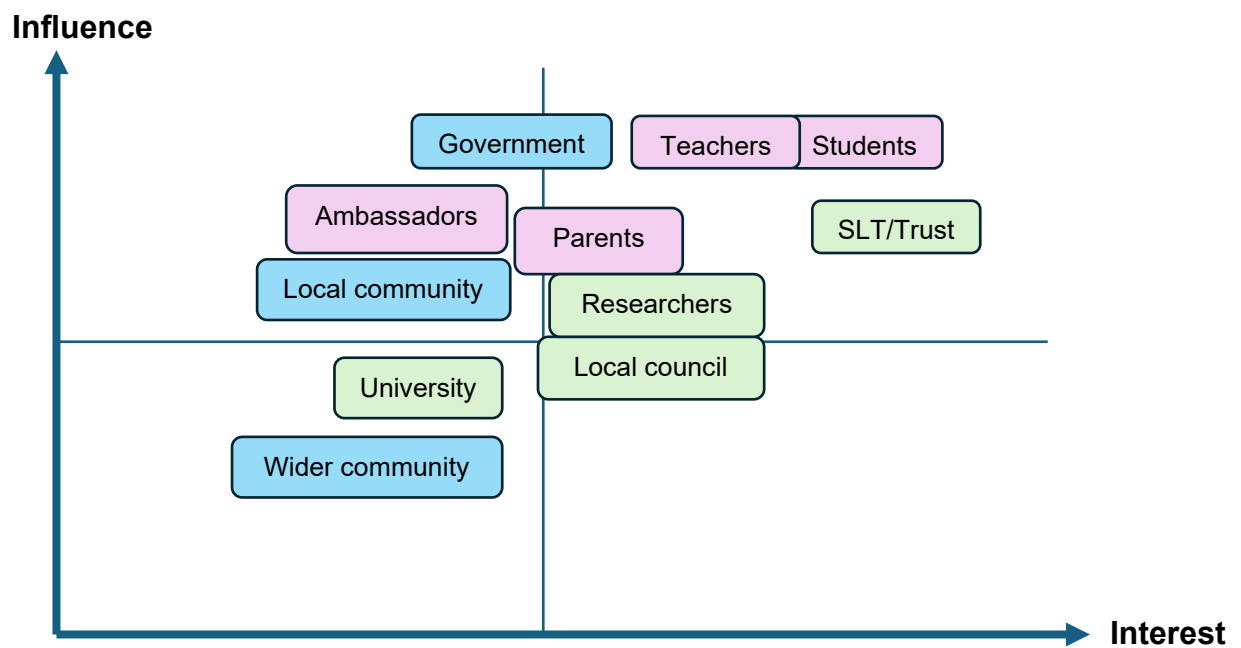
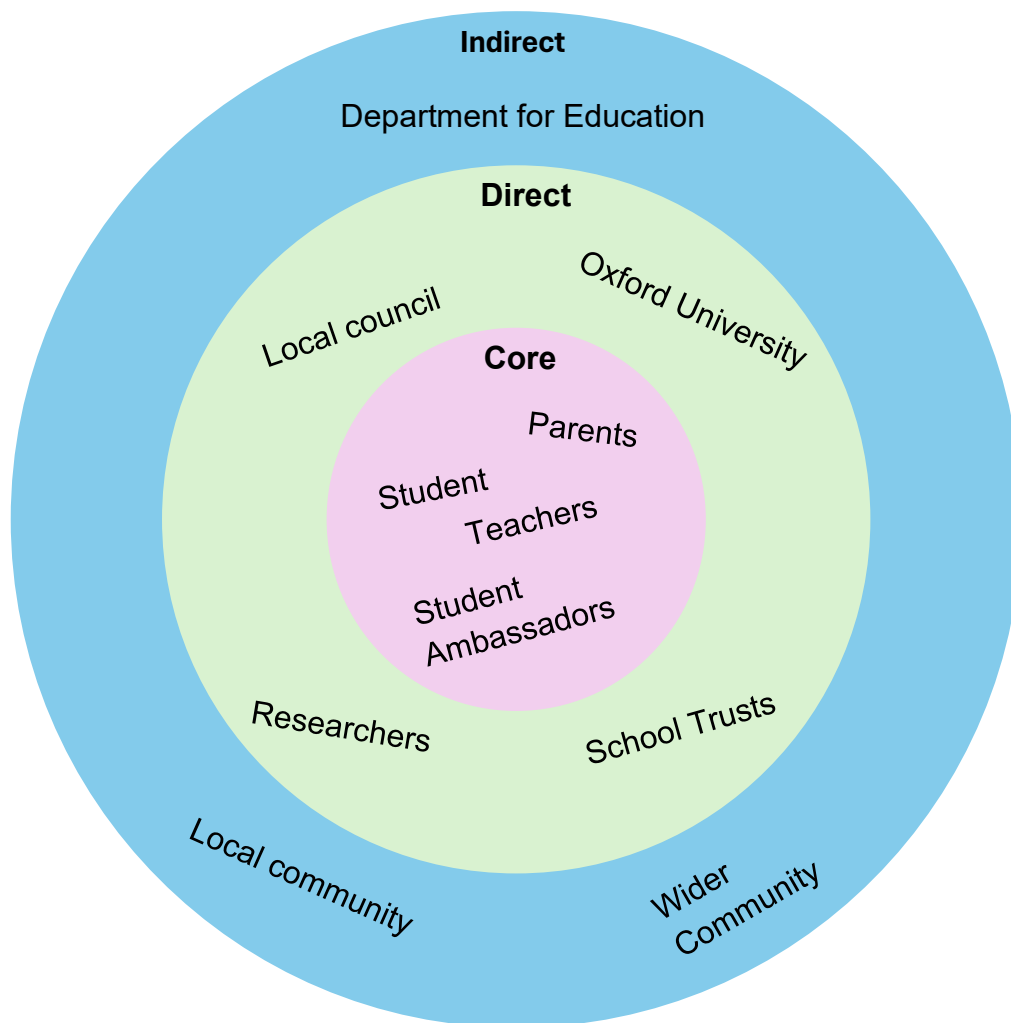


Stakeholder Map



The above diagrams aim to illustrate the different stakeholders identified, separate these according to their involvement in the project and showcase their relative influence and interest.

Core Stakeholders:

Teachers and students have been identified as having the greatest influence and interest in the overall study. Students have a high influence on the project as participants in the study who provide the researchers with self-assessment data, shaping the core analyses and discussions. As the key beneficiaries, they have a direct interest in deriving enjoyment from the sports activities and developing character skills. Teachers are likely to have a great interest in supporting pupil development and their high influence is owed to their provision of assessment for each pupil. Parents could have a significant influence; they can directly shape aspirations and attitudes towards enrichment, impacting participation and success. The ambassadors likely aimed to contribute to the development of pupils' skills. Their administration of the programme and survey responses gives them the power to influence the success of the intervention and support findings from student/teacher data.

Direct Stakeholders:

School trusts are identified to have a great interest in the project, potentially using findings to advance their efforts in developing enrichment programmes within schools. SLT are responsible for allocating resources to activities in schools, influencing baseline student experiences. Researchers are interested in using the data to analyse the relationships, if any, between sports enrichment and pupil attainment. Both the local council and Oxford University can find interest in the results obtained from the project – the council, in particular, may be able to action resource reallocation and inter-school coordination more readily. It is also likely to have a greater influence on student experience through enrichment offered externally and directing funding/grants to schools.

Indirect Stakeholders:

Both the wider and local communities have a similar interest in benefitting from pupil development and improved wellbeing; the local community in particular can influence the project to a greater extent through its possible impact on student aspirations and attitudes. The wider community at large can be said to have the least influence and interest in the study and may benefit from potential longer-term improvements in pupil attainment. The government (DfE), though not directly involved in the study, has a very high influence in shaping the educational framework employed by schools and managing school funding. In light of the recent white paper published by the government aiming to improve access to extracurricular activities, the findings of this study could support ongoing research underpinning enrichment design and implementation.

Risks & Ethical Considerations:

It is important to identify potential risks and ethical considerations associated with this study. An obvious one of these is the protection of sensitive data associated with children – to preserve anonymity, student identities have been pseudonymised using 6-digit codes. Safeguarding risks have been minimised by conducting both sports activities and classroom visits in the presence of school staff. Bias has been identified as a key risk in the data collection and interpretation with the following sources considered:

- Teachers may offer inflated feedback on students to further pursue enrichment-related interventions by the university.
- Researchers may unintentionally seek out improvements in pupil attainment as this creates a greater scope for discussion and analysis.
- Students with SEND may face barriers to participation and self-assessment (though a visual questionnaire was prepared to aid communication), which may undermine the results obtained from the study.

An additional risk identified was strain on the school's resources, particularly the workforce responsible for attending and assisting with the sports activities. Finally, it is important to highlight the absence of a control group in the project. Thus, improvements in pupil attainment cannot definitively be attributed to participation in the activities – any positive relationships point to correlation rather than direct causation, which will be important to consider if the results of this study are used further.