of how sport and physical activity is viewed by parents and children is in relation to ability – importance is placed on whether you are 'sporty' and 'good' at an activity, or not. There's a tendency to praise skill and, particularly once a child reaches secondary school, to make time away from schoolwork only for activities they're 'good at'.

This emphasis on the value of being 'good' reduces the value in being active for different reasons. As well as any objective measure of competence or ability, how good people think they are affects their confidence and enjoyment – and therefore likelihood to take part.

8. THE EFFORT, STRESS AND HASSLE FACTOR OF TAKING PART IN PHYSICAL ACTIVITY TOGETHER

The routine of being active as a family isn't easy. It's a hassle to get children ready and ferry them around – particularly with siblings and trying to juggle their different interests. Parents can worry doing activities is tiring on top of school and are conscious of the time required. They want to ensure their children are in bed in good time to avoid overtiredness at school.

A sense of reward is an important part of the process of building a habit. However, the rewards from being active can be undermined when enjoyment is undermined or small things get in the way. If performance is prioritised over enjoyment or the activity is too repetitive or there are too many rules to follow, being active is open to being replaced with something easier and less stressful.

WHO DO WE WANT TO WORK WITH?

INVESTING IN FAMILIES AND THEIR CHILDREN IS A NEW WAY OF WORKING FOR US – WHICH MEANS THERE WILL BE PLENTY OF OPPORTUNITY FOR US TO WORK WITH NEW AND EXISTING PARTNERS

We're interested in working with partners who have a successful track record in changing behaviour with families in lower socio-economic groups. These organisations don't necessarily need to be related to sport or physical activity.

We want to make investments into organisations who are insight and customer led, who really understand families in lower socio-economic groups, including the barriers that stop them from being active and the motivations that encourage activity.

We're looking to invest in projects that deliver what families really want and need.

We're encouraging collaborative bids and may look to broker partnerships between organisations where appropriate.

We're not looking to fund more of the same existing activities or interfere where something is already thriving. We also can't invest in a project that is already taking place or where funding is due to end.

Good governance is vital in order to ensure public funds are being used effectively and appropriately. All partners that we invest in will need to meet the appropriate tier of our [Code for Sports Governance](#) by the time an award is made. Support is available to organisations and any necessary changes will need to be made by partners within agreed timescales.

For this particular investment programme, partners must also be able to show their commitment to safeguarding children and young people.

WE'RE LOOKING TO INVEST IN PROJECTS THAT DELIVER WHAT FAMILIES REALLY WANT AND NEED.

INVESTMENT PROCESS AND TIMESCALES

THE PROCESS FOR OUR FAMILIES FUND FOLLOWS A SIMILAR PATTERN TO OUR OTHER INVESTMENT STREAMS

Applications for the first round of our Families Fund involves a two-step application process. At the first stage, you won't need a fully worked-up proposal – but we will need to know a little about your organisation, your understanding of the audience you want to work with and initial ideas on how you might support these people.

You will need to submit an expression of interest using our online form by 3pm on 31 August.

We will then assess your expression of interest against the criteria outlined in this guide before inviting successful organisations to submit a full application.

At the second stage, applicants will be required to provide full details of their project, partnerships, delivery plans, budgets and approach to monitoring and evaluation. We'll also require details of how the project outcomes will last during and beyond the investment period.

Please be aware that there is no guarantee of funding for applicants who are invited to submit a full application.

The partnerships we enter into can, if needed, be offered a small development grant to work up their projects. This may be for gathering more insight, securing the right partners or piloting ideas before being awarded a project delivery grant.

July 2017	<ul style="list-style-type: none"> 6 July – fund launches and expression of interest (EOI) stage opens
August 2017	<ul style="list-style-type: none"> 3pm 31 August – applicant deadline for EOI We will assess EOIs
October 2017	<ul style="list-style-type: none"> Selected organisations invited to enter Stage 2 of the application process Unsuccessful organisations informed of decision
November 2017	<ul style="list-style-type: none"> We will work with applicants to develop applications
December 2017 - January 2018	<ul style="list-style-type: none"> Decisions on all applications and applicants informed

HOW YOUR EXPRESSION OF INTEREST WILL BE ASSESSED

THE EXPRESSION OF INTEREST IS THE FIRST STAGE IN THE APPLICATION PROCESS FOR OUR FAMILIES FUND – AND WILL GIVE US A STRONG INDICATION OF THE PROJECTS AND PARTNERS WE WILL BE WORKING WITH

The deadline for submissions of online expressions of interest is 3pm on 31 August via [our website](#). A Word version of the form can be accessed via our website to help you plan your application – but please note that we will only accept online submissions.

We're not expecting fully worked-up project ideas in the first instance – but we'll expect you to explain what you intend to do, with whom and why.

The details you provide will be assessed against the criteria below:

- A clear target audience: A strong submission will describe the characteristics and needs of the families you want to reach and show that you understand the challenges they face in being more active.
- Outcomes are designed into the project: A strong expression of interest will provide a clear understanding of how the project will help us achieve the aims of this fund and how the project will contribute to one or more of the outcomes set out in the Government's strategy for sport.

- A relevant track record: A strong submission will show that you and your partners have a clear track record of successfully influencing the behaviour of your target audience. It will show how this experience has been used to shape the project idea and why you think it will be successful. It will also be clear how the project aligns with your priorities and those of your partners.
- A good idea: A strong expression of interest will have an interesting and distinctive idea. It will provide evidence the project is needed by the target audience and meets an identified gap in provision. It will clearly set out what the project is looking to achieve, what the project will test and how this will help us learn more about how we encourage and support families in lower socio-economic groups to take part in activity together.

Please take the time to read our frequently asked questions. If you can't find the answer that you're looking for, then please contact us at: info-CYP@sportengland.org



FURTHER GUIDANCE

PROJECT AWARDS AND VALUE

We anticipate the awards we make will be between £50,000 to £500,000. However, you may apply for less than £50,000 if you're confident your project can make a significant contribution in supporting families to be active together.

In exceptional circumstances, awards of up to £1 million may be considered where insight and evidence suggests this is appropriate.

PROJECT LENGTH

We recognise that the requirements that meet families' needs may change over time. The children in the families you're working with will grow up and other families that come into your project will have children of a different generation.

We anticipate investing in projects that last up to four years – and expect partners to be flexible and responsive to their audience during the entire project duration.

Four years will allow enough time for the project to establish itself fully before beginning to test and learn what works, evolving and adapting as required over time. We will also consider shorter or longer terms of investment as appropriate.

REVENUE AND CAPITAL

We anticipate that most requests for investment will be for revenue funding. However, we will consider investing capital funding where appropriate. For example, we could fund the purchase of equipment or the modest renovation of an existing facility that will better meet the needs of those using it. We will also

consider projects that have a mix of both revenue and capital funding. You'll need to ensure that the ideas you have for capital investment clearly meet the criteria of this fund.

This fund will not support new-build or major capital projects. We have other capital funding programmes dedicated to these types of projects, such as our [Strategic Facilities Fund](#) and [Community Asset Fund](#).

WHAT WE WON'T FUND

We won't invest in the following:

- General running costs of your organisation
- A service or project which is already running or where funding has recently been withdrawn
- Projects that we have funded before
- Goods or services purchased before an award is made
- The purchase of motor vehicles
- Items that can only benefit an individual
- One-off events
- Activities that focus on promoting religious beliefs
- Endowments
- Loan repayments
- Foreign trips.

Please note, this isn't an exhaustive list. If you're unsure whether your project could be funded, please contact our funding helpline on 03458 508 508 or email: funding@sportengland.org.

PARTNERSHIP FUNDING EXPECTATIONS

Partnership funding is an important way to show both yours and your partners' commitment to the project. We encourage applicants to [explore the opportunities available](#) for partnership funding.

While some of this may be in kind, we'd like to see a level of financial partnership funding which is appropriate to your organisation and any partners who may be supporting the project.

We recognise that the current economic climate remains challenging. This can sometimes mean that strong projects are not submitted because the applicant and partners have not been able to secure partnership funding.

Please note that we would like all applicants to try and secure some partnership funding. However, where it proves impossible to find partner funding, we may still be able to help. You will be required as part of the full application to set out the steps you have taken to try and source partnership funding.

If you apply without partnership funding, your application will still be assessed against the assessment criteria.

SCALABILITY AND SUSTAINABILITY

Our investment is designed to:

- Develop a detailed understanding of how effective different interventions are in supporting families to be more active together.
- Learn about what works to encourage families to be more active throughout the week – and what doesn't.

- Develop a better understanding of how to deliver better experiences for families in lower socio-economic groups and create positive attitudes towards sport and being active.
- Find successful approaches which can be scaled up in future years.

While we understand projects are in the early stage of development and it might not be appropriate for all, we'll want to understand how the approach could be sustained over the longer term.

MONITORING AND EVALUATION EXPECTATIONS

We want to make sure there is a clear line of sight between each investment we make and the contribution it makes to the outcomes set out in [our strategy](#).

Partners who receive investment will need to show us how the project has reached families in lower socio-economic groups and increased the levels of activity of the children involved.

We will work with all organisations that receive funding and identify the most appropriate evaluation and measurement priorities. We'll work with you to develop an approach that means we can:

- Understand the impact projects are having
- Understand why some aspects have worked or not worked so well
- Assess the return on investment.

Please see our [Measurement and Evaluation Framework](#) for more information about our approach.



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