

**Supplementary material:**

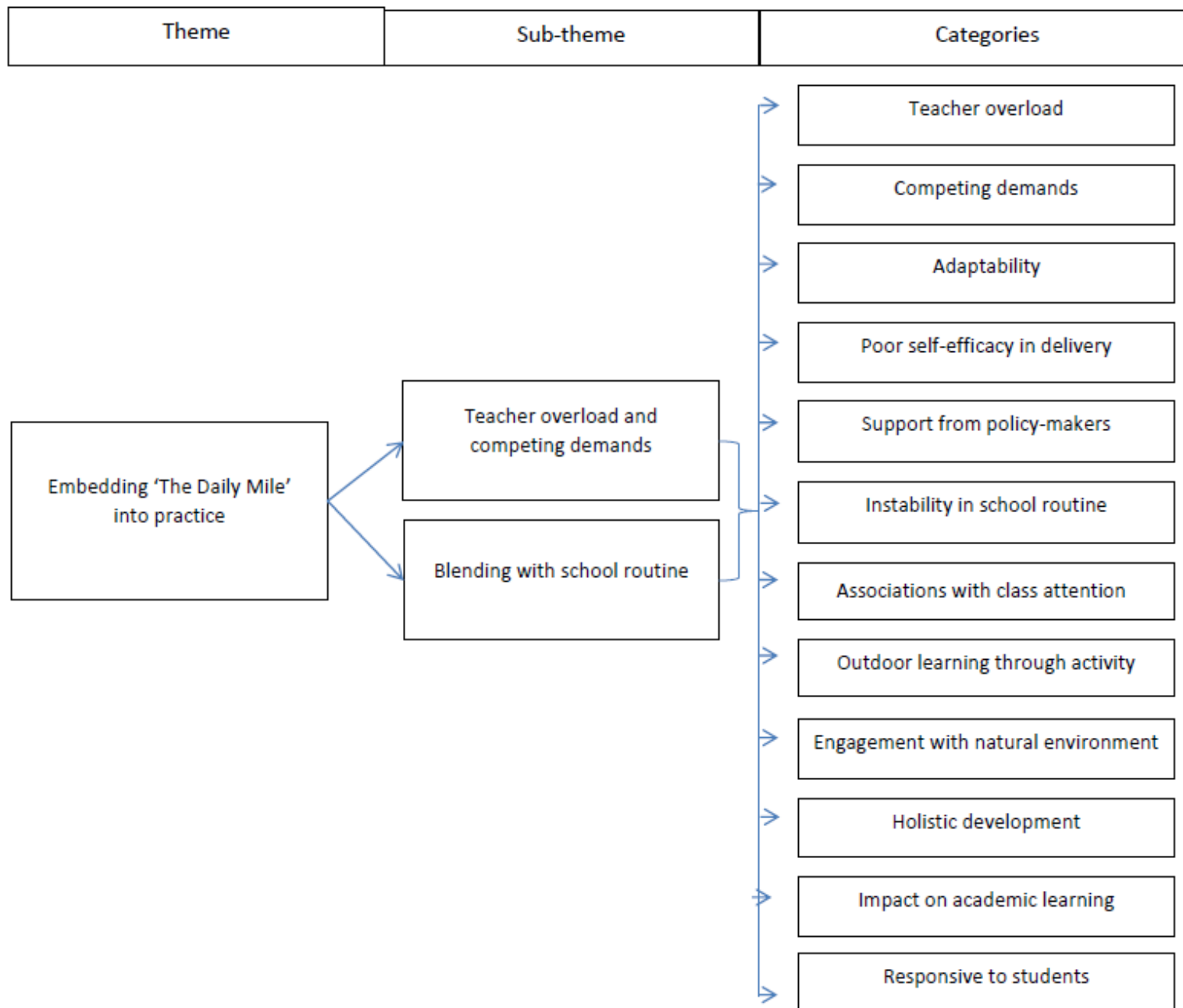
**Table 1: Summary of data collection methods throughout trial**

<b>Objective</b>	<b>Description of instrument</b>	<b>Data source</b>	<b>Time point</b>
<i>To explore the response of students, parents, teaching staff and governors, following a twelve week implementation of ‘The Daily Mile’ programme and consider unexpected pathways or consequences, mediators and contextual factors affecting implementation</i>	SOFIT structured observation	KS1 students,KS2 students, Teaching staff (implementers)	Phase one (Dec 2016)
	Focus group discussions	KS1 students, KS2 students, Parents/carers, Teaching staff and governors	Phase two (Feb 2016-Mar 2017)
<i>To determine what was delivered during implementation period through analysis of rates of fidelity, dose and reach of the intervention</i>	Daily physical activity record sheets	Teaching staff (implementers)	Phase one (Sep 2016 – Dec 2016)
	OMNI children’s perceived exertion scale	KS1 students KS2 students	Phase one (Sep, Oct, Nov & Dec

			2016)
	SOFIT structured observation	KS1 students KS2 students Teaching staff (implementers)	Phase one (Dec 2016)
<i>To identify the barriers and facilitators of sustainable implementation in preparation for further efficacy and outcome evaluation studies</i>	Focus group discussions	KS1 students KS2 students Parents/carers Teaching staff and governors	Phase two (Feb 2016-Mar 2017)

**Supplementary material**

**Figure 1a: Phase 2 themes/subthemes and categories *Embedding 'The Daily Mile' into practice***



Supplementary material

**Figure 1b: Phase 2 themes/subthemes and categories *Creating the right physical environment***

Theme	Sub-theme	Categories
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Creating the right physical environment

Outdoor space

Timing of delivery and change of footwear

Space with suitable running surface

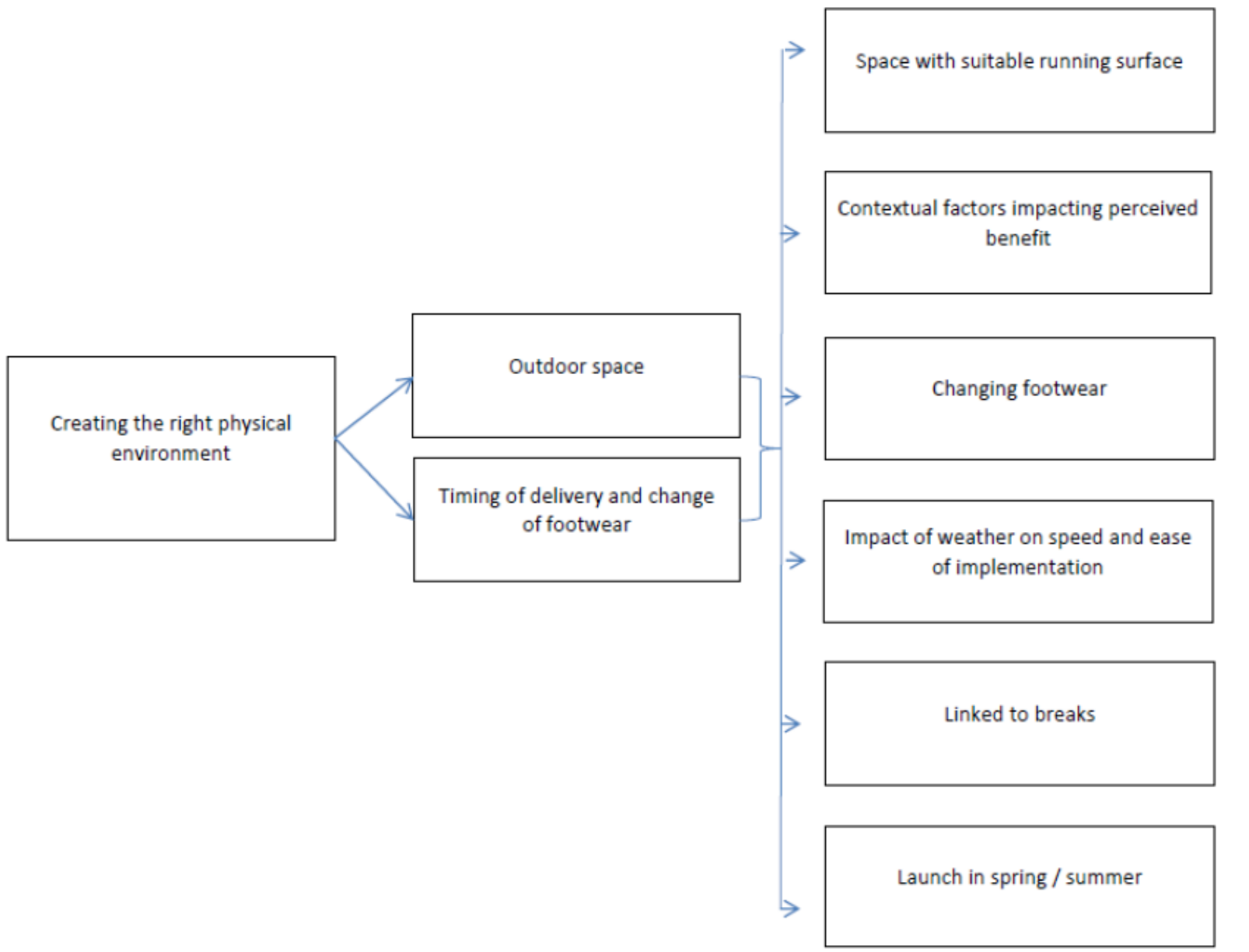
Contextual factors impacting perceived benefit

Changing footwear

Impact of weather on speed and ease of implementation

Linked to breaks

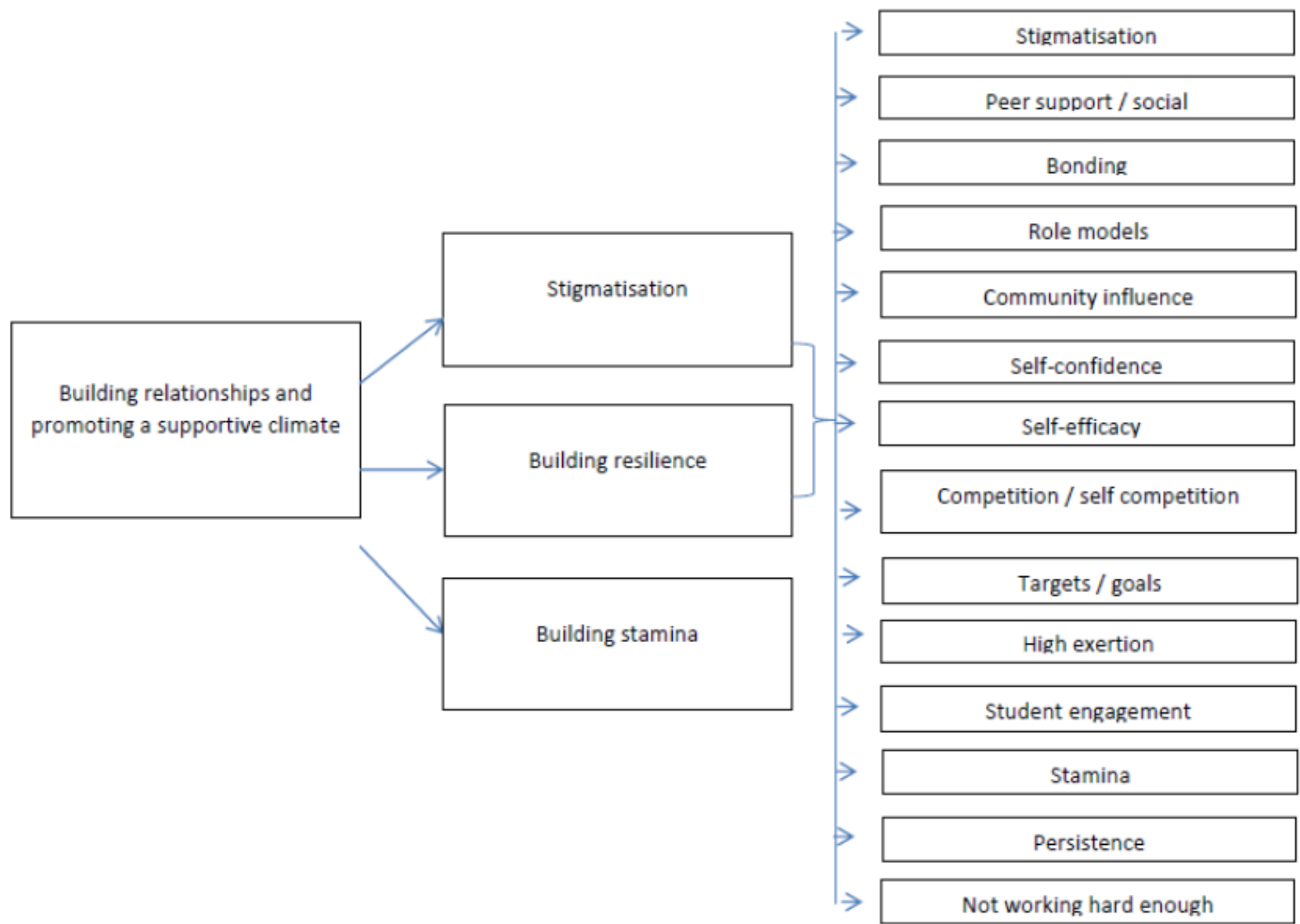
Launch in spring / summer



Supplementary material

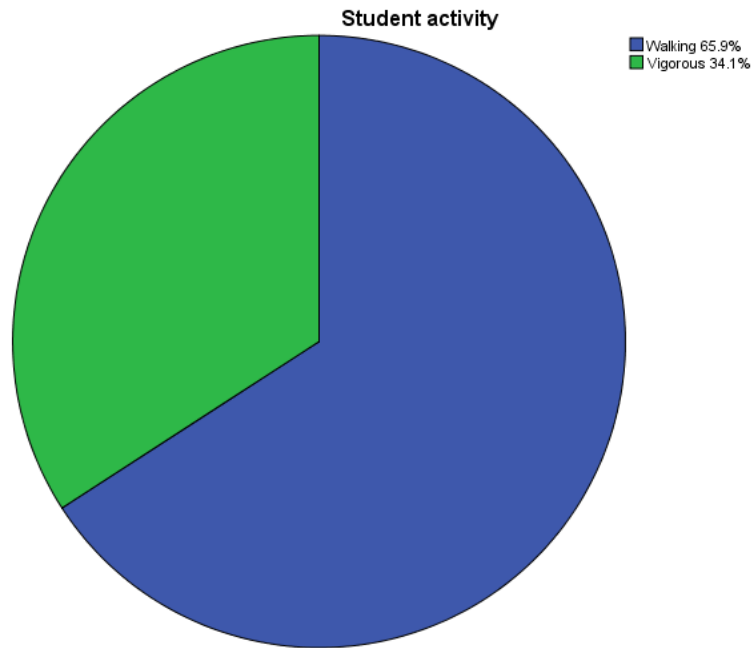
**Figure 1c: Phase 2 themes/subthemes and categories *Building relationships and promoting a supportive climate***

Theme	Sub-theme	Categories
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Supplementary material:

**Figure 2a Proportion of 'The Daily Mile' spent at MVPA for KS1 students**



Supplementary material:

**Figure 2b Proportion of 'The Daily Mile' spent at MVPA for KS2 students**



**Student activity**

