



UNIVERSITY OF LEEDS

This is a repository copy of *How 'The Daily Mile™' works in practice: A process evaluation in a UK primary school..*

White Rose Research Online URL for this paper:
<http://eprints.whiterose.ac.uk/156711/>

Version: Accepted Version

Article:

Harris, J, Milnes, LJ orcid.org/0000-0002-1110-6527 and Mountain, G (2020) How 'The Daily Mile™' works in practice: A process evaluation in a UK primary school. *Journal of Child Health Care*, 24 (4). pp. 544-559. ISSN 1367-4935

<https://doi.org/10.1177/1367493519880049>

© The Author(s) 2019. This is an author produced version of a paper published in *Journal of Child Health Care*. Reprinted by permission of SAGE Publications.

Reuse

Items deposited in White Rose Research Online are protected by copyright, with all rights reserved unless indicated otherwise. They may be downloaded and/or printed for private study, or other acts as permitted by national copyright laws. The publisher or other rights holders may allow further reproduction and re-use of the full text version. This is indicated by the licence information on the White Rose Research Online record for the item.

Takedown

If you consider content in White Rose Research Online to be in breach of UK law, please notify us by emailing eprints@whiterose.ac.uk including the URL of the record and the reason for the withdrawal request.



eprints@whiterose.ac.uk
<https://eprints.whiterose.ac.uk/>

Table 1 Eligibility criteria

	<i>Phase one</i>	<i>Phase two</i>
<i>Inclusion criteria:</i>	Teaching staff and students from key stage one and one key stage two year groups attending the school during academic year 2016/2017	<ul style="list-style-type: none"> • Maximum variance sample of 4-6 students from phase one selected according to behaviour characteristics (competition, interaction with peers, interaction with teachers, isolation, anxious) and physical activity level (lying, sitting, standing, walking, vigorous) noted in structured observation. • Parents of student sub-sample (8-10 participants) • Teaching staff implementing the intervention in phase one, senior leadership within the school and current school governors (8-10 participants)
<i>Exclusion criteria:</i>	Any person advised against participating by a doctor or qualified health professional. An ongoing consent process was applied to all participants.	Teaching staff or students not participating in phase one or parents of said students. School governors not representing in phase one

Table 2 Participant characteristics and dose received in phase one

Key Stage	Year group	Total students, <i>n</i>	No. of classes	Boys	Girls	Teachers	TAs	Mean Age	Mean (SD) no. of students participating each day	Proportion of class participating (%)	Mean (SD) no. of students completing 15 mins each day	Proportion of class completing 15 mins (%)
KS1	Yr 2	42	2 (21 in each)	26	16	1 FT 2 PT	0	6yrs, 9mths	20 (0.912)	95.8	20 (0.981)	95.7
KS2	Yr4	33	1	17	16	1 FT	2 FT	8yrs, 10mths	31 (1.575)	94.6	31 (1.910)	92.7

FT = full-time, PT = part-time, TA = Teaching assistants, SD = standard deviation, Means are rounded to nearest whole number

Table 3 Participant characteristics phase two

Focus group / interview	No. of participants, <i>n</i>	Relevant characteristics	Duration of discussion
Key stage one focus group	5	Boys Mean age 6yrs 11mths	28 mins 9 secs
Key stage two focus group	6	4 girls, 2 boys Mean age 9yrs 1mth	18 mins 23 secs
Teacher focus group	4	All female varying grades and year groups	39 mins 54 secs
Parent focus group	2	Mothers of KS1 participants (1 parent-governor)	26mins 14secs
Parent-governor interview	1	Parent governor and mother of KS2 participant	16 mins 26 secs