

Supplementary File 3

Theme	Quote
Choice	"Yeah, like Go Air, like, the opening of Go Air gave it, like, more of a... I don't know, gave it, like, the Active Vouchers, more of a use, because before, to, like, use them, you would have to travel quite a distance, but now, it was quite, quite close. Not as close as some Air things, but quite close, so..." (Boy, Focus Group 1)
	"Even the vouchers can help us like socialise a little bit more." (Boy, Focus Group 3)
	"There were like some. I think maybe more could be added but there were like a few different places." (Girl, Focus Group 2)
	"Especially over the summer holidays, nice." (Girl, Focus Group 6)
	"That's the only thing different I can think of because a lot of people, like I think the most popular would be Go Air and that's quite a multi-sexual sport then, isn't it?" (Boy, Focus Group 7)
	"I just think some boys just, maybe Saturday afternoons or Sunday afternoons they don't have anything to do so it's a good way to get active, it's more options to do, even when you, yeah, even when you haven't got anything to do, you can arrange with your friends for next weekend or something to do something." (Boy, Focus Group 3)
	"No, sometimes like you might see some of the boys there, at the same time and you might stay with them, but most times just the girls there." (Girl, Focus Group 6)
	"I think some people like will come if their friends come, they won't come on their own." (Girl, Focus Group 2)
	"I think some people are like more, like they'd rather do it with their friends so like they wouldn't go by themselves and then if their friends don't want to do it they won't." (Girl, Focus Group 2)
	"Yeah, there's not much to do if you're not on holiday or anything, so it's a good way to talk to your friends." (Girl, Focus Group 6)
	"Because like sometimes your friends, like if you wanted to go somewhere with your friends, oh well if we just want to go and my parents will not let me because of money and stuff." (Girl, Focus Group 6)
	"Yeah, it has because it's motivated us to actually use them up as well. So we've actually arranged more things from the vouchers with friends to try and use them up." (Girl, Focus Group 8)
	"Definitely more social. I sit in my house doing nothing with my life so." (Girl, Focus Group 8)
	"It's something to do in the nights, isn't it? Like it's less money and it's something to do with your friends." (Girl, Focus Group 8)
	"When you do it with your friends, you're more, you're more confident when you do it with your friends as well." (Girl, Focus Group 8)
	"I liked that they were able to have a choice of where they could spend their vouchers and how they could spend their vouchers." (Council Focus Group)
"And whether they could spend it on equipment that could have a long term effect or on an activity that they could do there and then." (Council Focus Group)	
"I quite liked the idea that they could save up those vouchers and purchase equipment and go as a group and if their friends wanted to go they could go as a group. I don't know if you want a negative but for me would be the sustainable element of it, at the end would these pupils still go to these places at the end." (Council Focus Group)	

	<p>"Or local clubs as such, I think it was seen more as a leisure pass, which is great because they are still doing something active, but not necessarily a sport pass if that makes sense? If was like a leisure facility where they go and enjoy with their friends which is great because they wouldn't have been doing that otherwise, but I don't think it is necessarily had an impact on the sports side of things." (Council Focus Group)</p>
	<p>"Because of like the places you could go. Some of them I wouldn't think was like an activity but they are." (Girl, Focus Group 2)</p>
	<p>"I think with the vouchers that we've been getting every month it does sort of help us think about exercise more and also more for activities." (Boy, Focus Group 3)</p>
	<p>"But then some people that weren't as active before the Active Project I think..." (Boy, Focus Group 3)</p>
	<p>"Well what I mean by my point is when we were getting vouchers there wasn't this, all this pressure on you saying that you have to exercise but I feel like if you're, they stop giving you vouchers then you're going to feel all this pressure to exercise and it doesn't exactly help you as a person so..." (Boy, Focus Group 3)</p>
	<p>"I think it's quite a fun way to be active, to Go Air and stuff rather than having to go out on a jog, for a jog on your own or for a walk or whatever, it's just something you can go and do in a fun way." (Boy, Focus Group 3)</p>
	<p>"There's loads of things you can do on the vouchers." (Girl, Focus Group 4)</p>
	<p>"There's more places like that, where you don't realise its exercise..." (Girl, Focus Group 4)</p>
	<p>"I do a lot more things." (Girl, Focus Group 6)</p>
	<p>"You don't have to wear sports clothes, and it doesn't matter, but you can make a day of it, so like you can like go to town, and then maybe go to Laser Zone." (Girl, Focus Group 6)</p>
	<p>"Yeah, it's not like... it's like a teacher, it's like telling you about things, and it's just like more chilled." (Girl, Focus Group 6)</p>
	<p>"Whereas normally people say, "Oh, I haven't got the money," but now you've got the vouchers to pay for it." (Boy, Focus Group 5)</p>
	<p>"Just being able to go places, and do different things, it's just made other people think physical activity is, is helpful, and stuff." (Boy, Focus Group 7)</p>
External Influences	<p>"Put names forward and then the pupils vote for which one they want. Rather than everyone voting for that person and that person didn't want to do it in the first place. Put themselves forward first and then have a vote or just have an option at the end, because perhaps the people that put themselves forward might not be the people that you actually want. I liked how the peer mentors were picked but a couple of them were not really sure if that actually wanted to be there. So those who are putting themselves forward might not be the kids that everyone would listen to." (Council Focus Group)</p>
	<p>"I don't know anything about them." (Boy, Focus Group 1)</p>
	<p>"I just think they need to be more informed." (Boy, Focus Group 1)</p>
	<p>"Who are the peer mentors? Are you peer mentors?" (Girl, Focus Group 2)</p>
	<p>"Because they forget like who we are." (Girl, Focus Group 2)</p>
	<p>"Well we haven't really had like anything to do." (Boy, Focus Group 3)</p>
	<p>"Or maybe just look at the, get a gym teacher to look at who does most sports in the school and like who enjoys it most." (Boy, Focus Group 3)</p>
	<p>"I'm not sure, like I haven't felt the need to like go to one but I don't know how other people are like." (Boy, Focus Group 5)</p>

	"Who are the peer mentors?" (Girl, Focus Group 6)
	"Like people who like... people who talk to you more, make it a bit more approachable." (Girl, Focus Group 6)
	"No, I don't think so, it's just really just enjoys sport and enjoys the whole aspect of it I think." (Girl, Focus Group 6)
	"Yeah, teachers might not know them, they're not in the same position as the kids are they?" (Girl, Focus Group 6)
	"Oh, they haven't done nothing." (Boy, Focus Group 7)
	"Like, the peer mentors could have had, like, a meeting, once a month, or something." (Boy, Focus Group 7)
	"Yeah, he's supposed to be, like, the fitness guy, isn't he? He hasn't done anything." (Boy, Focus Group 7)
	"I'm personally one of them and I haven't done, well, there hasn't been anything done with them, I don't, I haven't done anything, to be honest." (Girl, Focus Group 8)
	"There's no recognition of who they are either and I feel like some of the people that have been chosen don't really want to be involved." (Girl, Focus Group 8)
	"I think it is a hard role, you are covering 4 schools with the vouchers, back me on this one, it is hard work, you are gauging with all the members of staff which you also have to engage with. I personally think it could be quite difficult because if you get the right person or if you are talking to a person who is not the right person, initial thoughts of the support worker is to sit within our team potentially and work with us, alongside us, having that more development, maybe with some support especially with some of the organisations and development activities." (Council Focus Group)
	"A support worker to me is more than a support worker; you do a lot more development, when sitting on our team it is a development role." (Council Focus Group)
	"As long as they have the link between the schools, university and sports clubs. I think you are the right person for that." (Council Focus Group)
	"No. It was alright. She came in and told us what was new, and told us if anything had changed, which was really informative and nice." (Boy, Focus Group 1)
	"Like if we needed to tell her something then she was there for like most of the time." (Girl, Focus Group 2)
	"People don't pay attention to assemblies much." (Girl, Focus Group 6)
	"Yeah, especially in the mornings, we don't pay much attention to them." (Girl, Focus Group 6)
	"I just haven't wanted to go see her." (Boy, Focus Group 7)
	"I've only seen her in assemblies and then we've got to go to lessons straight after that, so there wasn't really much of any communication then." (Girl, Focus Group 8)
	"I personally think that in terms of the support worker role is quite a lot of time for the support worker to be able to do that in their time, and I don't know whether it is trying to make sure the providers are on board and they take responsibility doing the promotion as well." (Council Focus Group)
Setting	"I think that the schools that had, like in [School] was really pro-active in how she put that across and she was really helpful. She really pushed the ACTIVE Project. Then in [School] it was led by the PE department because head of year 9, she was able to do a lot more with it. So I think that worked quite nicely, but that is down to the school and the teacher and their personal opinions." (Council Focus Group)

"I think the links between them as well a lot of it done in Cefn Hengoed there was a head of year but then there wasn't that many links between the PE Department." (Council Focus Group)

"But like we were planning on doing it but it was only meant for GCSE people, or if we have like activities outside of school like people who don't do GCSE PE won't find out about it because we're in lessons and we find out about it. And like, but if you weren't friends with someone who does GCSE PE, you wouldn't know." (Girl, Focus Group 2)

"...awkward because you eat your food and then you've only got like, you have to get changed, then you've only got like 10 minutes left." (Girl, Focus Group 2)

"There's only like a few teachers that push for sports." (Boy, Focus Group 3)

"There's always announcements as well for like singing lessons and that but there's not many for sports clubs." (Boy, Focus Group 3)

"Yeah. But I think even though the people that haven't chose PE they still want to do it because they might not have been able to because of different options that's clashed with it. So I think people still do want to do it, it's just, you know, we don't get enough time to." (Boy, Focus Group 3)

"So, like, if they were a bit more lenient, I think people would actually take part in the sport, because some people don't actually always bring in their kit which allows them to take part in the sport." (Boy, Focus Group 1)

"I don't because I find it really uncomfortable then afterwards if you've got it like third lesson and having to get changed, hot and sweaty into another lesson and I don't find it very well to concentrate." (Girl, Focus Group 8)

"Like don't like wearing PE kit because it's like shorts." (Girl, Focus Group 6)

"Yeah, they give us assembly on it, like one of the first days back they were like, "You need to be healthy," and we were like, "We really don't care."" (Girl, Focus Group 6)

"Yeah, and if mentioned in schools, like they always say about putting stuff on your CV when you're older, and like they always try and say, "Oh you should join clubs now because it looks good later," so mention more things like that." (Girl, Focus Group 6)

"More sports clubs dinnertimes and break." (Boy, Focus Group 5)

"I think we should do a day a month where it's literally just sport because we done it once last year and it was alright. So I reckon we should just have one day where everybody just in their years just go out and just do what they want, they get a choice in what sport they want to do and just play that sport all day." (Boy, Focus Group 3)

"Yeah. Like maybe try it in our PE lessons and if people like it then put it after school." (Girl, Focus Group 2)

"Not, like, really locally. Not like walking distance." (Boy, Focus Group 7)

"Hardly anything, now. Because we used to have a park, but now it's going to be redeveloped." (Boy, Focus Group 1)

"Um. It could be put in the community, because then that increases everyone's fitness in general, but... it depends, really." (Boy, Focus Group 1)

"Yeah. Because like we haven't got one like by us, like I don't know, you've got like Pontardawe and like Neath and stuff..." (Girl, Focus Group 2)

"With talking about the Providers giving back a little bit, was there any way of showing a student what they would get if they went to see these providers, in some ways you give them £20 to spend a month, it is easy to go with what you know, well I will go for the indoor trampolining because I know that is ok, that's is safe. Whereas if you had all the providers for free, a free trial sessions that may open the doors to the ones that are making more." (Council Focus Group)

"In terms of what they do, say they sponsor it for 3 months and then someone else come in, it's a win win for them isn't it? Your subsidising them, they are getting a big investment from you.. I think they need to be demonstrating that they have bought into the project." (Council Focus Group)

"It maybe if we could pull everyone together, Park Lives do it well, in terms of getting your providers together and having those workshops and idea sharing etc. I don't know whether that sort of element could come into it." (Council Focus Group)

"Could it be then instead when you go into some schools, I don't know if you have a video or something where you say here is who provides us with stuff." (Council Focus Group)