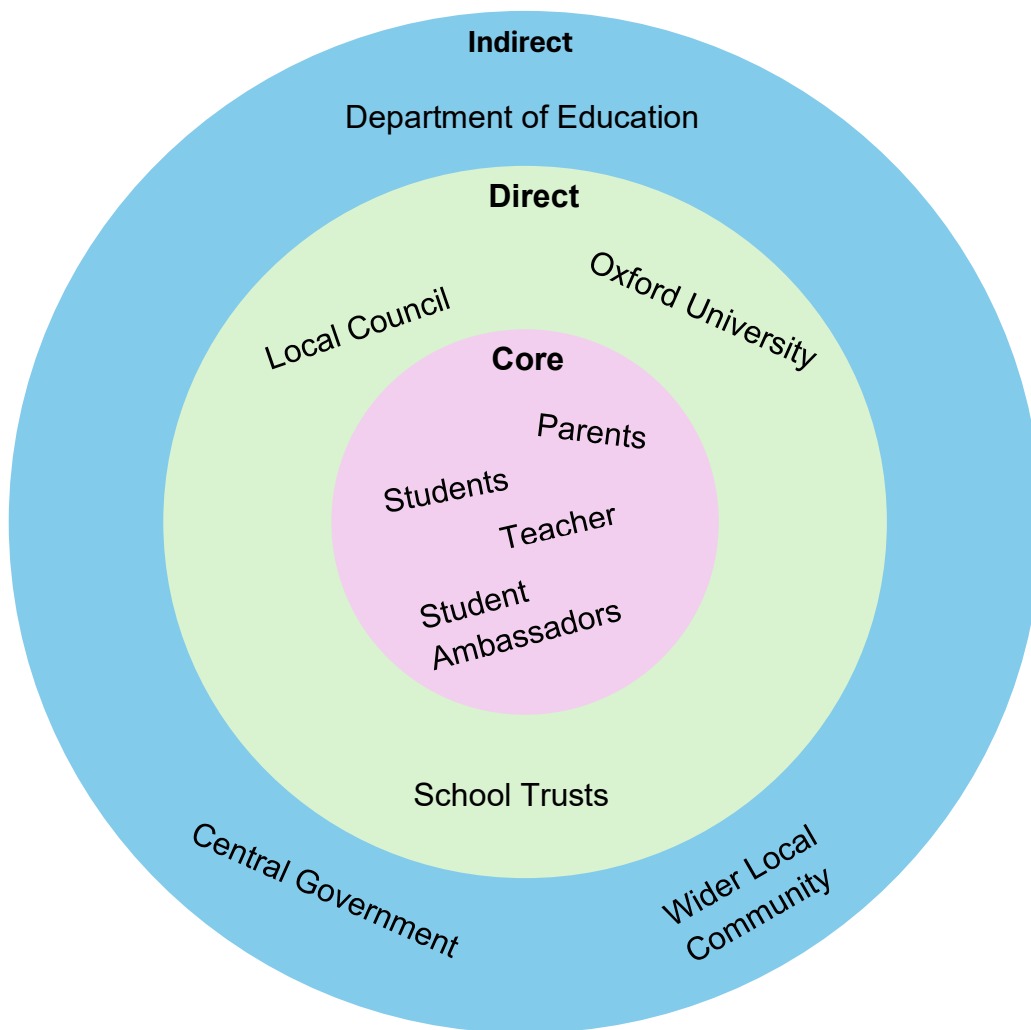


Stakeholder Mapping:



Primary Stakeholders (Core)

Participants

- Interest: participation in sports activities, engagement with ambassadors in different exercises, seeking enjoyment.
- Influence: very high; shape the outcomes and discussions that arise from the study through providing self-assessment.
- Effect: can benefit from intervention by developing confidence and other character skills, may feel uncomfortable engaging with the programme (especially towards the beginning), can develop interest in sport and strengthen relationships with peers.
- Risks: lack of enjoyment in activities, lesser confidence in working with ambassadors, exposure of sensitive information to researchers (prevented using 6-digit code representing each student to preserve anonymity).

Teachers

- Interest: learning more about the impact of curricular enrichment on pupil attainment and how programmes can be made more effective and complement in-class teaching.
- Influence: very high; are involved in ambassador-run activities, provide baseline and endline assessment for pupils.
- Effect: can benefit from pupils developing greater awareness of character skills and employ these in the classroom (e.g., teamwork and engagement), study results can illustrate which skills can be further targeted in-class, professional development?
- Risks: possibility of strain due to increased responsibility and organisation needed for the programme sessions to be run.

Student Ambassadors

- Interest: engaging with year 6 pupils to build teamwork and adaptability skills using sports activities.
- Influence: high; responsible for the design and administration of the intervention itself, their feedback could be helpful in understanding the structure of the programme and how different activities were implemented to build character skills.
- Effect: results from the study could guide ambassadors in developing programme design if they are to conduct a similar intervention again.
- Risks: none identified.

Parents

- Interest: wanting their child(ren) to develop key character skills especially if financial barriers to engagement in these activities are low.
- Influence: medium; can encourage students to participate, can influence attitudes towards engagement.
- Effect: may benefit from improved confidence and wellbeing amongst students, can learn about and reinforce developed skills beyond the programme which their children have benefitted most from.
- Risks: may discourage children from participation by supporting low aspirations.

Secondary Stakeholders (Direct)

School trusts

- Interests: collaboration with other schools and sharing of resources – if the programme is successful at improving students' development and engagement in one school this can be implemented in other schools within the school trust. *See Chapter 6 in 'Every Child Achieving and Thriving'*
- Influence: high; success in one school enables it to be transferred across many other schools in the trust – this can impact more children and have a greater impact on more students in the community.
- Effect: will improve the overall quality of the school trust and its ability to benefit a larger number of students.
- Risks: with more schools joining trusts or making new trusts, the programme will be likely to be shared with other schools and therefore if there are issues or the programme is not as successful as previously believed this will affect more people.

Local authority i.e. Oxfordshire County Council

- Interests: wanting to promote high standards of education and ensure fair access for all children - so would be interested in this programmes ability to engage students in their education and development to enable them to move on from primary education to FE (16+).
- Influence: low; more interested in local admission and enabling students to enter education and remain in education until 18. Could have relevance if programme is able to support students with SEND effectively as they are interested in providing tailored support for these students.
- Effect: Results from the study can enable the local authority to help academies and schools improve (by pushing for this programme to be used) and it help support SEND students in schools if the local authorities push for the programme to be influenced in schools.
- Risks: local authority is concerned with protecting vulnerable youth and ensuring that schools meet safety and protection laws – therefore the implementation of the programme must be in line with these laws.

Oxford University *mainly* Laidlaw Programme

- Interests: Want to understand the impact of the programme on students and on their wellbeing, educational attainment. Achieving the SDG goals of good health and wellbeing, quality education and reduced inequalities.
- Influence: high, will be introducing the programme to schools and pushing the research to the wider stakeholders i.e. governments etc

- Effect: The work done by the Laidlaw programme can be used to push for policy changes and changes in the cocurricular initiatives that schools are providing to their students and may be used to target specific demographics to improve their engagement with school etc.
- Risks: This group is the main research team and therefore they are involved in gathering information and determining the effects of the programme on students and relaying this information to wider stakeholders etc.

Tertiary Stakeholders (Indirect)

Wider local community:

- Interest: Factors that will affect local children in their community.
- Influence: low; not directly involved in the study.
- Effect: For deprived areas, learning about study findings would be beneficial in highlighting factors that can affect life attainment, especially for those who are entrenched in generational poverty.
- Risks: Inherent negative impression of researchers, as there is a perceived gap between themselves and the central Oxford community. Unmotivated to address issues such as low attainment and aspirations.

Nationwide (the effect of the programme for the entire UK)

- Interest: Wanting the next generation to develop key character skills to promote a more inclusive, cohesive society.
- Influence: low; not directly involved in the study, interested in findings.
- Effect: Sheds light on factors that affect developmental outcomes. If a positive correlation is found, schools and parents may be motivated to involve their children in curricular activities to benefit their development.
- Risks: none identified.

Government – Department of Education

- Interest: In the findings of the study, about how curricular activities would affect child development in a policy context.
- Influence: low; not directly involved in the study.
- Effect: Influence future educational policies to boost educational development in disadvantaged communities.
- Risks: Attributing effects of the pilot study to only sports activities, as there is no control group and this is only pilot evidence.

Conflicts:

- **Local authorities and schools – there is conflict between the stakeholders and their priorities**
- **Parents conflicting with the programme, do parents want their children to be involved with this programme? If it is not happening during the school day, parents may be against their children being in the programme.**