

Evaluation of the Scottish FA CashBack Programme 2019-20 (Year 3)

A Report for Scottish Football Association (SFA)



 *Social Research*

 *Service Design & Innovation*

 *Strategy & Collaboration*

 *Evaluation Support*

 *Social Impact Measurement*

June 2020



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1: Introduction

This report describes the impact of the Scottish FA CashBack for Communities programme in 2018/19 and its three components: My School of Football, My Volunteer & Inspire and My Inclusive Community. This is the second year of a three-year programme.

The Scottish Football Association (Scottish FA)

The Scottish Football Association (Scottish FA) is the governing body for football in Scotland. Established in 1873, it supports and promotes the development of all levels of the game in Scotland.

The Scottish FA's vision is '**to lead the national game with integrity and innovation to breed a culture of performance, unity and trust**', and this is underpinned by the following values.

- **We Lead With Purpose** - We are committed to the principles of development and fair play and expect everyone in the Game to do the same.
- **We focus on the goal** - We are ambitious and we do all that we can to fulfil ours and the game's potential.
- **We respect each other** - We respect each other and the football family overall. Diversity brings success.
- **We share and connect** - We promote and cultivate a positive and inclusive team ethic both internally and externally. Togetherness is our strength.

CashBack for Communities

CashBack for Communities is a Scottish Government fund that invests the assets taken from criminals (as part of the Proceeds of Crime Act 2002) into initiatives designed to help young people in Scotland develop and achieve.

Since its inception in 2008, CashBack for Communities has invested £110 million in programmes for young people across Scotland's 32 local authorities.

The fourth phase of the CashBack for Communities programme (1 April 2017 to 31 March 2020) has now finished. The Phase 4 programme focussed increasingly on reducing inequalities for young people in Scotland. The programme aimed to raise the attainment, ambition and aspirations of young people who are:

- Living in areas of deprivation;
- Unemployed, not in education or training;
- Excluded, on the edge of exclusion from school; and/or
- Involved or at risk of being involved in antisocial behaviour or offenders who are at risk of reoffending.

The Scottish Football Association has been a CashBack for Communities delivery partner since the programme began in 2008.



The CashBack Logic Model

Programmes need to report outcomes achieved against the CashBack for Communities Logic Model. The Logic Model defines the expectations of the Scottish Government of the impact of the funded projects. There are four mandatory CashBack for Communities outcomes and projects can select one or more of five optional outcomes. Each outcome has associated measurements and indicators, to enable delivery partners to track progress and measure impact.

Scottish FA selected eight CashBack for Communities outcomes from the Logic Model:

Mandatory Outcomes

- Outcome 1: Young people build their capacity and confidence.
- Outcome 2: Young people develop their physical and personal skills.
- Outcome 3: Young people’s behaviours and aspirations change positively.
- Outcome 4: Young people’s wellbeing improves.

Additional Outcomes

- Outcome 5: School attendance and attainment increases.
- Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations).
- Outcome 7: Young people participate in positive activity.
- Outcome 9: Young people contribute positively to their communities.

The Scottish FA CashBack for Communities Programme

This programme consists of three components:

- My School of Football.
- My Volunteer & Inspire.
- My Inclusive Community.

My School of Football is delivered in 32 schools in multiple areas of deprivation during curricular time to support pupils between the ages of 12-14 to develop their confidence, physical and personal skills. It aims to help participants improve their attendance and attainment and transitions to secondary school.

Programme sessions are focused on improving the participants’ technical skills while fostering transferrable skills such as teamwork and leadership. Some schools build themed workshops into the programme, covering topics including health and nutrition, developing a growth mind-set and tackling anti-sectarianism. Sometimes these workshops are delivered by external partners.

Participants are given the opportunity to achieve an SQA accredited Dynamic Youth Award.

My Volunteer & Inspire provides a tailored pathway of development for young people aged between 16 and 24 with an interest in pursuing a career in the game. Over the course of 12 months, it supports them to gain valuable training and work experience of their choice. Participants have access to courses and qualifications in a variety of areas including:

- Coaching;
- Refereeing;



-
- Administration;
-
- Event Management; and
-
- Physiotherapy.
-

My Inclusive Community is a community outreach programme that aims to engage young people aged between 10 and 24, living in areas of multiple deprivation in Glasgow and Edinburgh. Scottish FA have set up 20 participation centres to give young people participating in the programme access to practical football activities, coach education courses, mentoring programmes and equalities workshops.

This programme has not been part of this year’s evaluation report.

Research Methodology

The research to inform this evaluation was carried out by Social Value Lab between October 2018 and April 2019. We used a mixed methods research design.

My School of Football

-
- **Design of self-evaluation surveys:** to measure the progress of young people towards the CashBack outcomes.
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- **Self-evaluation survey:** an online survey for all young people in the programme – 594 responses were received (a 48% response rate).
-
- **Parent and carer survey:** an online survey for the parents and carers of young people. 288 parents and carers completed the survey (a 23% response rate).
-
- **School stakeholder survey:** an online survey for all school staff and partners involved in the programme (e.g. teachers, coaches). 54 people representing 25 schools (out of 32) responded to the survey.

-
- **Interviews with young people:** face-to-face semi-structured interviews with 8 young people (5 male and 3 female) representing 4 schools.
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- **Focus groups with young people:** 13 face-to-face semi-structured focus groups with 52 programme participants (38 male and 18 female) representing 4 schools.
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- **Interviews with senior school staff:** semi-structured interviews, in person or by telephone, with 5 (Deputy) Head Teachers representing 4 schools.
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- **Interviews with My School of Football coaches and leads:** face-to-face semi-structured interviews with 8 coaches, leads and other delivery staff representing 4 schools.
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My Volunteer & Inspire (My VIP)

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- **Self-evaluation survey:** online survey for all VIP participants, with 57 responses from young people (response rate of 28%).
-
- **Telephone interviews with VIP participants:** semi-structured interviews with 27 young people who took part in the VIP programme.
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Limitations to the research

The start of the Corona measures in the UK coincided with the end of the fieldwork period. This meant that the closure of schools initially had an impact on the response rates of the surveys.

Normally the self-evaluation surveys would have been completed at school as part of the programme and the parent/carer surveys would have been distributed through the schools. However, the outbreak of the Corona-crisis and subsequent closure of the schools, made that impossible for a number of schools.

The research team, in collaboration with the SFA’s CashBack delivery team, have approached the participating schools to ensure completion online and



ultimately achieved completion rates matching (parent/cares survey) or vastly exceeding (self-evaluation survey) the widely accepted industry standard of 95% confidence level and 5% confidence interval (margin of error).

The planned focus group discussions with My VIP participants had to be cancelled due to the lockdown and was replaced by 27 telephone interviews with My VIP participants.



2: My School of Football - Year 3

This section describes the impact of the My School of Football programme on the participating young people. The data in this section are taken from the self-evaluation survey, interviews and focus groups with pupils, a survey and interviews with school staff and a parent and carers survey.

Outcome 1: Increased Capacity and Confidence

Young people taking part in the Schools of Football programme reported an overwhelming increase in their confidence, confirmed by teachers and parent/carers.

Self-Evaluation

Almost all young people that took part in the My School of Football programme (99%) reported an increase in confidence, exceeding the agreed CashBack target.

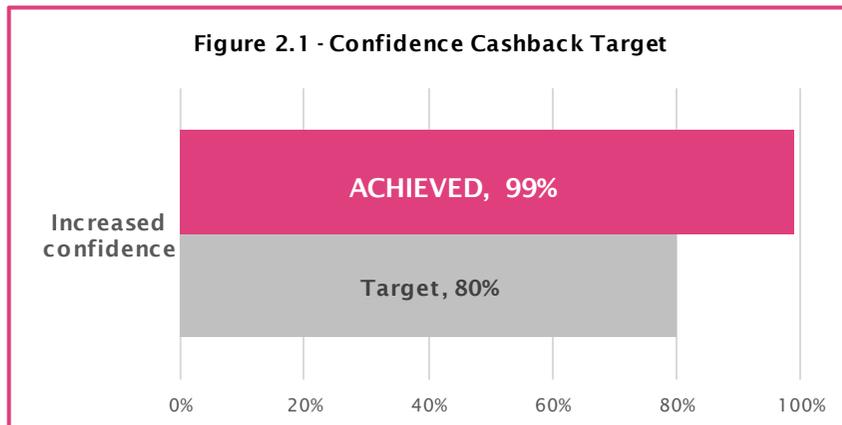
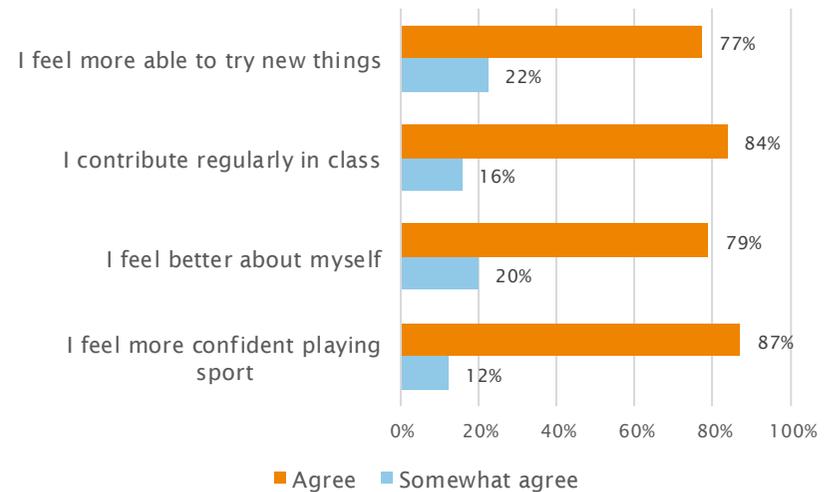


Figure 2.2 shows the indicators of confidence reported by the young people.

Figure 2.2 - Indicators of confidence





Their increased confidence helped young people to play their sport and contributing more in class. They generally felt better about themselves and reported trying more new things.

Young peoples' views

Young people talked about confidence on the pitch in playing football. The programme gave them confidence in passing and tackling. Also, the opportunity to referee games and make decisions, gave them confidence.

Their confidence on the pitch also worked through in other parts of their life. Many young people said they were less shy, better able to voice their opinions and more able to talk to teachers and people they did not know. For example, one young person mentioned that they were now more vocal in group exercises, another one mentioned that they were more engaged in class and put their hand up more.

"If the teacher asks a question, I'm not afraid to make a mistake of being unsure."

Some young people also mentioned that being part of a team made them more confident. They learned that it was okay to make mistakes and admit to them.

"If I can do this on the pitch, I can do it in other classes as well."

"It showed me that you're allowed to be yourself."

"When I first joined, I was scared of people's opinions. Now not anymore."

"Football helps to shape your personality off the pitch."

Schools' views

Almost all management and delivery staff (coaches) at schools (98%) saw an increase in confidence in pupils taking part in the programme.

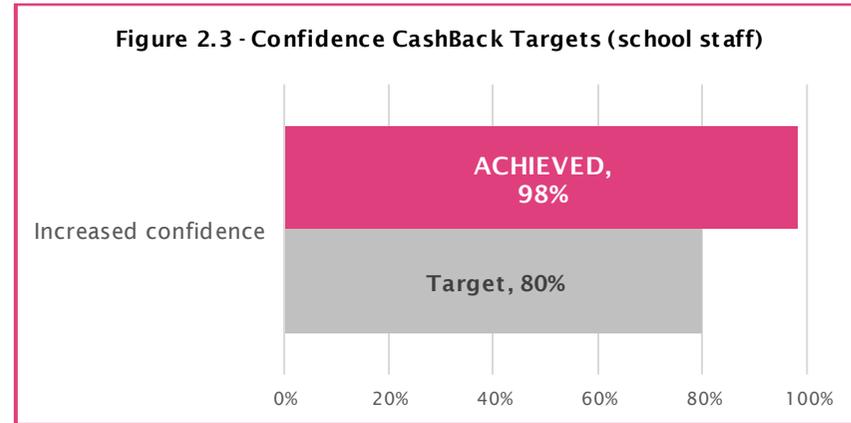
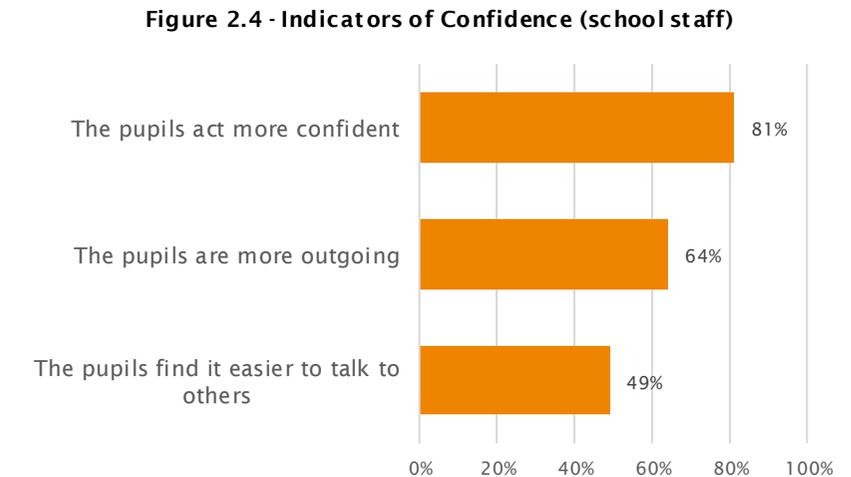


Figure 2.4 presents the indicators of increased confidence as noticed by the school staff.



Teachers and coaches saw that pupils are more confident (81%), more outgoing (64%) and found it easier to interact with others (49%).

School staff spoke about how they could see the confidence of the pupils grew through My School of Football. One head teacher said that it was clear to see that the programme builds confidence, like no other subject is able to do.

One head teacher talked about how being part of the team increased pupil's confidence and self-esteem. One of the coaches underlined the importance of My School of Football for the self-respect of pupils.

One coach spoke about the coaching role pupils take on with the Spartans, which put them on first name terms with other coaches and make them feel taken seriously by adults. Another added that the programme takes young people out of their comfort zone, which builds confidence.

Another coach pointed out that My Schools of Football enabled him to bring out the best in his pupils and 'showed them in the best light', not only to others, but also to themselves.

"We want our pupils to be confident young people who are, for example, happy to go into a job interview."

"Interacting with other pupils through football helps them make friends and come out of their shell."

Parent and carers' views

Most parent/carers (93%) noticed an increase in confidence in their child as a result of the My School of Football programme.

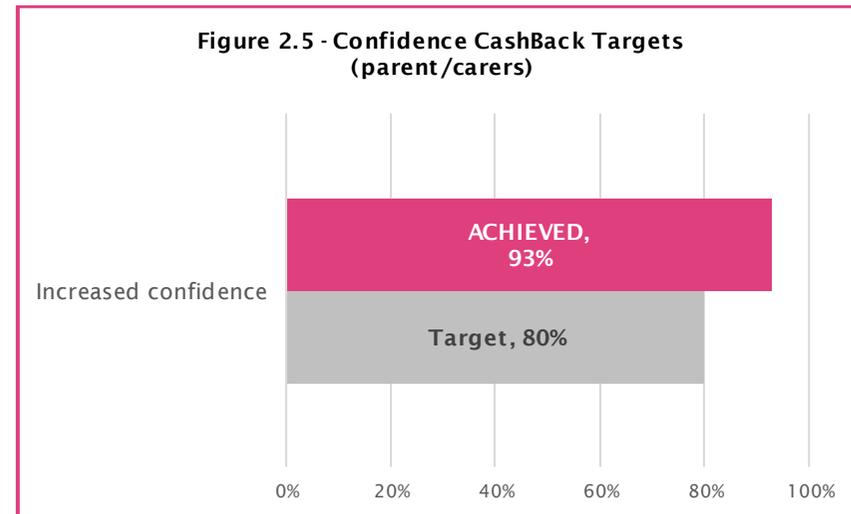
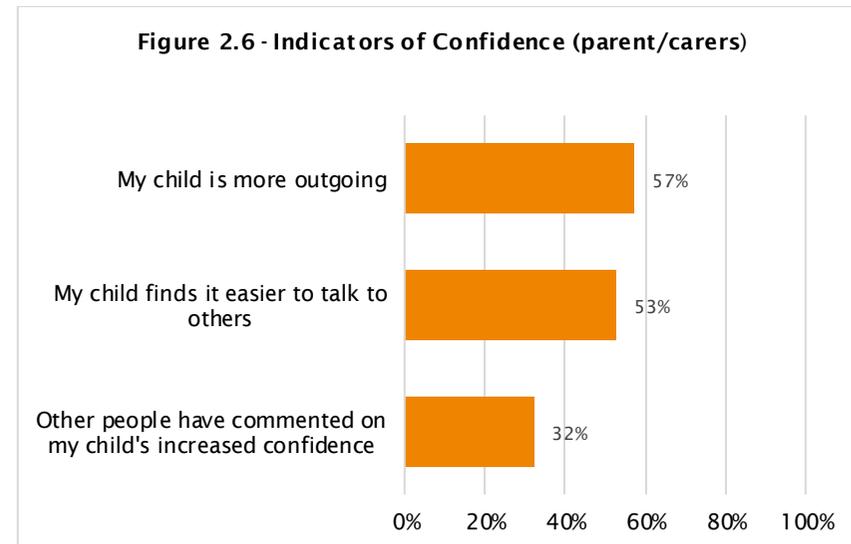


Figure 2.6 displays the indicators of confidence as seen by parent/carers.



Parent/carers noticed that their child was more outgoing (57%), found it easier to talk to others (53%) and a third of parent/carers mentioned other people commenting on their child's increased confidence.

One parent wrote about how the programme affected his son: "Before the School of Football, my son couldn't buy a game for his local boys' club!! From the age of 8, he rarely played and was rarely even in the match squad for 7s and 9s ... Last June, he wasn't even signed for 11 a side and technically had no club. However, he continued to train with his club and then improved tenfold after starting the School of Football. He is now a regular starter for his team and the increase in confidence since then is staggering. My son lost so much confidence from football since he was 8. He is now finding that confidence again and much of this is due to the SFA School of Football."

"I think they have become more confident in their sporting ability."

"He is very happy at high school. Much happier than at primary. He comments on the group of friends in My School of Football and socialises with them outside school."

"It has boosted his confidence in dealing with others and working as a team."

"My Son loves being recognised at something he is good at other than schoolwork."

"It has brought out her confidence and it was easier for her to speak with her peers."

"Doesn't doubt his ability as much as he used to."

"It's helped her make friends and improved her fitness."

"He's helping with the primary school team. Something that he would have found difficult in the past."

"He has a 'let's give it a go' attitude now."

"My son is dyslexic so sometimes struggles in class, the school of football gives him his chance to excel. It has been a leveller for him."

"My child didn't expect to pass the trials for the School of Football. By getting onto the programme, he gained confidence in trying things outside his comfort zone."



Outcome 2: Increased Physical and Personal Skills

The My School of Football programme has been highly successful in teaching young people new skills, including personal skills and physical skills. This was also noticed by school staff and parent/carers.

Self-Evaluation

Almost all young people (98%) recognised they gained new skills from their involvement with My School of Football, including personal skills (98%) and physical skills (97%), exceeding the CashBack targets.

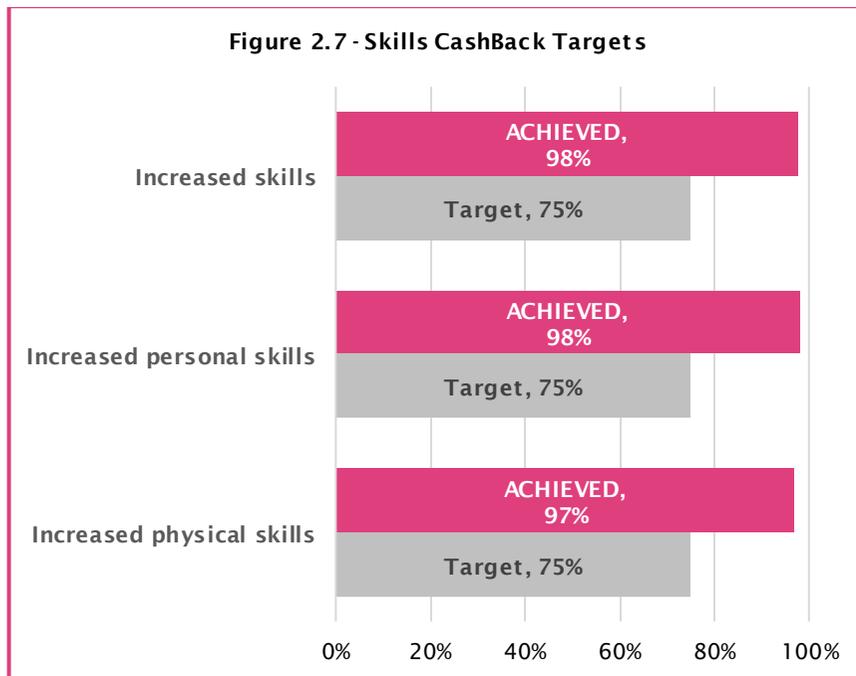


Figure 2.8 reveals the personal skills gained by young people, including planning, leadership, management, listening, communication and teamworking skills.

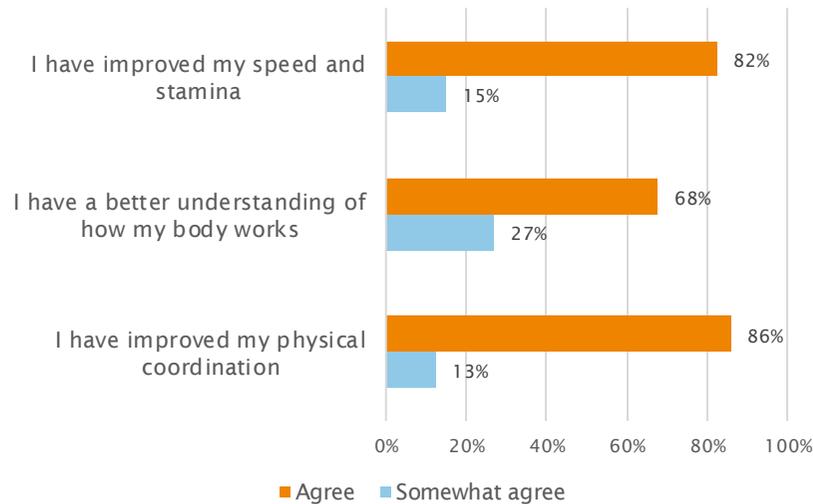
Figure 2.8 - Personal Skills





Figure 2.9 shows the physical skills gained from the programme, including stamina, speed, coordination and an increased understanding of their body.

Figure 2.9 - Physical Skills



Young peoples' views

Young people mentioned the football and physical skills they have gained from the programme. They mentioned skills like dribbling, passing, shooting and tackling, but also general fitness, stamina and agility.

Young people also talked about the personal skills they developed. They learned how to make decisions and communicate more effectively.

Young people mentioned how playing football helped them to hone their planning and organisational skills. Some young persons talked about how remembering to bring and clean their kit and being on time impacted on their general organisational skills.

"My School of football has been a great opportunity for me to learn new skills and improve as a person."

"My School of Football has helped me learn new skills and I am very happy that I get to take part in it"

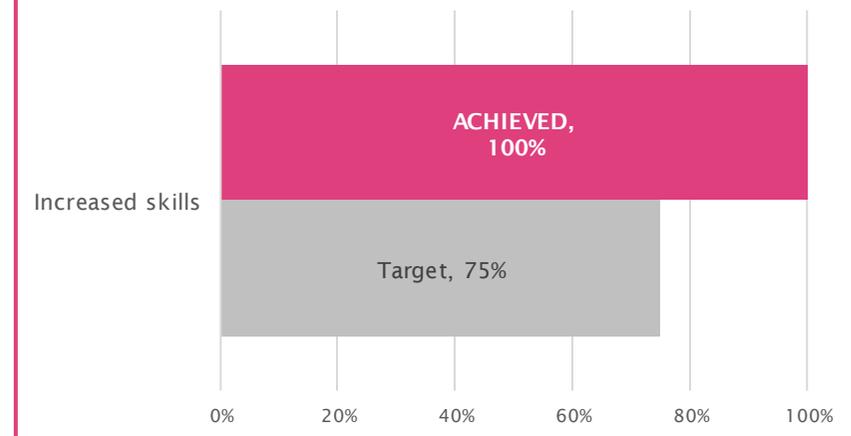
"I used to wake up and put my stuff in my bag, but now I do it the night before."

Young people also explained how playing in a team has improved their teamworking ability and how acting as team captain and leading the warm-up enhanced their leadership skills.

Schools' views

All school representatives (100%) noticed increased skills among their pupils.

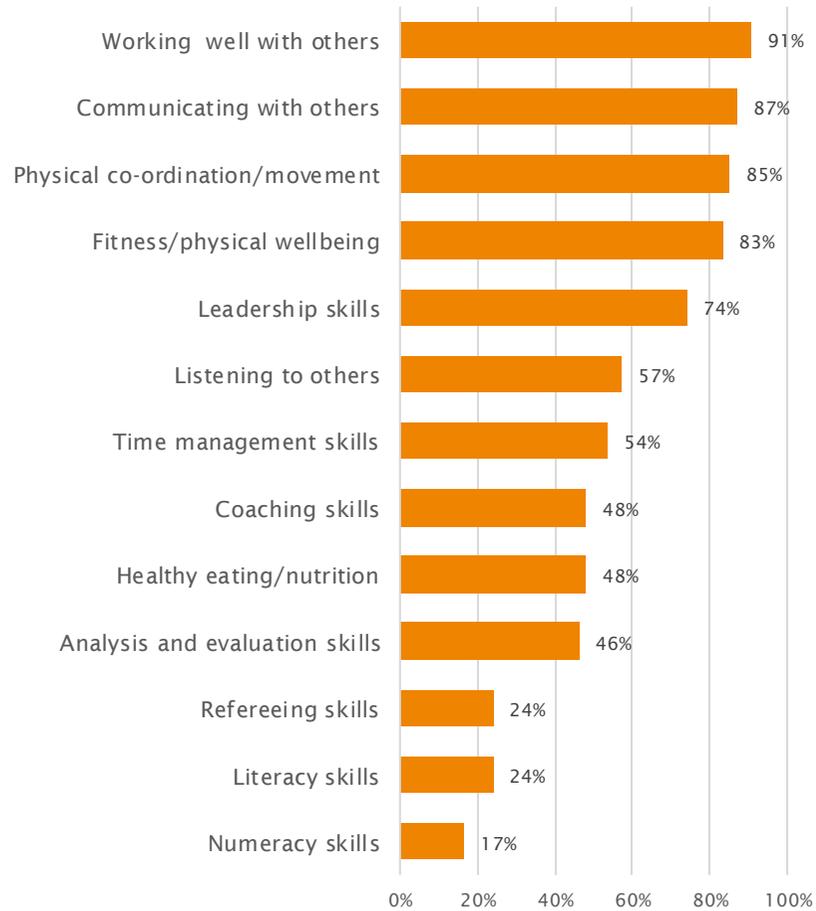
Figure 2.10 - Skills CashBack Targets (school staff)



School staff identified a range of social and physical skills in pupils who took part in My School of Football, as revealed in Figure 2.11.



Figure 2.11 - Increased skills (school staff)



School staff commented on the personal skills pupils got from the programme, which were the most important in their views. Useful skills that were mentioned included social skills, organisational and teamworking skills, communicating with pupils and teachers and presentation skills.

One head teacher explained how the programme taught pupils to share their views and underlined the importance of this.

One coach emphasised that the programme was not so much about footballing ability, but more about their development as a person.

"Pupils have also developed problem solving skills and emotional control."

"They learned skills for learning life and work."

Parent and carers' views

Parent/carers (92%) recognised their children's newly gained skills.

Figure 2.12 - Skills CashBack Targets (parent/carers)

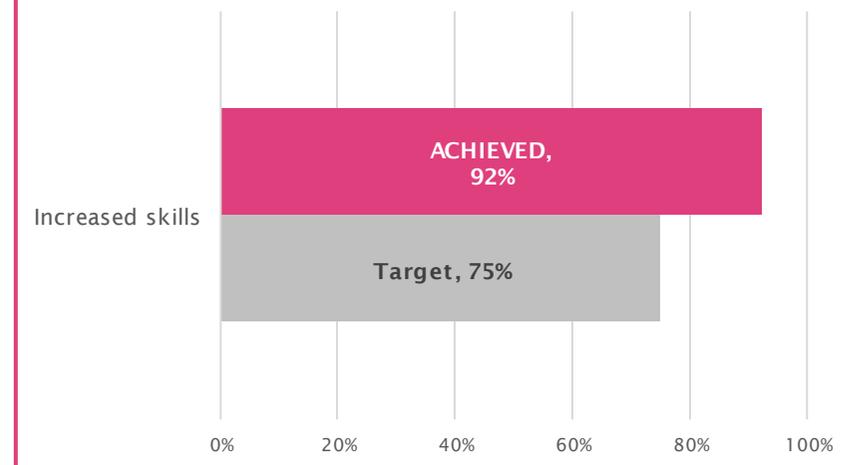
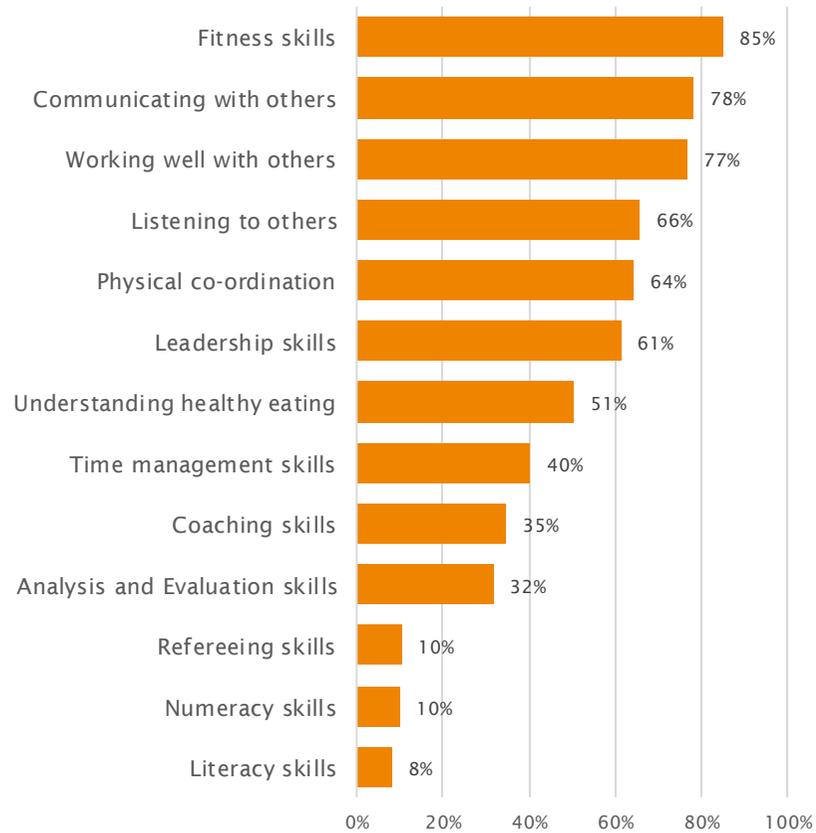




Figure 2.13 shows the range of personal and physical skills the programme helped to build.

Figure 2.13 - Increased skills (parent/carers)



"Glad that my child has had the opportunity to be part the School of Football Programme and lessons learned through football/sport are transferable across wider education."

"I think it has been a great way to involve physical exercise and studying for boys with an interest in football. It motivates them at school and teaches them additional skills they can use in future."

"My son enjoys the programme very much and has gained new skills from his participation within the programme. As a parent a would recommend the programme to other parents for the benefit of their own kids."

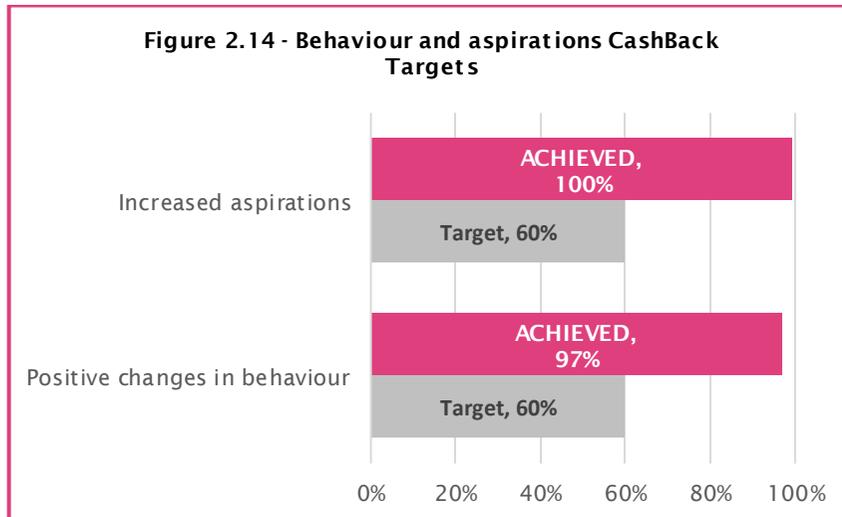


Outcome 3: Improved Behaviour and Aspirations

The My School of Football had a profound impact on young people’s behaviour and aspirations.

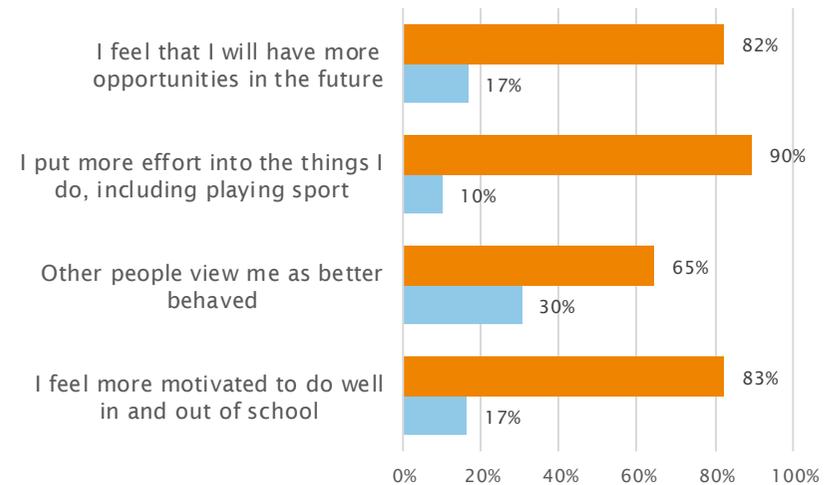
Self-evaluation

Almost all young people noticed a positive effect of the programme on their behaviour (100%) and their aspirations for the future (97%), both well above target.



Indicators of the impact of the programme on young people’s behaviour are displayed in Figure 2.15.

Figure 2.15 - Indicators of behaviour and aspirations



Young people put more effort into behaving in and out of school and commented that other people saw them as better behaved. They saw more prospect for their future and put more effort in what they are doing.

Young peoples' views

Behaviour

Some young people mentioned the Code of Conduct that is part of My School of Football gave them a good guidance on what behaviour in and off the pitch was expected of them. Things mentioned were: no phones, no chewing gum, boots off and not messing about.

Although the programme formally does not require good behaviour at school, young people nevertheless expressed a fear of being expelled from the programme if they did not behave well or did their homework

"There is always the risk of a 1 game ban."

"You think about your behaviour in class, you don't want to get kicked out of My School of Football."

Young people also talked about how playing football made them calmer and helped them to blow off steam. One young person told about his anger management issues in primary school and how his referral to the programme has helped him control his anger and settle in in high school.

"Football has made me realise I can't hit people, when that was always my initial reaction."

"In S1 I thought I was really bad, but My School of Football has really calmed me down a lot. It's something to put my anger."

"I was a more disruptive and chatty person before My School of Football. Now I listen more."

"If you get frustrated in a class, you think I've got football later, so it's all okay."

Many young people said that they have learned to respect others more through the programme, which has changed their behaviour towards others. They learned to see things from the other person's point of view.

"They are not going to get better if you just shout at them."

"My behaviour has definitely improved, I'm more tolerant."

Some young people told about the relationship they have developed with the coach and how talking to them has helped.

"Really bad things have happened, and they helped you get through it."

Aspirations

Many young people said that through the programme they now want a career in sport. Many, perhaps unrealistic, think about a career in professional football, but others expressed more realistic sports-related career choices, such as sports coach, PE teacher and physiotherapist. Young people thought the programme taught them useful skills to progress a career in this field.

"I now know I want to do a degree in sport, and I know what I have to do for it."

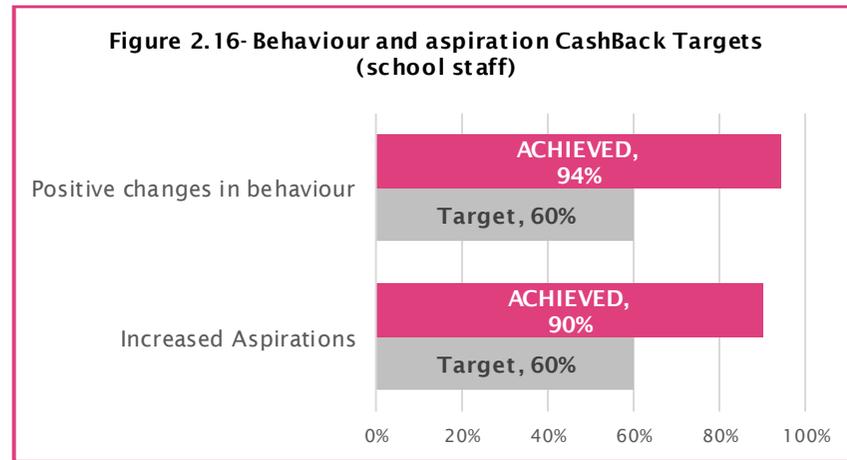
Some young people said that the programme has shown them the types of jobs available involving football and physical activity.

My School of Football also prompted young people think about their future. Also, young people who did not aspire to a career in a sports related field, mentioned how the programme got them thinking. One young person, who wanted to be a police officer said that the programme made him think about the consequences of their action. Another, who wants to be a primary teacher, replied that they learned how to speak to people.

"If I can't control my aggression, I can't be a police officer."

Schools' views

School staff overwhelmingly saw positive changes in the behaviour of pupils that took part in the programme (94%) and confirmed the increased aspirations (90%).



Teachers and coaches noticed more effort, improved behaviour and happier and more motivated pupils. Some also reported improved behaviour in the community (25%) or at home (12%).

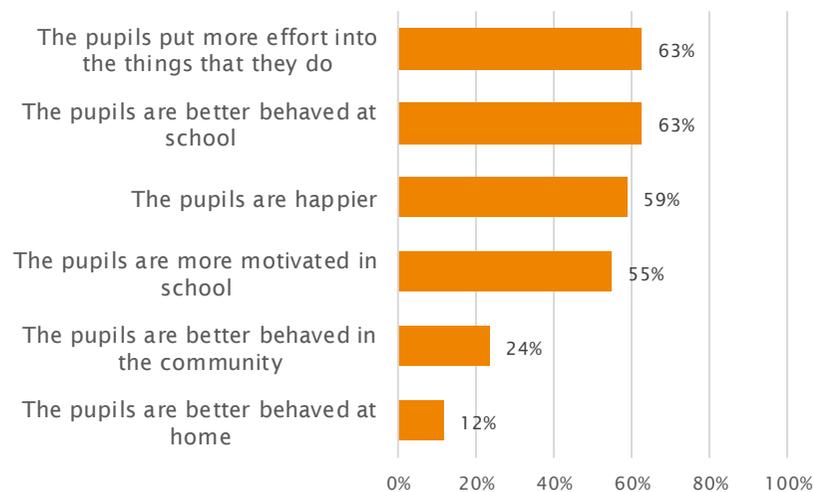
School staff said that they had seen an improvement in behaviour for many pupils taking part in My School of Football. One coach spoke about how becoming part of the programme gave the pupil a sense of belonging and, for the first time, the feeling that there is something they are good at. Another brought up an example of a pupil that was in constant trouble, who is now behaving a lot better since they are on the programme.

Coaches talked about the impact of language used. The programme teaches young people that some things may seem funny and innocent, in reality are not. Being part of My School of Football changed the language used by pupils.

Behaviour

Indicators of improved behaviour are exposed in Figure 2.17.

Figure 2.17 - Indicators improved behaviour (school staff)



Many coaches explained that they have built a strong relationship with young people that goes beyond most teacher-pupil relationships, which enabled them to influence young people’s behaviour positively. One coach said that this relationship meant that they could challenge young people on their behaviour and address any issues arising.

One head teacher also mentioned the positive effect the programme has on the behaviour of pupils not taking part. The My School of Football becomes a kind of role model for the whole school.

“Football is a carrot.”

“Pupils have a better idea of responsibilities.”

“Pupils are taking on responsibility for their own learning during catch up classes and through learning on the programme.”

“Pupils have a responsibly as a role model and have an appreciation of the group there in and don’t want their behaviour to be the reason they or the group miss out on My School of Football.”

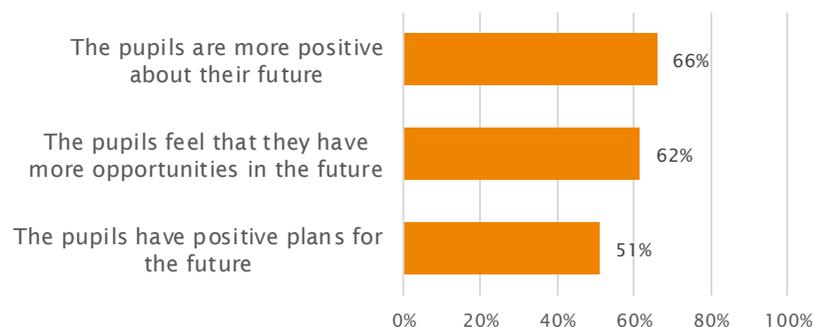


"Pupils demonstrated improved behaviour in other classes where typically they struggle to control behaviour and emotions."

Aspirations

Figure 2.18 gives the indicators for increase behaviour as reported by school staff.

Figure 2.18 - Indicators increased aspirations (school staff)



Teachers and coaches noticed pupils being more positive about their future, believing they have more opportunities and plans to achieve this.

School staff talked about how My School of Football stimulated pupils to think about their future. Many mentioned that I gave young people a reality check, in particular for the large group that thought they would become professional football players. The programme helped them see that there are many other future career options that involve football or physical activity. My School of Football is seen as a pathway into a career in sports and coaching.

"A culture of ambition is created where pupils are encouraged to work hard and challenge is presented."

"The pupils see the link between skills and future opportunities."

"Kids early on set goals and dreams and work on action plans of how to get there between their school life and extra-curricular activities."

"We prepare them for if they can't make it as a footballer."

The opportunities that the programme offers to become involved in volunteering at local football clubs was also seen as a source of inspiration for future career paths.

"The link we have with Spartans provides pupils with opportunities to volunteer and work experience."

Parent and carers' views

Parents and carers also noticed changes in behaviour and aspirations. However, for parents the change in behaviour was less noticeable (53%) than the change in aspiration (77%). This is perhaps as expected, because the My School of Football programme is delivered at school, the results will be more visible at school. Also, many of the young people taking part in the programme do not have any issues with their behaviour.

"The My School of Football programme is very encouraging and absolutely teaches younger teenagers how to be more responsible in their actions and everyday activities."

"It has made such a huge difference to my son's perception of school and has positively impacted on his attitude and behaviour. He will not misbehave or get into fights for fear of losing his place in the school of football. He is more disciplined and most importantly, more happy."

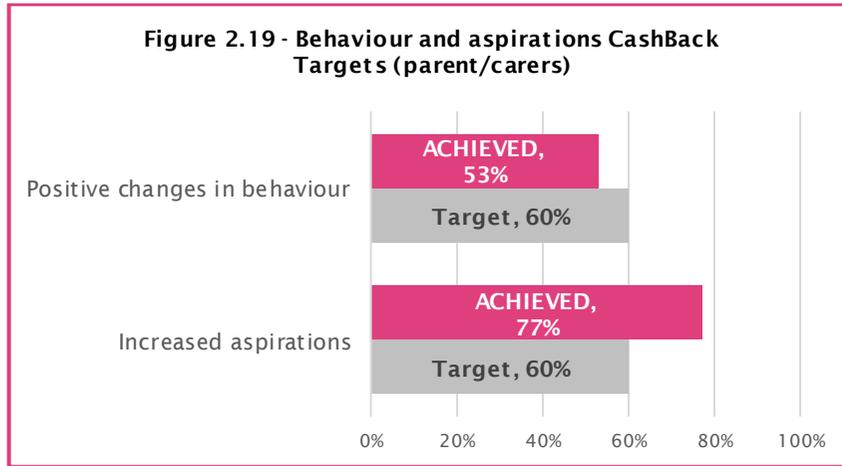
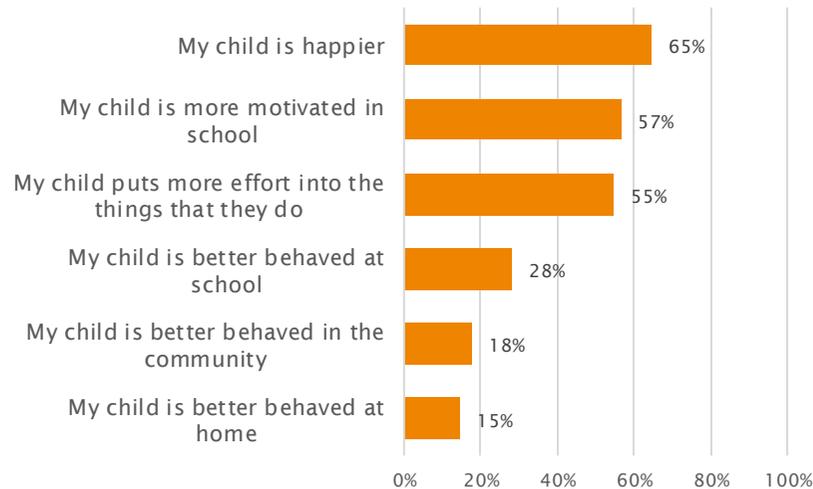


Figure 2.20 displays the indicators of improved behaviour as seen by parent/carers.

Figure 2.20 - Indicators improved behaviour (parent/carers)



"Their coach [name] is tremendous she has taken time to get to know each individual child so knows exactly how they and what they need to encourage and push them further. They have total respect for her and that is returned to each of them from her."

"He knows he has to work to his potential in classes to stay within My School of Football."

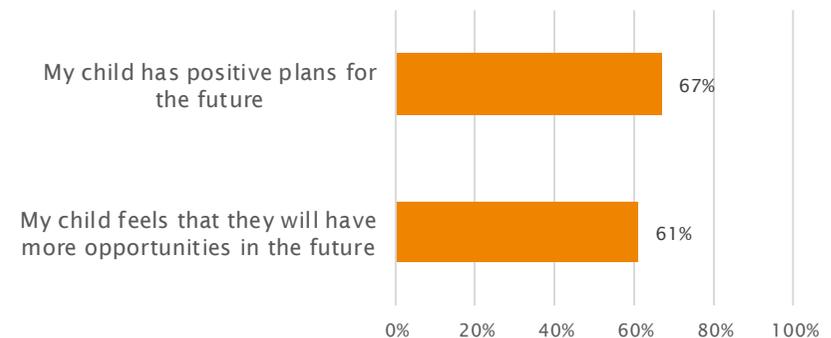
"My son used to not be able to channel his anger and now he is a lot calmer more mature and has lots of friends, personally I think it's a great idea for children who are anxious or nervous about going into secondary schools."

"Football is a way that a lot of students can express themselves as well as having something that they love taken away if they are not behaving in other areas of school life."

"Having school of football has kept my son focused on schoolwork and football. He knows that schoolwork needs to be of good standard and behaviour to keep doing school of football."

Figure 2.21 exhibits the indicators of increased aspirations witnessed by parent/carers.

Figure 2.21 - Indicators increased aspirations (parent/carers)





"[young person] is always motivated and well behaved at school but this program has helped him to keep his focus, develop his leadership skills, given him more independence...the list goes on."

"It has widened her view of options."

"My child is more determined to have a career in football."



Outcome 4: Increased Wellbeing

The My School of Football programme had a significant impact on the wellbeing of young people

Self-evaluation

Almost all young people (98%) reported an improvement of one or more of the relevant wellbeing indicators, exceeding the CashBack target significantly.

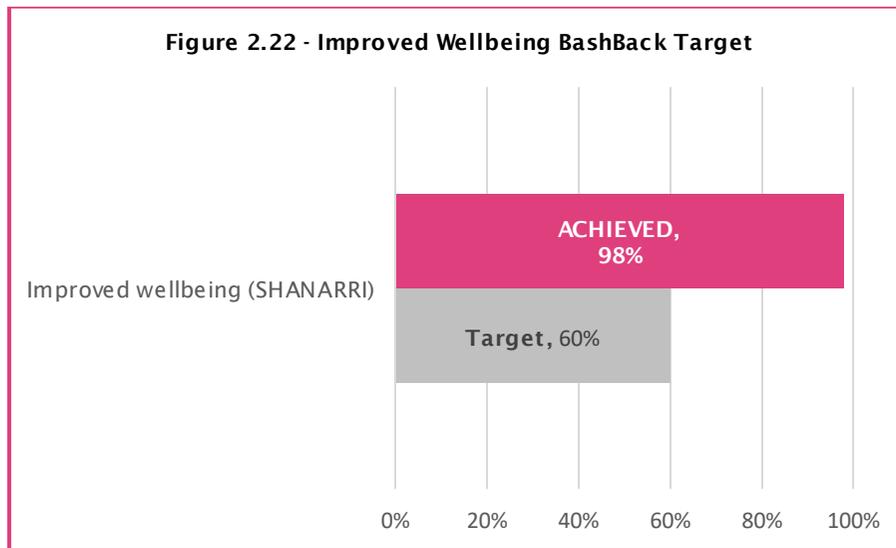
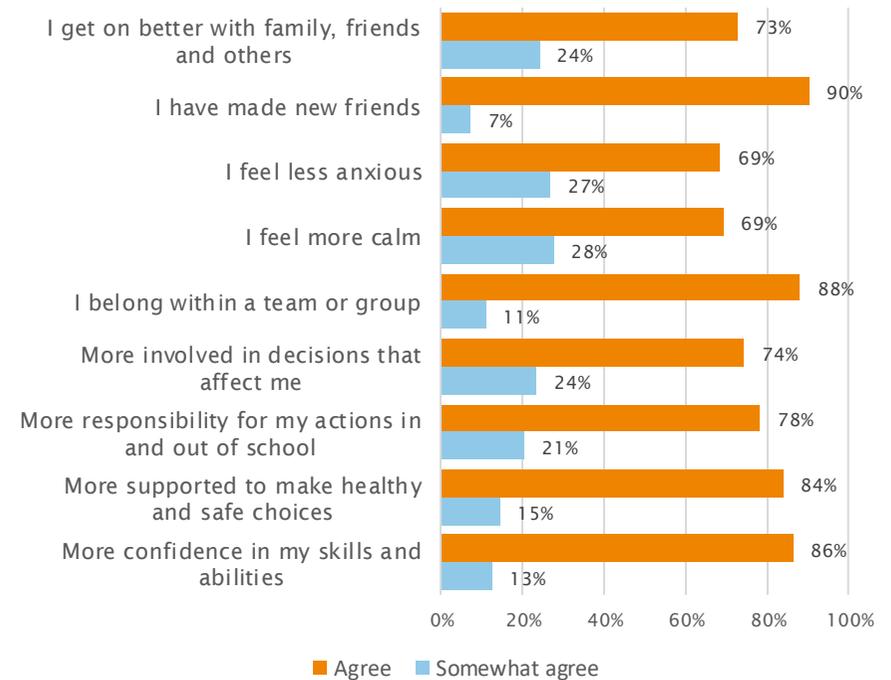


Figure 2.23 shows the extent to which young people reported improvement against the relevant SHANARRI indicators¹.

Figure 2.23 - Indicators of Wellbeing (SHANARRI)



¹ The Scottish Government has developed the Getting It Right for Every Child (GIRFEC) with eight indicators to measure wellbeing in children and young people have been developed: Safe; Healthy;

Achieving; Nurtured; Active; Respected; Responsible and; Included. These indicators are commonly referred to as 'SHANARRI'.



Young peoples' views

Healthy and Active

Physical training and playing football keep young people active and improves their health. Young people reported to be stronger and fitter and some even lost weight.

Many young people also mentioned that they got more knowledge and understanding of nutrition and have started to eat healthier.

"It makes you think about what you're eating or drinking, because you want to train."

"Before I got into the whole football thing, my mum moaned at me for always being in my bed. Now I'm never in my bed."

Achieving

Playing games and representing the school gives young people a great sense of pride and achievement.

"It's a privilege to be part of the programme."

"Other teachers even ask about the results of the game."

"I'm proud to be part of something special."

"You feel a bit special because only a few people are in the team."

"When you're walking around in your kit, people recognise you."

Respected

Young people feel respected in the programme, by coaches and their teammates. Patience and acceptance of other's abilities are key elements of the programme.

"People listen to me more."

Responsible

My Schools of Football clearly teaches young people to be responsible. Young people learn to be responsible for being on time and bringing their kit, but they also learn to take responsibility for their teammates and for their own actions.

"We're picking each other up if someone is having a down day or making mistakes."

"I had trouble with a teacher, but all others turn on you when you do something wrong."

Included

The programme helps young people to feel included in the team and in the wider school community. Young people also revealed that being part of the programme with others that share their interests has helped them to make friends.

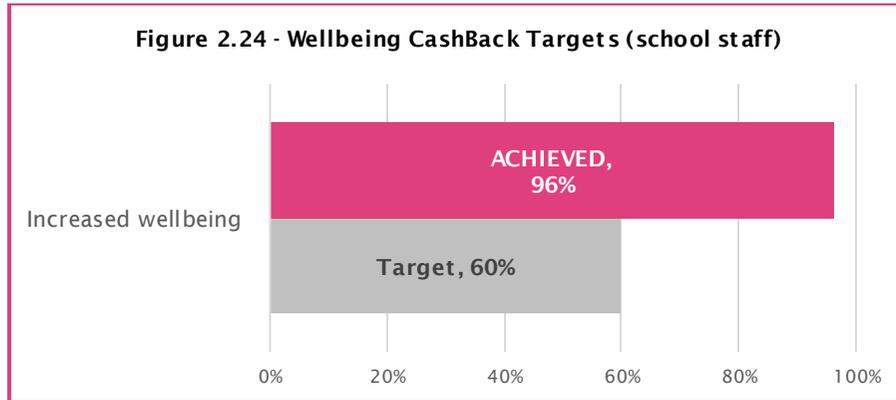
"I can share my worries with the coach."

"I know a lot of people I wouldn't have known if I wasn't in the programme."

"Friendships have grown a lot through My School of Football."

Schools' views

School staff also overwhelmingly (96%) recognised the impact of the programme on the wellbeing of the pupils.



“They are part of something unique and bigger.”

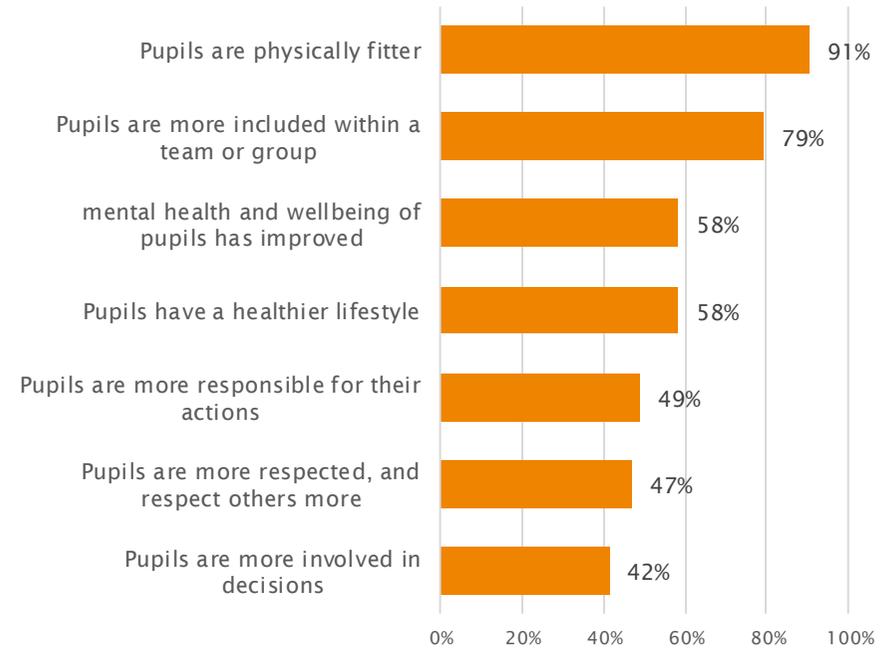
“Social connections and interactions positive for mental health.”

“Players are encouraged to take greater responsibility for their own well-being and actions.”

“Improved understanding about what well-being is and how to look after it.”

Figure 2.25 shows the indicators of wellbeing identified by teachers and coaches.

Figure 2.25 - Indicators of wellbeing (school staff)



School staff saw the obvious health benefits of being active to pupils, including an effect on pupil’s mental health and wellbeing.

Several school staff mentioned the impact of the programme on pupil’s diets. They learn about nutrition and how that affects their health and wellbeing. One coach spoke about a session on sugar and how that made pupils realise the impact of sugar intake.

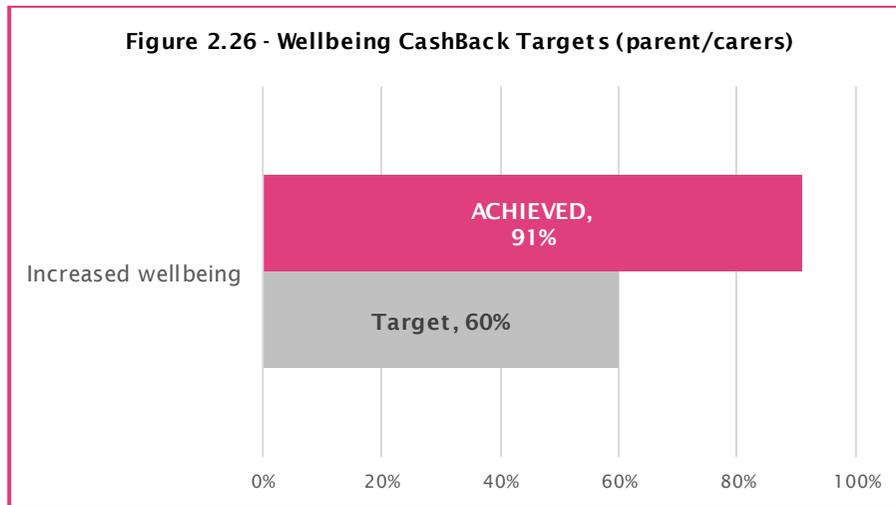


Being part of a team made pupils feel included and helped them to make friendships.

One coach spoke about how they used football to discuss different subjects, from actions on the pitch to more general attitude and behaviour issues. This made young people feel respected and included.

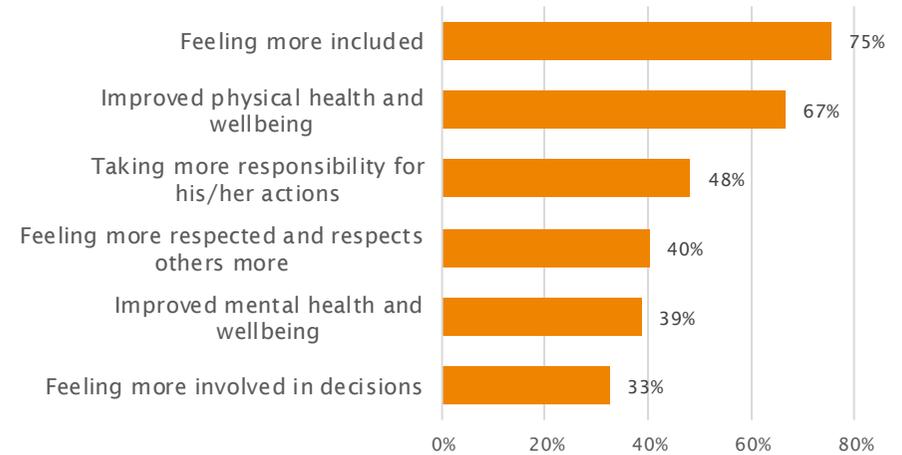
Parent and carers' views

The vast majority of parents and carers (91%) also witnessed the positive impact of the programme on their child.



Parents and carers also reported the effect of participation in My School of Football on their child's physical and mental health, as detailed in Figure 2.27.

Figure 2.27 - Indicators Wellbeing (parent/carers)



"My son's anxiety has decreased dramatically."

"He has joined the gym recently on his own, this is some he would never have previously been able to do before."

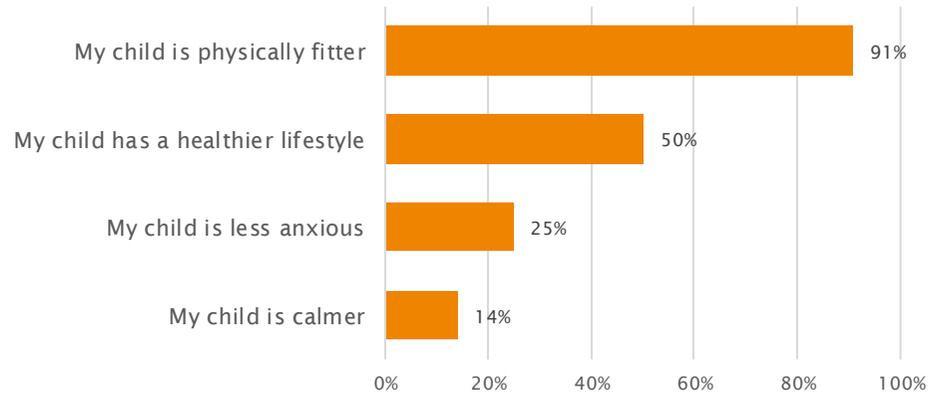
"I think my son has improved his lifestyle in many ways."

"She has asthma, but football has helped this and allowed her to try more sports."

"More energetic and wants to do more."

Figure 2.22 shows why parents thought their child's health improved.

Figure 2.28 - Health indicators (parent/carers)



"My child has always been encouraged to eat healthily. However, since he brought home the eating programme, he is now choosing to eat more healthy."

"Healthier and fitter at home and at school."

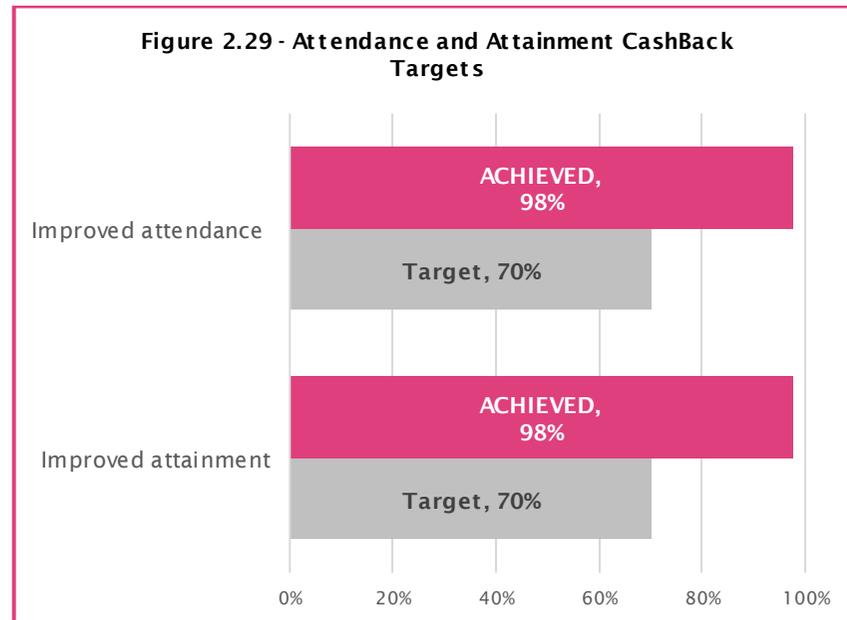
"Positive influence into other areas of fitness - not purely football based. Healthy eating is now hugely important, after years of trying, as a parent, to force the issue."

Outcome 5: Increased School Attendance and Attainment

Young people, schools and parent/carers reported that young people’s attendance and attainment at school improved as a result of the My School of Football programme.

Self-evaluation

Almost all young people (98%) thought that their attendance and attainment had improved as a result of the programme, well ahead of the CashBack targets.



Young peoples’ views

Attendance

Young people believed that My School of Football was a reason to come to school every day, especially on Mondays. Some young people explained that the prospect of football helped them to sit through ‘boring classes’.

Some young people also mentioned the fear of consequences for being late in school. Some schools had the rule that being late meant exclusion from the team on game day. One young person described how applying the football standards to one young person ‘misbehaving’, made an impression on the rest of the team.

Some young people explained that the concern of getting behind in football skills was a motivating factor to attend school regularly.

“It’s something to look forward to every day.”

“I can get through the lesson, knowing I’ve got School of Football.”

“sometimes I think in the morning that I’m gonna pull a sickie, but then I think School of Football.”

Attainment

Young people believe that their participation in My School of Football affects their performance in other subjects. They find they try harder, find it easier to concentrate and are less afraid to make mistakes.

Some young people report an increase in their grades, which they attribute to the My Schools of Football programme.

A few young people also mentioned better relationships with other teachers, which helps them doing better. Some teachers start to use examples of football in their class to grab their attention, for example gambling odds in maths class.

Other young people give examples of how ‘the drama on the pitch’ helps them to deal with situations in other classes.

“In French class I feel more confident to speak another language and make mistakes.”

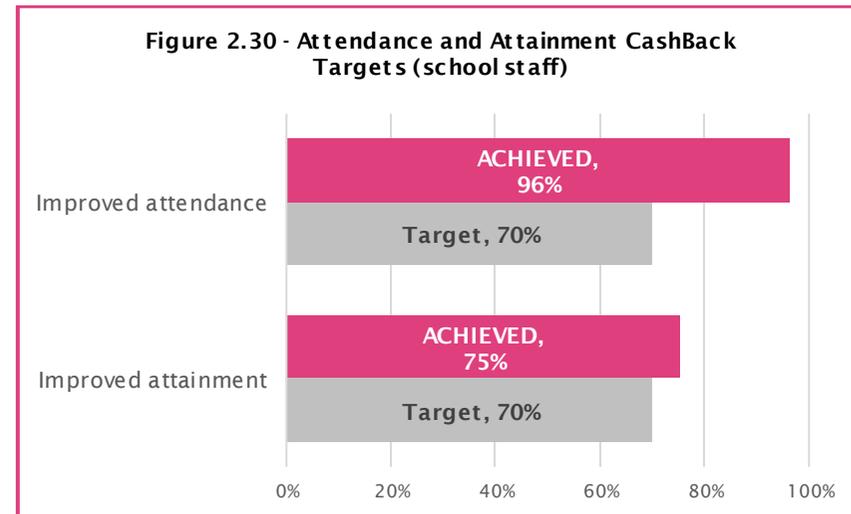
“I pay attention more because if I don’t do my work, I’m not allowed to do football.”

“I’ve had my fun, now it’s time to put my head down and work.”

“I like that it’s used as a ‘silly’ period, where you can get all your energy out and then focus once you’re back in the classroom.”

Schools’ views

Teachers and coaches also saw a considerable impact of the My School of Football programme on pupil’s attendance (96%) and attainment (75%).



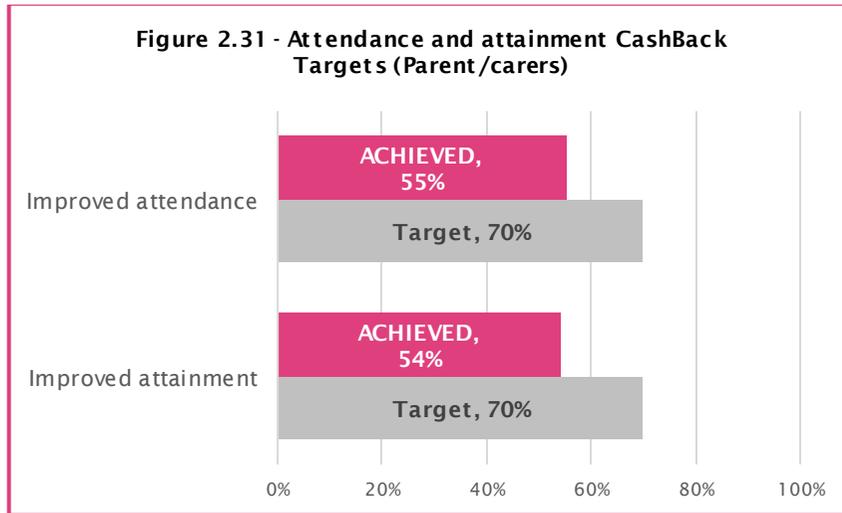
School staff confirmed the positive effect of My School of Football on pupil’s attendance at school. They experience that the programme is a great motivation for young people to come to school.

“Those that are not great attenders, always want to stay in My School of Football.”

Teachers and coaches also see that attending the programme has a positive knock-on effect on pupil’s attainment in other subjects. One coach can give an example of a young person whose grades became significantly better after joining the programme.

Parent and carers' views

Although most parent/carers indicated that attendance and attainment is not an issue for them, over half of the parent/carers for whose child these are issues, saw a positive impact of the programme.



"SFA encouraged my son to attend school."



Outcome 6: Positive Destinations

My School of Football provides young people with training opportunities and helps them to make progression towards a positive destination.

Self-evaluation

All young people participating in the programme (100%) received training, achieving the CashBack target. Although not a specific CashBack target, nine out of ten young people reported progression towards positive destinations.

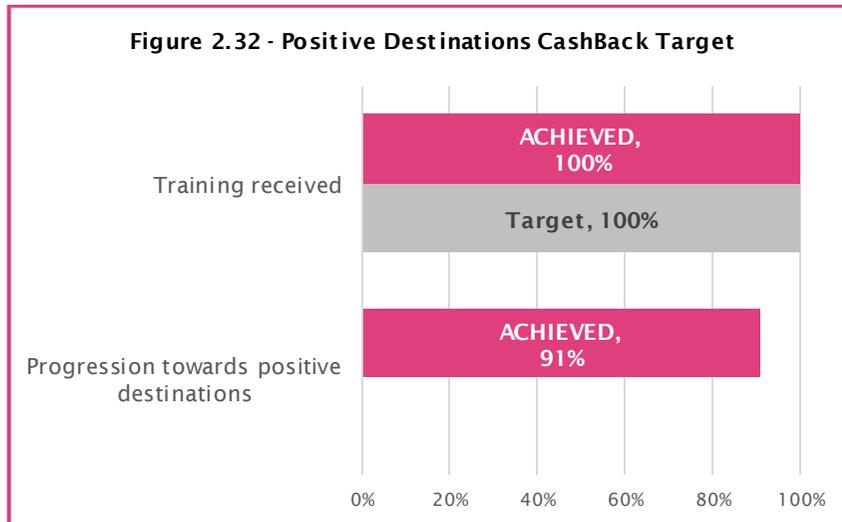
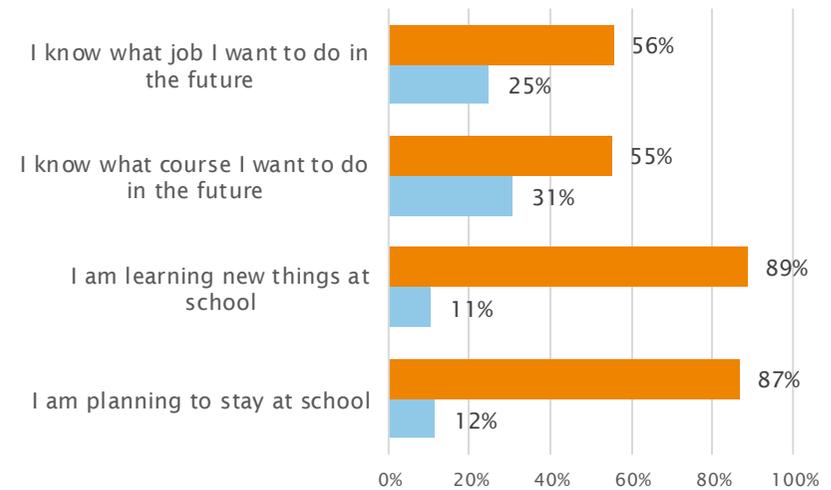


Figure 2.23 presents the indicators of positive destinations as reported by the young people.

Figure 2.33 - Indicators Positive Destinations



I am 100% doing better at school and understand we won't get anywhere if we don't put effort into all subjects. I think football has contributed to my work ethic in other subjects."

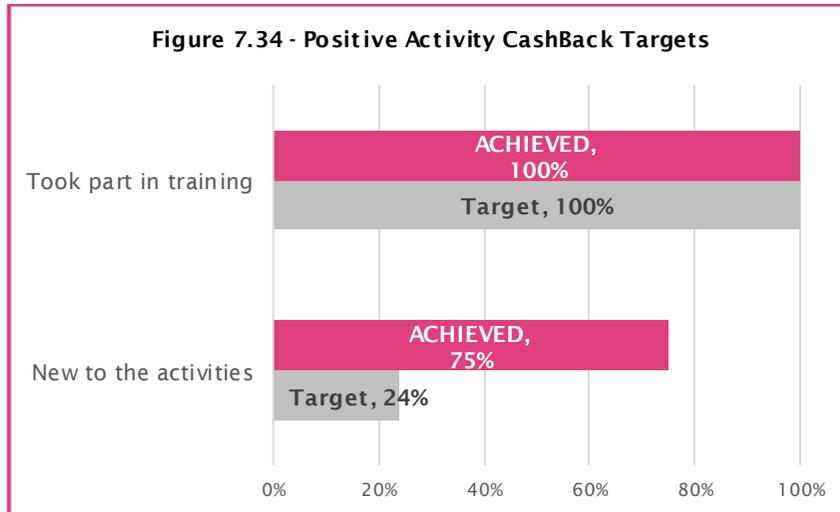


Outcome 7: Participating in Positive Activity

My School of Football provides young people with opportunities to take part in positive activities.

Young peoples' views

All young people that took part in the CashBack to the future programme (100%) took part in training and other activities. Of these 24% had never done these types of activities before.



3: My Volunteer & Inspire Programme (VIP) – Year 3

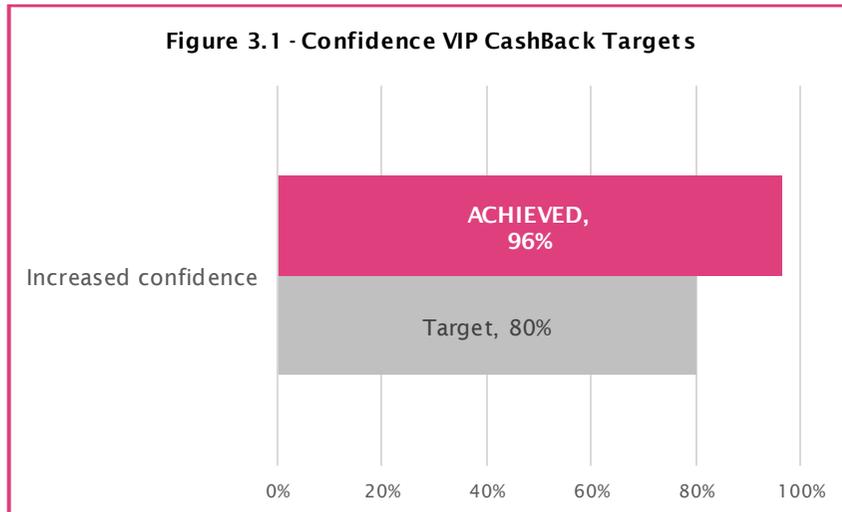
This section describes the impact of My Volunteer & Inspire Programme on participating young people.

Outcome 1: Capacity and Confidence

Young people taking part in the VIP programme increased their confidence and capacity.

Self-evaluation

Almost all young people in the VIP programme (96%) reported increased confidence, exceeding the CashBack target.



"I feel more confident in planning and delivering sessions."

"Already comfortable playing football. It is the coaching side I think I have improved on."

"Great programme! New way of learning, you get to meet lots of new people too."

"I feel more confident working on things I wouldn't usually do."

Discussions with young people

Young people said that the knowledge and practical experience they gained from the sessions and their volunteering increased their confidence.

One VIP participant described their anxiousness at first when they were put in front of a group of school children and their doubt whether they would manage, and their relief when they found out that they coped well.



"The more you're doing it, the more confident you get."

"The badges gave me a confidence boost."

"It really did me good to be pushed out of my comfort zone."

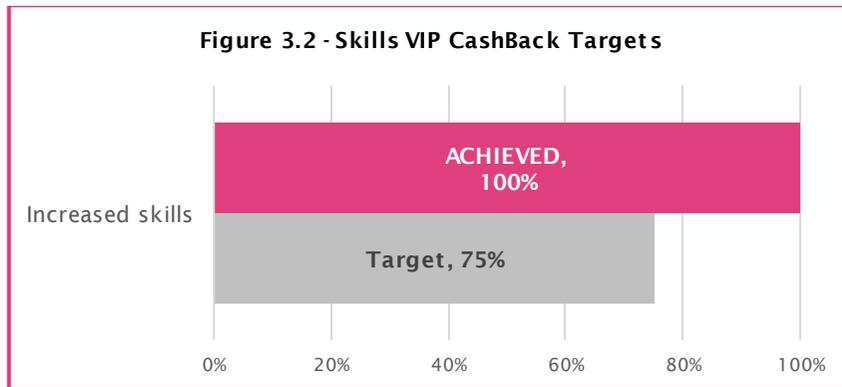
Many VIP participants also spoke about how the programme helped them to become more confident in approaching unfamiliar situations.

"The difference in confidence is night and day."

Outcome 2: Increased skills

All VIP participants gained a range of physical and social skills as a result of the programme.

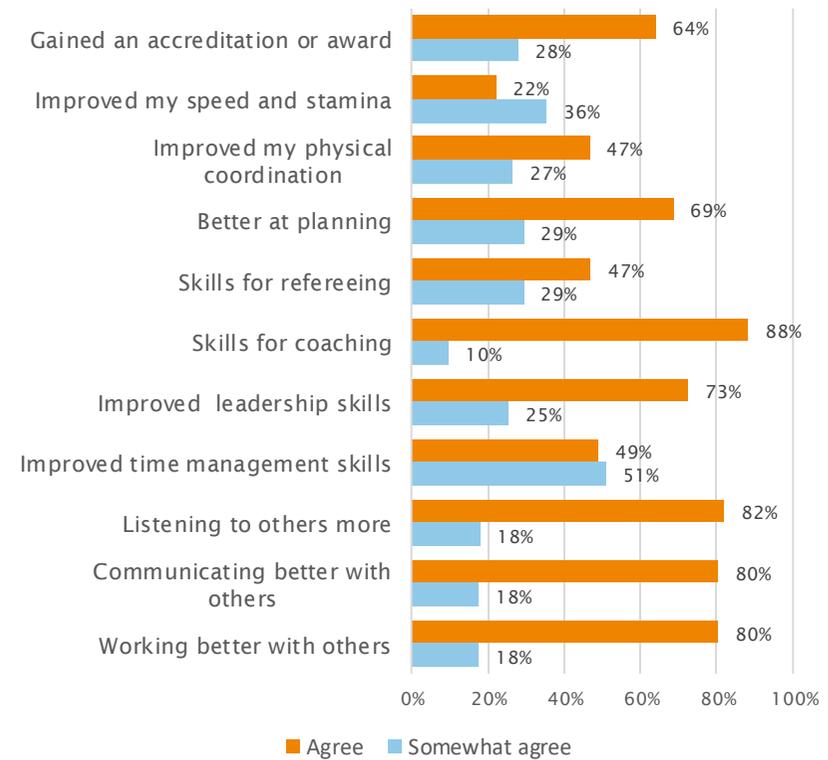
All young people (100%) stated having achieved new skills from their participation in the VIP programme.



"I have gone through basic planning when attending Sports Leader courses. However, being involved in these football specific coaching courses has helped me understand how to put those elements I have learned into a football environment."

"The skills to help others and to coach others."

Figure 3.3 - Skills



*"Learning to review your session, also confidence when delivering.
1.1 Coaching Badge, Level 6 First Aid, Children e learning."*

"I am more organised when going to deliver a training drill. I am more confident after going on Coach education courses when delivering a session."

Discussions with young people

First of all, VIP participants gained a lot of practical skills from the programme, such as how to set up football coaching programmes and various drills.

"I learned how to make a session flow and how to make it interesting without any gaps where people are standing around."

"It taught me how to be prepared. Always make Plan A and Plan B."

VIP participants also mentioned a range of personal skills they gained from the programme. Leadership and coaching skills were mentioned by almost all. Many talked about how much they learned from being in charge of a group of children.

The VIP programme also helped participants to develop their organisational and management skills, including planning, teamworking, problem solving, time management.

"Now I plan sessions a week before, whereas I used to pan just a couple of days before."

"I was unaware of how effective a structured session could be. Young coaches would often wing it, including myself. I didn't understand the importance of a plan."

Finally, participants increased their social and communication skills. Some participants mentioned working with children with additional needs, such as deaf children or children with learning disabilities.

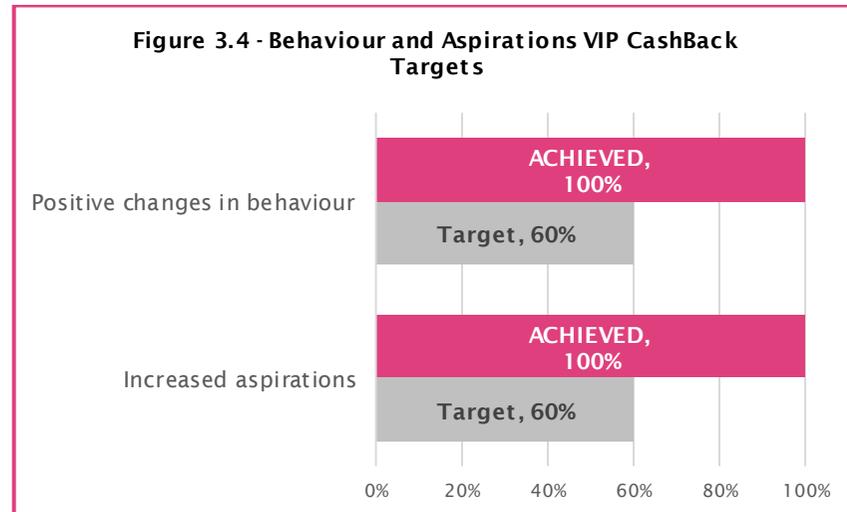


Outcome 3- Improved behaviour and aspirations

The VIP programme has a profound impact on young people’s behaviour and their aspirations for the future.

Self-evaluation

All young people that took part in the VIP programme attributed the programme with positive changes in their behaviour (100%) and increased aspirations (100%).



“I have a lot more confidence about going into a high level of coaching as this is what I want to do.”

“This has made me realise I would love to do this as a job.”

“I now volunteer 3 times a week with my local club as well as play with my own team.”

Discussions with young people

VIP participants explained how the VIP programme helped them to conduct themselves in various situations. They were aware that they represented the Scottish FA at all times and had to behave in a ‘professional’ manner, which influenced their behaviour.

“If you represent then SFA, you’ve got to set a good standard.”

VIP participants said that taking part in the VIP programme has helped them to raise their aspirations. It showed what working in a sports environment entailed and made many want a career in sports coaching.

One participant had to choose between architecture and coaching as a career, and the VIP programme made them decide in favour of sports coaching.

The VIP programme inspired young people and increased their professional network.

It really helped me choose where I want to go and what I want to do in my career.”

“I feel more positive going on what I want to do, now that I’ve completed the programme.”

“It really opened my eyes; I really did enjoy coaching, and this is what I want to do.”

“If I wasn’t to be a PE teacher, this is what I need to do.”

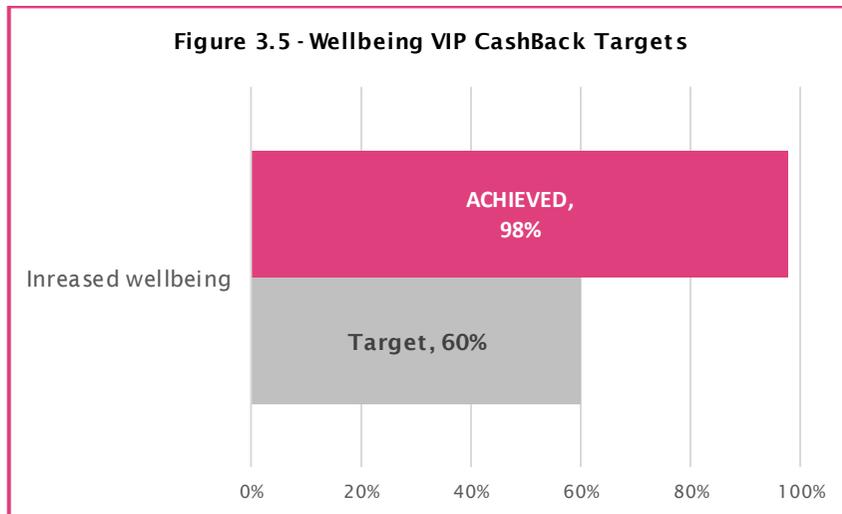


Outcome 4: Increased Wellbeing

The VIP programme has a positive effect on young people’s mental health and wellbeing.

Self-evaluation

VIP participants were almost unanimous in their acknowledgement of the impact of the programme on their wellbeing.

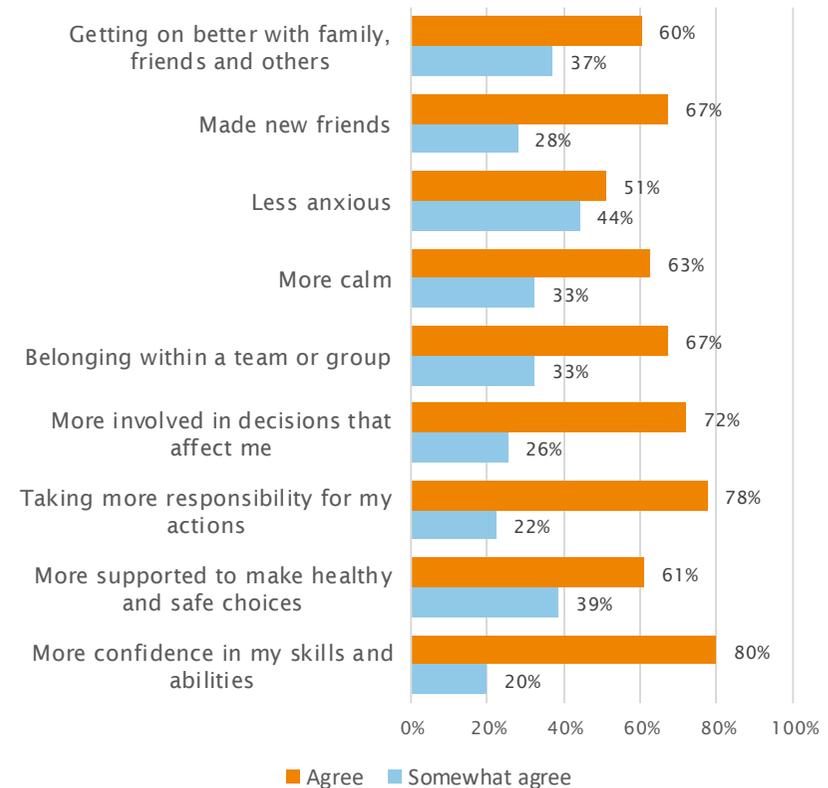


"I make healthier choices at school for lunch (taking my own salad) rather than junk food."

"This programme has developed me as an overall person, not just as a coach."

Figure 3.6 shows the indicators of wellbeing.

Figure 3.6 - Indicators of Wellbeing (SHANARRI)



Discussions with young people

VIP participants mentioned the sense of achievement they got from completing the programme.

"SFA is the biggest thing you can do. I'm very proud and it's such an achievement."

Some VIP participants also mentioned having become more responsible by taking part in VIP.

"I now feel confident to take responsibility."

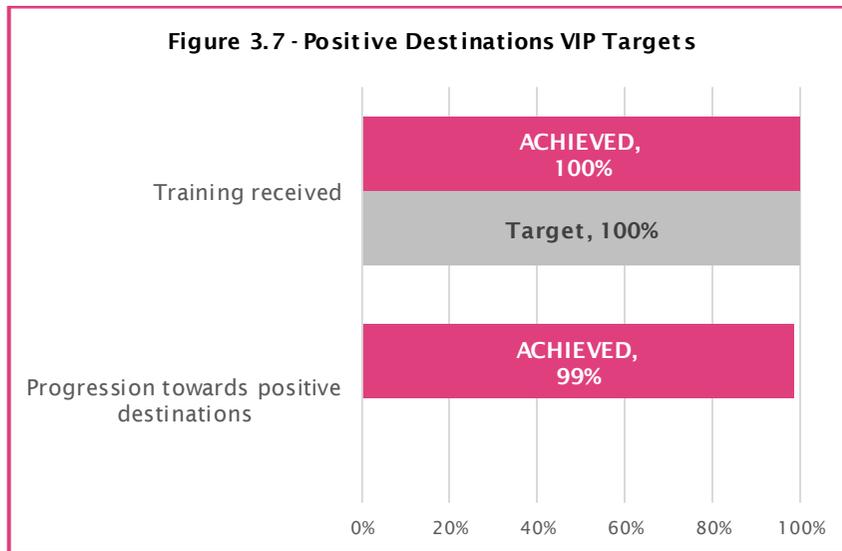
"We are role models for young people."

Outcome 6: Positive Destinations

The VIP programme helps young people on their way to a positive destination.

Self-evaluation

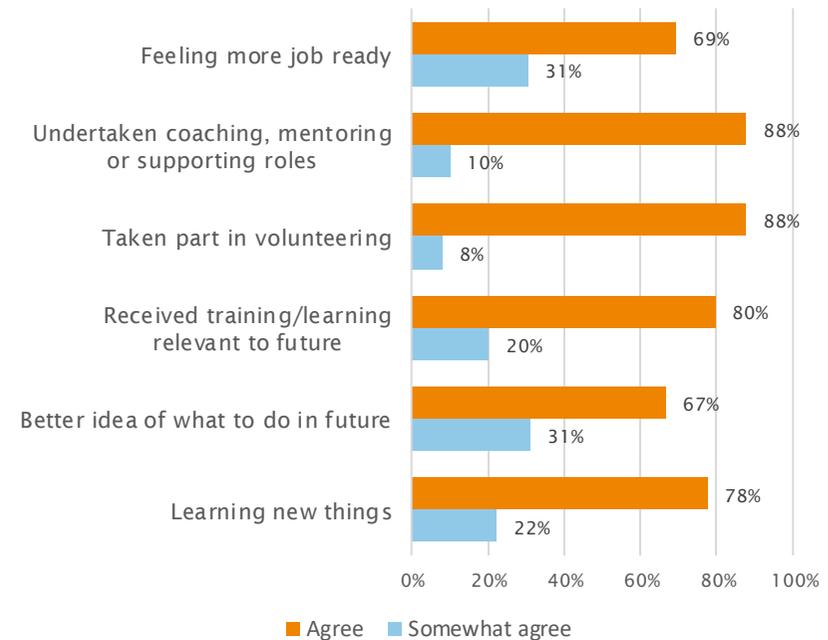
All young people taken part in the VIP programme (100%) have received training and an overwhelming majority (99%) acknowledges that the programme helps them to make progression towards a positive destination.



"I have been given volunteer opportunities at different events and the chance to improve skills on coach education courses."

"Made me give up time volunteering to the girls football team which I have loved and probably wouldn't have done if wasn't for the programme."

Figure 3.8 - Indicators of Positive Destinations



"I have now started to receive part time coaching work after being involved in the VIP."

"Being involved in this programme has helped me realise even more I want to be a PE Teacher. What I have picked up from this programme will certainly help me in reaching this in the future."



Discussions with young people

All VIP participants mentioned the positive effect of the programme on their career. The VIP programme gave them qualifications, work-experience on the CV and most important, some real-life experience to talk about in job interviews. Various participants mentioned landing a job and crediting the VIP programme for it.

“Definitely gave me something to talk about [in the interview]; it’s prestigious.”

“I really think it gave me an advantage in my interview.”

Other VIP participants have moved into further education, and credit the programme with helping their acceptance at University. The qualifications

and first-hand experienced helped with their application. One participant said that because of the VIP programme they were given access to the third year of a University course.

“It helped me getting into college.”

“It got me on the ladder.”

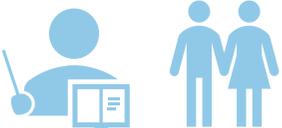
Through the VIP programme the participants have become involved in other volunteering activities, that increased their experience further.

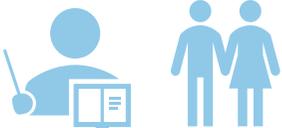
4: The Impact of the SFA CashBack Programme (Year 1-3)

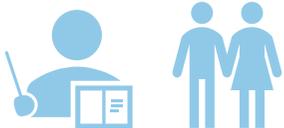
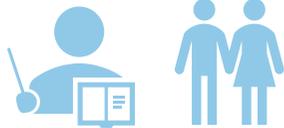
This section provides an overview of how the SFA CashBack programme has performed against the agreed targets in the CashBack Logic Model.

Over the three years of the programme the SFA CashBack Programme exceeded (21) or met (2) almost all of the 25 agreed CashBack targets. The only targets that were missed were:

- Outcome 2 - Young people complete 100 hrs volunteering.
- Outcome 9 - Coach Education participants undertake coaching, mentoring or supporting roles.

OUTCOME 1: YOUNG PEOPLE BUILD THEIR CAPACITY AND CONFIDENCE						
	Young people report their confidence increasing.	Target 3,641	Actual 5,310	My School of Football 3403	My Volunteer & Inspire programme 578	My Inclusive Communities 1,329
	Other stakeholders report an increase in young people's confidence.	Target 80%	Actual 95%	My School of Football 95%		

OUTCOME 2: YOUNG PEOPLE DEVELOP THEIR PHYSICAL AND PERSONAL SKILLS						
	Young people report an increase in skills.	Target 3,388	Actual 5,264	My School of Football 3,378	My Volunteer & Inspire programme 585	My Inclusive Communities 1,301
	Young people complete 100 hrs volunteering.	Target 513	Actual 415		My Volunteer & Inspire programme 415	
	Young people gain accreditation for learning and skills development.	Target 1,083	Actual 1,929		My Volunteer & Inspire programme 560	My Inclusive Communities 1,369
	Other stakeholders report an increase in young people's skills.	Target 75%	Actual 96%	My School of Football 96%		

OUTCOME 3: YOUNG PEOPLE’S BEHAVIOURS AND ASPIRATIONS CHANGE POSITIVELY						
	Young people report increased aspirations.	Target 2,710	Actual 4,685	My School of Football 3,076	My Volunteer & Inspire programme 584	My Inclusive Communities 1,025 ²
	Young people report positive changes in their behaviour.	Target 2,710	Actual 4,861	My School of Football 3,019	My Volunteer & Inspire programme 581	My Inclusive Communities 1,261 ³
	Other stakeholders report perceived increased aspirations in young people.	Target 60%	Actual 83%	My School of Football 83%		
	Other stakeholders report positive changes in the behaviour of young people.	Target 60%	Actual 87%	My School of Football 87%		

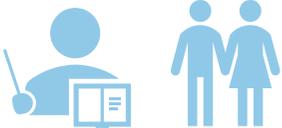
² Year 3 data not available.

³ Year 3 data not available.

OUTCOME 4: YOUNG PEOPLE'S WELLBEING IMPROVES						
	Young people report increases in feelings against SHANARRI indicators.	Target 2,710	Actual 4,877	My School of Football 3,033	My Volunteer & Inspire programme 578	My Inclusive Communities 1,264 ⁴
	Other stakeholders report increases in SHANARRI indicators among young people.	Target 60%	Actual 91%	My School of Football 91%		

OUTCOME 5: SCHOOL ATTENDANCE AND ATTAINMENT INCREASES						
	Participants' attendance at school improves.	Target 70%	Actual 95%	My School of Football 95%		
	Young people surveyed confirm attainment at school has improved.	Target 70%	Actual 96%	My School of Football 96%		

⁴ Year 3 data not available.

OUTCOME 5: SCHOOL ATTENDANCE AND ATTAINMENT INCREASES						
	Young people gain qualification	Target 513	Actual 598		My Volunteer & Inspire programme 598	
	Young People gain referee qualifications	Target 150	Actual 150		My Volunteer & Inspire programme 150	
	Other stakeholders surveyed confirm attainment at school has improved	Target 70%	Actual 68%	My School of Football 68%		

OUTCOME 6: YOUNG PEOPLE PARTICIPATE IN ACTIVITY WHICH IMPROVES THEIR LEARNING, EMPLOYABILITY AND EMPLOYMENT OPTIONS (POSITIVE DESTINATIONS)						
	Young people participate in training.	Target 2,088	Actual 3,658	My School of Football 3,658		

OUTCOME 6: YOUNG PEOPLE PARTICIPATE IN ACTIVITY WHICH IMPROVES THEIR LEARNING, EMPLOYABILITY AND EMPLOYMENT OPTIONS (POSITIVE DESTINATIONS)

	Young people take part in learning.	Target 2,280	Actual 2,832		My Volunteer & Inspire programme 598	My Inclusive Communities 2,234
	Young people take part in volunteering.	Target 684	Actual 1,291		My Volunteer & Inspire programme 554	My Inclusive Communities 737

OUTCOME 7: YOUNG PEOPLE PARTICIPATE IN POSITIVE ACTIVITY

	Young people participate.	Target 2,088	Actual 3,439	My School of Football 3,439		
	Young people are new to that activity.	Target 500	Actual 2,493	My School of Football 2,493		

OUTCOME 9: YOUNG PEOPLE CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES						
	Young people feel their contribution and links with communities are improving.	Target 567	Actual 727			My Inclusive Communities 727
	Young people volunteering or taking on a leadership role.	Target 573	Actual 1,152		My Volunteer & Inspire programme 415	My Inclusive Communities 737
	Coach Education participants undertake coaching, mentoring or supporting roles.	Target 945	Actual 656		My Volunteer & Inspire programme 598	My Inclusive Communities 58 ⁵

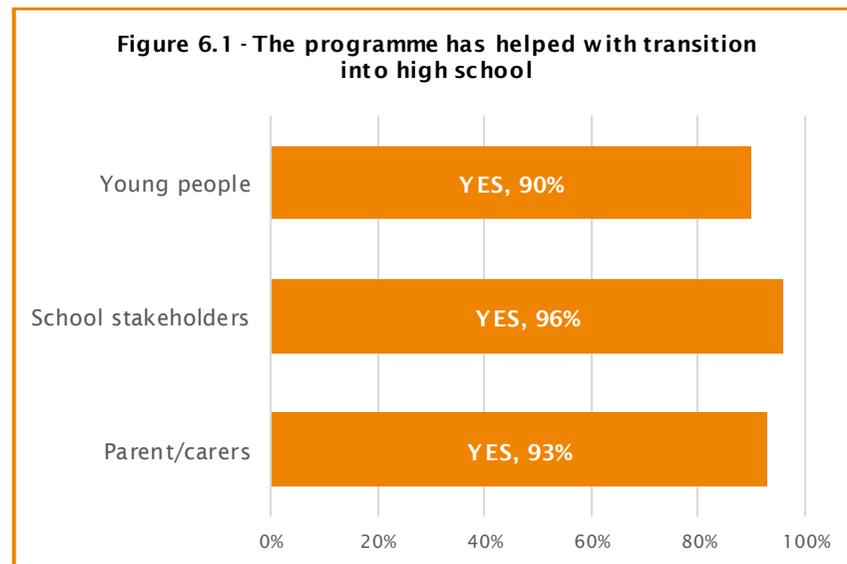
⁵ Year 3 data not available.

5: Helping with Transition

This section focuses on the role of My School of Football in the transition from primary school to secondary school.

Transition into High School

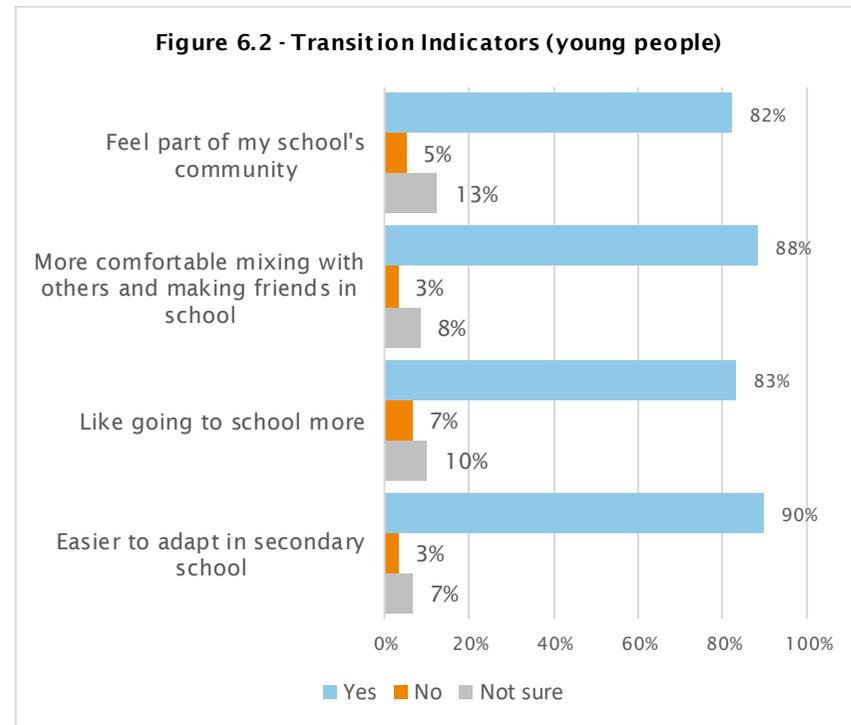
Figure 6.1 reveals that the vast majority of young people (90%) teachers and coaches (96%) and parent/carers (93%) report that they believe that being part of My School of Football helps with transition and adjustment to high school life.



"I have had a great start to high school and feel that SOF has played a big part of this."

Young peoples' views

Figure 6.2 shows the transition indicators as identified by the young people.



Young people told about how the programme helped them to make friends easily and expand their social circle outwith their old primary school. It gave them a common interest and ‘something to chat about’ with people they did not know. Some gave examples of good friendships that had developed that otherwise would most likely not have existed.

“I have made a lot of new friends I didn’t go to school with before.”

“I made friends easier through common interest in football.”

“School of Football has helped me be friends with girls from other primary schools quicker.”

“I was quite shy previously, now I enjoy making friends with others.”

Some young people mentioned that they got to know pupils from other year groups as well through the games they played. Others pointed out that My School of Football got them to know the other teachers as well.

“Without My School of Football my transition to secondary school would had been much more difficult.”

“It takes your mind off thinking ‘oh it’s high school now’.”

“Football gives you something to talk about.”

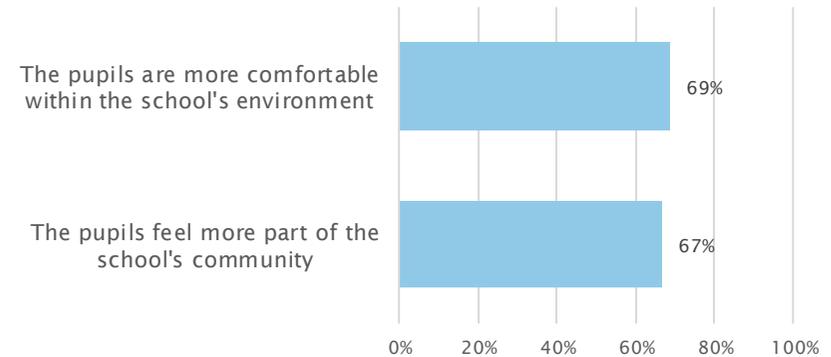
“Since you know most of the people in football, you felt more comfortable in school.”

“It’s really fun and it has helped me in school, and it is a very supportive environment and all the other teachers support me on it too.”

Schools’ views

Figure 6.3 provides the transition indicators for the school stakeholders.

Figure 6.3 - Transition Indicators (school stakeholders)



Teachers and coaches recognised that it can be scary for someone coming into a new school where they know only a few others. They said that being part of a close knit, supportive group helped pupils with settling into high school. Some mentioned the usefulness of the introduction programme that the programme runs in primary schools.

“Pupils create social groups through a shared interest in football. They engage as part of something and feel a sense of belonging.”

“They have a group that they feel confident with.”

“It gives pupils a sense of belonging. It eases the transition.”

“Feel a part of a school team and enjoy the trust placed on them.”

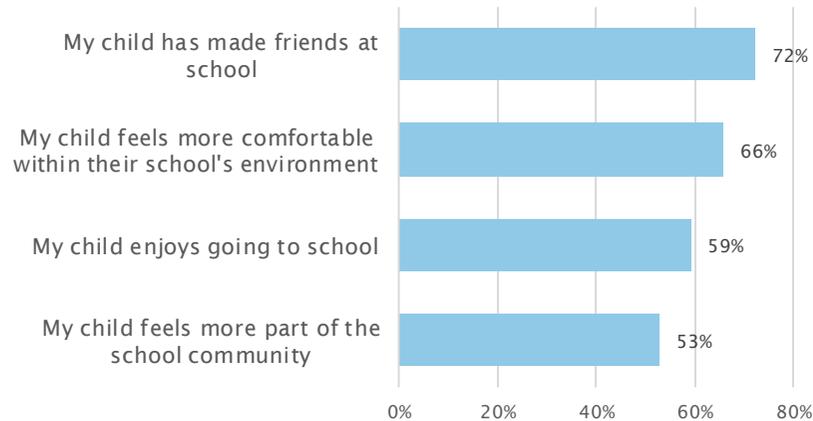
“For some pupils, the programme has assisted them in making friends and adapting during the transition from primary to secondary where they may be separated from their usual friendship circles.”



Parent and carers' views

Figure 6.4 details the transition indicators for parent/carers.

Figure 6.4 - Transition Indicators (parent/carers)



One parent wrote about their son: "I can't speak highly enough about the My School of Football programme. My son [name] had the dream of joining this programme since primary 3 and was determined to achieve this goal. Both himself and family around him were elated when he reached this. What we didn't account for was that the summer before starting secondary [name] suffered with extreme anxiety. It was only the thought of joining the School of Football that pulled him through this time. The staff, coaches and pupils were like a safe community for him. He was doing what he loved but felt he instantly had a small community of friends and coaches that he could trust and speak to. [Name] is now thriving at school and football, I have no doubt this has a lot to do with the My School of Football programme.

"He settled at high school so much better since switched to My School of Football."

"My son had extreme anxiety with the transition from primary to secondary school. Without My School of Football I'm not sure how he'd have managed."

"Both the staff and children involved in school of football gave him encouragement and helped his confidence."

"He has loved getting football every day, even the early morning. It's really helped his transition into secondary school. I would highly recommend it to anyone."

"My son was dreading secondary school and school of football means he enjoys going to school."

"Cant praise this highly enough. Enabled my son to cope with transition from Primary to secondary school with ease. We need more schemes like this one for our children."

"The School of Football programme has been brilliant for [name] and has had a hugely positive impact on him. We believe it played a big part in him settling quickly into secondary school and making new friends."

6: Girls' Participation

This section explores the impact of the My School of Football programme on female participants

Self-evaluation

In the self-evaluation process we asked male and female participants about their perceptions on the difference between boys and girls in the programme.

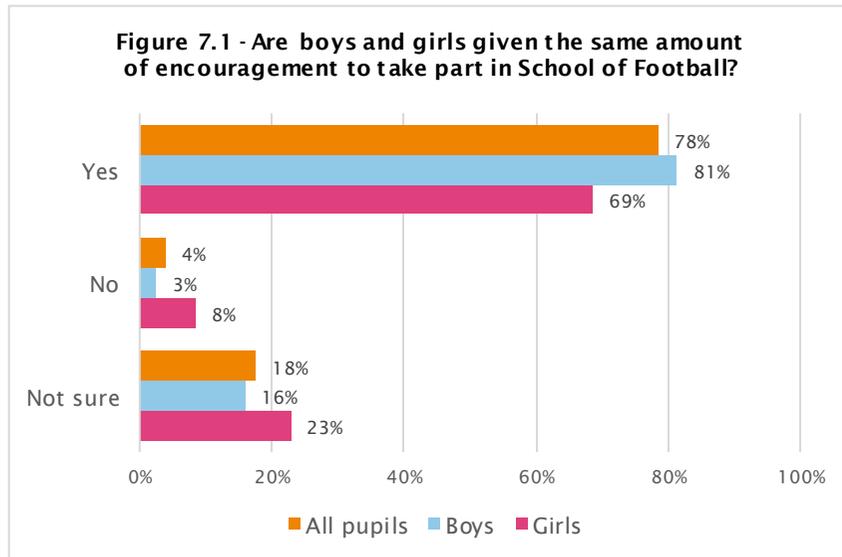
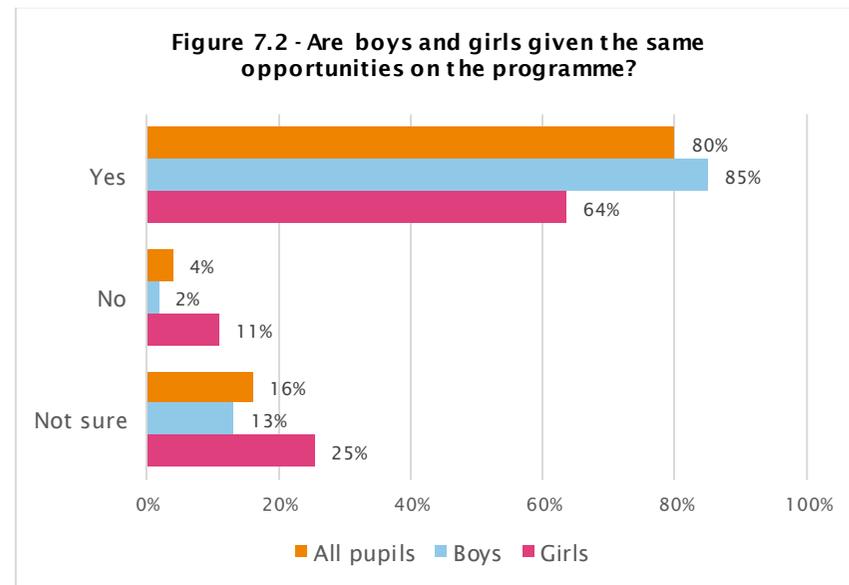


Figure 7.1 shows that overall more than three-quarters of young people (78%) thought that boys and girls are given the same encouragement to take part in the football programme. When separating out the sexes, boys are

considerably more convinced (81%) than girls (69%) that both receive the same encouragement.



Four out of five young people (80%) believe that male and female participants are given the same opportunities in the programme. Again, significantly more boys (85%) thought that both are getting the same opportunities than girls (64%).

Girls' views

Girls generally believe that the programme is open to both boys and girls and there is no bias towards boys.

"They don't treat us any differently."

In mixed groups many female participants felt that boys don't involve girls in the play as much as they do boys. Some boys suggested to introduce rules to include girls more in play. For example, each girl must have touched the ball before you can score. On the other hand, some girls thought that other girls don't take football as serious as most boys.

Girls in mixed teams also said that they are less chosen to play in competitive games and are substituted sooner.

"Boys don't pass to us that much. They try to give you the easiest pass possible, but they don't give us a chance to see what we can actually do."

Some girls thought that they were taken less seriously. For example, they were not pulled up for their mistakes, as boys would be. They also thought that boys were extra careful not to injure them. On the other hand, some girls thought that boys were extra tough on them.

"Boys don't say anything when a girl makes a mistake."

"During the game, when you don't get it right, they'll shout at you."

Some girls experienced to have gained respect from boys because they play football. They say that this also translates outside football, they speak and interact more with boys as equals. Especially girls in S2 reflected on their time since their start at school and saw clear progress towards being seen as equal.

"Boys realise that they are not the only ones that can do it."

"They starting to see that girls can actually play."

"It has made me more confident around boys."

Girls said they thought that a female coach would encourage more girls to take part.

Boys' views

Boys generally agree that there is no bias in the programme towards either boys or girls.

Most boys think that it is quite normal for girls to play football as well. They see that girls have talent and do equally their best. Boys see that some girls are better at playing football than most boys, which changes their perception and attitude.

"At the start of S1 they think girls can't play football, but girls aren't afraid of getting stuck in with the boys."

"Everyone feels the same, girls should be playing football."

Boys believe that girls playing football is changing the attitude of boys towards girls and is promoting equality.

"It feels like one big family, everyone on the team together, girls and boys."

"Most girls in My School of Football are sound."

Some boys believe that boys are more competitive than girls, which sometimes clashes.



"Some girls just stand, boys get frustrated."

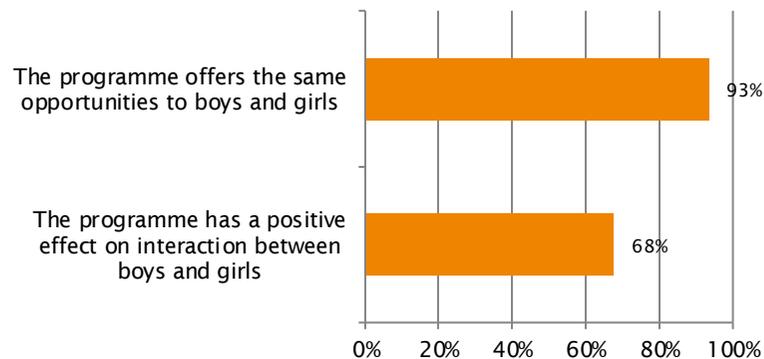
Boys perceptions of girls change slightly, and they make friends with girls.

"There are a few boys that have made friends with girls."

Schools' views

Almost all teachers and coaches (93%) believed that My School of Football gives boys and girls the same opportunities. More than two-thirds of them reported that the programme contributed to boys and girls interacting in a positive manner.

Figure 7.3 - Including girls (school staff)



School staff are clear that the programme encourages girls to take part in the programme and offers the same opportunities to both. If anything, there is more effort to entice girls to become part of the programme to address the unbalance between male and female participants.

"There is not much more that My School of Football can do to encourage girls to take part."

They do acknowledge that there are less girls taking up the offer than boys. They realise that the ethos of the My School of Football programme is to challenge attitudes and encourage girls to take part. One coach suggested to introduce a parent session at the beginning of the school year to encourage female take-up.

Teachers and coaches acknowledge there is still stereotyping around girls playing football, but they also see a change of attitude in schools. It is becoming more accepted that girls play football. The increasing attention for women's football on TV and the achievements of the Scottish women's team at the world cup.

"The boys are more open to girls playing football nowadays."

"The boys are more aware of the girls who now play football within their school and in turn are aware of a common hobby. It is making boys more accustomed to the fact that girls play football."

Coaches say that it usually takes a bit of time before boys trust girls when playing. Once they see that they can play as well as the boys, there is little difference between them.

"Mutual respect for each other."

"Just by working together gains more confidence in each other."

School staff see a clear benefit of boys and girls interacting more. They see friendships between boys and girls originate. Especially in S1, both the boys and girls will happily play together, speak together and support one another.

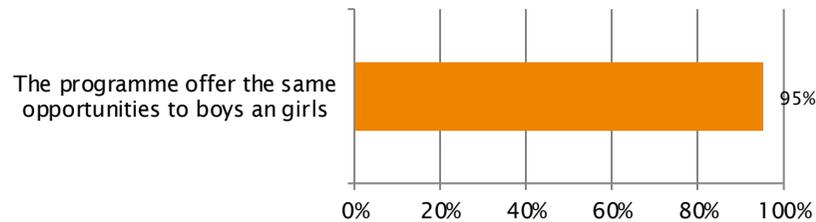
“The teams support each other and will frequently come and support at games.”

“They feel comfortable in each other’s company.”

“They have something in common and have greater confidence in talking to others.”

Parent and carers’ views

Figure 7.4 - Including girls (parent/carers)

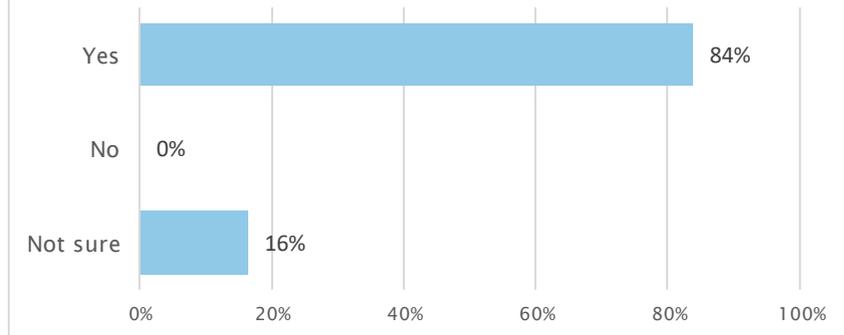


Female participation in the VIP programme

The self-evaluation shows that the majority of VIP participants (84%) agrees that male and female participants are encouraged sufficiently to take part.

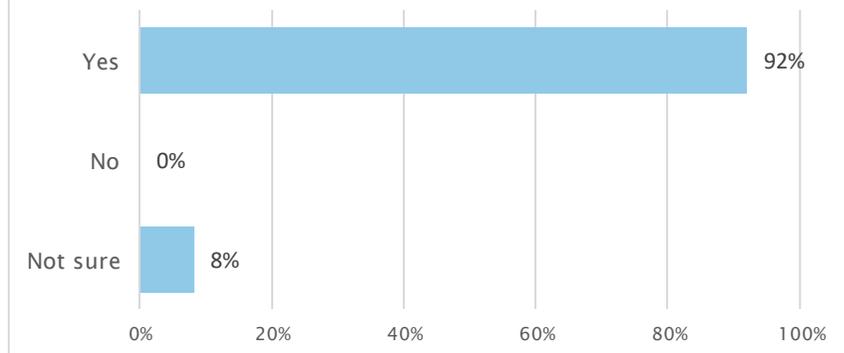
None of the VIP participants that responded thought that girls are less encouraged than boys.

Figure 7.5 - Do you think that male and female participants are given the same amount of encouragement to take part in the programme?



The vast majority of young people taking part in the VIP programme (92%) think that males and females get the same opportunities within the programme. Again, none disagree.

Figure 7.6 - Do you think that male and female participants are given the same opportunities on the programme?



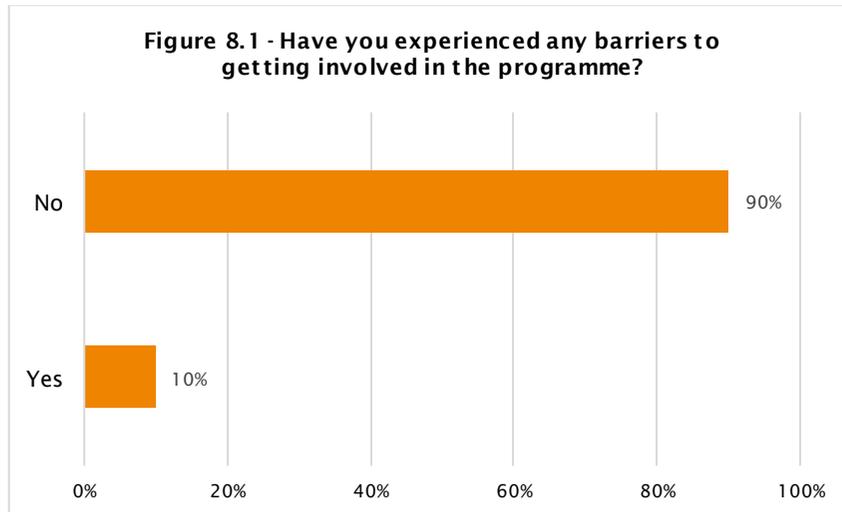


7: Perceptions of the Programme

This Section reports on comments made by Football Leads, coaches, senior school staff and young people about the running of the programme, the referral process, wider benefits of the programme on the schools and the community, and suggestions for improvement.

Young people's views

Most young people (90%) experienced no barriers in accessing the programme.



The young people that reported that they did experience barriers to take part in the programme mentioned a mixture of personal circumstances, such as fitness, medical conditions (e.g. asthma) and behaviour and discouragement from parents and teachers.

"In S1 I didn't get in, so I worked really hard to show my potential and at the start of S2 I got in and was really happy."

"English teacher tried to stop me going."

The referral process

My School of Football

Head Teachers and Deputy Head Teachers have seen an improvement in the referral process. They think that more and more pupils are not selected for their footballing ability, but for the potential benefits it can have for the young person's confidence, attendance, behaviour and wellbeing.

This was confirmed by the coaches, who saw a subtle shift in approach. The focus is now more on young people, of course with an interest in football, with anxiety issues, low confidence, behavioural problems and other issues. More focus was on Looked After Children, children with Additional Support Needs and children for whom English is not their first language.

Although coaches were also keen to point out that there needs to be a balance in the team, between pupils with additional issues and those without and pupils with good football abilities and those without.

"The good kids help to pull up the others."

School management staff and coaches said that starting the referral and recruitment process through the trials in feeder primary schools was key to ensuring the right young people are taking part.

The following quote from a parent illustrates that the referral process is working as it should:

"I feel that the School of Football doesn't focus on kids with a higher ability and focus on the ones who need attention. The focus and drills are aimed at a level below kids playing at National performance club level and this I feel holds the more focused and technically aware back."

Programme delivery

My School of Football

Head Teachers and Deputy Head Teachers are generally happy with programme delivery and the support received from SFA.

School management staff find SFA very responsive and open to suggestions. Coaches remarked that the programme is well established and well supported by the SFA. Coaches valued the flexibility of the SFA support staff.

"We can use our own knowledge to tailor things to the kids we've got."

Schools report forming partnerships with community organisations through the My School of Football programme, including their local football clubs. The programme was also seen as an excellent way to make links to other third sector organisations who could deliver sessions on subjects such as mental health, sectarianism and nutrition.

Benefits for schools and communities

My School of Football

Head teacher and deputy Head Teachers said that My School of Football was a great way to let young people engage with school. They saw the positive impact of the programme on the attendance of pupils. Some also said that it has had a positive effect on attainment.

School management also saw the programme as a good way to engage with parents as well. It was a route to engage with parents about their children in a very positive way.

School management staff also commented on the positive effect the programme has on the school's reputation. The programme helps to propagate the school's values. Playing matches has given the school prestige and has led to positive press coverage. Some head teachers said that it has made their school more attractive for potential pupils and their parents.

"It puts the school on the map."

"The programme was highlighted during last year's HMI inspection as a real positive."

"My School of Football is part of the fabric of what our school is about."

School management staff clearly saw the benefits of physical exercise for their pupils. The programme helps schools to achieve their Active Schools targets.

School management staff found the effect the programme had on the behaviour of some people beneficial for the whole school. The programme also provides schools with another option to offer a bespoke education to young people that need extra support.



“Without the programme we would have more problems with engagement and attainment as it is something that keeps the engaged with school.”

“The loss of My School of Football would mean we have one less opportunity for young people.”

Coaches unanimously said that the support of schools for the programme was excellent. The potential difficult issue of timetabling the My School of Football programme, which takes pupils away from other classes, had surprisingly few problems. Other teachers generally saw the benefit of the programme to the pupil and the school and were happy to support it.

“Teachers wouldn’t be as supportive of this if they hadn’t seen the work we are doing with the pupils.”

Coaches described how the programme enhanced their role in school. When teachers or pastoral care had concerns about a pupil, they regularly approached the coach, who could then address the issue with the young person. Coaches felt they were quite successful in doing this because of the special trust relationship they have built with the young person.

This also worked the other way. Coaches are a great source of information for teachers and the school management. They can flag up issues with teachers at an early stage.

School heads and deputy heads saw the programme as a good way for the school to engage with community organisations. Coaches described the links with local football clubs. Young people went on to play and volunteer for their local football clubs.

Suggestions for improvement

My School of Football

Young people only frequently mentioned one improvement. They would like the My School of Football programme to be available in third year as well.

Parents and carers were quite happy with the programme and had not many suggestions for improvement. They also expressed a wish for the programme to become available after S2.

School staff made the following suggestions:

-
- Again, school staff saw clear benefits in an extension of the programme into further years.

 - Coaches would like to see more classroom sessions introduced in the programme, in particular sessions focussed on mental health.

 - The primary school feeder sessions could be strengthened.

 - The programme could consider introducing formal qualifications

My Volunteer & Inspire

The most frequently mentioned suggestion to improve the VIP programme in the self-evaluation survey were:

-
- More sessions/workshops (9 times)

 - More coaching badges (4 times)

 - More advertising/use social media (3 times)

 - More guest speakers (3 times)

 - better communication (3 times)



"More workshops than just 4 per year. I think they were great and really beneficial."

"I only heard about this through a friend. Would be good if it was advertised on websites or social media."

"Would be good to hear a female guest speaker from the football world such as a top female coach or player."

"To include more of a detailed outline of the course to be emailed to the participant before the first meeting."

"If more funding was available for coaching badges at licence level as it gives you better opportunities to get employment."

Apart from wishing for more sessions or an extended programme period, VIP participants made a number of other helpful suggestions:

-
- More opportunities to get involved in girls/women's only football sessions within my area.

 - Involvement of a professional academy and not just focus on grassroots clubs.

 - More preparation and involvement in coaching courses.

 - Let the participants lead more rather than just once to get more experience.

"I think it's already really good and can't think of anything that needs to be improved."

8: Conclusions

This Section sets out our conclusions about the second year of the Scottish FA's Cashback for Communities programme and explores the lessons learned, and how these can be used to shape the future direction of the project.

Conclusions

1. In Year 3, the programme **exceeded every target**, except other stakeholders confirming the positive effect of the programme on young people's attainment (65% against a target of 70%).
2. Overall, over the three years, the programme has been an overwhelming success, **exceeding almost every target** selected from the CashBack Logic Model.

My School of Football

3. The impact of the programme on young people's confidence is extensive. Young people and other stakeholders reported that being part of a team, gaining skills and progressing on the pitch helped young people to participate more in other classes, voice their opinions and try new things.
4. The programme increased a range of physical and personal skills. Physical skills included stamina, speed, co-ordination and a better understanding of their body. Personal skills included planning, leadership, teamworking, communication, listening and time management skills.
5. The programme has a positive effect on the behaviour of young people. This was reported by almost all young people and confirmed by other

school staff and parent/carers. The programme helped to blow off steam, encouraged positive behaviour and the relationships built with coaches helped to prevent and solve behavioural issues. School staff saw a positive impact on the behaviour of pupils in their use of language and a greater sense of belonging.

6. Young people reported increased aspirations. Although the wish for a professional football career expressed by many may be unrealistic, young people got an idea of other sports-related career paths. Other stakeholders confirmed that the programme got them thinking more about the future.
7. The programme contributes positively to young people's wellbeing. In particular, young people and other stakeholders saw contributions to the SHANARRI Wellbeing indicators: Healthy, Achieving, Active, Respected, Responsible and Included.
8. The programme is a strong motivator for young people to attend school regularly. School staff agreed, but only just over half of parent/carers saw this.
9. Young people and school representatives reported a perceived positive effect of the programme on the attainment of pupils. They try harder, have better concentration and are less afraid to try and make mistakes. Again, only just over half of parent/carers confirmed this.



10. The programme helped young people achieving positive destinations. Participants received training and skills that will be useful for their future.
11. The programme offers young people the opportunity to participate in positive activities.

My Volunteer & Inspire Programme (VIP)

12. The skills and experience gained from the VIP programme significantly increases the confidence of participants, which helps them to approach unfamiliar situations.
13. The programme helps young people to develop a range of practical and personal skills that will be useful in their further career.
14. The programme had a positive effect on participants' behaviour. It set standards for behaviour and made them behave more professional.
15. The programme increases the aspirations of participants. It gave them more insight of what a career in sports coaching involves and increased their network.
16. The programme improves the wellbeing of participants.
17. The programme helps participants to achieve positive destinations. They gained valuable work experience that made applying for jobs of further education easier.

Transition

18. The vast majority of young people, school staff and parent/carers believe that My School of Football plays helps with transition from primary to high school. The programme helps to make friends, get to

know other year groups and teachers, makes them feel part of a community and like school better.

Female participation

19. There is widespread agreement between young people, school staff and parent/carers that boys and girls get the same encouragement to participate and that the programme offers the same opportunities to both. However, girls were significantly less positive on both than boys.
20. There is still evidence about stereotyping and examples of girls being treated differently than boys (inclusion in play, playing games, etc.).
21. It seems that schools and coaches have made progress to ensuring equality and the perceptions and attitude of boys is changing, helped by the generally greater acceptance of female football in society.

Programme Delivery

22. There are no obvious barriers for young people to engage with the programme.
23. There is general consensus that My School of Football is a well-established programme that is delivered well. There is good co-operation between schools, the Scottish FA and clubs.
24. The referral process is changing slightly, with an increased focus on young people that can benefit socially and academically from the programme, rather than football ability. The trial programme in primaries is seen as essential to this.
25. Schools still see My School of Football as an excellent opportunity to engage with young people, their parents and the community and noticed the positive impact on their reputation.