

Evaluation of Scottish Rugby's Phase 3 CashBack for Communities-funded activities



Final Report for Scottish Rugby – Year 3

June 2017

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Appendix 1: CashBack outcomes

Photo on front cover: Primary 4 pupils taking part in a tag rugby festival at Murrayfield

Executive summary

Introduction

Scottish Rugby received their first CashBack for Communities funding in 2008. In this, Phase, they delivered free playing and coaching activities to more than 165,000 young people across Scotland. Phase 3 activity continued the success of earlier phases, using £2.25 million of CashBack to build broad participation in rugby and deliver an extensive programme of rugby-related activities to thousands of children and young people across Scottish schools, clubs and communities.

Participation in the sport has provided opportunities to not only experience the game and develop new rugby related skills but also to establish key values and a strong ethos of self-improvement and community spirit that has benefitted individuals, teams, schools and local groups.

This final Phase 3 report draws on both primary data from surveys and interviews, and secondary sources of data provided by Scottish Rugby and schools, highlighting successes and reflecting on learning that can inform the development of Phase 4.

Broad Participation

The 81 Development Officers (DOs) are integral to the delivery of broad participation. Delivery has transitioned over time to reflect the increased numbers taking part, the focus shifting from after-school activity to embedding rugby into the school offering and developing progression pathways in local clubs. Schools resources and personnel were key to facilitating this, with a collaborative approach vital to building community relationships and sustainable foundations for rugby in their local area. Just as the delivery shifted over time, so too did the focus of activity, concentrating more on secondary school provision in recent years. This is reflected in the performance against three-year activity targets, with 32,658 sessions delivered in primary schools (against a target of 30,000) and a near doubling of the target at secondary schools – 49,723 sessions delivered against a target of 24,000.

Youth Coaching Course

The nine-hour course develops skills relating to leadership, coaching and core values for young people aged 15 and over. While the number of people completing the course decreased in Year 3 the target was still exceeded and the pre- and post-course surveys, administered among a group of Youth Coaching Course participants, found it continues to have positive impact on motivation, transferable skills, and leadership for those involved.

Street Rugby Diversion & Street Rugby Referral

Street Rugby Diversion and Street Rugby Referral both aim to increase rugby participation through diversionary activity and progression pathways. Street Rugby Diversion operates primarily in areas of deprivation, where there are otherwise limited opportunities to play the game; while Street Rugby Referral is more focused towards specific young people who might benefit from the programme.

While there was a decline in both the number of Street Rugby Referral and Street Rugby Diversion sessions delivered and the Year 3 target was not met, there was evidence of the programme continuing to provide positive activities for the young people involved.

Qualitative interviews provide evidence of the beneficial nature of the Street Rugby Referral programme. We spoke with participants and development officers at three schools and other key stakeholders were interviewed. Participants acknowledged that the unique setting of the programme facilitated development in both social and rugby skills, providing benefits to behaviour in class and greater participation in the sport outside of school.

Schools of Rugby

The Schools of Rugby programme delivers a broad range of benefits to school pupils through competitive sport, including: skills for life, positive behaviour, attendance and attainment. Thirty Schools of Rugby have been funded in every year of Phase 3, each delivering weekly sessions that focus on skills acquisition, physical and cognitive competencies.

In year 3 the positive impact of the programme remained evident through a survey of 25 lead teachers in the Schools of Rugby, visits to three Schools of Rugby to interview those involved, and telephone interviews with key stakeholders. This primary data revealed that the School of Rugby programme has helped to promote competitive sport in the wider school, as well as enhancing communication skills, friendships and community values. Physical fitness and competency has improved among participants of the programme, as well as links with local clubs to encourage positive impact on the wider community.

Summary and areas of consideration for Phase 4

Evidence throughout the phase suggests that CashBack funding has supported the delivery of rugby-related activities across Scotland; benefiting young people, clubs and communities through opportunities to engage in sport and develop transferable skills and values.

As with every successful programme, reflection on areas that could be improved is part of the review process and useful to inform the direction of the following phase. To this end, there are a number of areas that would benefit from greater focus, all of which are being considered by Scottish Rugby:

- The success of the programme is profound and widely acknowledged. Whilst there is a great deal of useful data supporting this, more detailed profiling of participants and the changes they experience would add to the depth and quality of reporting, and provide evidence to better inform delivery in the future.
- The Youth Coaching Course is recognised by those who take part in it as extremely valuable. If the course were to become accredited, wider and more formal recognition would follow.
- Schools of Rugby have seen sustained success in developing sporting, social and communication skills. One enduring challenge is in attracting more girls to take part; those schools who have had the best results often employed female coaches. This may be worth considering moving into Phase 4.

1. Introduction



Newbattle Community High School take on Lismore

In September 2014, Scottish Rugby commissioned Blake Stevenson Ltd to evaluate Phase 3 of its CashBack for Communities programme (2014–17). This report evaluates the impact of the third year of funded activities in this phase covering April 2016 to March 2017 and considers the overall impact of the programme over the three years of Phase 3.

CashBack for Communities

The Scottish Government started the CashBack for Communities programme in 2007. Its aim is to invest funds raised through the confiscation of assets from those involved in crime into community programmes, facilities and activities, mainly for the benefit of young people at risk of turning to crime and anti-social behaviour.

The programme aims to provide diversionary activities, increase engagement and participation and improve progression pathways, producing long-term positive impacts for those involved. The outcomes for these participants, articulated through a CashBack logic model, are identified for each funded programme.

Inspiring Scotland is the Scottish Government's delivery partner for the CashBack for Communities programme and Scottish Rugby works with their Performance Advisor to monitor the delivery of its CashBack-funded activities.

Scottish Rugby's CashBack for Communities-funded programmes

In 2008, Scottish Rugby received funding from CashBack for Communities to deliver a three year programme of free playing and coaching opportunities across Scotland. During Phase 1 more than 165,000 young people aged 10–13 participated in rugby-related activities. In the second round of CashBack funding, Scottish Rugby was awarded a further £2.4 million of CashBack support to continue to develop work undertaken in its first phase of funding. This included the participation programme for primary schools, secondary schools and clubs, Youth Coaching Courses and the Street Rugby diversionary programme. In addition, the funding provided the opportunity to develop Schools of Rugby and the Street Rugby Referral programmes.

Phase 3 CashBack for Communities

In Phase 3, Scottish Rugby was awarded £2.25 million of CashBack support for 2014–17. This funding has focused on building on the success of the earlier phases and continuing to support: broad participation in rugby; delivery of the Youth Coaching Course; Street Rugby; Street Rugby Referral; and Schools of Rugby. The CashBack for Communities investment for each funding stream during the last year of Phase 3 is outlined in Table 1.1 and the outcomes being delivered are summarised in Appendix 1.

Table 1.1: CashBack for Communities investment (2016–17)

Strand	CashBack investment
Primary Schools	£170,117
Secondary Schools	£238,516
Club Development	£109,096
Youth Coaching Course	£3,342
Street Rugby Diversion	£4,212
Street Rugby Referral	£937
School of Rugby	£232,780
Total	£759,000

In Years 1 and 2 of Phase 3, Scottish Rugby delivered an extensive programme of CashBack-funded rugby-related activities across Scottish schools, clubs and communities which allowed an average of 135,000 young people per year to experience rugby and rugby-related activities. This led to increased participation in the sport and enabled young people to develop new rugby-related skills; enhance their skills for learning, life and work; improve engagement in education and learning; and led to improvements in behaviour.

In Years 1 and 2, Scottish Rugby achieved significant success in delivering the CashBack-funded outcomes, but encountered challenges in capturing evidence and consistently gathering data, which restricted the ability to provide a comprehensive picture of the impact of the work.

This report explores the successes and challenges of delivery in Year 3 of funding and across Phase 3. The Scottish Government's grant offer letter (GOL) identified the frequency and type of monitoring and evaluation activity required of Scottish Rugby and the focus of the external evaluation. In Year 3 the focus is on the impact of the overall programme on CashBack outcomes.

The evidence for this report is drawn from primary sources gathered by the evaluation team and includes interviews with 38 participants benefiting from the different programmes, and interviews with 39 adults, including Development Officers (DOs), teaching staff supporting the delivery of the programmes, and parents. The report also includes contributions from three surveys, focusing, respectively, on youth coaching, broad participation, and Schools of Rugby (SoR).

Finally, the report draws on secondary sources of information provided by Scottish Rugby and schools. The diagram below provides more detail of the sources and contributors.

Secondary evidence

- Quantitative and qualitative evaluation data collected by Scottish Rugby on all strands.

Primary evidence gathering

- Visits to 3 Schools of Rugby to carry out interviews with 24 participants, 3 teachers, 5 SoR coaches, 3 Modern Apprentices and 2 parents.
- Online survey of teaching staff at Schools of Rugby with 25 responses.
- Survey of Youth Coaching Course (YCC) participants from one cohort before the course (16 responses) and after (14 responses).
- Telephone interview with 1 YCC participant.
- Telephone interview with 1 DO about YCC delivery.
- Visits to 2 Street Rugby Referral programmes to interview 2 Development Officers, 1 Assistant DO, 1 teacher, 1 coach, 1 Active Schools Co-ordinator and 13 young people.
- A telephone interview with a Development Officer to gather follow-up information about a Street Rugby Referral programme we visited in Year 2.
- Telephone interviews with 6 teachers about the impact of broad participation activity at their school.
- Survey of DOs about broad participation, with 21 responses and follow-up telephone interviews with 5 DOs.
- Telephone interviews with 7 stakeholders including DOs, club representatives and local authority officers to explore the impact of CashBack-funded activities in their area.

In this Year 3 report, the delivery and impact of each funded strand is discussed:

- Chapter 2 focuses on the broad participation strand;
- Chapter 3 presents the data about the delivery of and participation in the Youth Coaching Course;
- Chapter 4 considers the impact of Street Rugby and Street Rugby Referral;
- Chapter 5 explores in detail the impact of the Schools of Rugby programme; and
- Chapter 6 concludes the report, summarising the observations from Phase 3 and learning for Phase 4 of funding.

2. Broad Participation



After-school rugby at Mount Vernon Primary School in Glasgow

CashBack-funded activities continue to be underpinned by Development Officers, who work with stakeholders in the local community—such as staff and volunteers from rugby clubs, schools, and local authority representatives—to ensure effective organisation and delivery. The DOs deliver activities across most of Scotland, with all but three local authority areas having DOs working in their area (see Table 2.1). In Year 3 there were 81 DOs¹, compared to 78 in Year 2 and 81 in Year 1.

¹ All DOs are part-funded by CashBack.

Table 2.1: Number of DOs in each local authority area in Year 3

Number of DOs per authority	Local authority areas
0	Eilean Siar, Renfrewshire, Shetland Islands
1	Aberdeen City, Angus, Clackmannanshire, Dundee City, East Renfrewshire, North Ayrshire, Orkney Islands, West Dunbartonshire
2	Argyll and Bute, East Ayrshire, East Dunbartonshire, Falkirk, Highland, Inverclyde, Midlothian, Moray, North Lanarkshire, South Lanarkshire, Stirling
3	Aberdeenshire, Dumfries & Galloway, Fife, Perth & Kinross, West Lothian
5	South Ayrshire
6	East Lothian, Glasgow City
9	City of Edinburgh
10	Scottish Borders

Purpose of broad participation

DOs are integral to the organisation and delivery of broad participation activities, which aim to achieve outcomes associated with participation, engagement and diversion. Practically, this mainly involves providing free rugby activities at primary and secondary schools for children, and at local rugby clubs for young adults.

Building on the interviews conducted in Year 2, an online survey of DOs was conducted to gather further information about the specific activities undertaken and the impact that these have on local communities. Twenty-one DOs completed the survey, which represents a response rate of 27%; and responses were predominantly from the central-belt². Nine interviews with rugby club representatives, DOs and schools partnering the delivery have also informed the final year of the evaluation. These interviews were able to give more specific information about the activities in the broad participation strand, as well as the impact they are having on young people and the wider community.

Programme delivery

Interviewees and survey respondents were asked to describe the activities they currently deliver. Their responses broadly reflected activities described in earlier stages of the evaluation. Most commonly, activities included delivering an array of competitive and non-competitive training sessions, tournaments, touch rugby sessions, school teacher training, and mentoring. More specific examples included one school operating a "Rugby Champ" programme, where particular teachers in schools act as a lead contact and promoter of the sport. Another held rugby

² 19% (4) from Glasgow, 14% (3) from East Ayrshire, but 19% (4) were from Dumfries & Galloway.

promotion days within local schools. In recent years such delivery appears to have transitioned from providing extra-curricular activities after school to embedding it within the school offering, and developing progression pathways by integrating activities with the local clubs. This development has been facilitated by the increase in participant numbers in recent years.

Survey respondents noted that resources and personnel were key success factors to accessing pupils in the school and delivering the broad participation activities. This mainly involved: school staff (PE in particular) in order to attain full-school buy in; Active Schools Coordinators; and the support of Modern Apprentices in facilitating and recruiting for the rugby offering. This collaborative approach was seen by the respondents as vital to building community relationships and sustainable foundations for rugby in their local area.

Impact of broad participation

Table 2.2: Performance against targets

Targets (annual)	Year 1 evidence (2014–15)	Year 2 evidence (2015–16)	Year 3 evidence ***(2016–17)
Primary school activities: 10,000 sessions	12,501 sessions	11,512 sessions	8,645 sessions
Primary school activities: 250,000 attendance	310,286 attendance	289,701 attendance	220,386 attendance
Secondary schools (extra-curricular) activities: 8,000 sessions	16,132 sessions	18,001 sessions	15,590 sessions
Secondary schools (extra-curricular) activities: 120,000 attendance	268,951 attendance	289,459 attendance	243,842 attendance
5% growth in secondary school teams (up to 1,234 from 1,175)	2,043 youth teams*	2,083 youth teams*	2,007 youth teams*
5% growth in registered school players (up to 23,523 from 22,403)	32,710 youth players**	32,085 youth players**	30,030 youth players**
Club development activities: 2,000 sessions	4,683 sessions	5,005 sessions	4,721 sessions
Club development activities: 50,000 attendance	99,613 attendance	99,674 attendance	75,738 attendance
5% growth in club teams (up to 1,361 from 1,296)	2,043 youth teams*	2,083 youth teams*	2,007 youth teams*
5% growth in registered club players (up to 35,109 from 33,437)	32,710 youth players**	32,085 youth players**	30,030 youth players**

* This figure includes school and club teams.

** These players could play for both school and club teams.

*** Year 3 figures subject to internal Scottish Rugby Review.

As shown in Table 2.2, the broad participation strand has provided opportunities to participate in positive activity, experience the game, and develop new interests for thousands of children and young people across Scotland. In Year 3, Scottish Rugby has worked with 1,232 schools including 984 primary schools and 248 secondary schools to provide rugby opportunities for young people in this strand.

Whilst Year 3 far exceeds the annual targets for club development and delivery with secondary schools, growth in the number of registered players and teams has slowed down. For the first time delivery has fallen short of the primary school targets and, across all activities, delivery of activities is lower than in the previous two years.

Insights from interviews and the survey indicate the further impacts of increasing the number of young people playing rugby: for example, for one club, this now means they have sufficient young people to offer teams to participate in fixtures, which the interviewee saw as a product of them targeting activities at two key 'drop-off' points (transition between P7-S1, and U16-U18).

There have been a number of impacts to young people at an individual level. Survey and interview responses indicated that it has increased young people's fitness, their opportunities to socialise, and some parents reported that their child is more alert and has a better attitude in school. Some young people, initially engaged by broad participation activities, were also reported to have gone into community roles (such as Modern Apprenticeships). Sessions were described as encouraging a focus on rugby values, which are transferable to other areas of life, for example hard work and commitment to a goal. This, as one interviewee described, meant: "*for some kids who aren't particularly academic, it means that they have something to be positive about*".

There have also been noticeable differences to girls' involvement in rugby, not only in terms of the number involved in the game, but also their achievements and attitudinal changes as a result. For a number of clubs, the girls' game has strengthened at a greater rate than the boys, and girls' teams have been high-achieving at both a local and national level. One interviewee attributed this, in part, to offering an array of opportunities for girls to experience and understand the game by organising visits from acclaimed rugby players and coaches. Meanwhile, another interviewee described the attitudinal shift that they had noticed among the girls since they started playing rugby; who were initially "*horrified*" at the idea of getting muddy, but that there has been "*a total shift*". She went on to describe them as "*an absolute role model to the rest of the school*".

Broad participation activity has also influenced the wider community. Interviewees described their rugby clubs as being more engaged in community events. One interviewee described how, in an area where there were high levels of social deprivation, free club membership for children for the first three months followed by a cost of £5 per month has had a "*massive*" impact on young people in the local area who now have something to do with their spare time. Another participant described it specifically as diversionary activity - "*means they don't stray onto the wrong side of the line*". It was noted that relationships with the local community were relatively symbiotic; clubs are often staffed and reliant on volunteers and increased interest from younger players and their parents could lead to a growth in the number of volunteers. In addition, increased activity in local

schools has meant greater awareness and promotion of local clubs, in turn attracting new members.

The role of the DOs in bringing about these changes was praised consistently. An interviewee from a school described their local DO, who has been delivering the activities in the school and local areas, as "*the Pied Piper of sport*", since he was able to encourage children to engage in rugby opportunities in local clubs following sessions that he ran in the school. Furthermore, the new Conference League structure was also seen to have increased the opportunities available for young people to take part in competitive rugby. Such opportunities have also been made more accessible by regional cups, local authority tournaments, and an increase in the number of other structured opportunities to compete beyond festival level.

Challenges encountered

Interviewees remarked on some of the challenges that they have encountered while undertaking work to increase broad participation in rugby. These included:

- the profile of the sport in certain schools or areas historically dominated by football – some interviewees saw such situations as an opportunity to maximise the impact of other sporting activities;
- the administrative burden of the reporting demands when there are multiple funders contributing to the activities, all with different requirements and timescales;
- difficulties in recruiting volunteers with either relevant experience, e.g. to support club functions, or sufficient time to support the infrastructure or delivery of the activities;
- the growing concerns, as a result of recent high profile coverage, about the safety of the game has meant that some parents have not let their children participate.

Observations and considerations

The network of DOs continue to deliver the broad participation activities that provide thousands of children and young people with opportunities to participate in positive activities based around the game of rugby. The sustained participation over Phase 3 has led to the game becoming further embedded within schools and local communities and broadened participation in more competitive fixtures. Whilst the number of delivered activities have, across the three year phase, far exceeded the targets, Year 3 has seen the lowest delivery of broad participation targets. This is a result of Scottish Rugby's shift in focus towards embedding the game and delivering competitive opportunities rather than increasing participation.

Just as the delivery shifted over time, so too did the focus of activity, concentrating more on secondary school provision in recent years. This is reflected in the performance against three-year activity targets, with 32,658 sessions delivered in primary schools (against a target of 30,000) and a near doubling of the target at secondary schools – 49,723 sessions delivered against a target of 24,000.

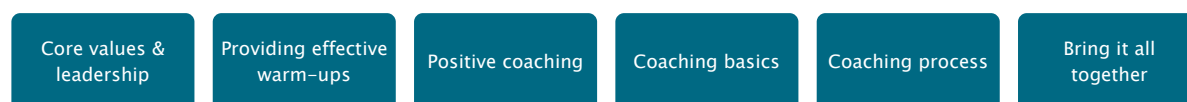
3. Youth Coaching Course



A Youth Coaching Course in Aberdeenshire

The Youth Coaching Course enables young people to develop their skills, confidence and experience in coaching. The nine hour course is designed for young people aged 15 and over and can be delivered flexibly. Examples of its delivery include two half days; a six week block of 1.5 hour modules, and a one day course.

The six modules, detailed in the diagram below, involve classroom-based and practical sessions:



Youth Coaching Course

There was a slight increase in the number of courses delivered in Year 3, with 62 courses delivered across 19 local authorities, compared with 57 courses in Year 2. However, the number of participants who completed the course decreased from 903 young people in Year 2 to 784 in Year 3³. Across the three years of Phase 3, a total of 2,323 young people have taken part in the Youth Coaching Course⁴.

³ Attendance data was only available for 51 of the 62 courses held in Year 3 so it is likely that the actual number of participants is substantially higher than 784.

⁴ 636 completed the course in Year 1.

Whilst the coaching course is not accredited, it helps young people to develop skills for life as well as specific coaching skills. To better understand the outcomes and experience of the Youth Coaching Course participants, the Year 3 evaluation activity included sending pre-course and post-course surveys to four YCC groups. We received a set of pre- (16) and post-course (14) surveys from one group in Aberdeenshire. The next section explores these responses.

Motivation

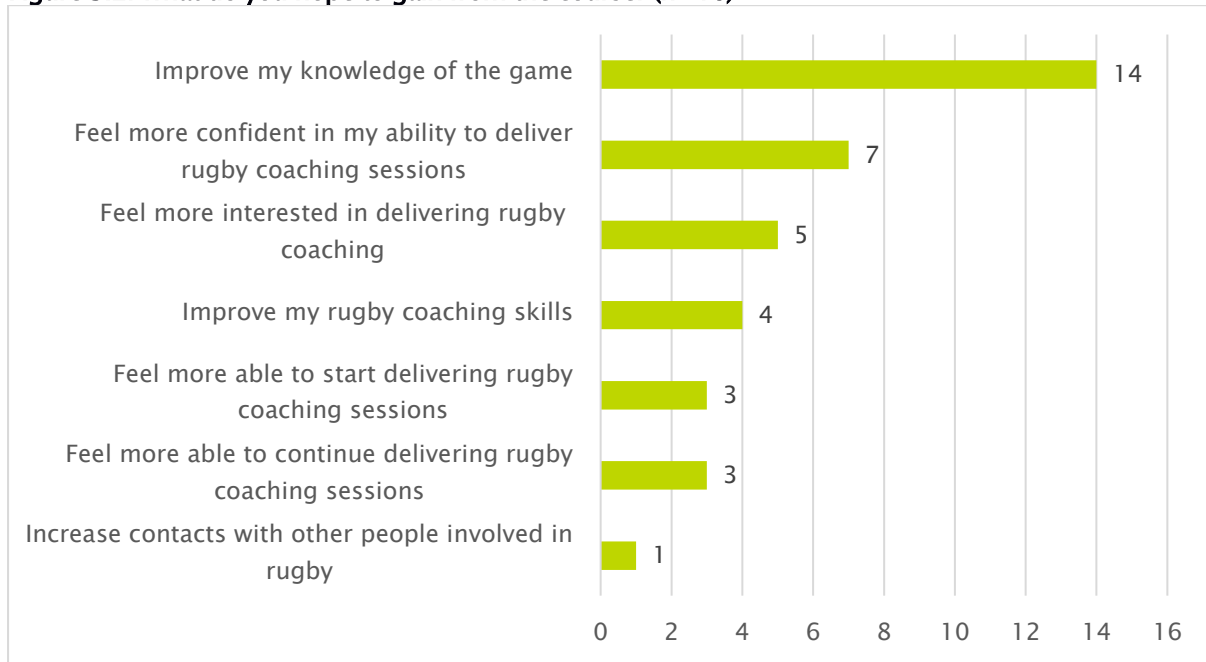
Fifteen respondents (94%) found out about the Youth Coaching Course from their rugby club, with the remaining one (6%) indicating that they could not remember how they found out about the course. There was a handful of reasons for undertaking the course, but most respondents (10, 63%) said that they decided to do the course because their rugby coach wanted them to. Half of respondents (8) also said that they were motivated by wanting to learn more about working as part of a team and 31% (5) said they wanted to develop their organisational skills (Figure 3.1).

Figure 3.1: Why did you decide to do the course? (n=16)



When asked what they hoped to get out of the course, most respondents thought that improving knowledge (14, 88%) was most important, followed by more confidence (7, 44%) and interest in delivering rugby coaching (5, 31%) (Figure 3.2). In qualitative comments, several participants also noted that they were motivated to become involved in coaching because their family and friends encouraged them to. One respondent also said that *“I really want to gain a better awareness of the game that I play.”*

Figure 3.2: What do you hope to gain from the course? (n=16)



Impact of Youth Coaching Courses

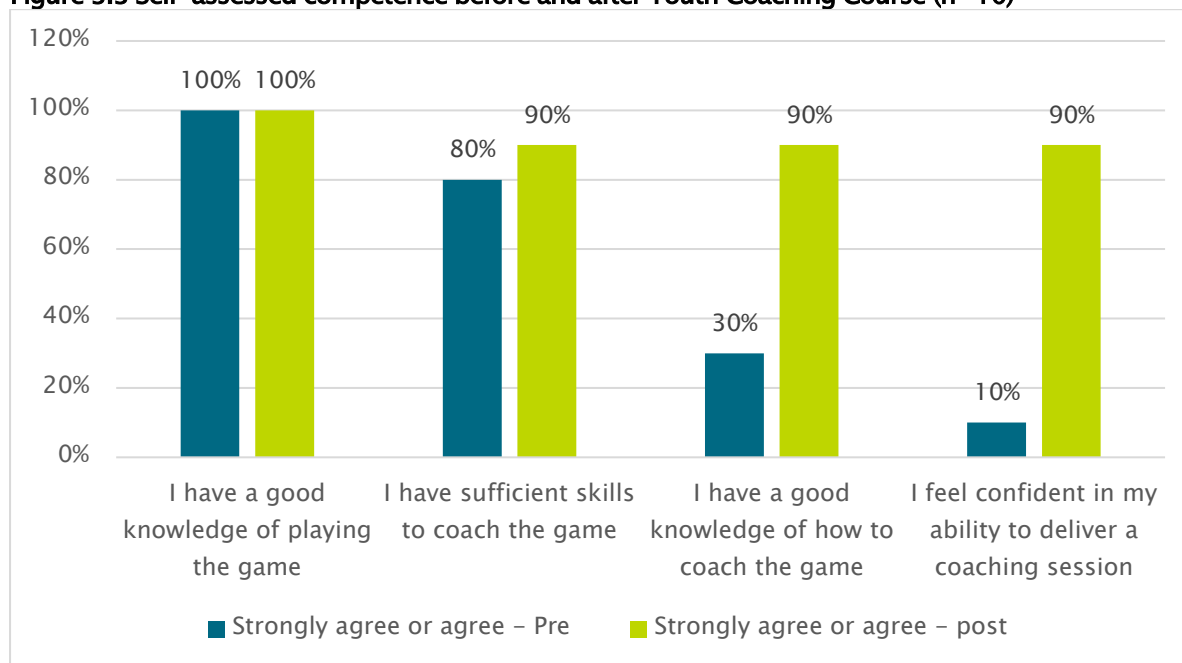
The survey explored the impact that undertaking the course had on the young people and asked them to identify the learning and skills that they gained, and how their participation in the course influenced their plans for the future.

Learning and skills

When asked to rate their skills prior to taking the course, participants felt confident in their knowledge of the game and their coaching skills, but less so about their knowledge of coaching and their coaching abilities.

When comparing the responses of the ten respondents who completed both the pre-course and post-course surveys, most statements related to improved coaching ability. In particular, the proportion of respondents who said that they had a good knowledge of how to coach the game increased from 30% (3) in the pre-course survey to 90% (9) in the post-course survey. Similarly, only one respondent (10%) said that they were confident in their ability to deliver a coaching session in the pre-course survey, whereas, post-course, 90% (9) of the respondents said that they felt confident to do so.

Figure 3.3 Self-assessed competence before and after Youth Coaching Course (n=10)



When asked to list the two main things learned on the course, there was a mix of specific practical skills, and more conceptual or soft skills. Being positive and making the game fun were common answers, along with setting up warm ups.

In interviews, participants commented that the Youth Coaching Course significantly improved their confidence. In particular, one participant said that *“it developed my communication skills for when speaking in front of people and these are skills that can be transferable into any kind of situation”*. This sentiment was shared by coaching staff with one saying *“the programme has given the Sports Leaders the confidence to go out and deliver rugby in the local community reaching over 200 primary pupils in the process”*.

Future plans and aspirations

Overall, 43% of young people (6) surveyed agreed that taking part in the course had an impact on what they would like to do in the future. Some respondents specified ways in which they would use the knowledge they gained, such as working as a coach or teaching rugby. However, 79% of respondents (11) were unsure whether they would complete any other rugby courses, although none said that they definitely did not want to do so. Fourteen per cent (2) indicated that they wanted to complete the UKCC Level 2 Coaching the XV a-side Game course.

Respondents listed a number of ways in which they intended to use the knowledge they gained from the course such as coaching younger or newer players, helping others in their team understand certain skills, and leading warm-ups with their team.

Case study: Smithycroft Secondary School, Youth Coaching Course

Background

This school is located next door to HMP Barlinnie and 70–75% of the school population live in neighbourhoods categorised as among the 20% most deprived areas in Scotland.



Youth Coaching Course participants at Smithycroft

The programme

The course was divided into four one-hour sessions, with the local DO delivering to the 'Sports Leader' pupils. The content of these sessions was based on the basic skills and activities usually delivered to primary school aged pupils, and consisted of a variety of 'touch rugby' games and exercises. The relevance and importance of these activities, both in terms of developing rugby skills and general physical competencies, was discussed with the participants.

Towards the end of each session, the pupils were asked to deliver certain elements to their peers, to experience practical application of their newly acquired knowledge, and to highlight the key communication skills required as a coach. Practising their coaching skills in this way helped them to grow in confidence, both in the understanding of the content, as well as their ability to deliver clear and understandable instructions.

The next stage of the reinforcement of the participants' learning was the opportunity to deliver to one of the feeder primary schools, Carntyne Primary School. In groups of three, they delivered a three-week coaching block to the younger pupils. Not only did this help the participants practise their new coaching skills and develop their collaborative team working abilities, it also gave the primary school

pupils an opportunity to experience supported rugby sessions and it strengthened the ties between the two schools.

Impact of the programme

Participants were asked to reflect on their learning and development as part of the programme. One participant said:

"I feel that having learned to teach touch rugby has benefited me and others on the Sports Leadership course, it has given us experience of teaching in primaries and leading our own sessions that give us more confidence when delivering".

Another participant added that:

"It developed my communication skills for when speaking in front of people and these are skills that can be transferable into any kind of situation. It also taught me how to adapt and develop when leading a session and this was a really big help".

As well as the impact on participants, the secondary school and primary school benefited from the coaching activities and, following a review, the YCC participants extended the coaching activities to more feeder primary schools so they can experience the rugby sessions too. The new coaches then planned a rugby festival for all the primary schools to compete in.

Observations and considerations

Table 3.1: Performance against targets

Targets (annual)	Year 1 evidence (2014–15)	Year 2 evidence (2015–16)	Year 3 evidence (2016–17)
400 participants	636 participants	903 participants	784 participants*
200 young people complete coaching placement	Not available with current data but there are several case studies of young people going on to complete a coaching placement in Phase 3		

*Based on the data available for 51 of the 62 courses that were held in 2016–17.

Table 3.1 shows that this year the Youth Coaching Course was delivered to 784 young people, far in excess of the target for Year 3. While the number of participants is lower than in Year 2, this is still a significant achievement and demonstrates that the programme has reached a considerable number of young people, with over 2,300 participants completing the course across Phase 3.

The responses to the survey showed that participants not only developed particular coaching knowledge and skills but also developed leadership, teamwork, and organisational skills that they can apply to everyday life. These respondents expressed a strong interest in using their new skills and confidence to benefit others and building on their achievements by pursuing further coaching qualifications.

As mentioned in the Year 2 report, currently the Youth Coaching Course is not accredited and more formal recognition of the young people's learning is an aspect of the programme that Scottish Rugby is considering. This would allow the new skills and knowledge of the 784 young people from this year's programme to be better acknowledged.

Providing greater guidance to participants in relation to other courses that are available could be valuable for some young people. Having clearer pathways for other courses such as UKCC Level 1 Coaching Children and Level 2 Coaching the XV a-side Game might encourage participants to continue their coaching development and remain engaged in the sport.

4. Street Rugby Diversion and Street Rugby Referral



Rugby activity at Hillhead High School

Street Rugby Diversion and Street Rugby Referral aims to increase participation in rugby while offering diversionary activity and progression pathways. Former reports have focused in detail on the impact of these strands; this report follows up using primary data gathered at three Street Rugby Referral programmes and secondary data analysis of both Street Rugby Referral and Street Rugby Diversion.

Street Rugby Diversion operates primarily in areas of deprivation according to the Scottish Index of Multiple Deprivation (SIMD). It offers opportunities for young people to take part in sport where there are otherwise limited opportunities to do so, or where they might benefit from diversionary activities. Street Rugby Diversion is delivered in partnership with local authority staff and uses flexible approaches to delivery, operating in existing or temporary facilities, establishing inflatable, portable rugby pitches in car parks, schools and parks. This means the delivery of Street Rugby varies dramatically in each locality.

To a greater extent than Street Rugby, **Street Rugby Referral** has a sharper focus on working with young people who would most benefit from the programme. Young people are identified by DOs in collaboration with stakeholders such as teachers, guidance staff, social workers, and police

officers; and the programme is delivered over an 8–12 week period, in which young people are given an introduction to rugby and the opportunity to develop skills and positive behaviours.

Both strands provide young people with positive experiences in rugby, encouraging progression pathways and enabling greater integration of the sport in local communities.

The delivery of Street Rugby Diversion and Street Rugby Referral

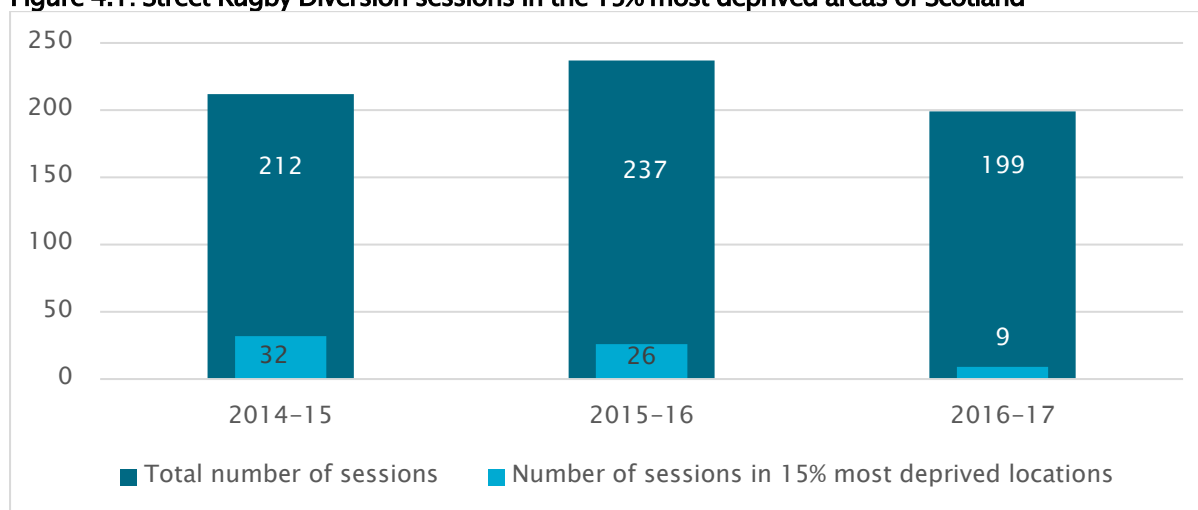
In Year 3, across the two activities, delivery covered most of the country, with activity in 24 of the 32 local authority areas.

In Year 3 the Development Officers delivered:

- 199 Street Rugby Diversion sessions (compared to 215 in all of Year 2 and 212 in Year 1)
- 30 Street Rugby Diversion programmes (compared to 57 last year and 49 in Year 1)
- Street Rugby Diversion in 20 local authority areas (19 last year and 6 in Year 1)
- Street Rugby Diversion to 2,186 contacts (3,030 last year and 1,803 in Year 1)
- 16 Street Rugby Referral programmes (34 in Years 1 and 2)
- Street Rugby Referral across 105 sessions (252 last year and 248 in Year 1)
- Street Rugby Referral in 8 local authority areas (12 last year and 13 in Year 1).

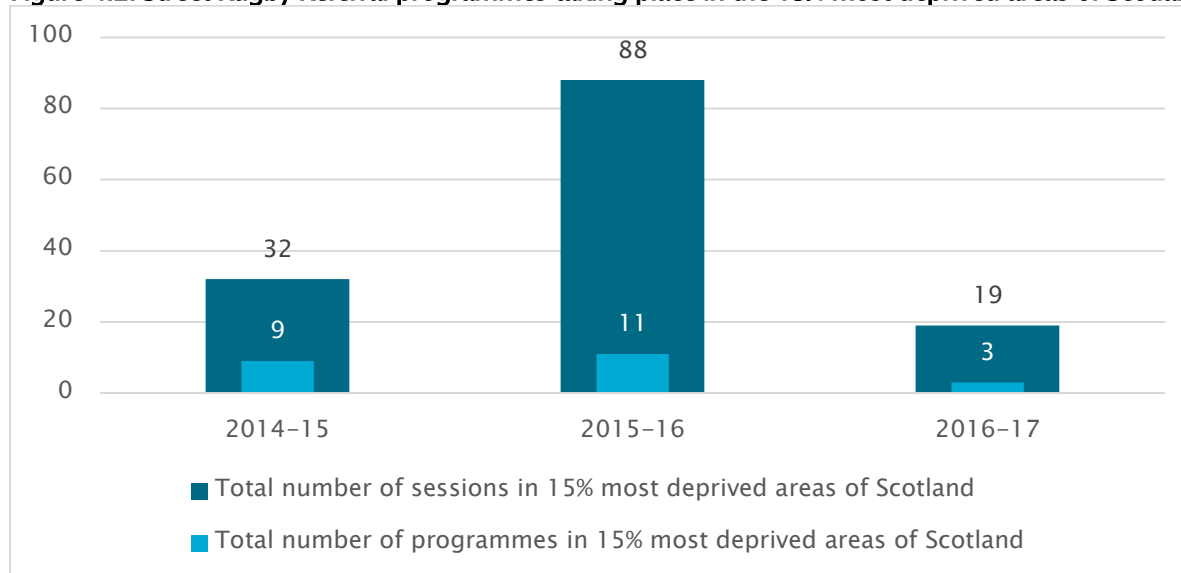
Of the 30 Street Rugby programmes, 21 had available postcodes which enabled analysis of the spread of sessions. For the sessions delivered in these locations, nine of the 199 Street Rugby Diversion sessions took place in the 15% most deprived areas of Scotland. This has fallen compared to last year (26 sessions), and from 32 sessions in Year 1, as illustrated in Figure 4.1.

Figure 4.1: Street Rugby Diversion sessions in the 15% most deprived areas of Scotland



Across the 16 Street Rugby Referral programmes, 19 of the 199 sessions took place in the 15% most deprived areas of Scotland. This is much lower than the 88 sessions (out of 215) delivered in Year 2 and the 32 sessions (out of 212) delivered in Year 1, as shown in Figure 4.2.

Figure 4.2: Street Rugby Referral programmes taking place in the 15% most deprived areas of Scotland



The impact of Street Rugby Diversion and Street Rugby Referral

Whilst data for all four quarters of Year 3 has been presented, several of the programmes are still being delivered during April to July and so the final number of sessions and participants will increase. However, while the programme has continued to provide opportunities for young people across Scotland to take part in positive activity, it appears that the rate of delivery in the strand has slowed this year, with 30 Street Rugby programmes compared with 57 in Year 2 and 49 in Year 1; and with 2,186 contacts in Year 3, compared with 3,030 in Year 2.

There are no details about the programme participants, which for the Street Rugby Referral, This would be particularly useful evidence to examine the change in behaviour, skills and attitudes as a result of the programme.

In the absence of detailed data, the qualitative interviews provide evidence of the sustained engagement of the referral programme. It suggests using sport to address issues or develop particular personal and social skills in young people. The beneficial nature of the Street Rugby Referral programme was apparent in the programmes operating at:

- **Glencoats Primary School**; where we spoke with six participants, the Rugby DO, and the Active Schools Coordinator (with evidence presented in a case study);
- **Armadale Academy**; where we spoke with seven participants, two coaches, and the associated PE teacher; and
- **Holyrood Secondary School**; where we spoke with the Rugby DO.

The delivery of the Street Rugby Referral programme was comparable across the locations, although there were characteristics unique to each location and the group of young people involved. Generally, sessions delivered in a primary school setting were focused on promoting an interest in rugby by delivering fun, simple games designed to encourage children to become familiar with holding, carrying and passing a rugby ball.

For the secondary school pupils, their involvement in the programme addressed a number of needs and supported their social and educational development. Young people described the interactions that they were able to have with coaches compared with teachers, describing them as “*sound*”, easier to talk to, and trusted: “*they know what they're saying.*” As a trusted adult they provided pastoral support for these participants.

Participants described the beneficial impact of their participation in the programme. This included social impacts like developing friendships and, more specifically, developing soft skills like communication and teamwork through drills that worked on non-verbal communication or turn-taking. The nurturing nature of the sessions and the opportunities for engagement was widely reported. Many interviewees identified positive changes including improved confidence among participants and a more positive outlook: “*they don't feel so negative.*”

For some young people, participation has had a dramatic impact on their behaviour. One young person said it encouraged them to “*get anger out,*” and participation for another meant they were not getting into so many fights. Further participants described being less fidgety in class, finding it easier to listen and talk, and a reduction in school referrals (a form of disciplinary action) and exclusions.

These impacts were confirmed by conversations with those supporting the organisation and delivery of Street Rugby Referral, namely: coaches, DOs, teachers, and an Active Schools Coordinator. These interviewees saw the flexible team environment as integral to the positive impact of the programme. Participation in Street Rugby Referral was described as “*opening up [young people's] minds*”.

In some areas, the programme has helped bring about wider changes in perceptions of rugby, and led to improved participation rates. Interviewees described how Street Rugby Referral programmes have given young people an opportunity to engage in something they might not otherwise have been exposed to. Within schools, and through the informal education or training delivered, teachers have become better equipped and more confident to deliver rugby sessions. This suggests a benefit for those who were not part of the programme as they experience better rugby training in schools.

Case study: Glencoats Primary School, Street Rugby Referral

Background

Glencoats Primary School is located in Paisley, Renfrewshire, with a school roll of 240 pupils from P1 to P7. The school serves an area of high deprivation; with 95% or more of pupils coming from localities in the 20% most deprived areas of Scotland (based on SIMD 2016 data). The case study visit consisted of interviews with six participants, the Rugby DO, and a subsequent phone call with the Active Schools Coordinator.

The programme

Street Rugby Referral sessions are delivered as simple, fun games suited to the young participants involved. They encourage positive interaction with the sport to promote further progression.

Impact of the programme

Young participants remarked on the beneficial impact the programme had on their ability to learn new skills and enjoy positive social interactions. Despite a few young people remarking that poor behaviour occasionally affected sessions, overall interviewees gave numerous examples of finding it "*really fun and interesting*", and were keen to continue. Soft skills developed by the programme included sharing and taking turns: "*you only let one person go at a time.*"

The DO remarked on how well behaved the young people taking part were. Some participants went on to join a local club and continued their positive behaviour. Not only has the programme given teachers an additional opportunity to engage young people in physical activity, but also a tool to encourage better behaviour. This was echoed by remarks from the Active Schools Coordinator.

Observations and considerations

Table 4.1: Performance against targets

Targets (annual)	Year 1 evidence (2014–15)	Year 2 evidence (2015–16)	Year 3 evidence (2016–17)
450 sessions split between Street Rugby Diversion and Street Rugby Referral	460 sessions (212 Street Rugby Diversion and 248 Street Rugby Referral)	467 sessions (215 Street Rugby Diversion and 252 Street Rugby Referral)*	304 sessions (199 Street Rugby Diversion and 105 Street Rugby Referral**)
150 young people from Street Rugby Referral make positive progression (e.g. behaviours, education, training, volunteering, employment)	Not available with current data but there are several case studies of young people going on to positive progressions		
2 case studies per quarter on positive progression as per evaluation plan	Case studies produced (but not 2 per quarter)		

*The number of Street Rugby Diversion sessions recorded in Year 2 excludes the sessions delivered at the Jock Stein Centre in Hamilton. The exact number of sessions delivered here is unknown.

**Excluding the number of Street Rugby Referral sessions at Garnock Academy, which is also unknown.

Year 3 has seen reduced activity of the Street Rugby strand, particularly the more effective Street Rugby Referral programme and the target was not met. The reasons for this are unclear but the reliance on partnership working with local authority staff and schools, and the 12 week delivery period mean that the resources and commitment are greater than the drop-in nature of Street Rugby Diversion.

Street Rugby Referral is the most successful element of the diversionary programme in effecting change in young people's behaviour, whilst developing their rugby skills and a wider range of life skills. With more information about the participants there would be a better understanding of the profile of young people benefiting from the programme and the changes that have taken place. This experience may help to convince more partners of the positive effect of providing this opportunity to young people in their area.

5. Schools of Rugby



Action from the Scottish Schools Cup Final for under-15 girls between Shawlands Academy and Carrick Academy at Scotstoun Stadium

The Schools of Rugby programme was established in 2011 with the aim of delivering the broad range of benefits to pupils which competitive school sport can introduce – skills for life, learning and work, positive behaviours, cross-curricular outcomes and attendance and attainment.

Across all three years of this phase, 30 Schools of Rugby were funded by CashBack monies, and in Year 3, these 30 schools were located in 17 local authorities.

The Schools of Rugby received a package of funding and resources enabling their school to offer S1 and S2 pupils up to five weekly rugby-related curricular and extra-curricular sessions. These sessions focus on:

- skill acquisition – rugby skills (Key National Themes – hand catch/grab, tackling, offload and ball presentation);
- physical competencies – conditioning (aim to monitor and educate on adopting good habits for a healthy and active lifestyle); and
- cognitive competencies – social and emotional development (life lessons and values).

The resources include: delivery of sessions by the DO or another coach, classroom materials, funding; and balls and equipment. With these resources, individual schools decide the structure and delivery of their School of Rugby to suit the school environment, resulting in differences in delivery across the 30 schools.

In Year 3, the Schools of Rugby delivered 7,680 sessions and worked with 2,212 secondary school pupils. Both figures are the same as Year 2.

In 2016–17, there were 156 school rugby teams, an increase of one team from 2016; albeit there were a number of localised variations in team numbers. Furthermore, in 2016–17, there were 3,169 registered school rugby players (a 5% decrease compared with 3,323 in 2015–16 across 30 schools that hosted a School of Rugby).

Whilst it was anticipated that more detailed information would be collected in Year 3, there is still limited data on the profile of School of Rugby participants, particularly in relation to protected characteristics and socio-economic factors. However, from the data that was collected, most Schools of Rugby participants in Year 3 were male (2,024, 92%). Only 8% were female (188), as in Year 2.

Evaluation activity

As part of the evaluation activity a survey for lead teachers in the Schools of Rugby was distributed. There was a high response with 25 respondents from 22 of the 30 schools returning the survey. There were visits to three Schools of Rugby to interview participants, teaching staff, DOs, and parents to gather their experience and perspectives of the programme. We also carried out telephone interviews with seven stakeholders including local authority officers and club representatives. These responses and contributions, alongside secondary data from Scottish Rugby, have informed this section of the report.

Table 5.1: SIMD data for Schools of Rugby visited as part of the Year 3 evaluation

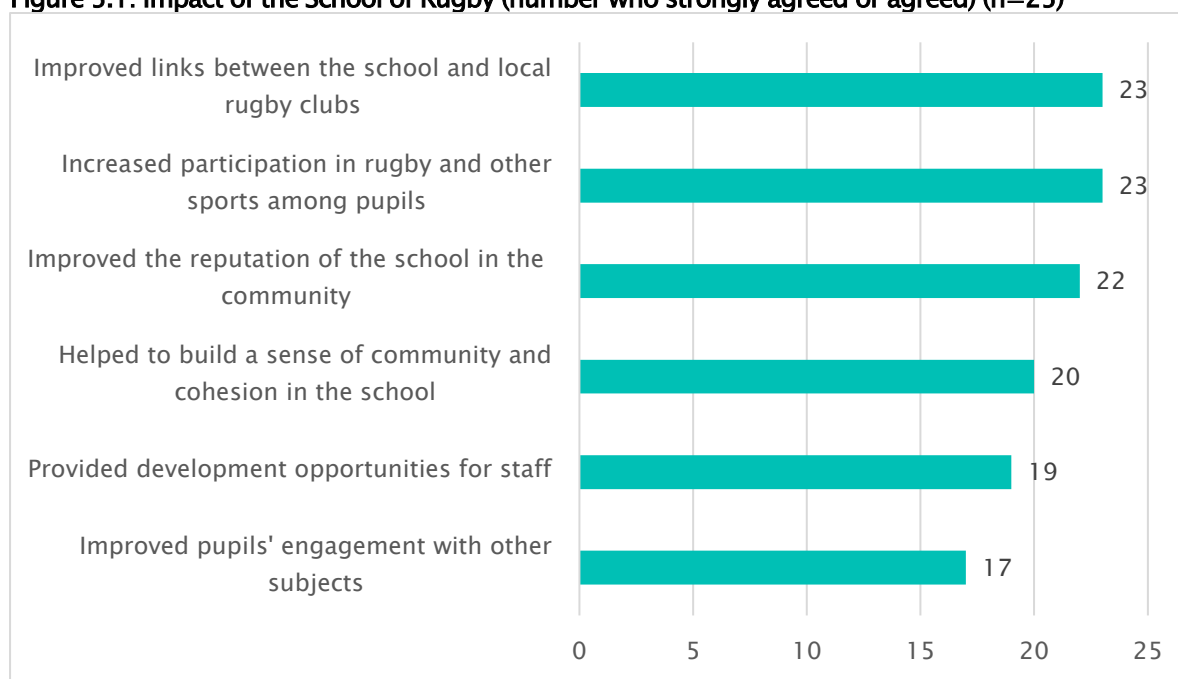
School	Proportion of pupils who live in 20% most deprived datazones in Scotland ⁵
Carrick Academy– South Ayrshire	15 – <20%
Shawlands Academy – Glasgow	30 – <35%
Larbert High School – Falkirk	5 – <10%

⁵ Based on Scottish Index of Multiple Deprivation 2016 data.

Outcomes and experiences for young people

There was a general consensus amongst respondents that the School of Rugby programme has increased participation in competitive sport at schools, as shown in Figure 5.1. A large majority (23, 92%) either agreed or strongly agreed that the School of Rugby has increased participation in rugby and other sports. A high number of respondents (17, 68%) also agreed or strongly agreed that the School of Rugby has improved pupils' engagement with other subjects.

Figure 5.1: Impact of the School of Rugby (number who strongly agreed or agreed) (n=25)



At one school there was a dramatic shift in interest and engagement in rugby. From no rugby teams or extra-curricular programmes, by the end of the initiative they had boys and girls teams at all stages of secondary school, with full time coaches and opportunities to play in competitive and friendly matches. One respondent stated that there were more pupils playing competitive rugby fixtures than all other sports combined. Similarly, another respondent said that rugby was now the *“benchmark to aim for in other competitive sports”*.

In interviews with participants, many said that being involved in the School of Rugby has enhanced their maturity, confidence and life skills, particularly communication and teamwork. One said they have developed *“speaking skills”*, another said they were more confident talking to other people, and another said the experience of being in the School of Rugby *“makes it easier to talk to adults”*.

Taking part in a School of Rugby appears to have social benefits for participants too. Many participants told us that they have developed a larger friendship circle through the programme – *“I’ve made so many new friends”* – and that it is *“a good way to socialise with friends”*. A parent

said that her son *"was a bit of a loner"* but being part of the School of Rugby *"has improved his social skills"*. Another parent commented that the programme has made their child *"far more open and willing to interact with other children now"*.

Some interviewees noted that the programme helps participants develop a sense of belonging. As a pupil said, *"you feel you are part of something"* and a parent talked about her son feeling *"accepted by not only adults but also children"*. A head teacher and a parent both observed that this can help children to make the transition from primary to secondary school more easily.

The programme also has benefits in terms of providing pastoral care for participants. Some told us that developing a rapport with teaching staff and coaches involved in the School of Rugby was another benefit of the programme. Participants approach these staff members for support if they need help in other areas of school or life: they are *"easy to talk to [if you are upset]"*.

A major achievement of the programme is in promoting high standards of behaviour and better engagement with school among the young people involved. Staff noted that the programme is an effective tool to keep pupils focused in other areas of school. Participants told us they know they need to maintain a high level of behaviour in other classes to stay in the programme: *"if you're doing good in rugby but not behaving in class, you won't get to play"*. Other participants said that they have *"learned respect for other people"*, developed *"good sportsmanship"*, and the discipline to *"keep your head down and work hard"*. A parent also remarked that her child *"was very difficult"* but his behaviour has *"settled down a lot"* as a result of the School of Rugby. Another parent confirmed he is *"turning into a lovely young man"*.

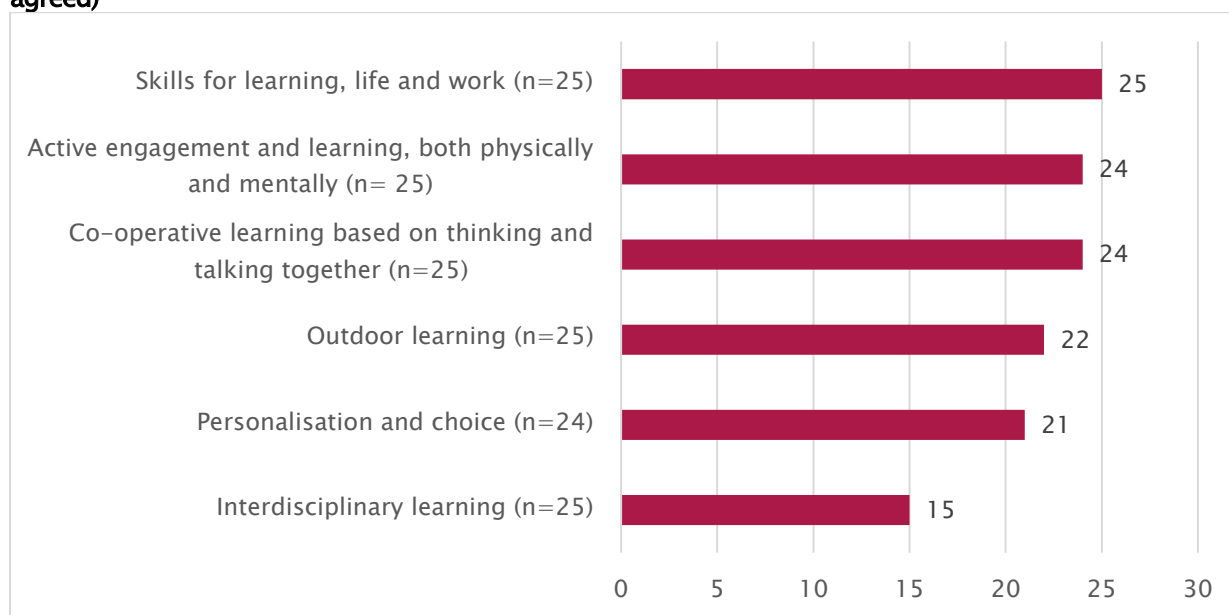
The programme has had a positive impact on participants' levels of fitness and physical competency. As part of the School of Rugby, pupils undergo functional movement screening (FMS), which measures the physical competency of participants, and rugby skills (Key National Themes – KNT) testing. Data collected by Scottish Rugby shows an improvement in both these measures in 2016–17:

- FMS scores improved by 9% among both S1 and S2 School of Rugby participants
- S1 pupils KNT scores on average remained the same
- S2 pupils KNT scores improved by 5%.

Although there was no change in S1 pupils' KNT scores over the course of the year, the data quantifies some of the improvements that School of Rugby participants achieve in physical fitness and technical skills.

Teachers who responded to the survey agreed that the programme has made a positive contribution to a wide range of educational approaches. A large majority of respondents agreed that the programme has contributed to educational approaches, including skills for learning, life and work (25, 100%), active engagement and learning (24, 96%), co-operative learning (24, 96%), and outdoor learning (22, 88%). The only educational approach that received some negative responses was interdisciplinary learning, with three respondents disagreeing with the statement.

Figure 5.2 Impact of School of Rugby on educational approaches (number who strongly agreed or agreed)



Respondents commented that the School of Rugby has had a significant impact on the experiences of young people, both in a sporting context and also in their broader education. For example, one respondent indicated that young people who had previously not been involved in competitive sports are now participating in such activities. Another respondent said that the programme has provided different pathways for pupils who enjoy sport but find it difficult to engage academically. One respondent also said that *“we provide children with a range of experiences to not only develop them into high performers but also into well-rounded individuals.”*

Outcomes for the school community

Evaluation participants agreed that the School of Rugby has had a positive impact on the broader school community. Their responses chime with the report by Ofsted⁶ identifying that strong competitive sport played a valuable role in promoting improved behaviour, attendance; building a school ethos, culture and identity; and instilling the pupils with qualities of hard work, commitment, self-discipline and team spirit.

School staff interviewees told us that the School of Rugby has improved links between the school and local rugby clubs, and this was confirmed by 92% of survey respondents (23) (see Figure 5.1). In interviews, staff said that these improved links have led to more opportunities for participants to become involved in club rugby.

A large majority of survey respondents (22, 88%) also agreed or strongly agreed that the programme has improved the reputation of the school in the community. 80% (20) either agreed or strongly agreed that the School of Rugby has helped build a sense of community and cohesion

⁶ Ofsted (2014), *Going the Extra Mile: Excellence in Competitive School Sport*, Ofsted, Manchester

in the school. A teacher said that becoming a School of Rugby *"had given the school a status"*. In some cases, the programme has allowed the school to develop rugby teams that have achieved success in national competitions, becoming a source of pride for the wider school community. As a parent said, this success has put their town *"on the map"*.

Similarly, staff indicated that the School of Rugby has increased involvement in competitive rugby and resulted in competitive sport becoming more important at the school. There is now a greater expectation for pupils to be involved in sport.

The School of Rugby was also seen by many survey respondents as extending beyond rugby and having a wider impact on the overall sport offering at schools. One respondent said that the success of the School of Rugby has led to a School of Basketball and School of Athletics being run at the school. In another school, the movement of competitive rugby to a Saturday, as a result of the School of Rugby, has allowed pupils to be involved in other sporting activities. A high proportion of respondents (19, 76%) agreed or strongly agreed that the School of Rugby has also provided development opportunities for staff.

However, some lead teachers in the Schools of the Rugby could not identify such wide-ranging benefits and, whilst the programme has increased the level of sport at their schools, it has not necessarily increased the overall sports offering. This was often because the school already offered a wide variety of sports.

These views were in the minority, though, and most respondents believed that the impact has been substantial. One respondent even said that the School of Rugby was instrumental in the school being awarded a Silver School Sport Award by **sportscotland**.

Overall, respondents strongly believed that the School of Rugby has positively impacted on the school community. One respondent stated that the programme has contributed to the school's goal of offering diversity within the Curriculum for Excellence. Another said that *"we couldn't do without it, it is embedded as a central feature of school life"*.

Case study: Larbert High School, School of Rugby

Background

With a school roll of 1,669 students, Larbert High School is located in Stenhousemuir, directly to the east of Larbert and northwest of Falkirk.

The School of Rugby is delivered in S1 to S6, and there are 51 pupils involved: 1 girl and 50 boys. S1–3 get a total of three 1 hour sessions a week, and S4–6 get a total of 5 hours of sessions a week. Games take place every week from August to December as part of the SRU Tier 4 structure and are organised as often as possible when pupils return to club rugby. School of Rugby staff are provided referral information for students so that any issues can be raised by them during School of Rugby sessions.

Impact on young people

Staff and students at Larbert High School felt the programme has had a positive impact on those involved. It has:

- Improved fitness: a number of students who were interviewed said that being involved in the School of Rugby has improved their fitness and promoted a healthy lifestyle. Some also felt that by making friends through the School of Rugby, they had not fallen in with groups that engaged in drinking and taking drugs.
- Improved confidence: most students said that their confidence has increased. In some cases, this was due to being around students who shared the same interests as them. One student said that they were now "*better at speaking with people I don't know.*" School of Rugby staff shared these views, indicating that students with a limited friendship circle have become more confident and made new friendships through the School of Rugby.
- Improved behaviour: both staff and students noted an improvement in behaviour through the School of Rugby. Students said that they felt more mature and were not getting as many referrals for poor behaviour. Coaches shared this view and indicated that participants seemed to be more disciplined and applied themselves better to their work.

Senior leaders in the Education Department of two local authorities identified the cumulative positive effect of the Schools of Rugby and other Scottish Rugby delivered programmes on the delivery of sport in their areas. They welcomed the close working relationship with the DOs and lead Scottish Rugby officers and recognised the wider impact on young people and their school communities as a result of their involvement in the sport. They highlighted the core values that underpinned rugby as reinforcing the ethos and culture that other sports can often lack.

Observations and considerations

Table 5.2: Performance against targets

Targets (annual)	Year 1 evidence (2014–15)	Year 2 evidence (2015–16)	Year 3 evidence (2016–17)
30 Schools of Rugby to be delivered	30 SoRs delivered	30 SoRs delivered	30 SoRs delivered
5% growth in school teams	4% growth (2013–14: 135; 2014–15: 140)	11% growth (2014–15: 140; 2015–16: 155)	0.6% growth (2015–16: 155; 2016–17: 156)
5% growth in registered school players	4% decrease (2013–14: 3,043; 2014–15: 2,934)	13% growth (2014–15: 2,934; 2015–16: 3,323)	5% decrease (2015–16: 3,323; 2016–17: 3,169)
2 case studies per quarter on positive progression as per evaluation plan (e.g. behaviours, attainment, educational impact, equalities impact)	Not covered in Year 1	Case studies produced	Case studies produced

Targets (annual)	Year 1 evidence (2014–15)	Year 2 evidence (2015–16)	Year 3 evidence (2016–17)
15% improvement in core rugby skills (KNT testing)	Not covered in Year 1	S1: 10% improvement (average at start: 2.0; end: 2.2) S2: 4% improvement (average at start: 2.5; end: 2.6)	S1: no change (average at start: 1.9; end: 1.9) S2: 5% improvement (average at start: 2.2; end: 2.3)
10% improvement in functional movement screening scores (S1)	10% improvement (average at start: 2.1; end: 2.3)	7% improvement (average at start: 22.9; end: 24.5)	9% improvement (average at start: 2.3; end: 2.5)
5% improvement in functional movement screening scores (S2)	5% improvement (average at start: 2.2; end: 2.3)	5% improvement (average at start: 26.5; end: 27.9)	9% improvement (average at start: 2.3; end: 2.5)

The Phase 2 report highlighted the positive contribution that participating in the School of Rugby has had on pupils and the school community. For the young people, they developed their rugby skills, game awareness and physical fitness but there were also improvements in behaviour and attendance at school and positive changes in confidence, self-esteem and communication skills.

Again, as shown in Table 2.2, in this Year 3 of Phase 3 funding, the Schools of Rugby have provided pupils in 30 schools with opportunities to develop rugby skills alongside skills for learning, life and work and better engage in the educational experience of their local schools. They benefited from participation in competitive sport to build a strong ethos and develop into well rounded individuals.

As described previously, the delivery of the School of Rugby programme differs across the 30 schools and more consistency, with standard components delivered in all schools is likely to strengthen the impact of the programme, as would including elements that formally recognise young peoples' learning.

An area for improvement for the programme lies in attracting more girls to take part. Figures for Years 2 and 3 show that only around 8% of participants are female. Schools of Rugby that have achieved greater success in recruiting girls often employed female coaches (in some cases as Modern Apprentices) and this approach could be used to increase girls' interest and participation in the Schools of Rugby.

Whilst the programme is designed for delivery across S1 and S2, again many of the schools regard the programme as so successful that the majority have extended it into S3 or the Senior Phase of education. This shows a demand for an expansion of the programme which should be considered in future models of delivery.

As raised in the Year 2 report, and mentioned with the other funding strands, a more robust data set about participants and their progress is essential to inform the refinements to the programme and provide a more comprehensive picture of the full impact of this successful programme.

6. Summary, observations and next steps



Galashiels Academy and Peebles High School in action

Across all three years of this phase, CashBack funding has supported the delivery of an extensive programme of rugby-related activities to thousands of children and young people across Scottish schools, clubs and communities.

Participation in the sport has provided opportunities to not only experience the game and develop new rugby related skills but also to establish key values and a strong ethos that has benefitted individuals, teams, schools and local communities.

Whilst the Year 3 activity and delivery is slightly lower than the previous two years, across Phase 3 the original targets have been exceeded. Throughout the phase there has been an ongoing challenge in collecting and monitoring the data on this scale which is an issue that Scottish Rugby has been addressing.

For each strand there are opportunities for improvements which have been raised in earlier reports, for example the accreditation of the Youth Coaching Course, the standardised content and extension beyond S2 of the Schools of Rugby, and a drive to increase girls' participation in the sport.

However, the area which needs greatest improvement is the commitment to collecting and using more meaningful data for the strands that work with young people over a sustained period, e.g. Schools of Rugby and Street Rugby Referral. The absence of more detailed information profiling participants and tracking progress means key information that can inform delivery and evidence the powerful impact of these strands is lacking. Reports are still reliant on qualitative anecdotal accounts. With reports like 'Going the Extra Mile'⁷ showing evidence of the link between competitive sport provision and attainment, behaviour and attendance, Scottish Rugby could evidence these positive changes if the data collection systems were put in place. This should be a key priority in any future phases of CashBack delivery.

⁷ Ibid

APPENDIX 1: CASHBACK OUTCOMES

Outcome	BP	YCC	SR	SRR	SoR
Short-term outcomes – participation					
1 Increased participation in positive activity	✓	✓	✓	✓	✓
2 Increased participation by difficult to engage and equalities groups			✓	✓	✓
3 Increased opportunities for new experiences or activities for participants	✓	✓	✓	✓	✓
4 Increased opportunities to develop interests and skills	✓	✓	✓	✓	✓
Short-term outcomes – diversion/protection					
6 Increased involvement in structured pro-social and healthy activities	✓		✓	✓	✓
7 Participants have places to go where they feel safe and comfortable	✓		✓	✓	✓
Short-term outcomes – progression pathways					
8 Greater confidence and self-esteem amongst participants		✓		✓	✓
9 Participants demonstrate new skills and positive changes in behaviour		✓		✓	✓
10 More participants have achieved accreditation for their learning		✓			
11 Participants develop confidence in their skills and develop aspirations of further learning and development		✓			
Short-term outcomes – engagement					
12 Participants are more involved in community based activities	✓	✓			✓
13 Participants develop positive peer networks and relationships		✓		✓	✓
Intermediate outcomes					
15 Sustained participation in positive activities	✓			✓	✓
16 Sustained improvements in health and well-being					✓
17 Sustained improvements in self-esteem and confidence		✓		✓	✓
18 Sustained improvements in awareness of the benefits of play, interactive, physical and social activities		✓		✓	✓
19 Increased supportive social networks and feelings of belonging				✓	✓
20 More participants progress into a positive destination: such as learning in a non-school environment, further and higher education, pre-employment training, volunteering, personal development and employment		✓		✓	✓
21 Increased horizons and improved outlook amongst participants		✓		✓	✓
23 Sustained participation in community based activity			✓	✓	✓
24 Reduced levels of crime and anti-social behaviour			✓		
Long-term and national outcomes					
1 Our young people are successful learners, confident individuals, effective contributors and responsible citizens		✓		✓	✓
2 We live longer, healthier lives	✓			✓	✓
3 We have improved the life chances for children, young people and families at risk				✓	✓
4 We live our lives free from crime, disorder and danger			✓		
5 We have strong resilient communities where people take responsibility for their own actions				✓	✓
6 We live in well-designed, sustainable places where we are able to access the amenities and services we need					✓