

Evaluation of Scottish Rugby's CashBack Programme 2021-22 (Year 2)

A Report for Scottish Rugby



 Social Research

 Service Design & Innovation

 Strategy & Collaboration

 Evaluation Support

 Social Impact Measurement

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1. Introduction

This section introduces the CashBack for Communities programme, the Scottish Rugby CashBack Programme and provides an overview of the research.

Scottish Rugby

Scottish Rugby is the governing body for rugby union in Scotland. It is responsible for the Scottish national teams, the running of national leagues, developing the local rugby clubs and supporting grassroots rugby development, including in schools.

Scottish Rugby core values of respect, leadership, achievement, engagement and enjoyment are central to every aspect of its activity.

Scottish Rugby focuses on five key policy initiatives that support its strategic plans and objectives:

-
- Academies – raising the standard of elite play by providing a strong and reliable flow of the best young talent into professional clubs, Scotland national teams and the upper reaches of the club structure.
-
- Coaching Pathways – creating a development pathway for high performance coaching, linked with the Scottish Rugby Academy, to increase the standard and number of professional coaches.
-
- Clubs – focusing on the domestic club game, strengthening support for league clubs and further developing the semi-professional club game to foster competitiveness in line with the rest of the UK.
-
- Schools – encouraging schools in Scotland to play more extracurricular rugby, to introduce rugby as a curriculum subject within school PE and to support club youth sections.
-
- The Women's Game – developing initiatives to recruit new female players and teams and to improve the performance of national women's teams.
-

It is Scottish Rugby's policy that barriers to participation in rugby – real or perceived – are removed. Scottish Rugby is committed to developing processes, practices and plans to ensure that rugby is open to all.

Scottish Rugby has been involved in the CashBack for Communities programme since its inception in 2008.

Social Value Lab

Social Value Lab is the national hub for social impact research, strategy, and evaluation. Our mission is to produce the evidence and ideas that support stronger, more effective projects, programmes and communities in Scotland.

Social Value Lab has been the evaluation partner for three programmes delivered under CashBack for Communities Phase 4 and is evaluation partner for five Phase 5 programmes.

CashBack for Communities

CashBack for Communities, established in 2008, is a Scottish Government initiative that takes money seized from criminals under the proceeds of crime legislation and invests them in programmes and services for young people.

The programme is currently in Phase 5 and has committed £110 million to community initiatives since 2008. For Phase 5 £19million has been distributed through 24 organisations to improve the quality of life of young people across Scotland.

In Phase 5 there are six mandatory outcomes that projects must support delivery of:

- Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour
 - Outcome 2: Young people develop their physical and personal skills
 - Outcome 3: Young people's health and wellbeing improves
 - Outcome 4: Young people participate in activity which improves their learning, employability and employment options (Positive Destinations)
 - Outcome 5: Young people contribute positively to society
 - Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system
-

Scottish Rugby's CashBack Programme

The CashBack Schools of Rugby – Sports for Change & CashBack Community Rugby programme aims to work with 1,850 young people aged 11-24. The three main elements of the programme are as follows.

Junior Schools of Rugby (SoR)

This programme aims to work with 1,200 young people in S1-3 over three years in 12 participating schools in deprived areas using rugby as a tool for engagement.

Young people will join a curricular programme, swapping up to 5 hours per week of other classes for the SoR programme. Young people will experience and learn about the values of the game, leadership, engagement, achievement, enjoyment and respect.

Young people will be offered a range of accredited qualifications.

Of these 1,200 young people, 120 (10%) will be referred to the programme by Police Scotland, Social Work departments, pastoral care staff or heads of the feeder primary schools (described as: 'referred young people').

Senior Schools of Rugby

This part of the programme delivers a curricular programme for 300 young people in S4-6 over the three years. The programme is a mixture of rugby, and other work geared towards achieving the outcomes of the CashBack Logic Model, including accredited qualifications and volunteering.

Senior SoR pupils also have the opportunity to participate in the Developing Player Programme (DPP). This is a course comprised of three core elements, which are: strength and conditioning circuits, resistance training, and rugby participation. Pupils on the DPP have the opportunity to develop as an athlete, take part in rugby events at local schools and in the community, and earn qualifications alongside their Highers.

CashBack Community Rugby

The CashBack Community Rugby (CCR) is a 4-week rugby-oriented programme delivered in the community, in co-operation with local rugby clubs, following the well-established Tartan Touch model¹.

CCR is open to young people aged 10-24 years, but is particularly targeted at young people over 16 in the NEET² category and those at risk of becoming NEET.

Participants are referred by Community Police Officers and pastoral care staff from schools.

CCR is delivered by CCR-Ambassadors recruited from the Senior SoR programme, club volunteers and students from local colleges.

Police Scotland run 'Anti-Social Behaviour Workshops' as part of the programme. This element of the SoR programme will particularly focus on CashBack Outcome 6 (diversion from anti-social and criminal behaviour)

¹ <https://www.scottishrugby.org/clubs-and-schools/ways-to-play/tartan-touch>

² NEET = Not in Education, Employment or Training

Feeder programmes

There are two elements of the previous Schools of Rugby programmes that have continued but are not part of the formal Phase 5 programme and therefore not included in the outcome targets. These are:

- **Rugby Starter Programme:** a series of taster sessions at feeder primaries to introduce the SoR programme and recruit suitable participants.
- **Junior Extra-Curricular Programme:** young people in S1-3 are taught rugby one trimester as part of their regular PE classes. This is also seen as a feeder programme for the main programme.

The logic model for Scottish Rugby's CashBack programme in Phase 5, detailing the stakeholders and associated targets, is included as an appendix.

Research methodology

The research was carried out by Social Value Lab between January and May 2022 and used a mixed methodology, consisting of:

Surveys

All participating schools were given the opportunity to participate in this part of the research, which involved:

- **Junior pupil self-evaluation surveys** - analysis of self-evaluation surveys for the junior phase pupils (S1-3) participating in the Schools of Rugby programme (470 responses from 13 schools).
- **Senior pupil self-evaluation surveys** - analysis of the self-evaluation survey for the senior phase pupils (S4-6) participating in the Schools of Rugby programme (89 responses from 7 schools).
- **Parent/carer survey** – an online survey for the parent/carers of the young people participating in the junior and senior phases of the Schools of Rugby programme (134 responses from 7 schools).

- **School stakeholder survey** – an online survey for Rugby Leads, coaches, relevant teachers and senior management staff of participating schools (36 responses from 9 schools).

Qualitative research

In Year 2 we visited seven schools to undertake qualitative research with programme participants and stakeholders: Balwearie High School (Kirkcaldy); Castlebrae High School (Edinburgh); Falkirk High School; Hawick High School; St Thomas Aquinas RC (Glasgow), North West Community Campus (Dumfries) and; Wester Hailes High School (Edinburgh). Due to COVID-19 restrictions, just three of these visits were undertaken in person, with the others done remotely using online videoconferencing. This research involved the following elements.

- **Individual interviews (young people)**- semi-structured interviews with 13 young people taking part in the Schools of Rugby programme.
- **Focus Groups (young people)** – 20 focus groups with 99 participants
- **Case Studies** – 3 impact case studies telling the story of young people taking part in the programme, based on interviews with the young people themselves
- **Individual interviews and focus groups (staff and stakeholders)** – semi-structured discussions with 20 school stakeholders, including Rugby Leads, Staff & Senior Management and rugby coaches.

It has not been possible to carry out substantive research with CCR participants or stakeholders in Year 2. However, some data has been captured for the programme in Year 2 through the senior SoR pupil self-evaluation survey (26 respondents to this survey were also CCR Ambassadors) and a short online survey for CCR delivery partners (5 responses).

Similarly, as not all schools have been consistently logging which of their junior SoR pupils are 'referred', it has not been possible to survey this group separately. However, data for indicators relating to this group has been inferred from junior self-evaluation survey.

2. Cashback Phase 5 Progress to Date

In Year 1 of the programme, COVID-19 restrictions limited the amount and level of interaction possible with young people. A brief window at the beginning of the school year allowed for set-up of the programme in most schools and some face-to-face delivery. Following the tightening of restrictions, and where possible, schools moved to blended and/or online delivery. This, in addition to the uneven restrictions faced by schools in different COVID tiers, meant that the programme was not experienced uniformly across the country – some schools were able to deliver more than others and some age groups were able to do more. For these reasons, the decision was taken to focus Year 1 evaluation on Senior SoR pupils only.

This means that the actual number of young people experiencing positive outcomes in Year 1 will almost certainly be higher than what is presented below, as some Junior pupils would likely have experienced positive outcomes resulting from the brief windows of delivery that did occur.

	Target (Phase 5 overall)		Year 1 (Senior SoR only)		Year 2		Total number of YP in Phase 5 to date	Number of YP required in Year 3 to meet Target
	%	YP	%	YP	%	YP		
Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour								
Young people report their confidence increasing	75%	1200	94%	262	85%	1166	1429	-
Young people feel able to do new things	75%	1200	97%	271	98%	1336	1606	-
Young people feel more resilient	75%	1200	100%	279	95%	1279	1576	-
Other stakeholders report perceived increases of confidence and resilience	75%	-	-	-	95%	-	-	-
Young people report positive, supportive networks	75%	1200	98%	273	96%	1315	1588	-
Young people report positive changes in their behaviour	75%	1200	100%	279	96%	1312	1591	-
Other stakeholders report perceived positive changes in the behaviour of young participants	75%	-	-	-	66%	-	-	-

	Target (Phase 5 overall)		Year 1 (Senior SoR only)		Year 2		Total number of YP in Phase 5 to date	Number of YP required in Year 3 to meet Target
	%	YP	%	YP	%	YP		
Outcome 2: Young people develop their physical and personal skills								
Young people gain accreditation for learning and skills development	50%	800	-	-	18%	253	253	547
Young people report their skills are increasing	75%	1200	100%	279	98%	1340	1619	-
Other stakeholders report skills are increasing	75%	-	-	-	96%	-	-	-

Outcome 3: Young people's health and well-being improves								
Young people report increases in feelings against SHANARRI indicators	75%	1200	100%	279	97%	1332	1611	-
Other stakeholders report perceived increases in SHANARRI indicators among young people	75%	-	-	-	92%	-	-	-

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)								
Young people will achieve a positive destination (Junior/Senior)	50%	600	99%	276	95%	1305	1581	-
Young people will achieve a positive destination ('Referred')	50%	60	‡	‡	‡	‡	‡	‡
Young people attend local rugby club	40%	640	-	-	30%	406	406	234
Young people will improve attendance	75%	90	‡	‡	88%*	425	425	-
Young people's attainment improves	75%	90	‡	‡	91%*	507	507	-

	Target (Phase 5 overall)		Year 1 (Senior SoR only)		Year 2		Total number of YP in Phase 5 to date	Number of YP required in Year 3 to meet Target
	%	YP	%	YP	%	YP		
Outcome 5: Young people contribute positively to their communities								
Number of participants going on to volunteer, coach, mentor, support or take a leadership role in community organisations (CCR Ambassadors)	50%	60	-	-	100%	48	48	12
Number of participants going on to volunteer, coach, mentor, support or take a leadership role in community organisations (Senior)	75%	225	-	-	23%	101	101	124
Number of hours of volunteering contributed by participants	5760		-		978		978	4782
Number of community focused awards gained by participants	75%	225	-	-	100%	483	483	-
Other stakeholders perceive that young people's contribution, links and social interaction are improving	75%	-	-	-	65%	-	-	-
Participants' perception of their neighbourhood improves	75%	225	77%	215	78%	344	558	-
Participants have a heightened sense of belonging to a community (Junior/Senior)	75%	1121	87%	243	82%	1127	1369	-
Participants have a heightened sense of belonging to a community (CCR Ambassadors)	90%	108	‡	‡	100%	48	48	60
Participants have increased motivation to positively influence what happens in their community	70%	1121	‡	‡	81%	1112	1112	10
Young people feel their contribution, links with communities and social interaction are improving	70%	1121	98%	273	93%	1266	1540	-

	Target (Phase 5 overall)		Year 1 (Senior SoR only)		Year 2		Total number of YP in Phase 5 to date	Number of YP required in Year 3 to meet Target
	%	YP	%	YP	%	YP		
Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system								
Stakeholders reporting that participation in antisocial and/or criminal behaviour has reduced	75%	-	-	-	100%	-	-	-
YP reporting reduced antisocial and/or criminal behaviour	40%	640	‡	‡	93%*	561	561	79
YP feel less inclined to participate in anti-social and/or criminal behaviour (Junior/Senior)	40%	640	‡	‡	93%*	609	609	31
YP feel less inclined to participate in anti-social and/or criminal behaviour (CCR participants)	40%	100	‡	‡	‡	‡	‡	‡
YP participate in behavioural change activities	100%	250	-	-	100%	287	287	-
YP report that they are less likely to participate in risk-taking behaviour	70%	1121	92%	257	87%	1190	1447	-

‡ No data

* % of Junior/Senior SoR pupils, excluding those who said this was not an issue before

3. Programme Impact: Year 2

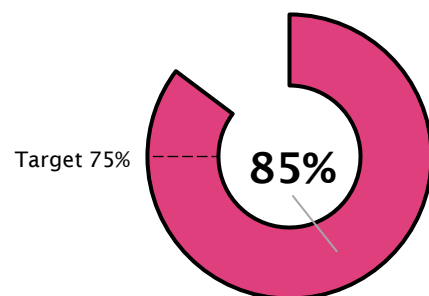
This section describes the impact of the Year 2 programme on participants. The data in this section is taken from surveys and interviews undertaken with young people, coaches, school staff and parents/carers.

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour

Confidence

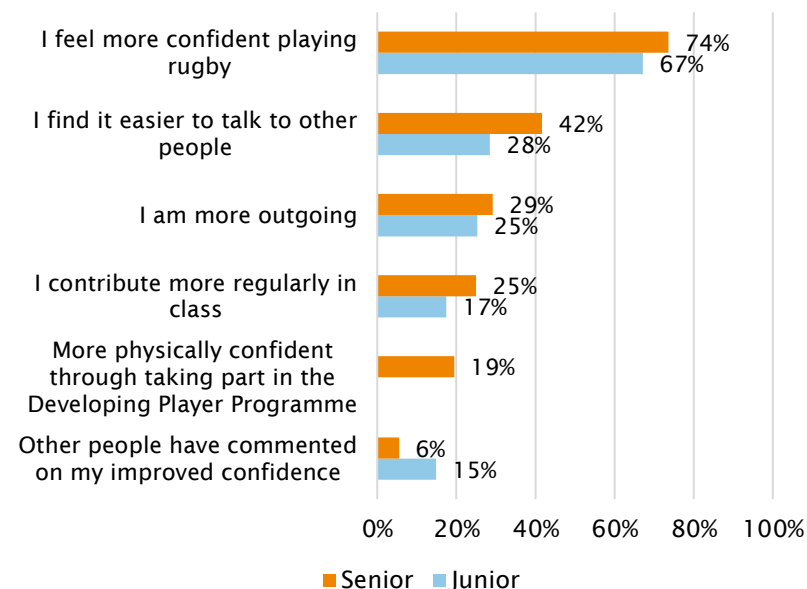
Most young people (85%) agreed that their confidence had improved as a result of taking part in School of Rugby, exceeding the target of 75%.

Fig 3.1: Young people report their confidence increasing



Young people's survey responses demonstrated the wide range of ways that they have experienced an increase in confidence due to the programme or how they have noticed this increase. As Fig. 3.2 shows, the majority of young people became more assured as rugby players and a significant number have seen this confidence transfer off the pitch as well.

Fig 3.2: Increased confidence - % of young people responding positively



These survey responses were reflected in interviews with young people. Young people commented that, on the pitch, improving skills, better knowledge of the game and becoming more comfortable with the physical side of rugby had led to them becoming more confident players in general. A few female players also said that, where groups are mixed, playing with the boys had helped them to develop

more confidence in their own abilities (owing to their perception that the boys were more experienced or playing at a higher level to them). As more confident players, young people said that they were more likely to, for example, ask for the ball, try new skills, and communicate with their teammates on the pitch.

"Before I wasn't confident to ask my teammates for the ball but now I do."

The social aspect to the programme has also been positive for improving the confidence of many young people. For some, being part of SoR has provided opportunities to interact with people that they otherwise would not have had (for a few S1s this was particularly valuable when transitioning to a new school where they didn't know many people). This, young people said, has made the prospect of meeting new people in other situations less daunting and many feel more confident to speak to new people as a result.

"It's a lot easier to introduce yourself to other people."

The group setting of the programme was also seen as beneficial for building confidence by many young people. Comments suggested that this group interaction enabled some people to 'come out of their shell' and that speaking up in front of teammates helped with public speaking in other settings (e.g. talking in other classes). Several young people spoke about how being part of SoR had helped them to overcome shyness or social anxiety.

"I've got more confidence in talking to people, rather than shying away."

"I was quite quiet when I started but now I'll speak to anyone."

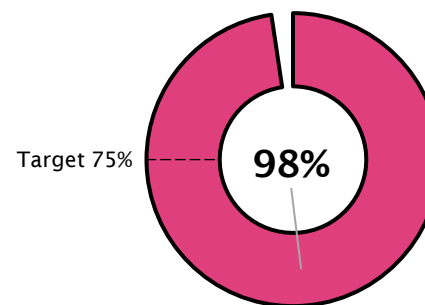
For a few young people we spoke to there was also a newfound confidence in pushing themselves outside their comfort zone and taking part in activities they had never done before.

"It's made me more confident to do things I didn't think I could."

Trying new things

Related to this is the impact of the programme on participants' motivation to try new things. Almost all young people (98%) said that taking part in SoR had made them feel more able to do new things.

Fig 3.3: Young people feel able to do new things

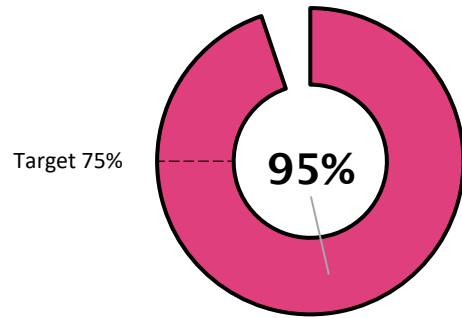


When asked in interviews about trying new things young people mentioned, for example, that taking part in rugby had made trying other new things less intimidating or encouraged them to look for other activities (typically other sports) that they might enjoy. The desire to build or maintain fitness for playing rugby had also motivated many young people to try going to the gym for the first time or taking on additional fitness work in their free time.

Resilience

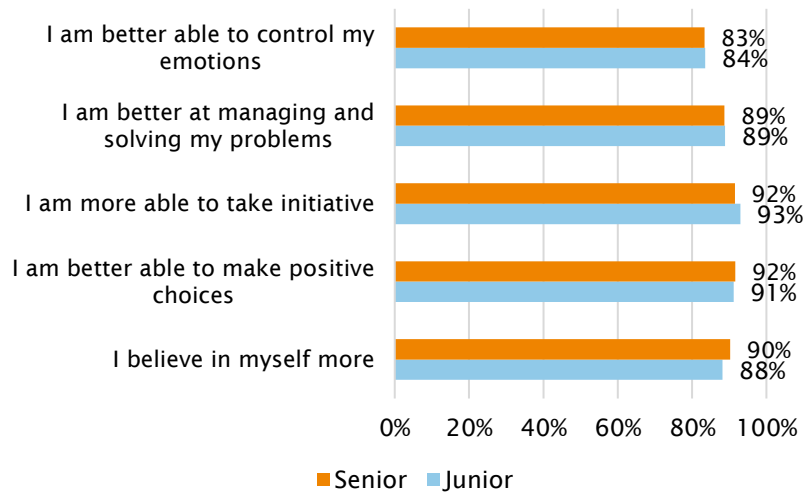
The majority of young people (95%) reported that they felt more resilient as a result of the programme, comfortably surpassing the target of 75%.

Fig 3.4: Young people feel more resilient



As demonstrated in Fig. 3.5, young people reported improvements to their resilience in a variety of ways and most said they had seen improvements in several areas.

Fig 3.5: Resilience - % of young people responding positively



In addition to the measures described above, interviews with young people revealed several other examples of how SoR had enabled them to become more resilient.

Many young people spoke about how they had become better at learning from their mistakes or responding positively to setbacks. Some mentioned specifically how coaches had helped them to understand/deal with failures or helped them develop a healthier perspective on winning and losing. Similar examples included improvements to perseverance and learning to cope better with challenges.

"I've learned that you just pick yourself back up."

The situations that young people encounter on the pitch have also helped many to build resilience. For example, interviewees mentioned the need to be flexible (to adapt to new drills or setbacks in games), coping better with pressure in matches, and overcoming fear (e.g. the fear of being hurt). Crucially, many also commented on how this improved resilience had served them off the pitch as well.

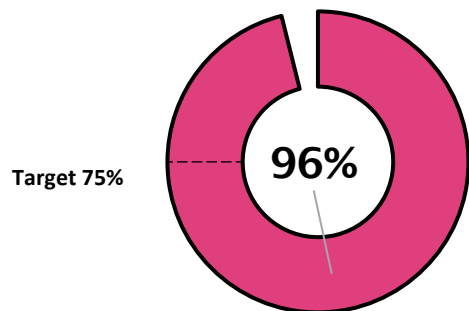
A few young people also talked about how training and playing rugby had taught them more about trying to go beyond their comfort zone and do more than they previously thought possible – for example, by improving their skills or physical performance.

"You push yourself to the limit and know you're going to do it."

Support Networks

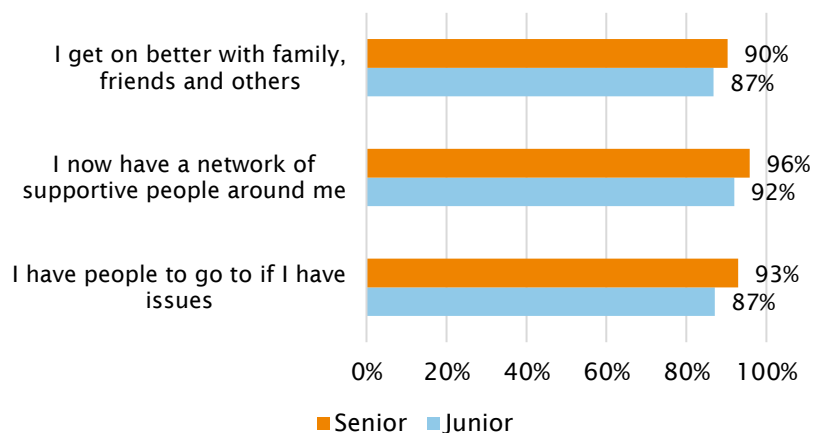
The programme has been extremely beneficial for developing the support networks of those young people taking part, with 96% reporting improvements.

Fig 3.6: Young people report positive, supportive networks



As a result of participating in SoR, most young people have improved their relationships, grown the network of people around them and identified new people that they can confide in (see Fig. 3.7).

Fig 3.7: Support networks - % of young people responding positively



Discussions with young people indicated that the relationships they had formed with their teammates and coaches through the programme had been most influential in improving their support networks.

Young people identified several traits in their coaches that meant they were able to form positive, supportive relationships with them. Coaches were seen as, for instance, friendly, approachable, jocular, respectful, or less strict than their teachers.

"You'd happily just go up and speak to them."

"They respect us as people"

Many young people commented on how they would feel comfortable sharing their problems with coaches and/or how coaches would take an interest in them, regularly checking in to see how they were doing.

"The coaches notice things - they can tell if you have a problem"

Similarly, fellow participants were a source of support for many. As well as making new friends or maintaining friendships through rugby, teammates on the programme can provide each other with support though looking out for each other, sharing experiences (e.g. experiencing defeat together) or the general camaraderie that comes from being part of a team.

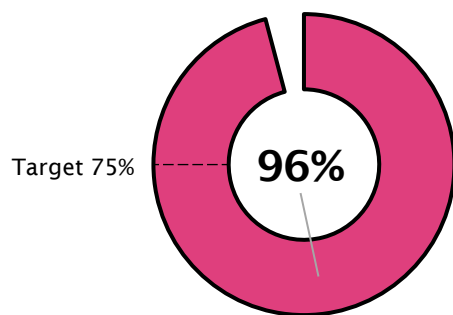
"We go down as a team and we win as a team."

"I've become closer with the friends I already had."

Behaviour

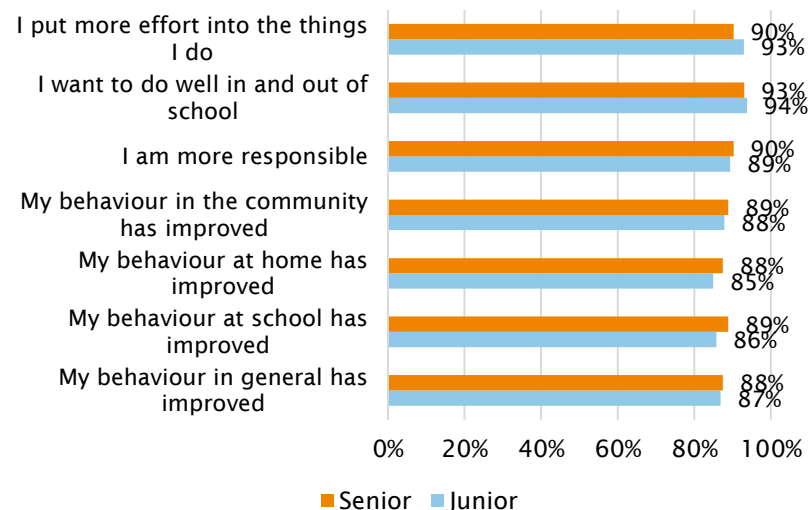
Most young people (96%) reported positive changes in their behaviour in at least one area, well above the target of 75%.³

Fig 3.8: Young people report positive changes in their behaviour



Most young people agreed that their behaviour had improved across several different settings and that they had developed more positive behaviours as a result of taking part in the programme (see Fig 3.9)

Fig 3.9: Behaviour - % of young people responding positively



In some schools, being part of SoR requires that young people sign up to (and often help to draft) a code of conduct for behaviour. The contents of this vary from school to school however they typically follow similar themes, including behaviour in other classes, attendance, being respectful, taking responsibility, and being prepared (e.g. remembering kit or timekeeping).

For many adhering to this code of conduct, or the desire not to have reports of bad behaviour reach their coaches, has led to positive changes in their behaviour, resulting in them being in trouble less in school or at home.

Interviews with young people also revealed a number of other ways their involvement with the programme on and off the pitch had helped to improve their behaviour. For example, young people mentioned:

- Being more encouraging of others

³ Percentage based on junior/senior SoR pupils only - no data for CCR participants

- Giving respect to get respect
- Better controlling their anger
- Recognising others' achievements
- Giving constructive criticism
- Accepting the consequences of your actions (e.g. punishments for breaking the code of conduct)

"You need to learn that if you're not calm on the pitch things go wrong. This has helped me in situations outside of rugby as well."

"Bad behaviour gets back to coach & might make them see you differently."

"Before I joined rugby I was a complete dafty."

"It's helped with my ego."

Other Stakeholders

Most parents, carers and school stakeholders reported increases in confidence and resilience in young people as a result of taking part in the programme.

Fig 3.10: Other stakeholders report perceived increases of confidence and resilience

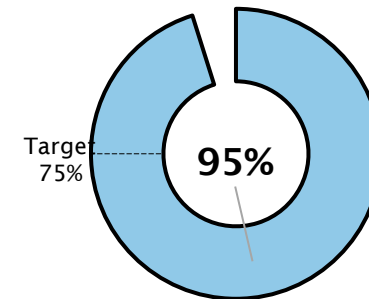
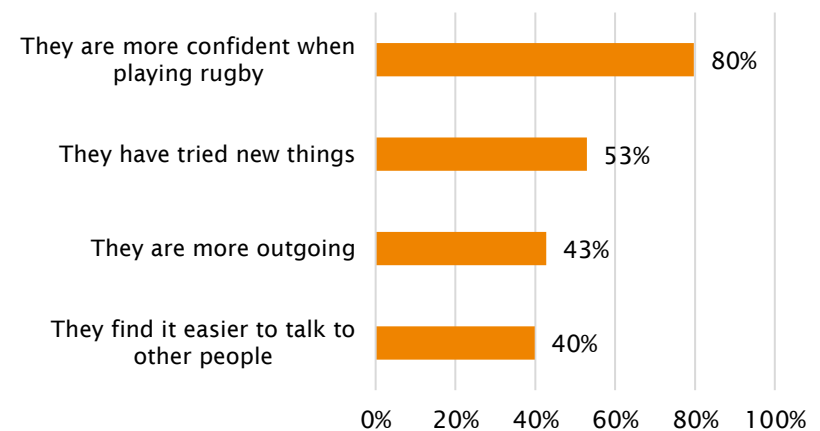


Figure 3.11 demonstrates the ways in which other stakeholders felt that young people had improved their confidence or resilience. Most perceived an increase in confidence on the rugby pitch, though a significant number of stakeholders also reported that this confidence/resilience had transferred off the pitch as well.

Fig 3.11: Confidence and resilience - % of stakeholders responding positively



"I think she's enjoyed being asked to be part of this and showing what she can do, and I'm sure it'll help her try new things in the future."

"She is much more confident about playing sports and trying new sports."

"This programme has helped [my child] in more ways than anything else we tried. She enjoys rugby, being part of a team and using her own initiative, which she struggled with before."

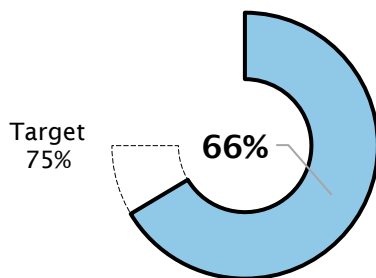
"School of Rugby has offered a platform for our daughter to develop rugby coaching skills, volunteer in local primary schools and be involved in the local council Sports Leadership programme. These have all helped her to become more confident and independent."

"Her confidence has improved, she believes she can actually play a sport well (not having believed that before), she is mixing with different people. She absolutely loves it."

Parents

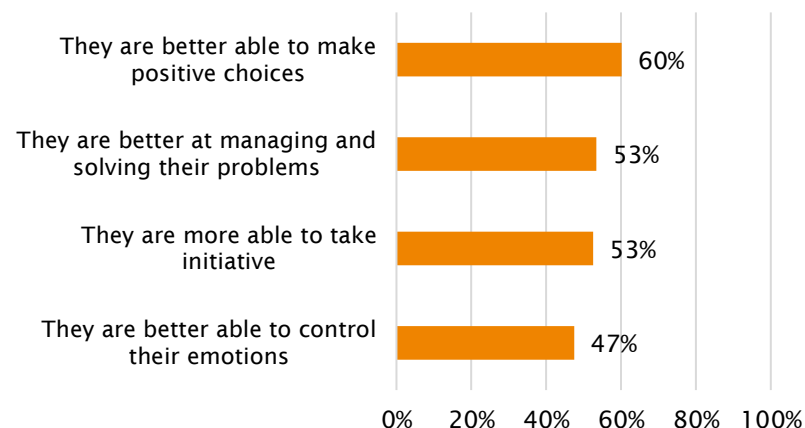
Two-thirds (66%) of other stakeholders reported positive changes in behaviour for programme participants, just below the target of 75%.

Fig 3.12: Other stakeholders report perceived positive changes in the behaviour of young participants



As Figure 3.13 indicates, a significant number of stakeholders noted improvements for young people across a range of behaviours and it is not immediately clear why this target has not been met.

Fig 3.13: Behaviour - % of other stakeholders responding positively



Unfortunately, interviews with stakeholders do not offer any insight as to why survey responses have fallen short of the target. In fact, the benefit of the programme in terms of reinforcing positive behaviours and values featured prominently in discussions, particularly with school staff.

"The programme primarily gives the pupils a sense of belonging and makes them proud. With this pride there is a great sense of responsibility to maintain standards whether in class, in the team or ultimately the community."

"Positive behaviour within the school is a big part of it as well – making sure that young people are responsible, respectful, they're ready, they're prepared, they're organised."

"We've had kids who have behaviour issues and anger issues, who have been part of our programme and they've made massive differences and

improvements within everything that they've done across the school. So, it has made an impact."

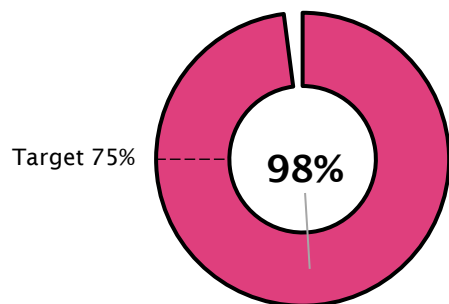
School staff members

Outcome 2: Young people develop their physical and personal skills

Young People

Almost all young people (98%) reported that they had improved their skills as a result of the programme.

Fig 3.14: Young people report their skills are increasing



Young people's survey responses demonstrate the range of skills they have developed through taking part in SoR. These include rugby-specific skills (Fig. 3.15) and personal skills (Fig. 3.17). For those seniors that took part on the Developing Player Programme, there was also an additional positive impact on skills (see Fig. 3.16).

Fig 3.15: Rugby skills - % of young people responding positively



Fig. 3.16: Developing Player Programme Skills - % of young people responding positively

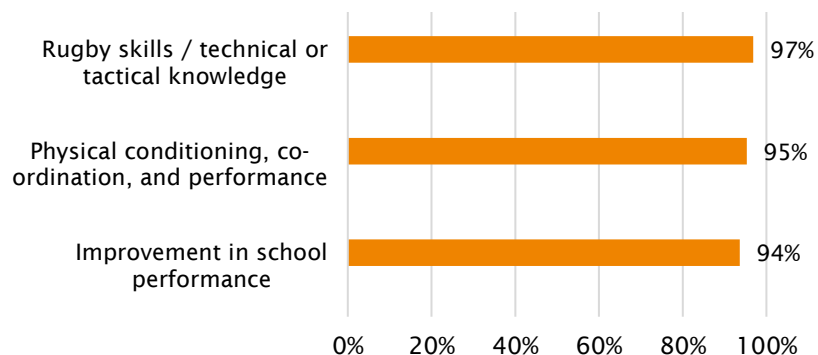
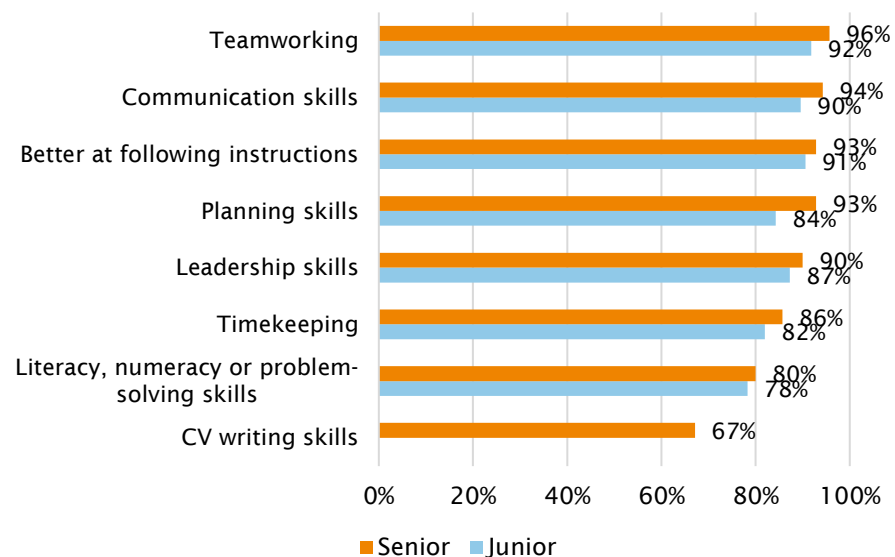


Fig. 3.17: Personal skills - % of young people responding positively



"It's helped me to remember to get everything ready for school."

"I run really fast now."

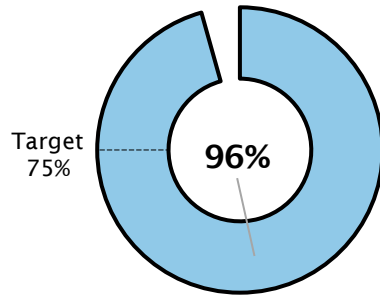
In interviews, in addition to the skills listed above, young people mentioned improvements to their skills in the following areas.

- Designing rugby drills and warm-ups
- Specific rugby skills: positioning; passing; kicking; handling; footwork
- Goal setting
- Relationship building skills
- Taking initiative
- Learning how to motivate others
- Self-discipline
- Patience

Other Stakeholders

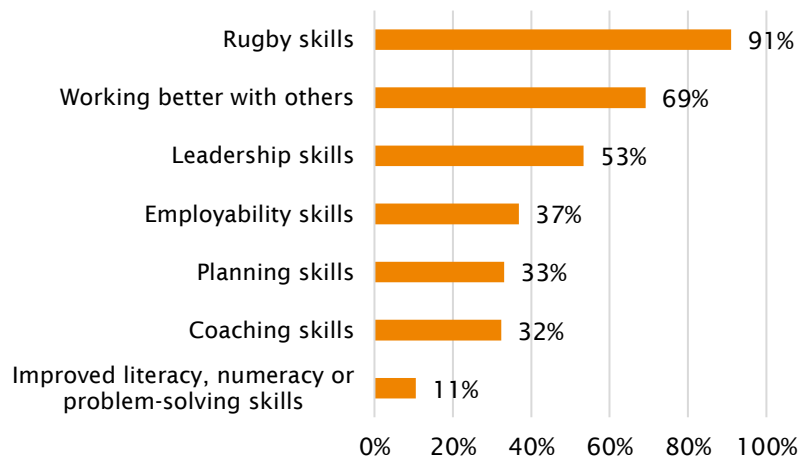
Most parents, carers and school stakeholders (96%) agreed that the programme had been beneficial in developing the skills of young people taking part.

Fig 3.18: Other stakeholders report skills are increasing



While an improvement in rugby skills was most commonly observed by other stakeholders, a significant number also witnessed improvements in other skills, including teamworking, leadership and employability (timekeeping, following instructions, etc.) – see Figure 3.19.

Fig 3.19: Skills - % of other stakeholders responding positively



“As much as all the [rugby] skills they’re developing, improving their ability, promoting physical education, for me, there’s something fundamental in there as well, which is actually about just developing life skills.”

School staff

Outcome 3: Young people’s health and well-being improves

Young People

For most young people (97%), taking part in the programme has led to improvements in their wellbeing against at least one of the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included).

Fig 3.20: Young people report increases in feelings against SHANARRI indicators

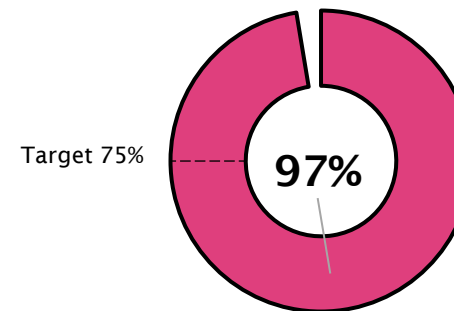
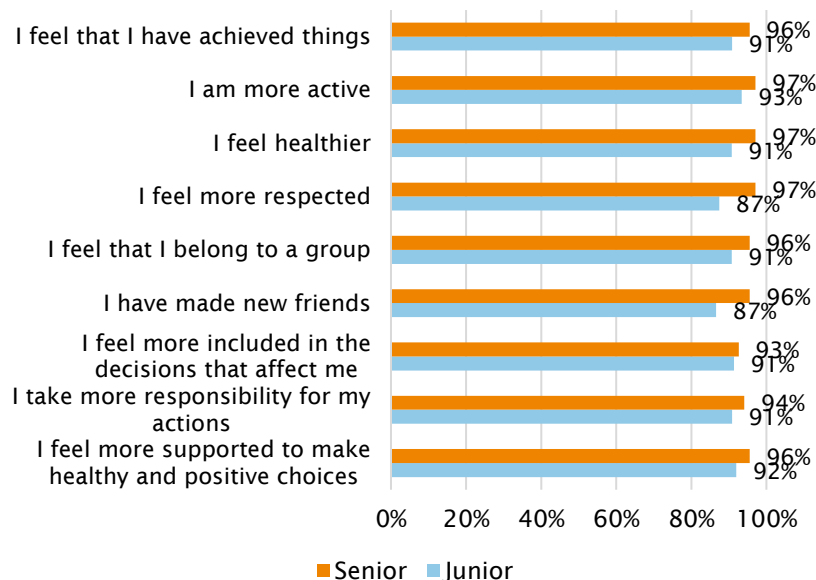


Figure 3.21 shows the responses from young people against each of the relevant indicators of wellbeing.

Fig 3.21: Wellbeing - % of young people responding positively

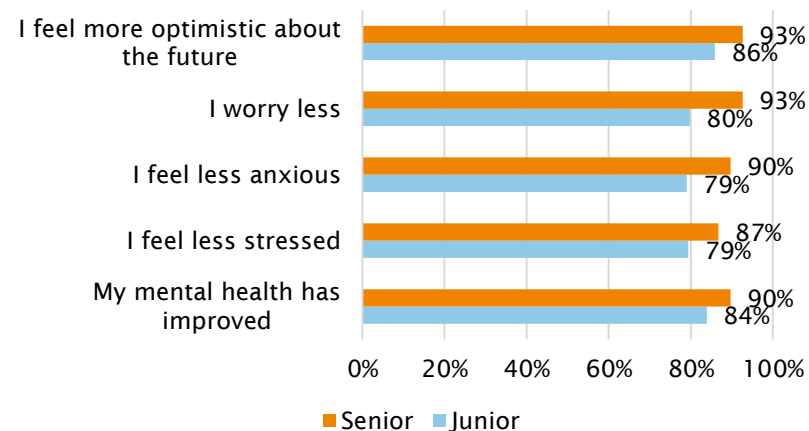


In interviews, young people tended to focus on a few areas on wellbeing in particular. Most commonly young people spoke about improvements to their health or activity levels, noting that being part of SoR had helped them to lose weight, boost their fitness, get outdoors more often or improve their diet.

"My stamina has improved dramatically."

"It's definitely got all of us a lot fitter."

Fig 3.22: Mental wellbeing - % of young people responding positively



Based on further survey responses (see Fig 3.22) and comments there has also been a significant impact on the mental health of many young people, either through the act of playing rugby or being part of the programme in general. For example, for some young people these activities have been a positive focus or a distraction from other things that may be going on in their lives. For others, getting out on the pitch is a welcome stress release or a place to channel negative emotions. More than anything else, though, young people spoke about their enjoyment of being part of the programme, how it was something to look forward to or how it put them in a good mood.

"After a training session or a match is when I'm happiest. It definitely helps with your mental health."

"It takes your mind off everything that's going wrong in your life."

"You're just free, that's what it feels like anyway."

A sense of achievement was a recurring theme in interviews with young people. Many were proud of their own improvement as players, while others highlighted

specific things they had achieved and been recognised for, such as winning games or tournaments, gaining qualifications, or winning awards/trophies. Representing the school was also viewed as an achievement for many, as was having SoR recognised in school announcements or social media channels.

Similarly, young people talked about feeling more included as a result of their involvement in SoR. Often participants are given kit or SoR badges to wear with their uniform which, some young people said, made them feel part of something and gave them a feeling of pride as they wore them around the school.

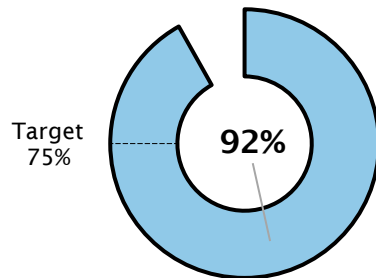
"It's a unique thing, not everyone gets to be part of it."

A few pupils commented on the opportunities the programme had given them to take on extra responsibilities, such as leading training or organising events. Some senior pupils spoke about how they had appreciated the opportunity to be role models for younger participants.

Other Stakeholders

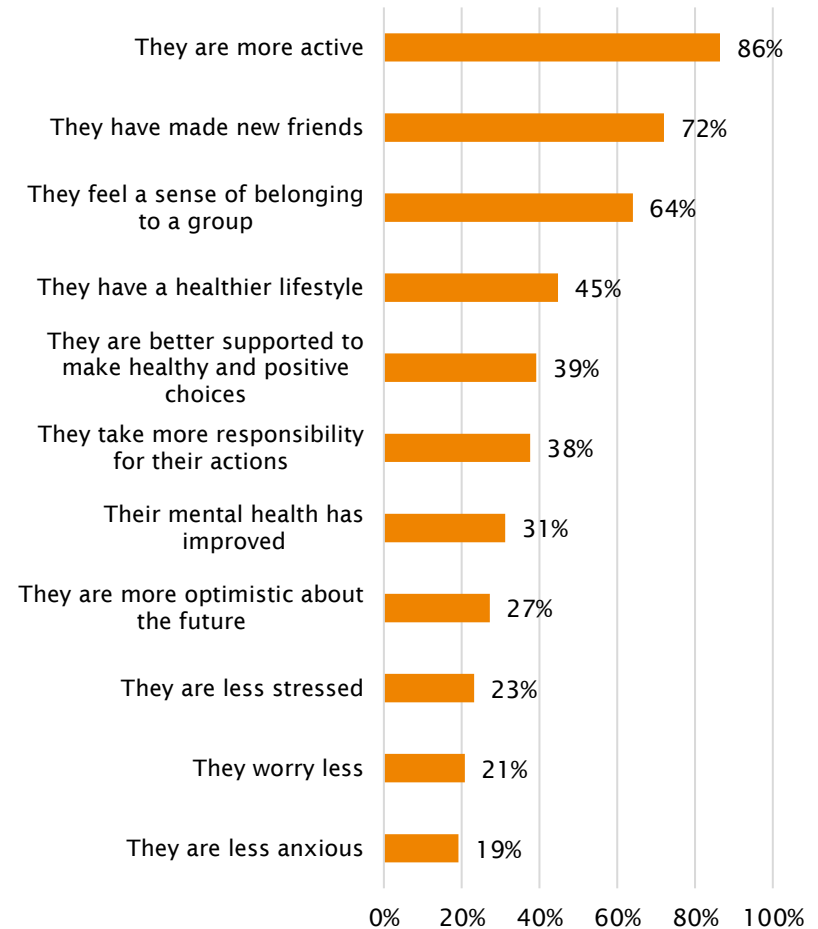
The majority of other stakeholders (92%) reported that taking part in school of rugby had a positive impact on the wellbeing of young people.

Fig 3.23: Other stakeholders report perceived increases in SHANARRI indicators among young people



More active/healthy lifestyles and positive social impacts were most commonly reported by stakeholders, though there were improvements observed across all wellbeing indicators (see Figure 3.24).

Fig 3.24: Wellbeing - % of other stakeholders responding positively



"The school of rugby has been a massive help to my daughter especially during exam times. Rugby is an escape from the stress."

"My son had never played rugby before and is vice-captain and never misses training. It's fun, keeps him fit and has given him a wider group of friends"

Parents

"We try and tick all the boxes for mental health, social health, emotional health and physical health with us. And we try to make this a rugby team where the kids are feeling safe, secure, part of something."

Coach

"I'd say that there's been a notable reduction in stress and anxiety for some of the kids in just the way they talk to each other, the way they talk to me, the way they're able to control their emotions in difficult situations."

School staff member

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

Young People

Most young people (95%) reported progress towards a positive destination, well above the 50% target.

Fig 3.25: Young people achieve a positive destination

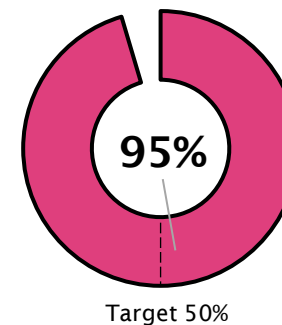
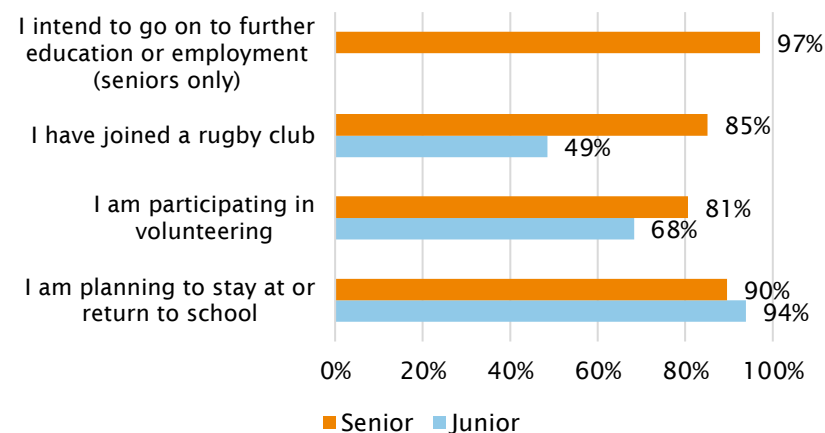


Figure 3.26 shows the ways in which young people have made progress towards positive destinations as a result of the programme.

Fig 3.26: Positive destinations - % of young people responding positively



In interviews young people provided some commented to illustrate the survey responses above. For example, a few mentioned how participation in SoR would

later be a factor in their decision to stay on at school. Others talked about how their enjoyment of the game or encouragement from their SoR coach had led them to joining a rugby club. Those who had been able to volunteer through the programme – typically coaching younger pupils or organising primary school events – spoke about gaining satisfaction and skills from the experience.

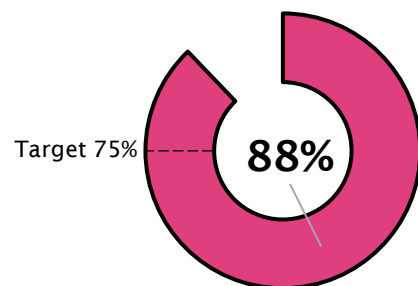
In addition, some young people noted that taking part in the programme had influenced their decision about future career or opened their eyes to the range of sports-related careers available to them, some with plans to work in rugby, coaching or sports medicine.

"I wasn't sporty before but now I want to do a job in sports."

A couple of senior pupils also mentioned how they believed the qualifications they had gained through the programme would enhance their university applications.

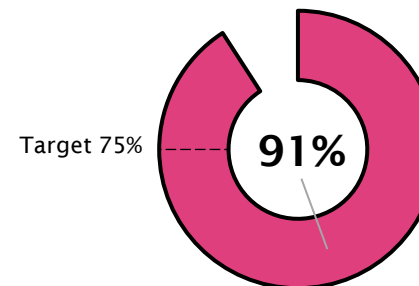
For most young people who previously had issues with their attendance or attainment⁴, taking part in the programme led to improvements in these areas (88% and 91% respectively – see Figs. 3.27 and 3.28)

Fig 3.27: Young people will improve their attendance



⁴ Data based on junior pupils' survey responses, excluding those who indicated there was not an issue before.

Fig 3.28: Young people will improve their attainment



In interviews young people spoke about how having SoR to look forward to or break up the day made coming into school easier and for some this was often a factor in whether or not to attend.

"Getting to play the sport you love gives you a good reason to come into school."

On attainment, young people mentioned a range of ways in which SoR had helped them. For example some commented on improved performances in P.E., while others spoke about how learning to put the effort in with rugby had transferred to other classes. For a few, the motivation of not wanting to lose out on rugby as a result of poor grades or negative reports in other classes led to them applying themselves more.

"I've learned to apply myself in everything I do."

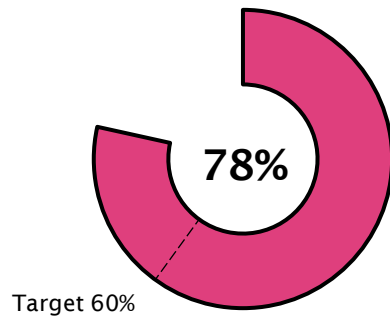
"I did zero work in other classes until I got threatened with being taken out of School of Rugby."

Outcome 5: Young people contribute positively to their communities

Young People

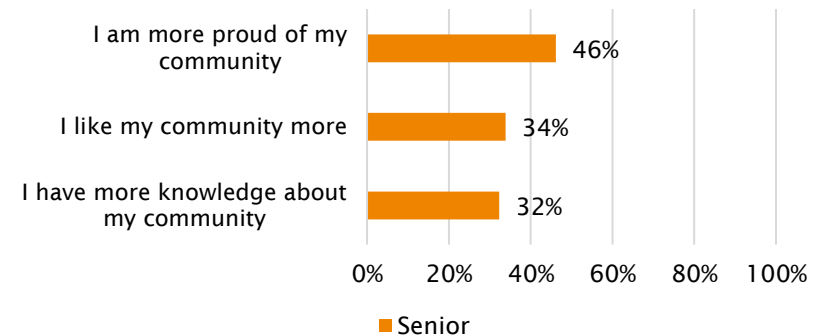
More than three-quarters (78%) of senior SoR pupils reported that their perception of their community had improved as a result of the programme.

Fig 3.29: Participants' perception of their neighbourhood improves (Seniors only)



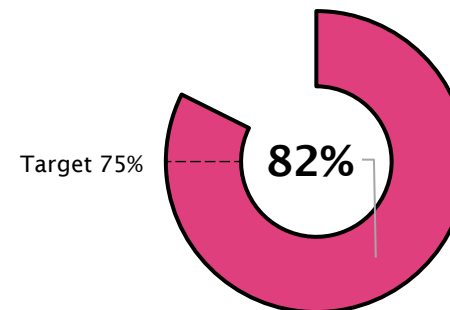
Improvements to young people's perception of their community were determined by whether young people responded positively in surveys to at least one of the relevant statements shown in Figure 3.30. As the responses demonstrate a significant number of young people have either improved the knowledge of their community, like their community more, or have developed a sense of pride around their community.

Fig 3.30: Perception of community - % of young people responding positively



Most young people in the senior and junior SoR programmes (82%) have developed a heightened sense of belonging to a community as a result of their participation, exceeding the target of 75%.

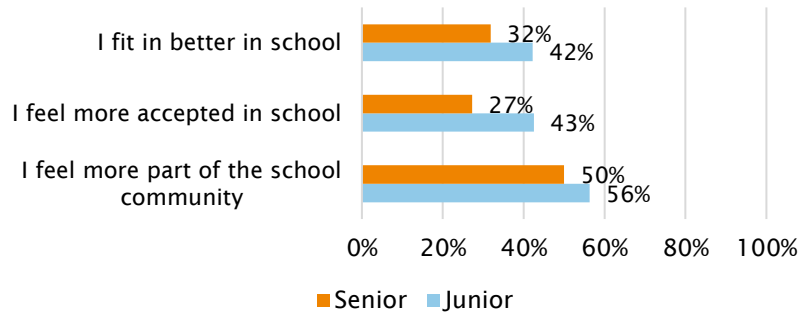
Fig 3.31: Participants have a heightened sense of belonging to a community (Junior/Senior)



As Figure 3.32 shows, young people's sense of belonging was measured against their feelings towards their school community as a result of the programme. While sense of belonging was slightly stronger among junior pupils, a significant

number of all young people said that they agreed with at least one of: fitting in better at school, feeling more accepted in the school community; or feeling more part of the school community.

Fig. 3.32: Sense of belonging to community - % of young people responding positively



For CCR Ambassadors an improved sense of belonging to community was even more pronounced, with all young people reporting a positive impact.

Fig 3.33: Participants have a heightened sense of belonging to a community (CCR Ambassadors)

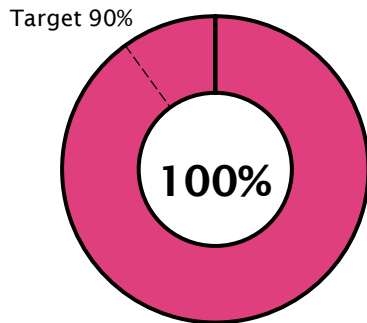
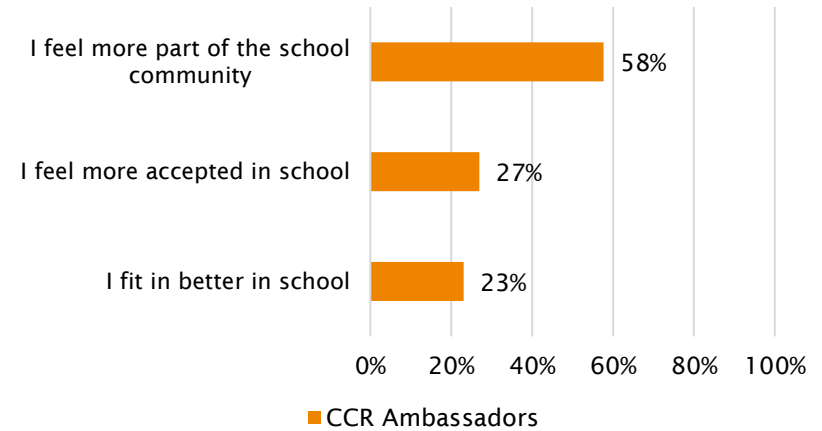
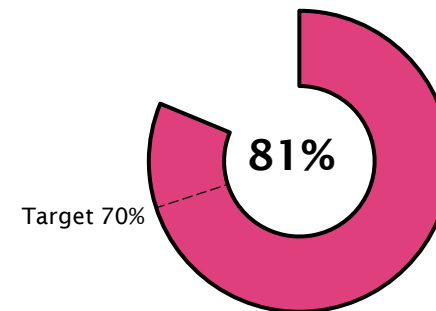


Fig. 3.34: Sense of belonging to community - % of CCR Ambassadors responding positively



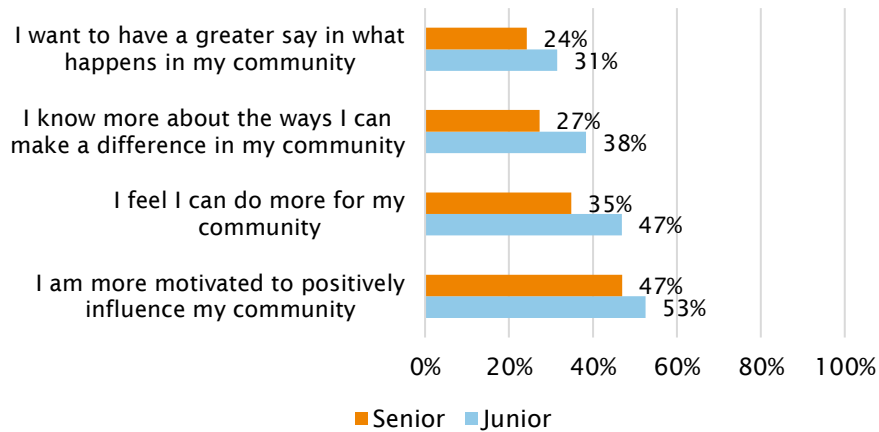
An increased motivation to positively influence their community was experienced by more than four-fifths (81%) of young people.

Fig 3.35: Participants have increased motivation to positively influence what happens in their community



As Figure 3.36 indicates young people increased motivation to influence their community was captured in a variety of ways, including wanting to speak up more about what happens in the community to feeling that they have more to offer communities.

Fig. 3.36: Motivation to positively influence the community - % of young people responding positively



Through the programme 93% of young people have improved their own contribution to their community, improved their links with the community or increased their social interaction with the community.

Fig 3.37 : Young people feel their contribution, links with communities and social interaction are improving

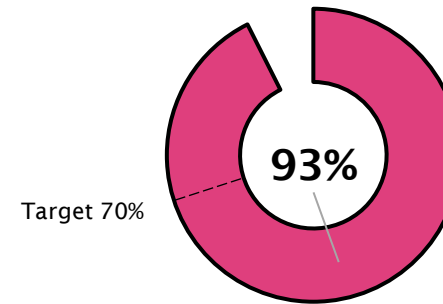
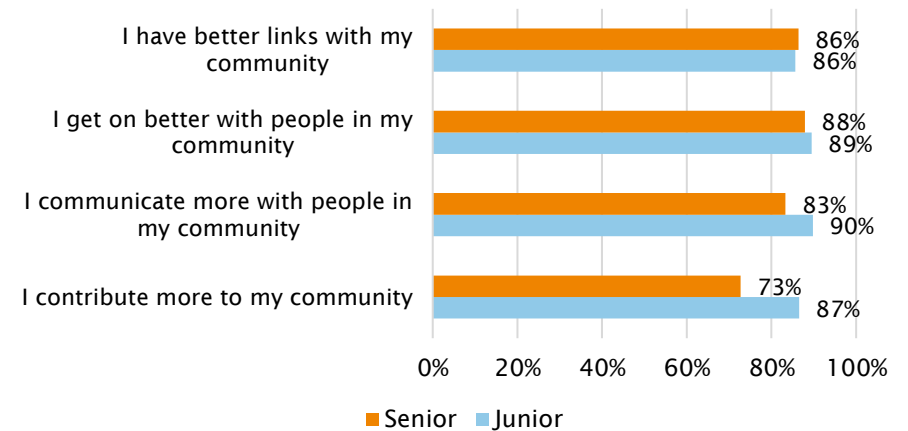


Figure 3.38 shows the breakdown of young people's responses for this indicator, with social interaction being measured as improvements to either relationships in the community or communications with people in the community.

Fig. 3.38: Community contribution, links and social interaction - % of young people responding positively



As indicated by the data above, the focus of research with young people around views on the community was largely focused on the most relevant community to them – their school community. It was also this community that featured most prominently in discussions with young people.

Young people commented on how being part of SoR had made them feel more connected to the wider school community thanks to, for example, increasing interactions with teachers (e.g. asking them about rugby), giving them opportunities to represent the school, or having their achievements recognised by the school. For some this had led to them taking up more extra-curricular activities around the school.

"I've got a lot more involved in other parts of the school."

It was also clear from interviews that for some young people the programme has been beneficial in allowing them to interact and build relationships with peers in the school community with whom they wouldn't otherwise have been in contact with. For example, young people talked about meeting people from outside their friend group or getting to know people from different age groups better through rugby.

Though still limited by Covid at the time of research, some programmes had been able to do SoR activities outside of school, such as taking part in matches/tournaments with other schools or having participants deliver activities with primary school pupils. Young people were appreciative of being able to get out and meet others in the community in this way and, for some, the primary school activities in particular had contributed to their sense of giving back to the community.

A few young people commented that being part of the programme had made them appreciate the communities that they were already a part of even more (e.g. the school community or other clubs/teams they were members of). Many participants have joined rugby clubs outside of school as a result of the programme and for many of these young people this has introduced them to new communities outside of school too.

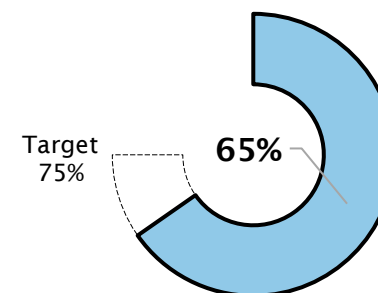
"It's helped me to realise the communities I was already part of."

"I've got to know a lot more people through rugby."

Other Stakeholders

Just under two-thirds (65%) of other stakeholders reported that young people had improved their contribution to, links with or social interaction with their community. This is slightly below the target of 75%.

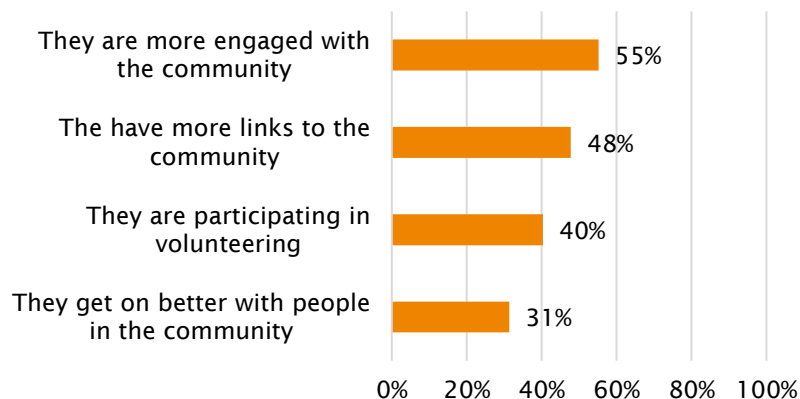
Fig 3.39: Other stakeholders perceive improvement in YP contribution, links and social interaction



Though not explicitly stated by any stakeholders in survey responses or interviews, it is likely that part of the reason for this indicator falling short of project targets is due to COVID restrictions still in place for much of this academic year limiting the opportunities for young people to be out in the community.

As Figure 3.40 indicates, though perhaps not experienced equally by all in this year, the programme has the potential to develop young people's links and engagement with the community in a variety of ways.

Fig 3.40: Community contribution, links and social interaction - % of other stakeholders responding positively



“The matches within the community have meant she's travelled to new places and has been able to get to know the resources in her community better.”

Parent

“They see the value in given back and taking responsibility.”

“Young people are now more engaged in community programmes and feel like part of a group”

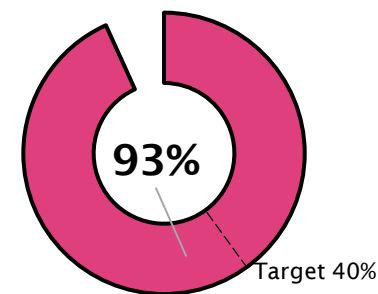
School staff members

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

Young People

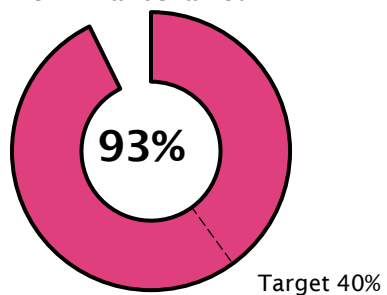
For those young people who had previously had issues around anti-social or criminal behaviour, the programme had a positive impact on both reducing instances of this type of behaviour and making young people feel less inclined to do it in future (see Figs. 3.41 and 3.42).⁵

Fig 3.41: Young people report that their own participation in antisocial and/or criminal behaviour has reduced



⁵ Data based on junior and senior pupil surveys, excluding those who indicated there was not an issue before. There was no available data for CCR participants.

Fig 3.42: Young people feel less inclined to participate in anti-social and/or criminal behaviour.



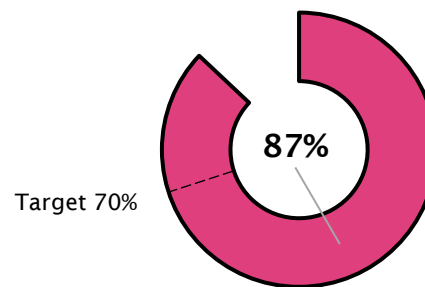
While discussions of anti-social or criminal behaviour did not feature prominently in interviews with junior and senior pupils, it is likely that at least some of this impact is as a result of the standards of behaviour expected of young people in most schools.

For the few young people that did talk about anti-social/criminal behaviour in interviews, their comments suggest that the discussions they have had in SoR (or the fear of missing out on it) has encouraged them to reflect more on this kind of behaviour and exercise more control before taking part in it.

"Before School of Rugby I would get into scraps every single day."

Most young people (87%) reported that they were less likely to take part in risk-taking behaviour.

Fig 3.43: Young people report that they are less likely to participate in risk-taking behaviour.

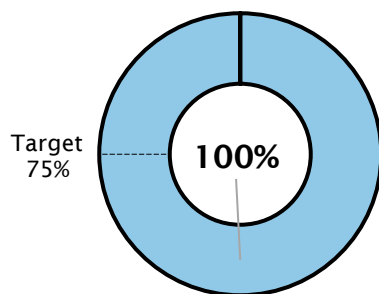


In interviews young people talked about this exclusively in relation to their behaviour on the rugby pitch – commenting on how they know more about the potential risks involved in dangerous play and how to avoid these.

Other Stakeholders

All stakeholders⁶

Fig 3.44: Other stakeholders report that participation in antisocial and/or criminal behaviour has reduced



“Due to the programme running on a Saturday night, a key time when anti-social behaviour would happen, it gives them a distraction from getting involved with these behaviours. Also, because the group gets anything from 40 to 70 young people in a night this is a large proportion of young people to have in one place and using sport as a positive means to channel their energy with their peers.”

“When the events are running, anti-social behaviour has been reduced in the community. Attendees are young people who have committed crimes in the community, and this has been a diversion.”

“Activities to do mean they are busy and away from others. Also, after the sessions they are tired and say they go home earlier so not back out on the streets. Police comment less disruption in the community in the nights when the event is on.”

⁶ Data for this indicator was taken from the survey responses of CashBack Community Rugby delivery partners.

“This has taken them away from [negatively engaging with] the community and gave them something positive to engage with.”

CCR delivery partners

Wider Programme Impact

Schools

In interviews, school stakeholders described a range of positive outcomes for the school as a result of the programme. Many of these overlap with CashBack outcomes, as schools will often have their own local, national or internal targets in these areas. For example, several school stakeholders mentioned the positive impact of the programme on the attendance of young people taking part and the contribution this makes (admittedly often as part of a range of interventions) to overall rates of attendance.

“When you’re connected and you feel part of something, you’ll attend and be part of it, and you’re not dodging school, you’ll not miss out.”

School staff member

Stakeholders commonly spoke about the positive role the programme can play in addressing the attainment gap, with the skills young people have gained in SoR transferring to their other subjects and raising their aspirations about what they can achieve. A couple of school staff also spoke about the programme’s potential to reduce (usually poverty-related) barriers between young people, having them interact with people from different backgrounds. This, one Head Teacher commented, helps to create a more equal learning environment, which can be difficult to achieve in the normal classroom setting.

"It's that ethos, and that constant that everybody's valued. And it's a leveller as well for them when they're out on the field."

School staff member

Also frequently mentioned by school stakeholders was the unique influence that sport can have in engaging certain pupils in school where previously they would have struggled. For these young people their interest in the game is the hook to get them involved in the other skills/personal development aspects of the programme. Conversely, a couple of stakeholders spoke about how this effect can also occur in the opposite direction, with the non-rugby related aspects of the programme being a useful means to get underrepresented groups (e.g. girls) playing a sport.

Behaviour was another common theme in discussions with school stakeholders. Several interviewees linked the positive changes observed young people's behaviour, described above, to a wider positive impact on the school. In some cases, stakeholders commented, the programme has played a part in preventing young people heading down a path that would ultimately have ended in exclusion or expulsion from the school (both indicators against which schools have targets to achieve).

"For a number of our young people, my absolute firm belief is that would have potentially taken a different route because they wouldn't have been engaged in school and they could have gone down a different path and would have been subjected to exclusion from school."

School staff member

More than turning around negative behaviour in young people, some stakeholders said, the programme contributes to a positive behavioural ethos in general around the school. Stakeholders noted the difference they have seen in young people becoming, for example, more polite, respectful, patient, responsible, considerate or focused. This, some commented, was evidence of the usefulness of the programme in reinforcing the values that schools are already trying to instil in their pupils.

Several school stakeholders highlighted the positive relationships enabled by the programme and how this enhances the school experience for their pupils. Firstly, the programme exposes young people to new role models – in the form of Rugby Leads, Coaches or even older pupils – which can have benefits for their engagement and raising aspirations. For some school stakeholders it is also about the type of relationships that programme staff can develop with young people and how this goes beyond what schools could offer on their own:

"Marrying up of the teacher / coach role I think is fundamental. The relationships that these guys are able to develop with young people because of that - it's just a different role than normal classroom teachers would have with young people in and that's something that we're trying to consider as we develop mentoring programs new across the school."

Some school stakeholders also talked about the contribution the programme makes to their own targets around, for example, physical health and wellbeing, positive destinations or volunteering.

Beyond those impacts linked to CashBack outcomes, stakeholders described a few other notable benefits to schools. Parental engagement was commonly mentioned as a knock-on benefit to the programme. Parents will attend SoR matches and often coaches with have direct contact with parents (e.g. WhatsApp groups) to update them on the programme. This can enable schools to engage with parents they otherwise might not have and also allow for a certain amount of informal communication to take place, which can help schools stay on top of any issues young people might be experiencing at home.

"I was down at the local rugby club and, as soon as the parents saw me, they were over to me and they were speaking about the prelims they were talking about the pressures that the kids are under and 'Can I have a word with them?' and everything."

Coach

"I think it's opened up really good communication between us and the parents."

School staff member

A few school stakeholders spoke about the positive impact the programme has had on partnerships. Particularly in relation to partnerships between schools and local rugby clubs, the programme has helped to embed relationships, creating strong links between the two and in many cases creating opportunities for school staff to learn directly from coaches. Often partnerships have developed beyond the School of Rugby programme and schools/clubs/other local organisations will now collaborate on a range of initiatives.

"It definitely does link us to parts of the community that we wouldn't be as involved with if we weren't doing it."

School staff member

Some school staff members also noted the reputational benefits for the school from being involved in the programme. For example, interviewees mentioned the positive outcomes associated with the programme contributing to raising the profile of the school locally, the prestige of being involved in a Scottish Rugby project and the opportunities created by the programme to promote the school through 'good news' stories (e.g. volunteering or fundraising activities undertaken).

Rugby clubs and coaches

Local rugby clubs also benefit from their involvement in the programme and, in interviews, coaches identified several positive impacts.

Recruitment was commonly mentioned, as coaches described with young people's progression from the SoR programme to joining clubs can have a significant influence on membership. For example, one coach explained how roughly 70% of their members in school-age sections had come from the four CashBack schools that they work in.

"it's definitely where we get a lot of our numbers from."

Coach

Once coach also described the benefits to him personally and his skills as a coach as a result of the programme. School of Rugby had given him experience of coaching in a different setting, with young people from different backgrounds and a wider range of ability than typical club members – all of which had enhanced his skills as a coach.

"It's helped the club grow numbers and me grow as a coach."

Coach

Finally, as one coach commented, involvement in the programme can give clubs a platform to help them deliver on some of their own community aims. Many clubs will have aspirations to get more people and a more diverse group of people involved in the sport and this is something that School of Rugby can help to achieve.

"A big part of that is the work that we do in the community and, the meaning that kind of brings to the club and its members."

Coach

Views on Programme Delivery in Year 2

Management of the programme

School stakeholders were on the whole very positive about the programme management and delivery in Year 2, with no significant issues raised in interviews.

In many schools the programme has been running in some form for a number of years and there was a general sense in interviews that most schools and delivery staff have the experience and relationships to allow the programme to run smoothly.

Though we did visit schools that are new to the programme in this phase of CashBack, despite some early teething issues there were no major concerns on the part of staff.

A couple of school stakeholders appreciated what they viewed as more of a focus on gaining qualifications in this iteration of School of Rugby versus previous years. They felt that this produced even richer outcomes for young people taking part.

Support from Scottish Rugby

There was a similarly positive consensus about the support schools and coaches receive from Scottish Rugby to deliver the programme. Interviewees spoke about the clear and regular communication they have received from Scottish Rugby staff, noting that they are always readily available to speak to and quick to respond to queries. A couple of school stakeholders commented on the good balance achieved by Scottish Rugby in maintaining a presence in the programme while at the same time allowing schools/coaches the flexibility to get on with delivery.

"They'll help in whatever way they can"

Coach

We visited schools where there had been recent staff changes, meaning new SoR Leads with little or no prior experience of the programme were now in post. In addition, some schools had been affected by staff changes on the Scottish Rugby side in Year 2 as well. However, despite the potential for disruption, interviewees in these schools agreed that staff transitions had gone smoothly, largely thanks to the information and support provided by Scottish Rugby, and the understanding shown by Scottish Rugby staff (e.g. when early reporting deadlines were missed) was appreciated.

A few interviewees noted that they welcomed the advice received from Scottish rugby to further refine the programme in their school and/or the training opportunities provided (e.g. the DPP assessors course).

"They're always questioning how we can do better and how we can kind of get more out of CashBack and more out of the program and give more to students "

School staff member

Programme Challenges

Though in general the programme is running well in schools, interviewees identified a number of minor ongoing challenges, including:

-
- Small internal issues persist in some schools, such as timetabling difficulties or pushback from other staff members about pupils missing other curriculum subjects. However, no one saw these as significant and, as one interviewee noted, buy-in to the programme from senior management teams can help to alleviate some of these issues.
-
- Transport is a problem for some schools – a combination of school's limited own transport options and parents without access to a car means it can be difficult to ensure the involvement of all young people in away matches or trips.
-
- Though schools are provided kit as part of the programme, examples were given in interviews where some young people (typically from low-income families) don't have guaranteed access to all the kit they require (e.g. no boots, no gum shields). Coaches and schools often use their own equipment to make up for this, but a shortfall remains.
-
- At the time of research the effects of COVID restrictions were still being felt by schools and some had been limited in what they could achieve with programme delivery. For example, some had been unable to play matches against other schools or go on trips with SoR pupils. While restrictions have continually eased since the start of the school year, any future tightening of restrictions due to the COVID situation in future may bring these challenges back to the fore.
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4. Case Studies

This section describes the experience of young people who have taken part in the programme and the difference it has made to them. Participant's names have been changed.

Caroline's Story

Background

Caroline is in S2 and has been participating in School of Rugby for just over a year. She had never played the game before and was initially unsure about whether she would like it. However, being around her teammates and the mixture of training and applying new skills in competitive games has given Caroline a lot of enjoyment. The improvement to her skills as a rugby player have brought Caroline a lot of happiness.

Attendance and Attainment

Previously, Caroline struggled at times to find the motivation to go into school as she felt she didn't have anything to look forward to. Her attendance was never bad but her attitude to school was that was a chore, and it was sometimes hard to make herself come in. This is one area where School of Rugby has definitely had a positive impact on Caroline – her enjoyment of rugby and desire to see her teammates and coaches each day means that the moments when she feels a lack of enthusiasm for attending school are made much easier:

"Sometimes I feel no motivation to do anything or go to school but then rugby will pop into my head and I think "I like rugby, I should go in.""

Being part of School of Rugby has benefited Caroline's performance in school as well. On the one hand, Caroline says that on the rugby pitch she had learned to be more focused and improved her desire to work hard, which has helped her off the pitch as well.

"I've improved the effort I put into my [school] workload."

Caroline has also seen a particular improvement in one subject thanks in part to her involvement with School of Rugby. From her own perspective Caroline was never very good at maths, she struggled with the work at times and hated being in class. However, the difference Caroline has noticed in her rugby skills since taking up the game made her think she can do well in other areas too and she has approached the subject with a different attitude.

"It's helped me improve my maths; I've moved up a level."

Caroline's maths teacher has also taken an interest in her progress in School of Rugby, and this has made for a more enjoyable learning environment:

"We talk about rugby in maths classes – I enjoy the classes now."

Community

These positive impacts in attendance and attainment are also indicative of a wider benefit of participating in School of Rugby for Caroline – changing the way she interacts with the communities she is a part of.

In her school community, as well as improving her relationships with staff members, Caroline has been able to interact with young people from different classes and year groups through rugby. This has opened up new friendships and improved her links with (particularly older) pupils.

"It let me know I can talk to other people without having to be in the same year as them."

Caroline was also appreciative of the recognition she has received from the school community about her achievements in rugby. In her school the P.E department has notice boards highlighting activities in the department and the sporting achievements of pupils, including young people's development in School of Rugby. In addition, the school newsletter regularly shares results from the rugby team's matches and celebrates their victories. This recognition of the work she put into rugby has made Caroline feel more part of the school community, and it has helped her to appreciate her own achievements.

"It makes me proud of myself, I've managed to do something that a few years ago I wouldn't have been able to do at all."

Her positive experience with School of Rugby has encouraged Caroline to think about other ways she might like to get involved in extra-curricular activities, leading to her taking up drama and music clubs too.

Outside of school Caroline has been opened up to a new community in the form of the local rugby club. Her School of Rugby coaches encouraged her to attend training at the club and this has enabled Caroline to meet lots of new people and make new friends who all have a shared interest in rugby.

Andy's Story

Background

Andy is currently in S5 and has been part of School of Rugby since S2. Having very little experience of playing rugby prior to joining the programme, Andy says that when he started he didn't have many skills at all. However, thanks to his development through School of Rugby he now considers himself to be one of the better players on the team. This year for the first time Andy has had the opportunity to take part in the Developing Player Programme, allowing him to focus even more on his strength and conditioning.

Wellbeing

Thanks to his involvement with School of Rugby, Andy has noticed positive impacts to his own wellbeing in a variety of ways. First and foremost he has observed physical benefits in the form of improved fitness, strength, stamina, speed and agility. Andy says that these physical improvements make him feel better about himself and, the strength and conditioning work done in the Developing Player Programme in particular, has helped him to perform better:

"I'm much stronger, I really notice it in tackles and scrums"

School of Rugby also makes a difference to Andy's mental wellbeing as well. It provides a positive focus for him, distracting from anything he might be having difficulty with and putting him in a more positive mindset.

"If you've had a bad day, training just helps to take your mind off it...it puts me in a positive mood and that makes it easier to do other things."

Part of this effect on Andy's mental wellbeing is the happiness he gets from being around his teammates and doing activities that he really enjoys. This has also contributed to an improved sense of inclusion felt by Andy, particularly in the school environment.

"Initially I didn't enjoy coming to school, but School of Rugby changed that."

As well as making him feel part of something, School of Rugby has given Andy a platform to achieve things. He is proud of the skills he has been able to develop and gets satisfaction when he reflects on his improvement as a player. With the Developing Player Programme, he is pleased that some of his hard work will be recognised with the formal qualification he is due to receive at the end.

"If you do a particular skill right, you really feel good."

Behaviour

The lessons Andy has learned through School of Rugby and the standards expected of participants have made him reflect more on his own behaviour and how this affects other people. Showing respect in particular is one area where Andy thinks he is now more thoughtful and considerate of his own behaviour. The importance placed on respect on the pitch by coaches and his own experience of playing matches has reinforced to Andy the need to maintain respect at all times, especially in a competitive environment.

"Even if you're competing, you're all still people with feelings."

Andy is also much more aware now of the potential harms during a game of rugby and says he is much more conscious of behaving in a safe way on the pitch. He says this has made him reflect more generally on the choices he makes and on not putting himself or other at risk, whatever the situation.

Linked to this is Andy's increased sense of responsibility which he says School of Rugby has contributed to. The expectations placed on Andy through School of Rugby have led him to think more about his own timekeeping and organisation. Whereas previously Andy might have depended on his parents to make sure he had his kit or was ready on time, he says he is now much more self-reliant.

“it's your own responsibility to be organised for sessions.”

Reece's Story

Background

Reece is an S5 pupil who has been part of School of Rugby since S2. She had never played rugby before but tried it out at the suggestion of her teacher and was surprised at how much she enjoyed it. Reece particularly likes the regular interaction with her teammates and says that she has made a lot of close friends through rugby, both in school and at the local rugby club that she has now joined.

Confidence

Before she joined School of Rugby Reece often struggled in social situations. She was very quiet and would be anxious about speaking to new people or talking in a group setting. However, she says that being part of School of Rugby was transformational for her social confidence, enabling her to improve her communication skills on the pitch which, in turn, helped her to be more talkative off the pitch.

"I used to be really shy before, but I've come right out my shell."

Being part of School of Rugby has also helped Reece to get out of her comfort zone and put her in social situations that she previously would have avoided. For example, participants take on a team captain's role on a rotational basis, meaning everyone gets the chance to lead the team. By her own admission Reece would not have put herself forward to be captain ("I would *never* have volunteered for that!") but being assigned the role allowed her to build her confidence and skill in leading others. Now she wouldn't think twice about doing something similar in future.

Resilience

Reece agrees that she has more self-belief thanks to her participating in School of Rugby and this is not only because of the improvements to her confidence. She has learned valuable lessons in resilience both from her coaches and from situations she has encountered on the pitch. Where previously Reece might have let her head go down following a defeat or responded negatively to a bad situation, the programme has made her think more about learning from mistakes

and dealing with setbacks. Now she is more likely to persevere and try to reflect on the things she might be able to do differently next time.

"Before when I lost I'd beat myself up, but now I look back at the game to see what I can learn."

Positive Destinations

Through School of Rugby Reece has had the opportunity to volunteer with her coaches to deliver rugby activities to primary school children. She enjoyed this kind of work so much and gained so much satisfaction from it that she is actively looking to do more coaching with younger children in future and hopes that this can be achieved through her rugby club.

"[the satisfaction from volunteering] really made me want to do more if it."

School of Rugby helped Reece to realise that she is interested in a career as a personal trainer. In addition to her enjoyment of the physical aspects of the programme, her decision was aided by discussions with her School of Rugby coaches. Her coaches also supported her to select the appropriate courses to pursue this and helped her with her college application. This, combined with skills and knowledge she has gained from the programme, will help her on her way to achieving her career goals.

5. Conclusions

This section summarises the key findings from the evaluation and highlights the key lessons learned

Year 2 Overall

1. In Year 2, the programme has performed well in relation to CashBack outcomes, exceeding all but two of its targets.

Outcomes

2. Most young people experience improvements in their confidence as a result of taking part in the programme. As well as growing confidence in their own abilities on the rugby pitch, young people are supported to build their social confidence, overcome shyness and social anxiety and feel more able to take on new activities.
3. For the majority of participants, involvement in the programme leads to increased resilience, with most of these young people experiencing improvements across several indicators of resilience. For example, the programme has helped young people to be better at learning from mistakes, responding positively to setbacks, coping with pressure, controlling their emotions, and believing in themselves.
4. Positive relationships develop between participants and coaches and young people form strong bonds with their fellow participants, underpinned by shared experiences and a team mentality. As a result, most young people on the programme benefit from greater support networks.
5. Most young people report improvements to their own behaviour resulting from the programme, both in and out of school. Reinforced by codes of conduct and the general expectations placed on participants, young people learn to be, for example, more respectful, considerate, responsible, motivated, and encouraging of others.
6. Whilst stakeholders' feedback on programme impact on positive behavioural change was slightly below target (66% against a target of 75%), the reasons for this are not clear and the majority did agree that they had seen a difference in young people.
7. Almost all young people have been able to gain new skills or develop existing ones through the programme. Feedback demonstrates that the programme gives young people a platform to develop their abilities across a wide range of personal, physical and rugby-specific skill areas.
8. The programme contributes to improvements across multiple signifiers of wellbeing for the majority of young people. Aside from the obvious benefits to physical health from playing sport more regularly, the programme has a significant impact on the mental health and wellbeing of many young people and gives them opportunities to achieve things, be included and take on roles of responsibility.
9. Most young people taking part in the programme make progress towards a positive destination. The programme provides opportunities to volunteer, creates pathways to join local rugby clubs, enables young people to gain qualifications and informs many young people's decision making about staying on in education or future study plans.
10. For most young people that have experienced issues with school attendance or attainment in the past, participation in the programme leads to improvements in these areas.
11. The programme has had success in positively changing most young people's perception of their community, their sense of belonging to a community and their motivation to positively influence the community. In particular, all young people recruited to be CCR Ambassadors experienced a heightened sense of belonging to the community.

12. The majority of young people themselves reported improved contribution, links and social interaction with communities, with feedback suggesting that this was most profoundly experienced in relation to the school community. Though many young people have been able to get involved in volunteering, COVID restrictions has limited activities in local community for most schools at certain times. This is perhaps why stakeholder feedback around this particular indicator fell slightly short of target.
13. For most of those young people taking part in School of Rugby who have previously had issues around anti-social or criminal behaviour, the programme has been influential in reducing their involvement in this and making them feel less inclined to get involved in this type of behaviour in future.
14. There are wider benefits to schools from involvement in the programme as it can provide a useful tool in helping them to achieve their own targets or aims around, for example, attendance & attainment, behaviour, engagement (pupils and parents), building partnerships, health and wellbeing and positive destinations.
15. Local rugby clubs also benefit from recruiting young people from the programme (both in boosting player numbers overall and achieving a more diverse pool of players at their club) and having additional opportunities for their coaches to enhance their skills.

Programme Delivery

16. In most schools, the programme is well-established and key relationships (schools-clubs-Scottish Rugby) are long-standing, enabling the programme to run smoothly. In schools where the programme is new in Phase 5 of CashBack, despite some limited evidence of early teething issues, the general sense is that the programme has now found its feet.
17. Schools and coaches value the support given by Scottish Rugby to help deliver the programme and highlighted the positive relationships, clear and regular communication, and the training opportunities provided.

18. Some minor ongoing challenges were outlined by stakeholders and there may be a role for Scottish Rugby to explore with schools how these could be alleviated. However, on the whole the delivery of the programme in Year 2 has been a success.

Progress in CashBack Phase 5

19. Despite inconsistent delivery in Year 1 as a result of the pandemic, the programme has made good progress towards overall CashBack targets. Even with limited data on impact for Year 1, the programme has already exceeded many targets and is set to comfortably meet others in Year 3.
20. The final evaluation in Year 3 should hopefully be able to close some of the remaining gaps in data, particularly for targets relating to CCR activities.

Appendix A: Demographic Data for Year 2

Gender

	Male	Female	No Response	Total M / F	Total
Junior Phase	505	221	204	726	930
Senior Phase	299	138	1	437	438
Total	804	359	205	1163	1368

Age

Age Split	11	12	13	14	15	16	17	18	Age Not Provided	Total
Junior Phase	4	224	353	266	71	0			12	930
Senior Phase			2	49	148	110	86	15	28	438
Total	4	224	355	315	219	110	86	15	40	1368

SIMD

SIMD Split (BY POSTCODE)	0-20% (1-1,395)	20-30% (1-2,092)	30-40% (1-2,790)	40-50% (1-3,488)	50-100% (3,489-6,976)	Postcode Not Provided	Postcode Not Found	Total
Junior Phase	390	105	88	80	184	59	24	930
Senior Phase	140	46	33	31	75	107	6	438
Total	530	151	121	111	259	166	30	1368

Ethnicity

	Senior Phase	Junior Phase	Total
White - Scottish:	324	632	956
White - Other British:	31	31	62
White - Irish:	0	0	0
White - Gypsy/Traveller:	0	0	0
White - Polish:	11	30	41
White - Other:	6	18	24
Mixed or Multiple ethnicity:	1	27	28
Asian - Pakistani	5	6	11
Asian - Pakistani / British / Scottish	1	6	7
Asian - Indian	0	0	0
Asian - Indian / British / Scottish	0	2	2
Asian - Bangladeshi	0	1	1
Asian - Bangladeshi / British / Scottish	1	2	3
Asian - Chinese	0	0	0
Asian - Chinese / British / Scottish	1	1	2
Asian - Other Asian ethnicity:	2	4	6
African - African, African Scottish or African British:	6	10	16
African - Other African ethnicity:	3	9	12
Black - Caribbean:	0	0	0
Black - Black, Black Scottish or Black British:	1	6	7
Black - Other Black ethnicity:	0	1	1
Arab, Arab Scottish or Arab British:	1	2	3
Arab - Other Arab Ethnicity	0	6	6
Other ethnic group:	2	4	6
Prefer not to say:	1	0	1
Don't know	2	12	14
No Reponse (Blank)	39	79	118
Non specific response	0	41	41

Disability

	Senior Phase	Junior Phase	Total
Learning, understanding or concentrating	18	33	51
Social or behavioural	9	14	23
Dexterity	0	0	0
Mobility	0	3	3
Memory	0	0	0
Stamina, breathing or fatigue	4	13	17
Hearing	3	3	6
Vision	2	7	9
None of the above	158	567	725
Other	5	22	27
Prefer not to say	0	1	1
Don't know	0	3	3
No Response (Blank)	239	263	502
Non specific response	0	1	1

Appendix B: CashBack Logic Model

Short Term Outcomes	Measurement	Indicators	Stakeholders	Targets
The changes we want to see the CashBack programme deliver over three years	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.		What you will achieve
Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour	<ul style="list-style-type: none"> Confidence of young people Capacity of young people – increasing the young person's ability to achieve more in what they do 	Young people report their confidence increasing	Junior In depth Senior in depth	1,200 (75%) YP demonstrate increased confidence
		Young people feel able to do new things	Junior In depth Senior in depth	1,200 (75%) YP will report they are able to do new things
		Young people feel more resilient (e.g. believing in yourself, taking things in your stride, being determined, being self-disciplined, being optimistic, adapting to different situations)	Junior In depth Senior in depth	1,200 (75%) YP feel more resilient
		Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) report perceived increases of confidence and resilience	Parents/carers and other SH of Junior In depth and Senior in depth	75% of other stakeholders surveyed report perceived increases of confidence and resilience among young people

Short Term Outcomes	Measurement	Indicators	Stakeholders	Targets
The changes we want to see the CashBack programme deliver over three years	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.		What you will achieve
		Young people report positive, supportive networks – including improved relationships with family and friends/ increased access to appropriate services	Junior In depth Senior in depth	1,200 (75%) YP report positive supportive networks
		Young people report positive changes in their behaviour (e.g. reduced risk taking/ increased understanding of risk/ better ability to make positive choices/ improved understanding of rights and responsibilities)	Junior In depth Senior in depth	1,200 (75%) YP report positive changes in their behaviour
		Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) report perceived positive changes in the behaviour of young participants	CCR participants	75% of other stakeholders surveyed report perceived positive changes in the behaviour of young participants.
Outcome 2: Young people develop their physical and personal skills	<ul style="list-style-type: none"> Personal skills, including literacy, numeracy and thinking skills; working with others; leadership; personal learning planning and career management; and skills for enterprise and employability. Physical skills, including physical co-ordination and movement 	Young people gain accreditation for learning and skills development	Junior In depth Senior in depth	800 (50%) YP will gain accreditation for learning and skills development

Short Term Outcomes	Measurement	Indicators	Stakeholders	Targets
The changes we want to see the CashBack programme deliver over three years	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.		What you will achieve
		Young people report their skills are increasing	Junior In depth Senior in depth	1200(75%) YP will demonstrate increased skills
		Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) report skills are increasing	Parents/carers and other SH of Junior In depth and Senior in depth	75% of other stakeholders report skills increasing
Outcome 3: Young people's health and well-being improves	<ul style="list-style-type: none"> Young people's feeling of being safe, healthy, achieving, nurtured, active, respected, responsible and included (These skills link to the SHANARRI indicators) 	Young people report increases in feelings against SHANARRI indicators: - Safety, Health, Achievement, Nurture, Activity, Respect, Responsibility, Inclusion.	Junior In depth Senior in depth	1200 (75%) YP will report increases in wellbeing feelings against SHANARRI indicators confidence
		Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) report perceived increases in SHANARRI indicators among young people	Parents/carers and other SH of Junior In depth and Senior in depth	75% of other stakeholders' report perceived increases in SHANARRI indicators among YP
Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)	<ul style="list-style-type: none"> Young people participating in training which improves their soft, core and/or vocational skills Young people participating in learning 	Progression outcomes after completion of the programme, the number of participants: <ul style="list-style-type: none"> remaining at or returning to school, 	Junior In depth Senior in depth	600 (50%) YP will achieve a positive destination

Short Term Outcomes	Measurement	Indicators	Stakeholders	Targets
<p>The changes we want to see the CashBack programme deliver over three years</p>	<p>What you will measure</p>	<p>The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.</p>		<p>What you will achieve</p>
	<ul style="list-style-type: none"> • Young people progressing to employment • Young people participating in volunteering • Young people improve attainment levels 	<ul style="list-style-type: none"> ○ taking a course of further or higher education, undertaking a Skills Development Scotland-funded training programme, ○ engaging in an Activity Agreement, <p>Participants' attendance at school improves</p> <p>Participants' attainment at school improves</p>	<p>Referred in Depth</p> <p>Junior in depth/ Senior in depth</p> <p>Referred In depth</p> <p>Referred In depth</p>	<p>60 (50%) referred YP will achieve a positive destination</p> <p>640 (40%) Attending local rugby club</p> <p>90 (75%) YP will improve attendance</p> <p>90 (75%) YP will improve attainment</p>
	<ul style="list-style-type: none"> • The contribution young people make – such as volunteering, leading, coaching, mentoring 	<p>Number of participants going on to volunteer, coach, mentor, support or take a leadership role in community organisations</p>	<p>CCR Ambassadors</p>	<p>60 (50%) CCR Ambassadors taking on a volunteering or leadership role in community organisations</p>

Short Term Outcomes	Measurement	Indicators	Stakeholders	Targets
The changes we want to see the CashBack programme deliver over three years	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.		What you will achieve
Outcome 5: Young people contribute positively to their communities	<ul style="list-style-type: none"> Perceptions of the neighbourhood 		Senior in depth	225 (75%) YP will coach a junior session or game
		The number of hours of volunteering contributed by participants	Senior in depth	5,760 (1,920 per yr) hours of volunteering contributed by participants
		The number of community focused awards gained by participants	Senior in depth	225 (75%) of community focussed awards gained by participants
		Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers, etc.) perceive that young people's contribution, links and social interaction are improving	Parents/carers and other SH of Senior in depth	75% of stakeholders perceive improvement in YP contribution, links and social interaction
		Participants' perception of their neighbourhood improves	Senior In depth	225 (90%) YP's perception of neighbourhood improves

Short Term Outcomes	Measurement	Indicators	Stakeholders	Targets
The changes we want to see the CashBack programme deliver over three years	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.		What you will achieve
		Participants have a heightened sense of belonging to a community	Senior in depth/Junior In depth CCR Ambassadors	1,121 (70%) participants' have a heightened sense of belonging to the school community 108 (90%) CCR Ambassadors have a heightened sense of belonging to the community
		Participants have increased motivation to positively influence what happens in their community	Senior In Depth/Junior in depth	1121 (70%) YP have increased motivation to positively influence their community
		Young people feel their contribution, links with communities and social interaction are improving	Senior In depth /Junior in depth	1121 (70%) YP feel their contribution, links with communities and social interaction are improving
Long Term Outcomes	Measurement	Indicators	Stakeholder	Targets
The changes we want to see the CashBack programme deliver over longer term	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.		What you will achieve
Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system	<ul style="list-style-type: none"> Levels of criminal behaviour Levels of involvement with the criminal justice system Levels of antisocial behaviour 	Reported antisocial behaviour and/or criminal behaviour may reduce in the area concerned		75% of relevant stakeholders (e.g. police, youth workers) will report a positive influence on reducing antisocial and/or criminal behaviour
		Young people report that their own participation in antisocial and/or criminal behaviour has reduced	Senior In depth /Junior / CCR participants	640 (40%) YP reporting own participation in antisocial

Short Term Outcomes	Measurement	Indicators	Stakeholders	Targets
The changes we want to see the CashBack programme deliver over three years	What you will measure	The indicators that will provide evidence that there is progress towards each outcome. They will act as an 'indication' that a positive difference is being made.		What you will achieve
		Young people feel less inclined to participate in anti-social and/or criminal behaviour.	Senior In depth /Junior in depth CCR participants CCR participants Senior in depth/Junior in depth	and/or criminal behaviour has reduced 640 (40%) YP feel less inclined to participate in anti-social and/or criminal behaviour 100 (40%) YP attending CCR events feel less inclined to participate in anti-social and/or criminal behaviour 250 (100%) YP attending CCR will participate in behavioural change sessions and activities 1121 young people (70%) report that they are less likely to participate in risk-taking behaviour

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