Evaluation of Scottish Rugby's CashBack Programme 2022-23 (Year 3)

A Report for Scottish Rugby

Social Research

Service Design & Innovation

Strategy & Collaboration

Evaluation Support

Social Impact Measurement

June 2023

Social Value Lab

1. Introduction

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

Scottish Rugby

As the governing body for rugby union in Scotland, Scottish Rugby 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.

At the heart of every aspect of its activity are Scottish Rugby's core values of respect, leadership, achievement, engagement and enjoyment.

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.

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

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. £130 million has been invested to date.

Phase 5 of the programme has been completed this year, with £19 million of funding distributed across 24 organisations to improve quality of life for young people across Scotland.

In Phase 5 there were 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 model[1].

CCR is open to young people aged 10-24 years, but is particularly targeted at young people over 16 in the NEET[2] category and those at risk of becoming NEET.

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 form anti-social and criminal behaviour)

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[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 2023 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 (251 responses from 15 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 (72 responses from 8 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 (133 responses from 11 schools).

- **School stakeholder survey** – an online survey for Rugby Leads, coaches, relevant teachers and senior management staff of participating schools (49 responses from 9 schools).

Qualitative research

In Year 3 we visited seven schools to undertake qualitative research with programme participants and stakeholders: Braeview High School (Dundee); Castlebrae High School (Edinburgh); Tyncastle High School (Edinburgh); St Paul's High School (Glasgow); St Thomas Aquinas RC (Glasgow), Alness Academy (virtual visit) and; Wester Hailes High School (Edinburgh). This research involved the following elements.

- **Individual interviews (young people)**- semi-structured interviews with 6 young people taking part in the Schools of Rugby programme.

- **Focus Groups (young people)** – 23 focus groups with 106 participants

- **CCR Case Studies** – 2 impact case studies telling the story of the CCR programme, based on interviews with the young people (6) and delivery partners (3)

- **Individual interviews and focus groups (staff and stakeholders)** – semi-structured discussions with 25 school stakeholders, including Rugby Leads, Staff & Senior Management and rugby coaches.

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

The tables below show the progress towards outcome targets across the three years of Phase 5 delivery.

	Target (Phase 5 overall)		Year 1 (Senior SoR only)		Year 2		Year 3		Total number of YP in Phase 5	Target met
	%	YP	%	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%	928	89%	517	1708	
Young people feel able to do new things	75%	1200	97%	271	98%	1063	98%	566	1900	
Young people feel more resilient	75%	1200	100%	279	95%	1033	99%	571	1882	
Other stakeholders report perceived increases of confidence and resilience	75%	-	-	-	95%	-	93%	-	-	-
Young people report positive, supportive networks	75%	1200	98%	273	96%	1047	97%	564	1884	
Young people report positive changes in their behaviour	75%	1200	100%	279	96%	1044	99%	763	2086	
Other stakeholders report perceived positive changes in the behaviour of young participants	75%	-	-	-	66%	-	73%	-	-	-

	Target (Phase 5 overall)		Year 1 (Senior SoR only)		Year 2		Year 3		Total number of YP in Phase 5	Target met
	%	YP	%	YP	%	YP	%	YP		
Outcome 2: Young people develop their physical and personal skills										
Young people gain accreditation for learning and skills development	50%	800	-	-	23%	253	49%	285	538	-262
Young people report their skills are increasing	75%	1200	100%	279	98%	1067	99%	575	1920	
Other stakeholders report skills are increasing	75%	-	-	-	96%	-	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%	1060	98%	568	1907	
Other stakeholders report perceived increases in SHANARRI indicators among young people	75%	-	-	-	92%	-	93%	-	-	-
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%	1039	95%	547	1864	
Young people will achieve a positive destination ('Referred')	50%	60	‡	‡	‡	‡	‡	‡	‡	‡
Young people attend local rugby club	40%	640	-	-	37%	406	25%	142	548	-92
Young people will improve attendance	75%	90	‡	‡	88%*	494	90%*	329	823	
Young people's attainment improves	75%	90	‡	‡	91%*	589	95%*	367	957	

	Target (Phase 5 overall)		Year 1 (Senior SoR only)		Year 2		Year 3		Total number of YP in Phase 5	Target met
	%	YP	%	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	100%	51	99	
Number of participants going on to volunteer, coach, mentor, support or take a leadership role in community organisations (Senior)	75%	225	-	-	35%	101		188	289	
Number of hours of volunteering contributed by participants	5760		-		978		1504			
Number of community focused awards gained by participants	75%	225	-	-	100%	483		81	564	
Other stakeholders perceive that young people's contribution, links and social interaction are improving	75%	-	-	-	65%	-	86%	-	-	
Participants' perception of their neighbourhood improves	75%	225	77%	215	78%	6	63%	51	272	
Participants have a heightened sense of belonging to a community (Junior/Senior)	75%	1121	87%	243	82%	897	83%	482	1621	
Participants have a heightened sense of belonging to a community (CCR Ambassadors)	90%	108	‡	‡	100%	48	100%	51	99	-9
Participants have increased motivation to positively influence what happens in their community	70%	1121	‡	‡	81%	885	77%	447	1331	
Young people feel their contribution, links with communities and social interaction are improving	70%	1121	98%	273	93%	1008	91%	528	1810	

	Target (Phase 5 overall)		Year 1 (Senior SoR only)		Year 2		Year 3		Total number of YP in Phase 5	Target met
	%	YP	%	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%	-	0%	-	-	-
YP reporting reduced antisocial and/or criminal behaviour	40%	640	‡	‡	93%*	561	93%*	353	914	
YP feel less inclined to participate in anti-social and/or criminal behaviour (Junior/Senior)	40%	640	‡	‡	93%*	609	93%*	274	883	
YP feel less inclined to participate in anti-social and/or criminal behaviour (CCR participants)	40%	100	‡	‡	‡	‡	96%	106	106	
YP participate in behavioural change activities	100%	250	-	-	100%	287	100%	194	481	
YP report that they are less likely to participate in risk-taking behaviour	70%	1121	92%	257	87%	948	86%	496	1701	

‡ No data
* % of Junior/Senior SoR pupils, excluding those who said this was not an issue before

3. Programme Impact: Year 3

This section describes the impact of the Year 3 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
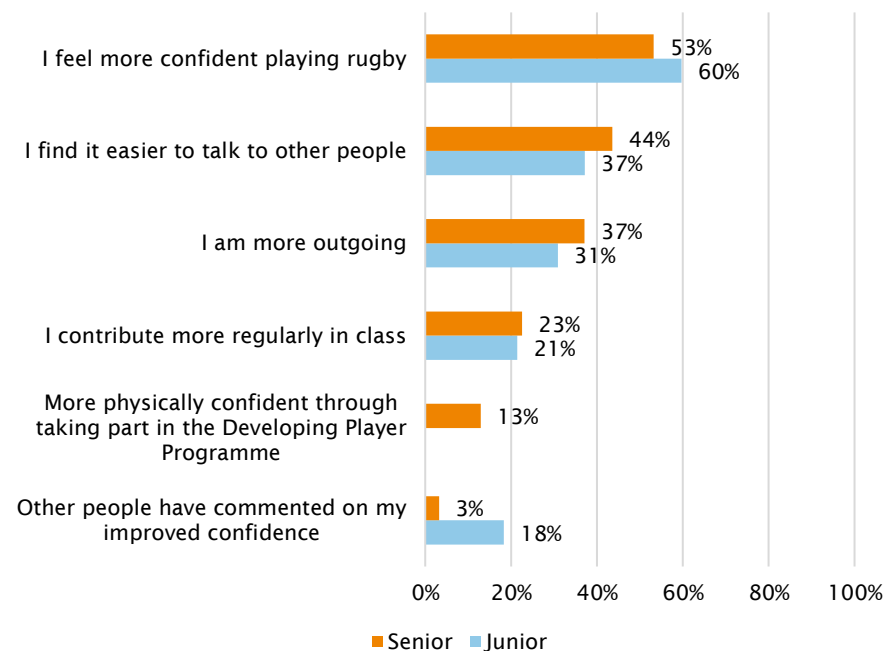
Confidence

The vast majority (89%) of young people reported that their confidence had increased as a result of being part of School of Rugby, exceeding the target of 75%.

Young people report their confidence increasing

89%

Target
75%

0%   20%   40%   60%   80%   100%
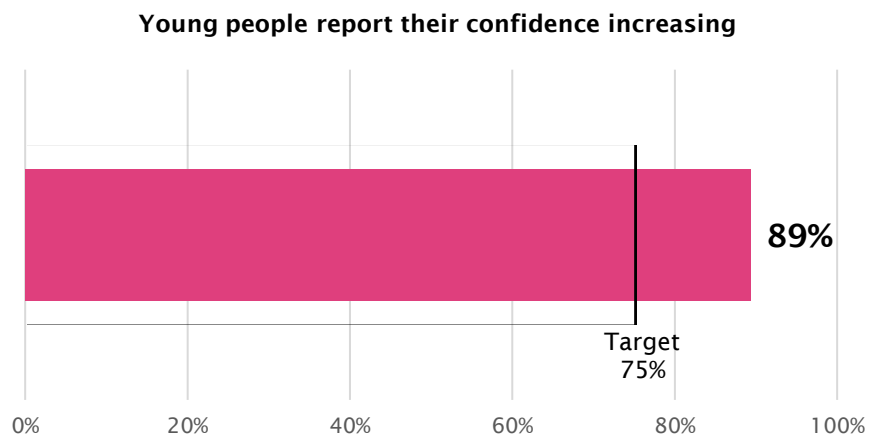
The areas in which they noticed their confidence growing are displayed in the chart opposite.

Indicators of increased confidence, young people's responses

	Senior	Junior
I feel more confident playing rugby	53%	60%
I find it easier to talk to other people	44%	37%
I am more outgoing	37%	31%
I contribute more regularly in class	23%	21%
More physically confident through taking part in the Developing Player Programme	13%	
Other people have commented on my improved confidence	3%	18%

0%   20%   40%   60%   80%   100%

■ Senior ■ Junior

Most significantly, both junior and senior participants saw an increase in their confidence on the rugby pitch. Participants also felt more confident speaking to others, were more outgoing in general, and contributed more in class thanks to their increased confidence. Some senior pupils who had experience of the DPP

reported feeling more physically confident as a result. A significant group of junior pupils and some seniors found that other people had fed back to them that they seemed more confident.

Having more confidence was a prominent theme in interviews with young people. They described how it takes confidence to be a good rugby player, and that they had seen their confidence on the pitch improve as a result.

"I feel more confident playing rugby and my skills have improved."

"You have to have the confidence to help your team."

In particular, they expressed feeling less intimidated by tackling and other challenging aspects of the game that they had found daunting initially.

"I was scared up until about three weeks ago, but now I can just run into the tackle."

"I used to not like rugby because the tackling looked scary but I've learned to face my fears."

"I'm not scared of doing tackles anymore, I just fly into them!"

Participants also described the knock-on effect of gaining more confidence on the rugby pitch. They saw improvements in their general confidence, and noticed the difference this made in other contexts. Discissions highlighted the strong link between their experiences at School of Rugby and their new-found confidence, in particular when talking to new people.

"It's really boosted my confidence with talking to people and socialising in general."

"I used to be scared to approach people but this has helped."

"I can talk to more people without getting stressed."

"You're talking to people you'd never talk to because of School of Rugby."

"I need to explain things to people because they don't know things about rugby, so I tell them things like 'get back on-side, that's off-side' and that makes me more confident with my voice."

"Rugby taught me to be more talkative on the pitch and in general."

"The main reason I'm more confident is because of rugby."

"When I'm at School of Rugby, I feel more confident speaking up because I know everyone."

"I didn't like talking to people but as I got more involved in School of Rugby and the club, now I just go up to people randomly."

For some pupils, the positive impact on their confidence extends to their school day and to how they feel about themselves outside of school, too.

"I'm more confident speaking up, putting my hand up. Speaking up in Rugby really helps in other classes."

"I wasn't confident in primary school but now in secondary school I'm pure full of myself!"

"I used to be really shy but now I'm not."

"I walk around with my head held up."

"I'm more positive now. It comes with having more confidence."

Young people were able to apply the confidence they gained through rugby to specific tasks to help them improve in those areas, too.

"It's given me more confidence for my sea cadets."

"It's helped me in everything: I had a job interview last week and it helped me be more open about my interests."

"It's made me less anxious to do stuff in front of people."

Trying new things

Almost all (98%) young people in School of Rugby reported trying new things since joining the programme.

Young people feel able to do new things

Target
75%

98%
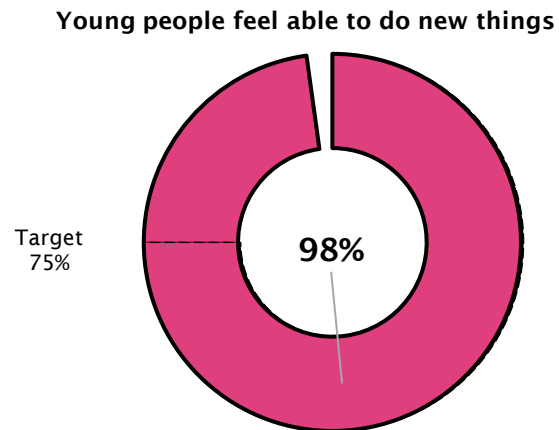
For many, rugby itself was a new experience:

"I never thought I'd even do rugby."

"I'd never done rugby before so I wanted to try it."

Trying something new and enjoying it – especially for those who hadn't expected to – encouraged young people to try other things. Some had joined new clubs, tried other sports through school, or signed up to take part in events or activities in and out of school.

"If you go and try it and you like it, you'll have something new to do."

"It makes you more confident in other clubs."

Resilience

Almost all (99%) young people reported feeling more resilient thanks to their experience with School of Rugby.

Young people feel more resilient

Target
75%

99%
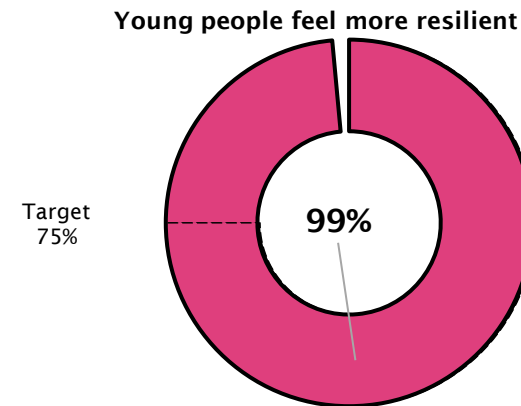
This was evident across a number of factors, as shown in the chart below.

Indicators of increased resilience, young people's responses

	Senior	Junior
I am more able to take initiative	92%	93%
I am better able to make positive choices	92%	91%
I believe in myself more	90%	88%
I am better at managing and solving my problems	89%	89%
I am better able to control my emotions	83%	84%

■ Senior   ■ Junior
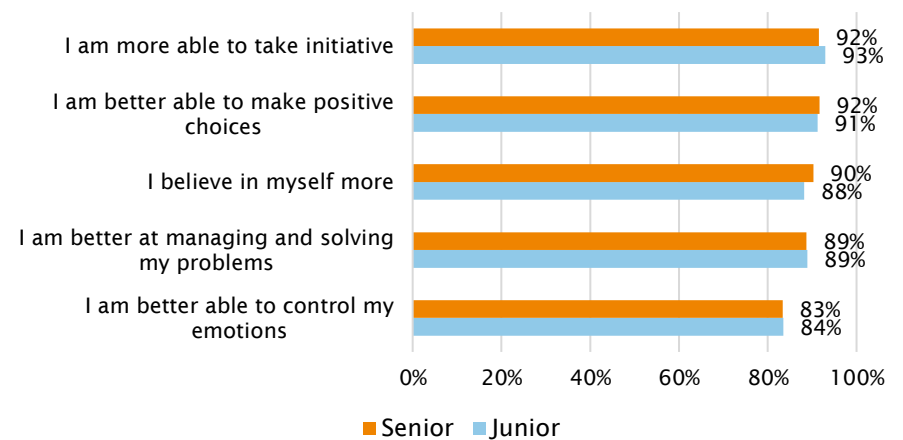
Participants responded largely positively to questions about their ability to take initiative and make positive choices, and about their self-belief. They also indicated that they had learned coping strategies such as managing emotions and solving problems, which contribute to greater resilience.

It was clear from interviews that their experiences on the School of Rugby programme had a positive impact on young people's resilience.

"Rugby has a very motivating atmosphere. It teaches you to get your head now and power through."

"Your teammates hype you up and make you feel good about yourself."

They described the physical resilience necessary in a rugby game, and gave examples of challenges and setbacks they faced in rugby and how they overcame them.

"If you get tackled, you bounce back up. And if you get tackled again, you bounce back up again."

"We were down a few tries, but because nobody gave up we were able to make a comeback and win the game in the end."

"Even if it's a bad tackle, you just get up and walk it off."

Young people also reflected on how their resilience had improved in general. Facing challenges, making mistakes, and finding things difficult were all made easier by the experience of bouncing back from adversity in rugby.

"You get knocked down a lot and you need to just get up. In real life you get pushed down as well."

*"I'm less angry with people, they don't annoy me as much."*

"It's taught me that it's ok if you make a mistake - that's how you get better."

"Keep going and pushing yourself and you'll break through."

Support Networks

Young people indicated that the vast majority of them (97%) had gained positive support networks through School of Rugby.

Young people report positive, supportive networks

Target
75%

97%
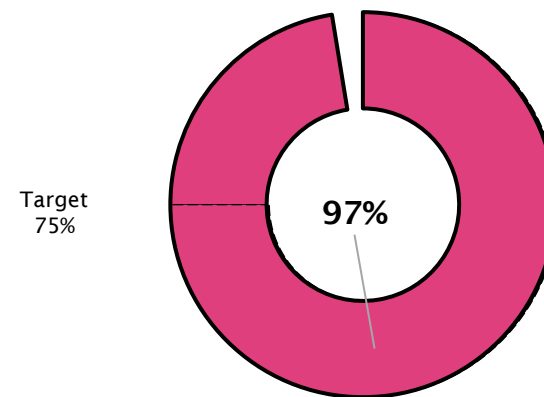
They had more people around them to support them, including people they could go to with issues, and a significant majority also reported that since joining School of Rugby they were getting on better with the people in their lives.

Indicators of increased positive, supportive networks, young people's responses
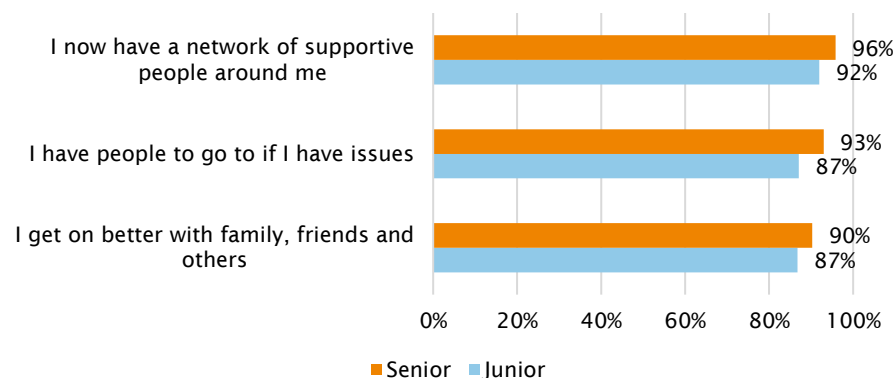
Interviews with participants corroborated these responses, as young people spoke enthusiastically about their peers, the delivery officers, and the other adults they had met through School of Rugby.

The informal atmosphere was identified as an important means of creating and cementing bonds with people at School of Rugby sessions. The coaches set the tone in this regard, and young people responded positively to their friendly, fun and relatable approach.

"The coaches are fun."

"She's just nice - she tries to listen to you."

"I can speak to him whenever, I relate to him."

Young people also described how the coaches made them feel seen, listened to, and respected during the sessions. This helped them to bond with coaches, and was mentioned in contrast to their relationship with most teachers.

"He actually jokes around and has banter with us. If we do something wrong he doesn't just tell us off, he actually speaks to us about it."

"She actually listens. Other teachers don't."

"You can have a laugh with coaches but you need to really watch what you say to teachers."

"I can ask him anything, and he will listen to you, whatever you say."

"We're closer to our coach than we are to our teachers."

As result, young people were able to build trusting, meaningful relationships with their coaches, opening up to them and receiving support that they wouldn't otherwise have sought in a school setting.

"My parents split up and [coach] was always there for me. That really helped."

"If you feel upset, she will talk to you, and it brings your mood up and your confidence up."

"If we had a problem, we could talk to her and get it sorted."

"It's good to know you're going somewhere where if you were ever stressing about something, you could just talk to him about it."

The friendly atmosphere was a key incentive for young people to join School of Rugby. Some admitted that they had signed up to the programme as way of spending more time with their friends during school, or that they had joined at the recommendation of a friend. Others didn't know anyone on the programme before starting. In each case, young people benefitted from new and stronger social bonds.

"I made a lot of friends through rugby."

"You have a closer bond with people in rugby."

"I barely knew anyone before rugby but now I'm best pals with everyone here."

"The only reason I joined School of Rugby was because my pal was in it, and then I really enjoyed it."

The chance to have fun, spend more time together than they would otherwise, and work towards a common goal were all seen as key aspects of the programme that helped people to form strong connections. Having rugby as a common interest contributed to the sense of cohesion within the group, and young people's descriptions of their experiences emphasised the inclusive, supportive and welcoming attitude of the people on the programme.

"With the girls, you know they'll always have your back."

"If I feel alone or not included, there's always rugby."

"Whenever someone new joins, they're treated like family."

"They make you feel included."

"Even with different age groups, we're all one group."

"If a new person joins, you instantly talk to them."

Some noted that as well as being surrounded by supportive people, they had become more inclusive and supportive towards others in their own behaviour.
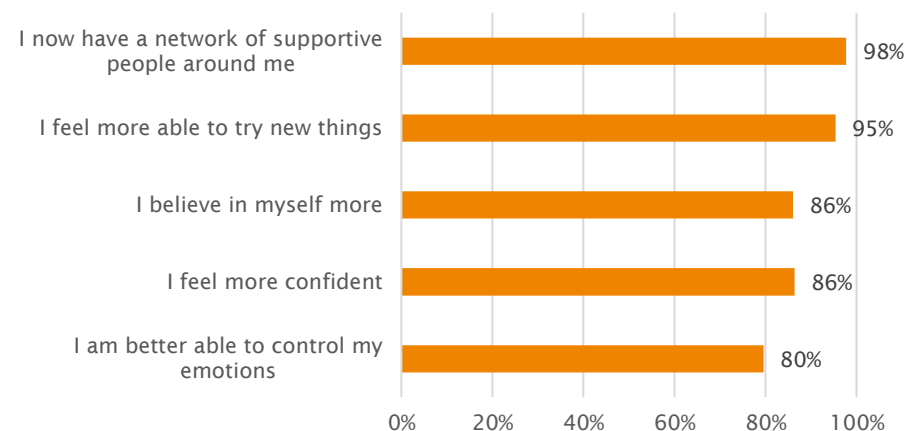
"If they make a mistake, I help them instead of shouting at them."

"If you have a fight with someone outside of school, then because of rugby you're not going to want to just leave it, you're going to want to fix it."

CCR participants likewise responded very positively to questions about their confidence and resilience. Most significant for this group was the new support network that they had thanks to the CCR programme. They also reported that they

felt more able to try new things, had higher self-esteem, and increased confidence and emotional resilience.

Indicators of increased confidence and resilience, CCR participants

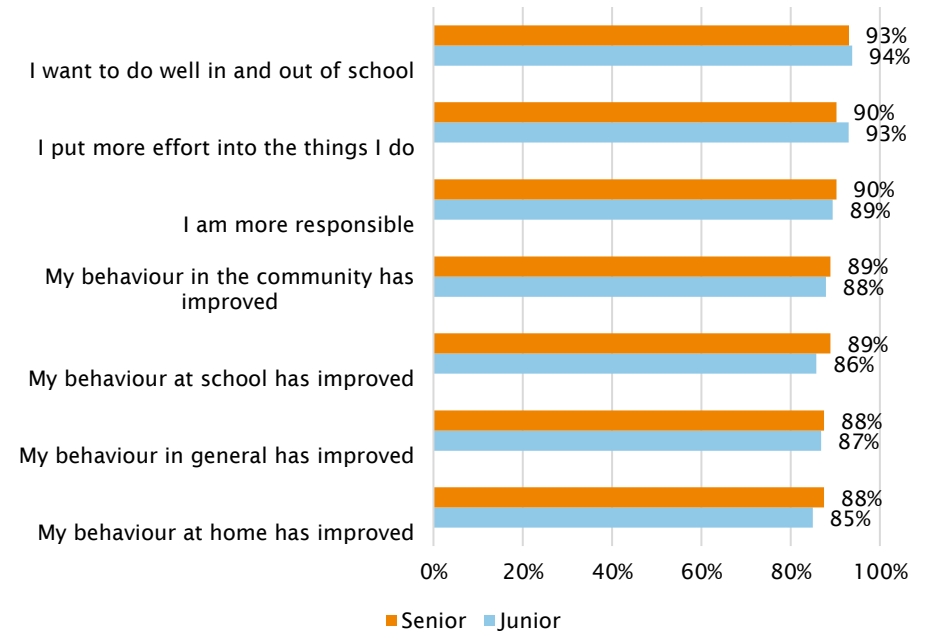| Indicator	Percentage
I now have a network of supportive people around me	98%
I feel more able to try new things	95%
I believe in myself more	86%
I feel more confident	86%
I am better able to control my emotions	80%

Behaviour

Almost all (99%) pupils in School of Rugby reported that their behaviour improved since joining the programme.

Young people report positive changes in their behaviour

99%

Target
75%
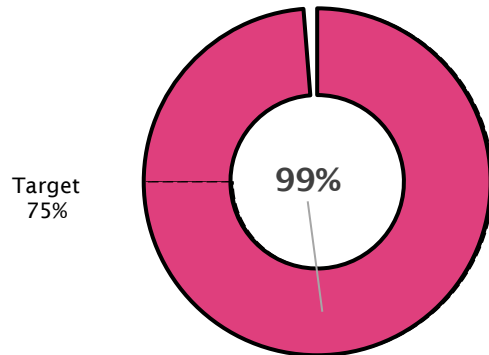
Most significantly, they saw improvements in their attitude at school, wanting to do better and putting in more effort. Participants also responded largely positively to questions about their behaviour in different contexts, such as school, home and the wider community, with just under 90% from both senior and junior groups reporting a general improvement in their behaviour (J: 87%; S: 88%).

Indicators of positive changes in behaviour, young people's responses

I want to do well in and out of school — 93% / 94%

I put more effort into the things I do — 90% / 93%

I am more responsible — 90% / 89%

My behaviour in the community has improved — 89% / 88%

My behaviour at school has improved — 89% / 86%

My behaviour in general has improved — 88% / 87%

My behaviour at home has improved — 88% / 85%

■ Senior ■ Junior

Interviews with young people revealed a number of the factors contributing to their improved behaviour. Young people described some of the behaviours they practiced in rugby sessions, such as listening, showing respect to teammates, referees, and other teams, and not messing around.

"You can have a laugh but you have to be respectful of everyone."

"Don't shout at the ref - you can do that in football but in rugby you don't get away with it."

"Be respectful if you lose, shake their hand and say well done."

"If you respect the coach, he'll respect you."

These behaviours being practiced and reinforced during sessions helped pupils to build good habits and reflect positive behaviour instinctively.

"At the start, I didn't really care. I just came to get out of class. But you come to see of what you can get out of it."

"At the start, everyone mucked around, but as it went on we built up respect and discipline."

In some cases, young people were incentivised to demonstrate good behaviour in rugby sessions and throughout school by the possibility of being suspended or removed from a session, or in anticipation of trips and events (in all the schools we spoke to, teachers indicated that removing pupils from the programme altogether was something they tried to avoid).

"If you're not well-behaved, you get sent off."

"You get warnings but if you muck about too much you have to do press-ups or something."
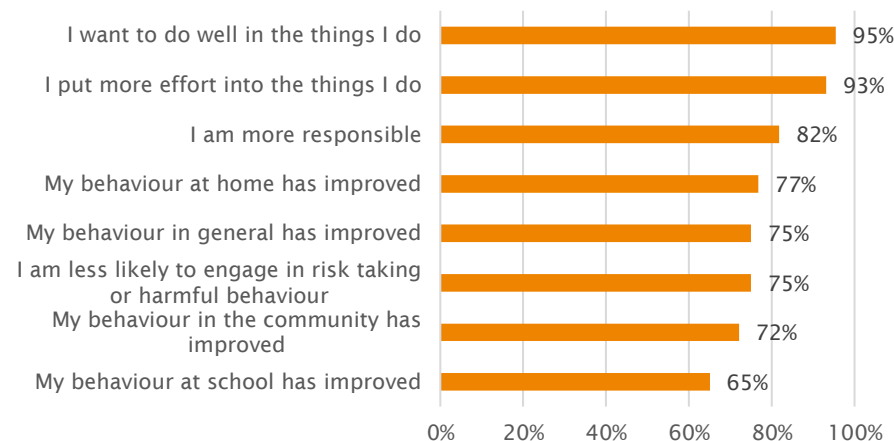
"We know if we do something bad, it won't work out well for us."

"You have to make sure you're not doing anything to make the school look bad."

This was reinforced by the fact that there are limited spaces available on the School of Rugby programme, so pupils felt proud to be a part of it and this was reflected in their behaviour and attitude.

For CCR participants, the programme had a similarly positive impact on their attitude and behaviour. As with the School of Rugby participants, young people on the CCR programme saw significant changes in their attitude towards doing well and putting in effort. This was reflected in their behaviour, which improved in general for three-quarters of participants.

Indicators of improved behaviour, CCR participants

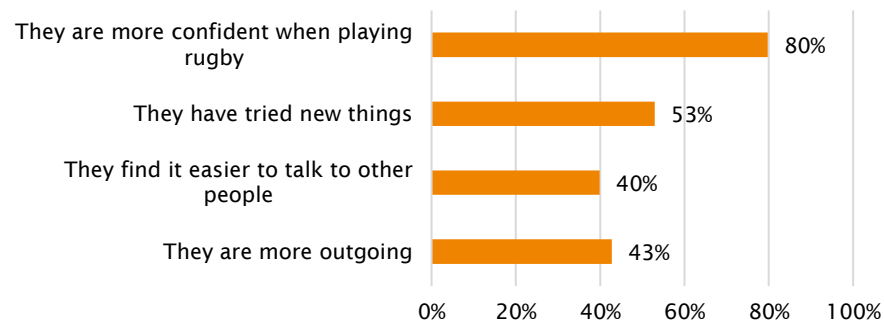| Indicator	Percentage
I want to do well in the things I do	95%
I put more effort into the things I do	93%
I am more responsible	82%
My behaviour at home has improved	77%
My behaviour in general has improved	75%
I am less likely to engage in risk taking or harmful behaviour	75%
My behaviour in the community has improved	72%
My behaviour at school has improved	65%

Other Stakeholders

Young people's positive responses to questions about confidence and resilience were corroborated by the adults in their life. Stakeholders indicated that most (93%) had seen a visible improvement in the young people's confidence and resilience.

Other stakeholders report perceived increases of confidence and resilience

93%

Target 75%
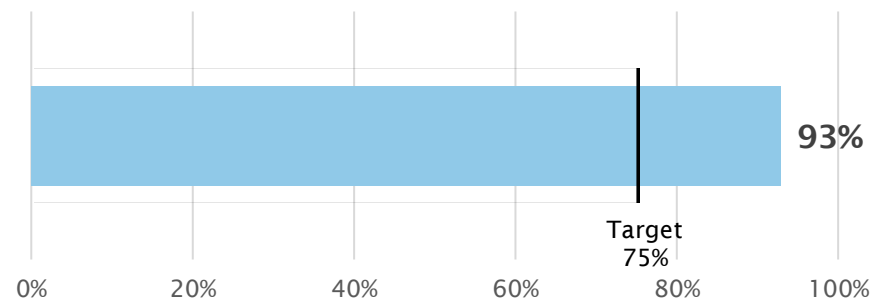
This was evident in their approach to rugby itself, to other new experiences, and to other people. A significant group also indicated that young people were more outgoing in general.

Indicators of increased confidence, other stakeholder responses

Indicator	Percentage
They are more confident when playing rugby	80%
They have tried new things	53%
They find it easier to talk to other people	40%
They are more outgoing	43%

Interviews with school stakeholders elicited similar themes. They described the positive influence than rugby had on young people's confidence in specific areas, including rugby, their social circles, and their ability to take on new roles or tasks. The School of Rugby cohorts within each school were perceived to have more confidence collectively, and in some cases individuals on the programme were recognisably more confident than their peers in other classes.

"You see them come out of their shell as the weeks go on."

"I think a lot of our pupils lack confidence in leadership roles, so giving them the opportunity to teach younger kids is so valuable."

School stakeholder

Parents' comments in the survey also highlighted their child's improved confidence.

"The programme has been instrumental in developing our daughter's self-esteem and sense of belonging in school."

"My child is so much more confident in their abilities academically & physically. Their self-esteem is at the highest I would say it has ever been."

Parents

The importance of strong and supportive social networks was evident, as it provided the basis for young people to develop confidence in themselves generally, and in their own abilities.

"[My son] has made so many more friends since playing rugby and expresses himself so much more."
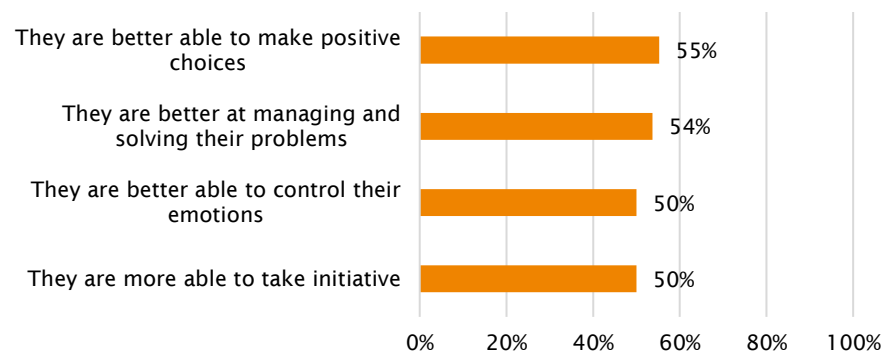
"My son was nervous about moving on to secondary school. The rugby has given him a safe place to go and play and meet new people. He is much more confident and has now asked to join a local team, he enjoys it so much."

"It's been a big benefit that he has known a wide group of people of all ages from rugby once he moved up to high school. Everyone is so supportive of each other."

Parents

Stakeholders indicated that young people's resilience had improved across a number of factors, as shown in the chart below.

Indicators of increased resilience, other stakeholder responses

They are better able to make positive choices — 55%

They are better at managing and solving their problems — 54%

They are better able to control their emotions — 50%

They are more able to take initiative — 50%

Their ability to make positive choices, respond to challenges and emotions, and take initiative had increased thanks to their participation in the programme.

In interviews, stakeholders identified that the experience of tackling, losing games or matches, or struggling with something new was a positive experience for young people, as they learnt how to overcome challenges and control their emotional responses to difficulties or setbacks.

"I can see the huge impact the programme makes of some of the most vulnerable young people. They are able to handle tough choices and deal with more challenging situations daily. it also gives them a positive thing to look forward to making them "survive" the school week easier."

"A normal reaction [to being tackled] would be to be raging, but what do you do with that reaction? You learn coping mechanisms."

School Stakeholders

Parents' comments likewise indicated that young people were developing positive coping strategies by practicing things like decision-making and approaching challenges with their peers.

"My daughter loves taking part in rugby at her school and when making choices always makes sure it won't have a negative impact on her or her team. She won't risk not being allowed to play or take part in the team."

"All of a sudden he sees obstacles more like challenges to be overcome, not absolute blocks."

Parents

Just under three-quarters of stakeholders saw a positive change in the behaviour of School of Rugby participants. This narrowly misses the Cashback target of 75%.

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

Target 75%

73%
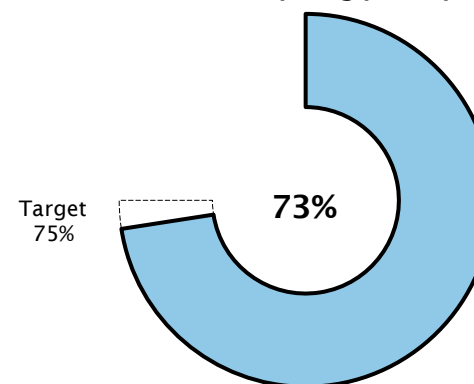
Interview discussions revealed that stakeholders who worked directly with the young people on the programme saw a positive change in behaviour in the sessions. Many reflected that this change was visible in young people's behaviour across the school as well, and in some cases, the School of Rugby cohort had a positive influence on the behaviour of other young people, too.

"They have such a positive influence on other kids."

School stakeholder

Most notably, pupils were more focused and committed in class, showed greater respect to their peers and teachers, and were less likely to miss or disrupt classes. One school stakeholder noted that there were fewer behaviour-related referrals on days that School of Rugby took place.

"The change in behaviour and attitude has been massive."

"They feel lucky to be let out of class. They know it's a privilege and they act that way too - you can see it in their attitude and behaviour."

"They've got real focus and they've got real collectivity."

"It's used as a carrot to motivate them and make sure their behaviour is up to standard."

School stakeholders

Though school stakeholders indicated that they were unable to comment on young people's behaviour outside of school, comments from parents tell a similarly positive story, with many reporting that their child has applied what they'd learnt or habits they'd developed through School of Rugby to the rest of their lives, too.

"I feel he has taken more responsibility due to his role and he's moved that onto everyday life."

"I never have to remind him to go, or pack his kit or anything. He has become (almost) as disciplined about chores and homework since joining the team."

Parents

The lower-than-target response from stakeholders is perhaps indicative of the fact that adults only see pupils in one area of their life, and therefore are not in a position to confirm general improvements in behaviour. However, the overall picture, with responses almost reaching the target and comments indicating significant visible improvements across many areas of young people's lives,
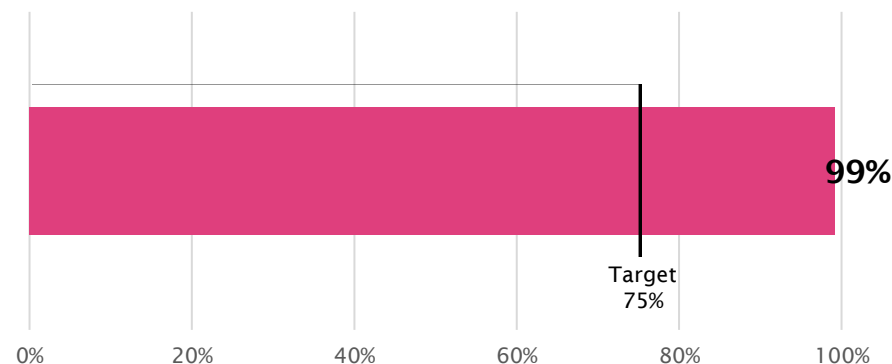
suggests that this programme does have a positive impact on young people's behaviour.

Outcome 2: Young people develop their physical and personal skills
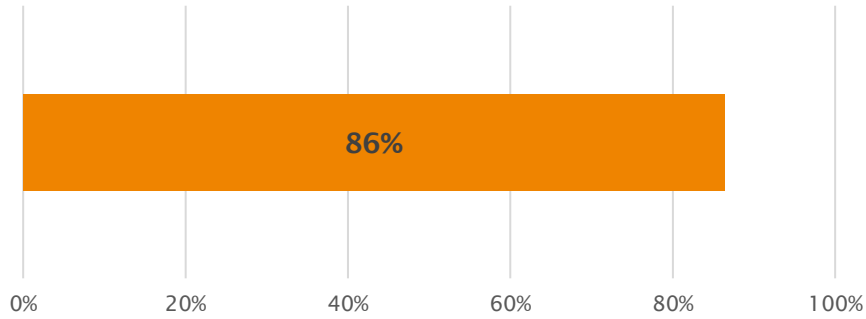
Young People

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

Young people report their skills are increasing
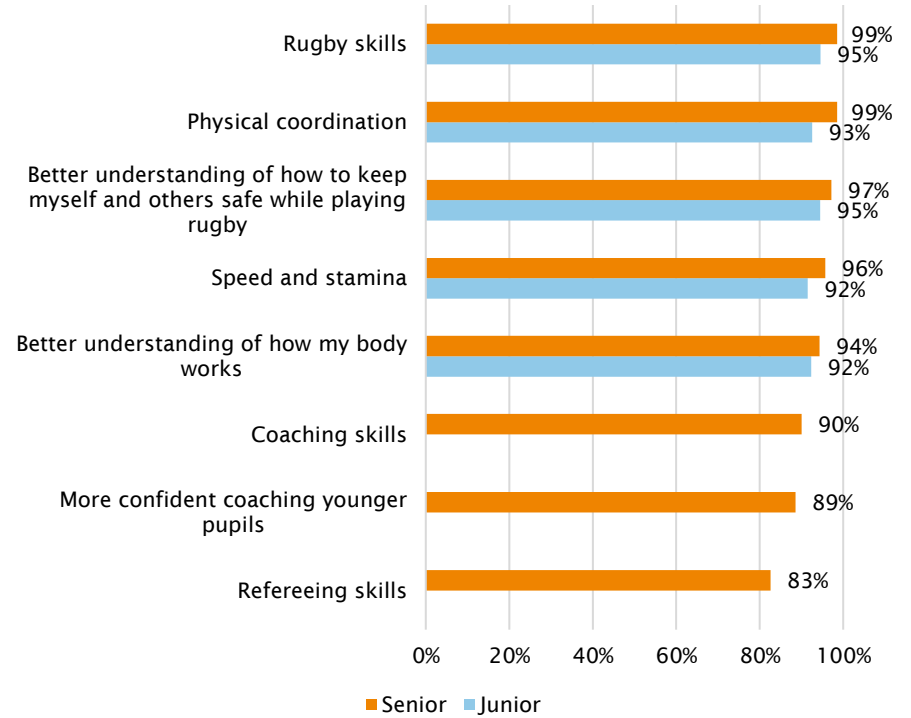

99%

Target
75%

The responses from CCR participants were slightly lower than the School of Rugby cohort, but nonetheless far exceed the CashBack target of 75% for this group.

CCR participants gained new skills

The physical and sports-related skills that young people acquired can be seen in the following chart.

Indicators of increased physical and sport skills, young people's responses

	Senior	Junior
Rugby skills	99%	95%
Physical coordination	99%	93%
Better understanding of how to keep myself and others safe while playing rugby	97%	95%
Speed and stamina	96%	92%
Better understanding of how my body works	94%	92%
Coaching skills	90%	
More confident coaching younger pupils	89%	
Refereeing skills	83%	

■ Senior ■ Junior

Perhaps unsurprisingly, the area in which young people saw the biggest improvement was their rugby skills. Many also reported developing their physical skills in general, learning how to keep themselves and their peers safe, and practicing coaching and refereeing skills through the School of Rugby sessions.
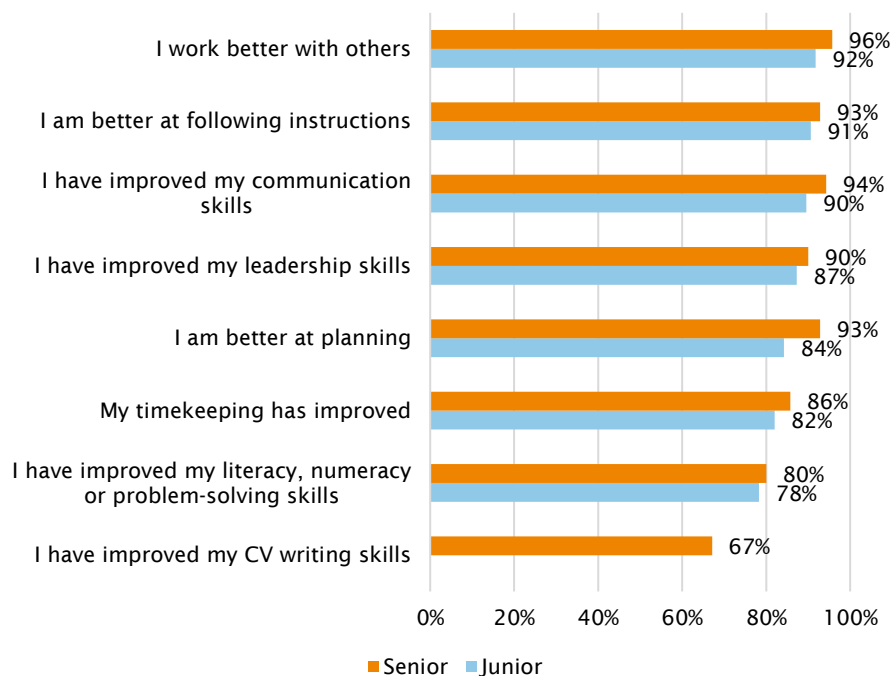
Specific rugby skills that young people mentioned in interviews include:

- Tackling

- Passing

- Moving onto the ball
- Dodging
- Running

Young people also developed transferrable skills, as indicated in the chart below.

Indicators of increased social and practical skills, young people's responses

Skill	Senior	Junior
I work better with others	96%	92%
I am better at following instructions	93%	91%
I have improved my communication skills	94%	90%
I have improved my leadership skills	90%	87%
I am better at planning	93%	84%
My timekeeping has improved	86%	82%
I have improved my literacy, numeracy or problem-solving skills	80%	78%
I have improved my CV writing skills	67%	

■ Senior ■ Junior

Young people reported improvements across a range of practical skills, with a significant majority of seniors indicating that they were better equipped to write CVs thanks to their participation on the School of Rugby programme.

When asked about their skills in interviews, young people emphasised their improved communication as most significant. They noted that strong communication was essential for a team sport, and being encouraged to speak loudly and clearly to their teammates helped with their communication in other contexts, too.

"If you don't communicate well, you're not going to get the ball."

This was related to teamworking skills in general. For some, this meant getting more stuck in themselves and participating with their team; for others, it meant stepping back and making sure that everyone else was included, too.

"I've been trying not to touch the ball as much because I need to make sure everyone gets a chance."

"Even if you don't like someone, you have to work together for the team."

"It's not a one-man team. If I was to go down in a tackle, someone would get the ball, pass it out, so we could score a try off that. So you have to use the whole network of the team, know who is where."

Young people described how the sessions incorporated opportunities to work on these skills and develop them through experience. For example, at some schools, different captains were selected each week, giving participants a chance to practice leadership skills. In other cases, pupils gained social and teamwork skills from doing drills with different people within the School of Rugby each session.

"Leadership - I've learnt a lot about that from School of Rugby."

"At first it was a challenge but now it comes naturally."

"We're all the captain. It encourages good teamwork."

"It's easier because you're working towards the same goals."

"Even if you don't like someone, you have to work together for the team."

"I used to care who I worked with but now I work with anyone because of rugby."

Through their School of Rugby sessions, young people gained a sense of achievement which for some pupils does not come easily at school. The programme gave them an opportunity to develop a different set of skills to those required in a classroom, and to be recognised for their achievements.
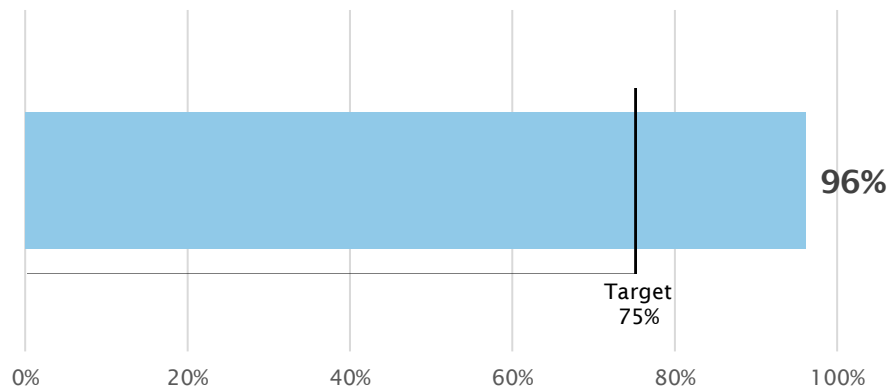
"You gain recognition from the coaches if you've done well."
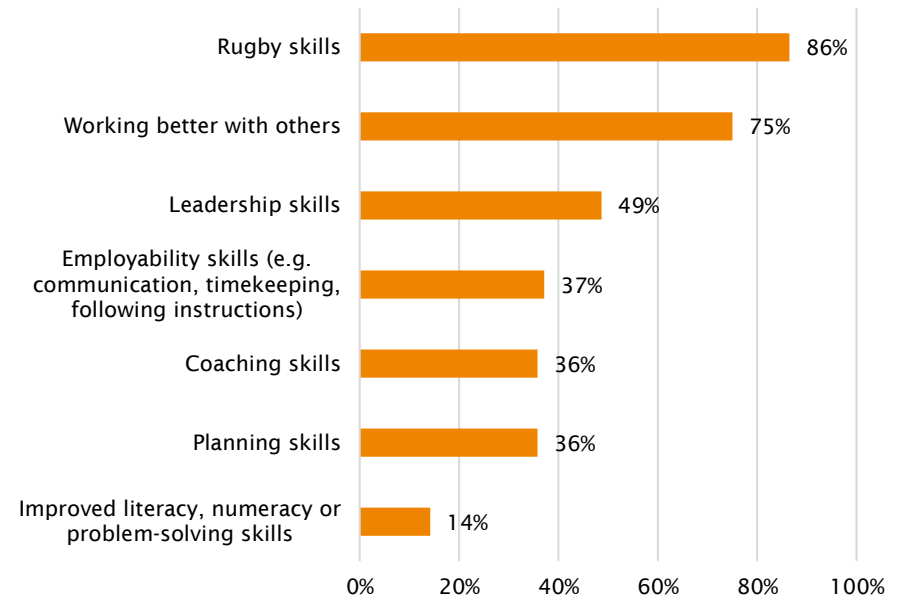
"You should see me on the pitch now!"

Other Stakeholders

Almost all (96%) stakeholders reported that young people's skills had increased since they joined the School of Rugby.

Other stakeholders report skills are increasing

96%

Target
75%

Echoing what the young people themselves reported, stakeholders noticed the biggest difference in participants' rugby skills, with significant improvements across other physical and practical skills too.

Skills young people gained, other stakeholder responses

Rugby skills	86%
Working better with others	75%
Leadership skills	49%
Employability skills (e.g. communication, timekeeping, following instructions)	37%
Coaching skills	36%
Planning skills	36%
Improved literacy, numeracy or problem-solving skills	14%

In discussions, stakeholders emphasised that developing personal skills was prioritised along with rugby skills and knowledge of the game. In alignment with what young people reported in interviews, stakeholders commented on their improved communication skills, which was linked to better social skills in general. Young people on the programme showed evidence of better communication with teachers and with their peers:

"Working with others, that's a biggie for our young people, and they get the chance to do that in rugby."

"I know exactly who is having a bad day, who is ill, who can't make it, who's struggling but coming anyway."

School stakeholders

Parents likewise saw their children develop a range of personal and practical skills, such as being more organised, motivated, and independent.

"My son enjoys the programme and it's helping with his organisation skills to be ready for his day's training."

"He loves it and it has given him leadership and coaching skills that will benefit him hugely going forward."

"I feel he has taken more responsibility due to his role and he's moved that onto everyday life."

"He has become more confident in travelling and navigating his own way around. He has also become more organised and takes responsibility for his kit and where he needs to be."

Parents

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

Young People

Young people reported improvements in their wellbeing according to SHANARRI indicators (98%).

Young people report increases in feelings against SHANARRI indicators

98%

Target
75%
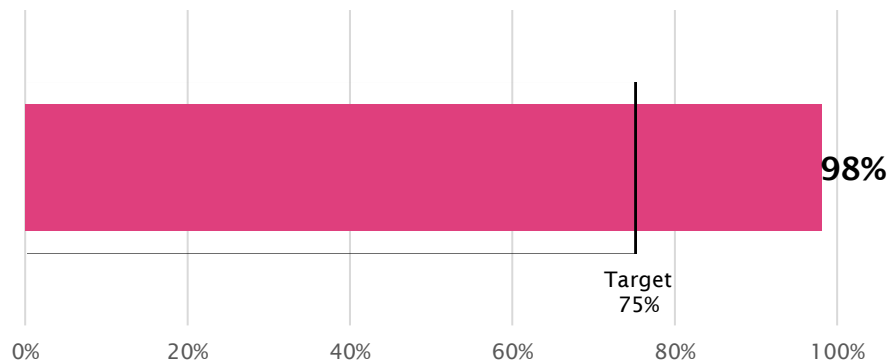
The vast majority of both senior and junior groups responded positively to questions about their physical health, and social and personal wellbeing, as shown in the chart below.

Indicators of improved wellbeing (SHANARRI), young people's responses

Indicator	Senior	Junior
I am more active	97%	93%
I feel healthier	97%	91%
I feel more respected	97%	87%
I feel more supported to make healthy and positive choices	96%	92%
I feel that I belong to a group	96%	91%
I feel that I have achieved things	96%	91%
I have made new friends	96%	87%
I take more responsibility for my actions	94%	91%
I feel more included in the decisions that affect me	93%	91%

■ Senior ■ Junior

Almost all seniors and most juniors reported feeling healthier and being more active as a result of the programme. Their responses indicate that there were also significant improvements across the programme in young people feeling respected, nurtured, responsible, and included.

When asked about their mental health, young people gave similarly positive responses:

Indicators of improved mental health, young people's responses
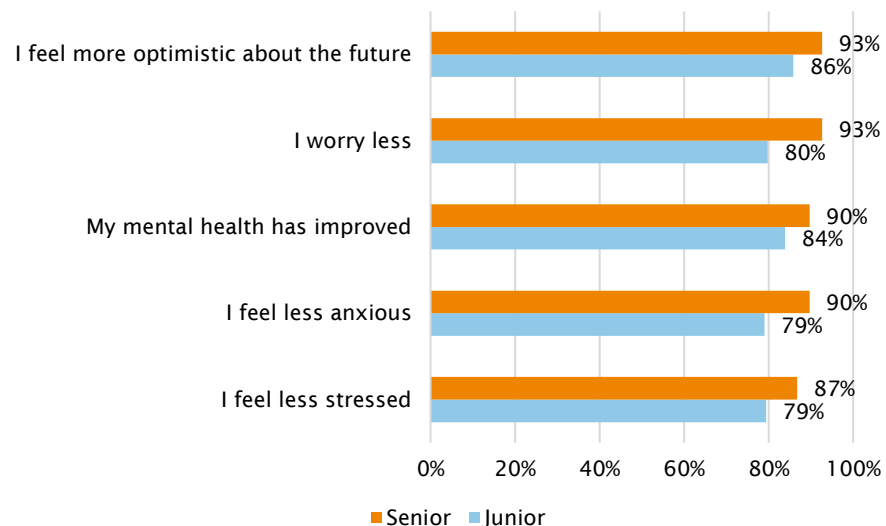
Almost all participants on the programme felt more optimistic about the future. A similarly high proportion reported worrying less, feeling less stressed, and seeing a general improvement in their mental health.

This came through strongly in interviews, too. Young people reflected on the ways that rugby sessions helped them cope with negative feelings, such as stress and anger, and gave them something positive to look forward to and enjoy.

"If you're angry or frustrated, it's a good sport for you."

"I used to get angry more easily but Rugby has helped."

"If you're feeling stressed, you can run into someone as hard as you can, so that's a good way to let it out."

"I'm always hyped on days I have School of Rugby."

"I'm less angry because of rugby - I take my anger out in games."

"It helps you get out stuff that's built up through the day like stress and anger."

In some cases, pupils described how just being at a rugby session helped to lift their mood, because they were surrounded by people they liked and doing something they enjoyed. The supportive atmosphere, as discussed under Outcome 1, was an important factor in helping young people work on their mental health.

"If you're stressed out going to rugby, when you get there the stress just lifts."

"It's a safe environment for your mental health."

"Just being able to play my favourite sport with my best friends, it's the best possible thing. It's really helped with my mental health."

For others, the activity itself gave them a positive outlet for stress and tension that built up through the day or week, and the challenges they faced in rugby helped them to cope with other challenges.

"If you're having a bad day you can take it out at rugby."

"You can get stressed in class but rugby helps to take that off."

"You have to get your head back in the game after you score a try."

"If we win a game, I'm pure buzzing for the rest of the week."

When asked about their physical wellbeing, young people mentioned the changes they had made in their habits and the differences they had seen in their physical health. The sessions led to some pupils seeing improvements in their fitness, such as increased stamina, energy and physical strength.

"I feel like I've got a lot more energy, so I feel a lot fitter."

"I couldn't run for long, I was big, but School of Rugby has improved my stamina massively."

"It's made my body tougher. I'm fitter now."

"It makes me much stronger and faster."

Pupils also took what they learnt from conversations with coaches about nutrition, sleep and taking care of their bodies, and implemented it into their own lives, developing positive healthy habits.

"I realised I was getting tired during the sessions so I changed what I had for breakfast and that made a difference."

"I'm more inclined to go to the gym now."

"I've cut out the sweets!"

"In lockdown or on holiday I would only eat junk food; now I eat more vegetables."

Other Stakeholders

Other stakeholders reported a significant visible difference in young people's wellbeing, far exceeding the target of 75%.

Other stakeholders report perceived increases in SHANARRI indicators among young people
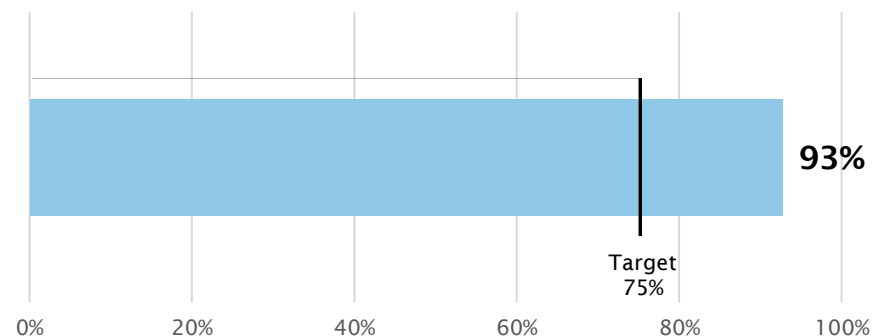
Corroborating the responses from young people, stakeholders most frequently observed that young people were more active thanks to their participation in School of Rugby, as shown on the chart below. The social aspect was significant for stakeholders, with many reporting that young people had made friends (71%) and felt a greater sense of belonging (65%).

Indicators of young people's improved wellbeing (SHANARRI), other stakeholder responses

Indicator	Percentage
More active	88%
Made new friends	71%
Feel a sense of belonging to a group	65%
Better supported to make healthy and positive choices	45%
Healthier lifestyle	45%
Take more responsibility for their actions	37%
More optimistic about the future	25%
Mental health has improved	25%
Less anxious	23%
Less stressed	18%
Worry less	14%
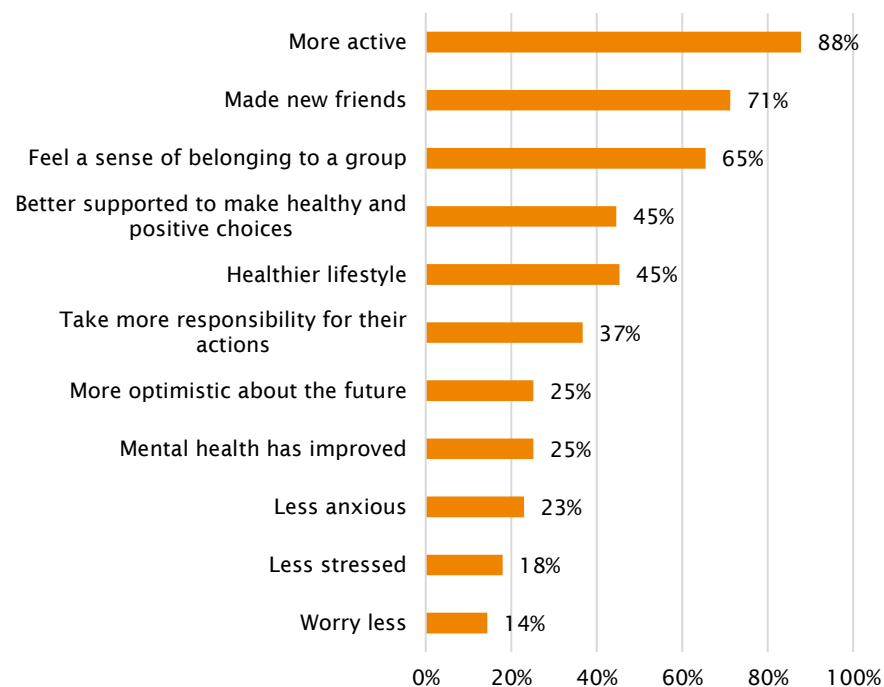
The range of wellbeing outcomes that young people achieved through this programme was a prominent topic in interviews and focus groups with school staff. They identified factors contributing to young people's overall wellbeing, some of which were seen as inherent to School of Rugby sessions:

"It's intrinsically a way of releasing all that pent up energy from sitting down all day, and rugby probably manifests that the most out of any school curricular sport. There's the promise of tackling."

"To be perceived as part of School of Rugby is quite prestigious."

"There's something quite therapeutic to it, whether you're playing rugby or not."

School Stakeholders

They also noticed that young people learnt how to look after their mental and physical health, and that other staff members were also better equipped to look after pupils' wellbeing, as they got to know pupils better and were more able to respond to their needs.

"They learn quite a bit about how to handle themselves."

"They can come to me with their school stress."

"It allows pastoral care teachers to get those insights about things that might otherwise go under the radar."

School Stakeholders

Parents reported the positive knock-on effect of being more active, as they saw their children's perception of themselves improve:

"My son was never sporty at all, loved his PlayStation, however now Rugby has given him back an active life. He loves rugby and we love the change in him."

"My child has developed a sense of himself and what he can accomplish and it has made him proud of himself and being autistic with anxiety that is a huge accomplishment."

"He just seems like a more rounded young adult who takes more pride in himself and all around him."
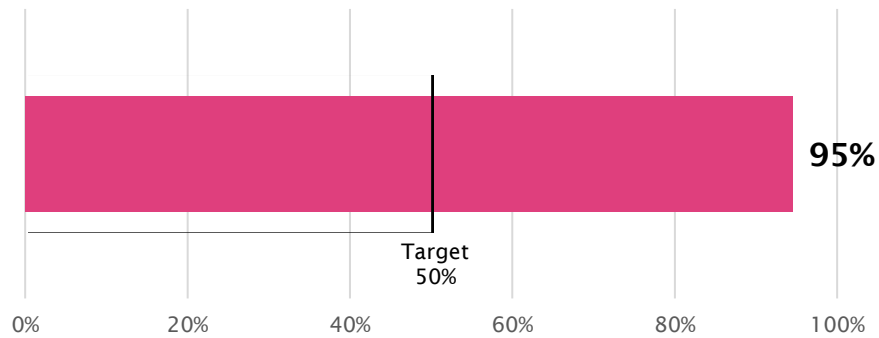
Parents

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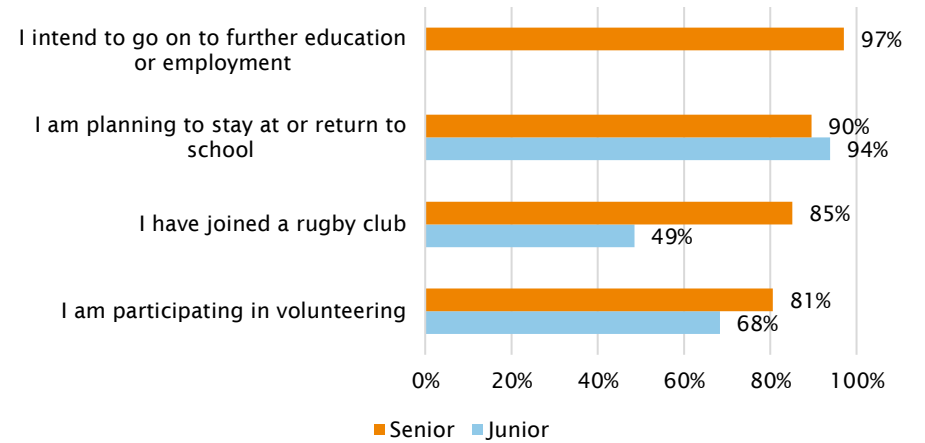
Young People

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

### Young people achieve a positive destination

95%

Target 50%

Participants indicated that they were more motivated to participate in school in the present and the future, and a significant proportion were taking part in positive activities such as extra sport or volunteering outside of lesson time.

Indiciators of positive desinations, young people's responses

I intend to go on to further education or employment	97%
I am planning to stay at or return to school	90% / 94%
I have joined a rugby club	85% / 49%
I am participating in volunteering	81% / 68%

■ Senior ■ Junior

Young people reported that their attendance and attainment at school had improved as a result of participating in School of Rugby.

Young people will improve their attendance[3]

90%

Target 75%

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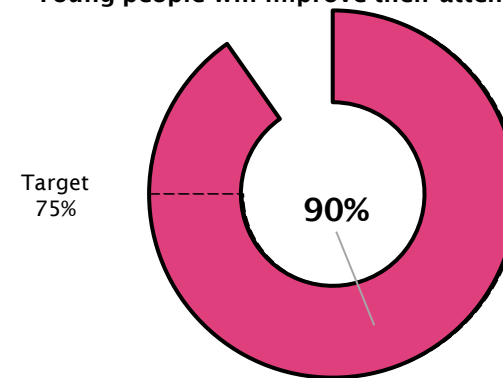
[3] Excluding pupils for whom this had not been an issue.

They described how having something to look forward to helped to get them to school on days when they otherwise would not have been motivated to come in. The enjoyment and the encouragement from their teammates and coaches played a big part in incentivising pupils to keep turning up.
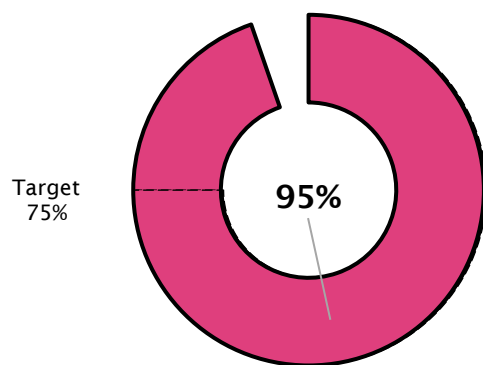
"I struggle with lots of things and my attendance is terrible but I come in for School of Rugby. Everyone encourages you to come in."

"Makes me want to come to school."

"I basically only come to school for Rugby."

"I used to be late quite a lot but now I get there before others. I like what I do and I want to be there."

Young people will improve their attainment[4]

Target 75%

95%

As well as facilitating them coming to school more often, pupils found that in many cases, the sessions helped them to do better in their classes. Reasons for this were mostly related to having spent some of their energy in a rugby session, and therefore finding it easier to concentrate in class.

"It makes me concentrate on things more."

Pupils also described applying some of the things they learnt in rugby sessions to their classwork, like self-discipline, motivation, and self-confidence.

"I'm more involved in class because I'm braver since doing rugby."

"I put my best effort into my school work because I don't want to be kicked out of rugby."

"It's given me the confidence that I can actually do it."

For some pupils, rugby influenced their desire to do well at school as they now had something they wanted to work towards in the future.

"I want to continue rugby for as long as I can."

"I want to help other people in the way School of Rugby helped me."

In interviews with stakeholders, most reflected that they didn't have numerical evidence for improvements in participants' attainment and attendance, but that feedback from other teachers suggested pupils were doing better at school. They noted that, particularly on days when pupils had School of Rugby, they would turn up on time and have everything they need for the day and the session.

"When I look at the pattern of attendance, it was always the days they had School of Rugby that they were in."

"It's had a huge impact on attendance."

"The attendance for that particular group is very strong."

---

[4] Excluding pupils for whom this had not been an issue.

This was evident in comments from parents, too:

"The encouragement to reach her full potential has been second to none."

"His confidence and achievement in rugby transfers to all aspects of his life, even maths and his chores. His attitude is now, if he works at it, he can do it."

"Attending the extra sessions has given [my son] a desire to follow the subject academically and try harder at other subjects in order to achieve better grades. He's sees a benefit at trying harder in school and staying on for 5th and 6th year where he didn't previously."

Parents

School stakeholders also noted that School of Rugby helped incentivise pupils because of the range of opportunities that were available to them through the programme. Particularly for schools in deprived areas, being able to go on trips or play matches against other schools was a fun and exciting experience that helped pupils feel more connected to their school.

"It's our way of saying, we get it, we want you to success at what you're good at."

"For some it's rugby, for others it's school engagement."

"The different opportunities and experiences are what our young people benefit from. Where else are they going to get them?"

School stakeholders

Linked to this, stakeholders felt that their own understanding of what pupils were capable of changed, along with their own perspective of what constitutes a positive destination. It helped staff across the school see that going to university wasn't the only path to success, and that there are better alternatives for people who don't thrive in academic environments.

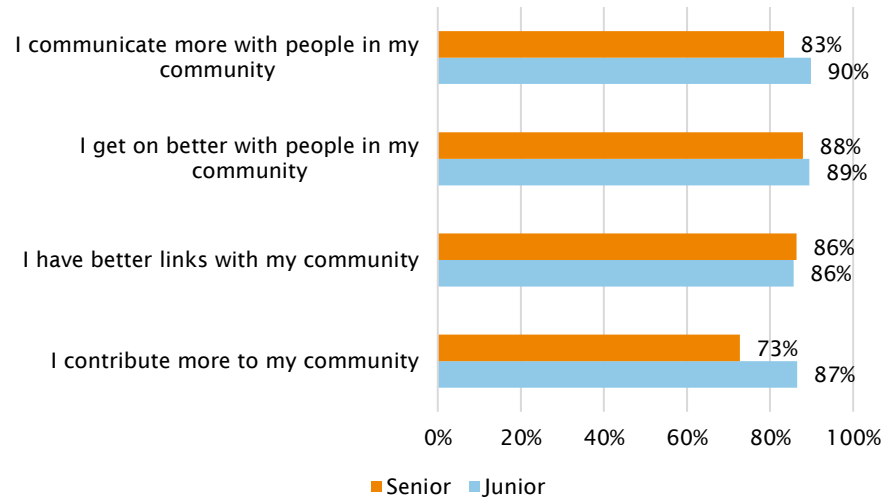## Outcome 5: Young people contribute positively to their communities

Young People

Young people responded positively to a number of questions about their place within their community, and how School of Rugby has impacted this. Almost all (91%) found that they had improved links and interactions with their community since joining the programme.

Young people feel their contribution, links with communities and social interaction are improving
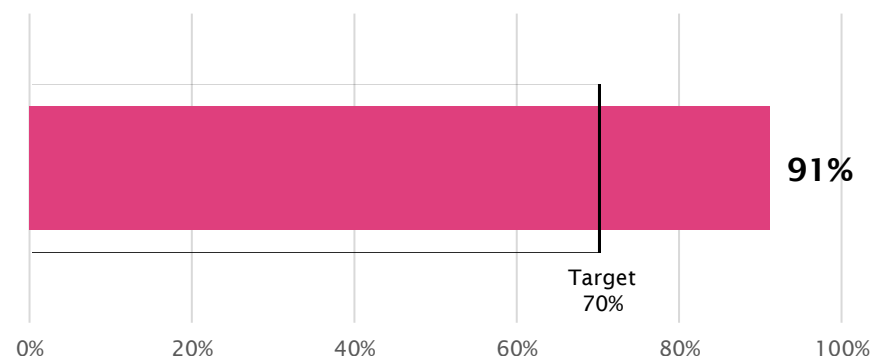
This was evident in their feelings about the other people in their community, and their own contribution to the community, as displayed on the chart below.

Indicators of increased contribution, links and interactions with community, young people's responses

I communicate more with people in my community — Senior 83%, Junior 90%

I get on better with people in my community — Senior 88%, Junior 89%

I have better links with my community — Senior 86%, Junior 86%

I contribute more to my community — Senior 73%, Junior 87%

■ Senior ■ Junior

Both juniors and seniors reported increased communication, better connections, and stronger links with their community. Contributing to their community was more significant for juniors (87%) than for seniors (73%).

Just under two-thirds of participants reported that their perception of their neighbourhood had improved, which is lower than the target of 75%.
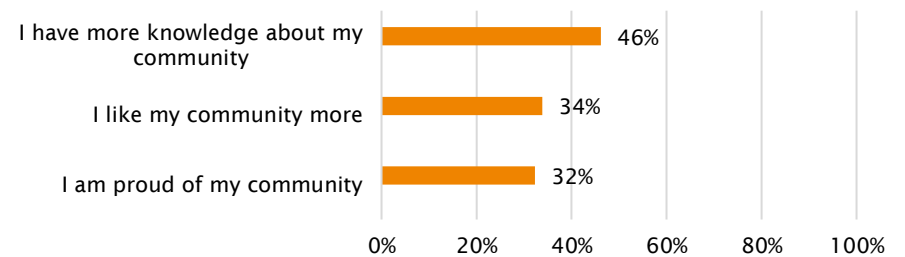
Participants' perception of their neighbourhood improves

Target 75%

63%
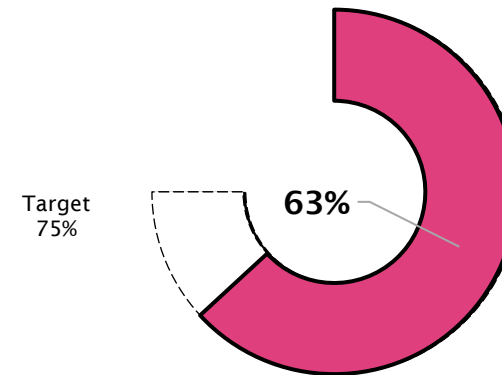
Throughout Phase 5, School of Rugby sessions have had limited opportunities to take part in community-based activities because of Covid-related lockdowns. This response is perhaps reflective of the long-term impacts of lockdowns on young people's perceptions of their neighbourhoods, and the long process of recovery schools and school-run programmes are going through.

Nonetheless, significant groups of young people indicated that their perception of their community was more positive as a result of their experiences at School of Rugby.

Indicators of improved perception of community, young people's responses

I have more knowledge about my community — 46%

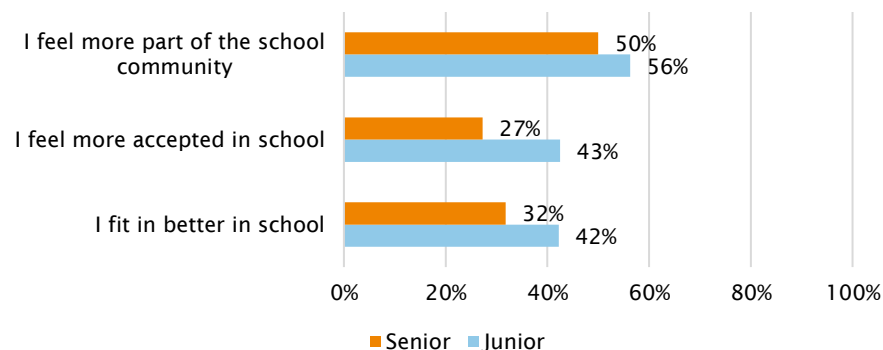I like my community more — 34%

I am proud of my community — 32%

Just under half of young people reported knowing more about their community, and roughly a third indicated that they liked their community and felt prouder of it since joining School of Rugby.

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

Target 75%

83%
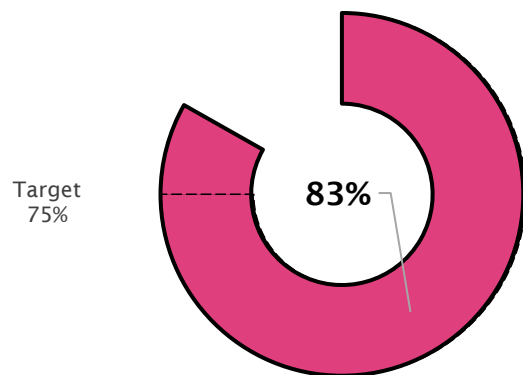
A larger proportion of participants felt a greater sense of belonging within their community thanks to the programme. This was most significant in the context of the school community, as indicated in the chart opposite, and corroborated in interviews.

Indicators of increased sense of belonging to community, young people's responses

I feel more part of the school community
50%
56%

I feel more accepted in school
27%
43%

I fit in better in school
32%
42%

0%   20%   40%   60%   80%   100%

■ Senior ■ Junior

Roughly half of both juniors and seniors felt a greater sense of belonging in their school, for some through feeling more accepted and for others through feeling they fit in better.

When asked to elaborate on this in interviews, young people reflected that being provided with an activity they enjoyed and were good at made them feel more seen by the school, and was demonstrative of the schools taking an interest in them and their wellbeing.

*"It has brought us together as a group and feel more valued as individual players too."*

This was combined with a sense of pride that came from being part of School of Rugby. In some schools, pupils felt they gained recognition from other pupils and teachers, and that their achievements in School of Rugby were celebrated throughout the school.

Pupils also described wanting to represent their school positively when playing against other schools. They felt a responsibility to uphold their school's good reputation, through their behaviour and their success on the pitch. Winning matches against other schools had a clear impact on pupils' sense of pride and

belonging within the school community, and on their perception of their school within the wider community.

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

CCR participants have a heightened sense of belonging to a community

100%

Target
90%
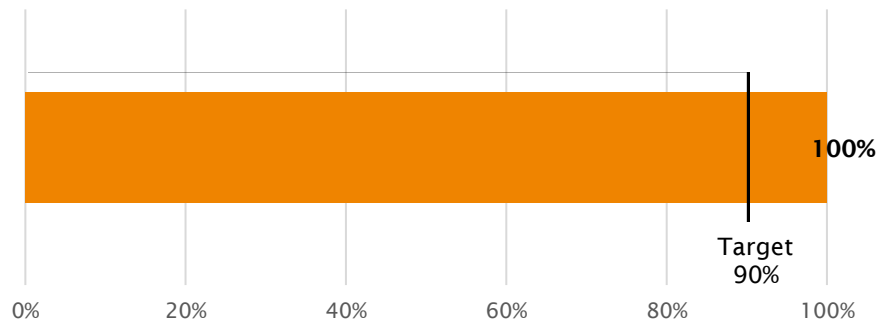
Closing echoing the responses from School of Rugby participants, young people on the CCR programme felt more a part of their school community, with roughly a quarter to a third of participants feeling more accepted and that they fit in better.

Indicators of increased sense of belonging to a community, CCR participants

I feel more part of the school community — 58%

I feel more accepted in school — 27%

I fit in better in school — 23%
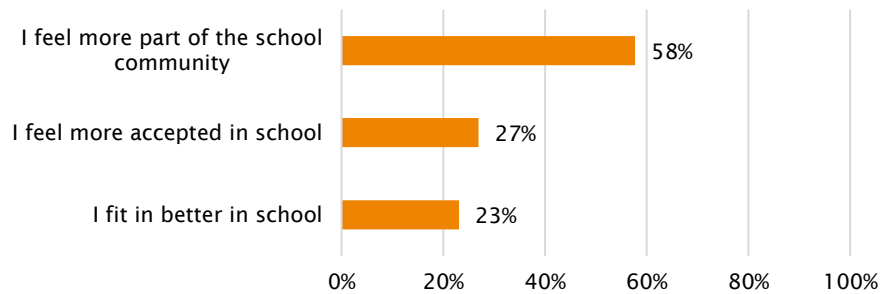
Participants we spoke to on the CCR programme emphasised the inclusive atmosphere of the sessions, which encouraged pupils to make friends across year groups. They all reflected that they had formed strong social bonds with people that they wouldn't have interacted with much at school.
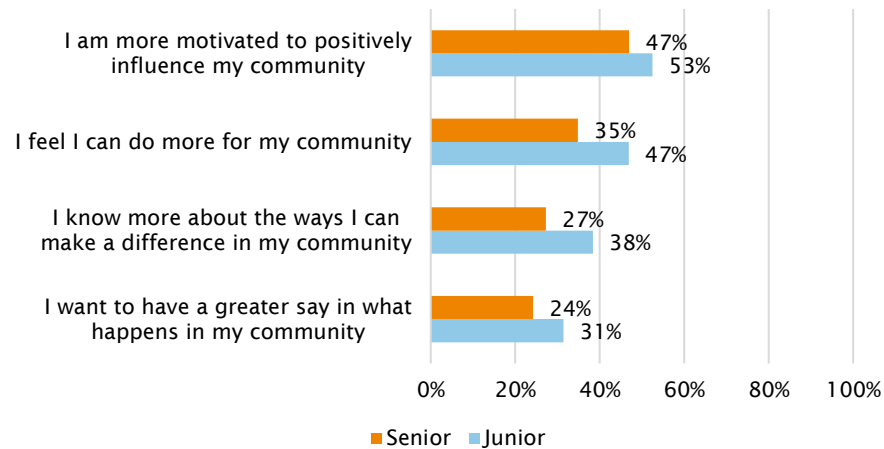
Over three quarters of young people reported that they were more motivated to positively influence their community since participating in School of Rugby.

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

77%

Target
70%
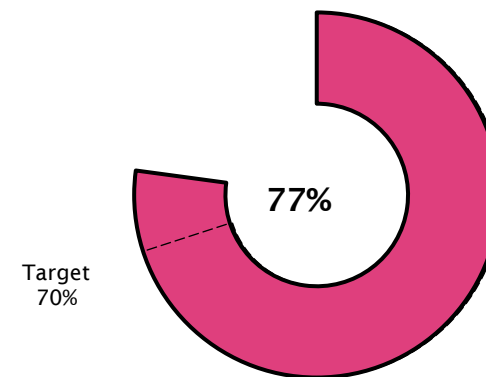
A significant proportion of young people felt they had more knowledge and capacity to make a difference in their area, and this was related to wanting to get more involved in general, as shown in the chart below.

Indicators of increased motivation to positively influence community, young people's responses

|	
I am more motivated to positively influence my community	Senior 47% / Junior 53%
I feel I can do more for my community	Senior 35% / Junior 47%
I know more about the ways I can make a difference in my community	Senior 27% / Junior 38%
I want to have a greater say in what happens in my community	Senior 24% / Junior 31%

■ Senior ■ Junior

Some schools had organised volunteering and events for young people to take part in, which had been a resoundingly positive experience for those involved. They expressed that they were keen to do more of the same in the future, and some had been incentivised to seek out similar opportunities themselves. Pupils who had not been involved in community-based activities indicated that they would like more of such opportunities in the future.
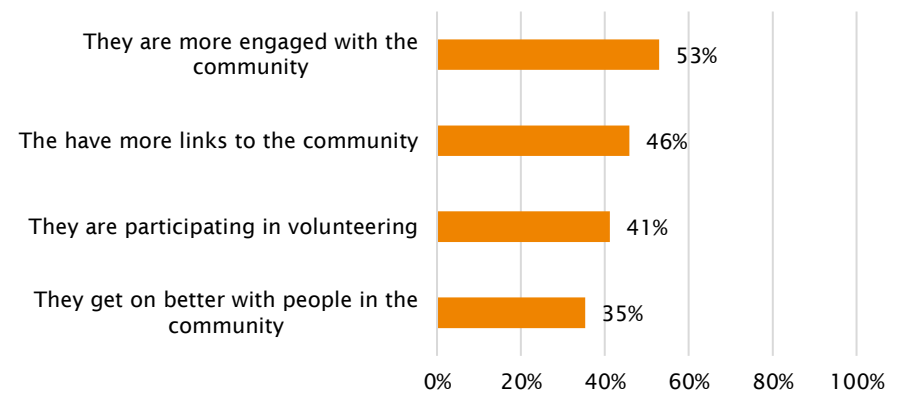
Other Stakeholders

Despite the limited opportunities for engaging with the wider community, stakeholders saw a positive difference in young people's interactions with the communities they exist in.

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

86%

Target 75%
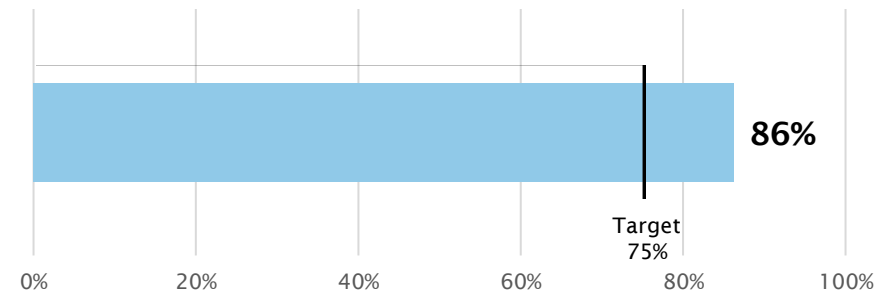
This was most apparent in young people's engagement with the community and the links created through School of Rugby. Some stakeholders observed young people taking part in volunteering or forming more links with the community in other ways, and some reported that young people were getting on better with other people in the community.

Indicators of young people's improved contribution, links and interactions with community, other stakeholder responses

They are more engaged with the community	53%
The have more links to the community	46%
They are participating in volunteering	41%
They get on better with people in the community	35%

Interviews with stakeholders revealed some of the factors that contributed to young people's improved relationship with their community. Some school stakeholders reflected that young people had a generally negative perception of their school and local area, but that through their success and achievements in School of Rugby, they felt more positive about where they lived.

"It changes the attitude from 'We're from X so we're going to lose this game.'"

School stakeholders

This was connected to feeling a sense of ownership not only over the programme within school, but also of its links to the local rugby clubs.

"They feel like rugby is their thing, [local club] is their team."

"They have their own thing, and that's not something they would have otherwise."

School stakeholders

Stakeholders indicated that this led to young people changing their perspective of their own role within the community, as well as their perception of the community itself.

"They see the value in giving back and taking responsibility."

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

School stakeholders

Comments from parents likewise indicated that their children had improved experiences of their local community:

"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

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

Young People

Most young people reported that involvement in criminal or antisocial behaviour was not an issue for them. The percentages below illustrate the responses from people for whom this was a relevant issue.

Almost all young people who had previously been involved in antisocial or criminal behaviour reported that School of Rugby had reduced their involvement in this type of behaviour.

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

93%

Target 40%

0%   20%   40%   60%   80%   100%
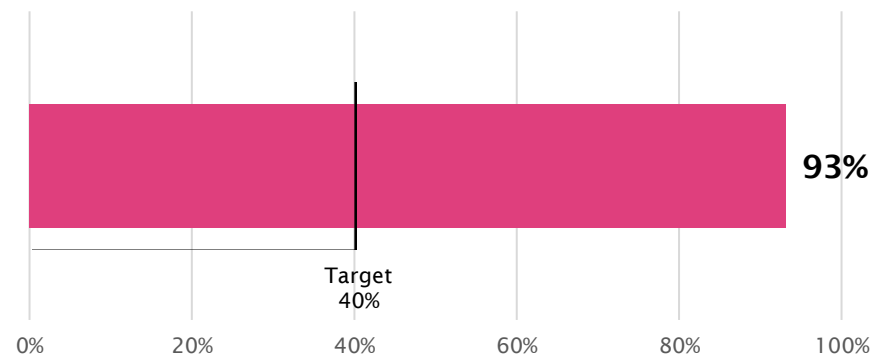
Similarly, the vast majority of young people reported that they felt less inclined to participate in criminal or antisocial behaviour in the future.

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

93%

Target
40%

0%   20%   40%   60%   80%   100%
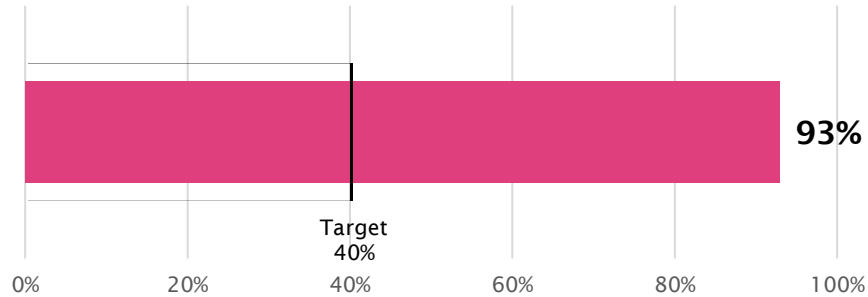
This also applied to young people's attitudes towards risky behaviour, with 86% reporting that they were less inclined to do so since joining School of Rugby.

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

86%

Target
70%
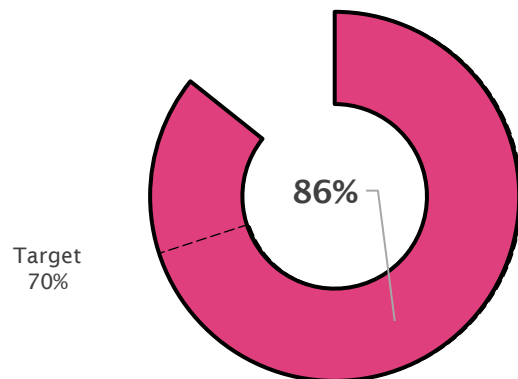
In interviews, young people mostly indicated that they had not been involved in criminal or antisocial behaviour. Some reflected that School of Rugby had a generally positive influence on young people's aspirations for themselves, and that participants were less likely to engage in disruptive behaviour in the community in case it was fed back to the school and led to them missing out on rugby sessions.

CCR participants who had previously been involved in antisocial or criminal behaviour reported a significant reduction since joining the programme.

CCR participants report that their own participation in antisocial and/or criminal behaviour has reduced

76%

0%   20%   40%   60%   80%   100%
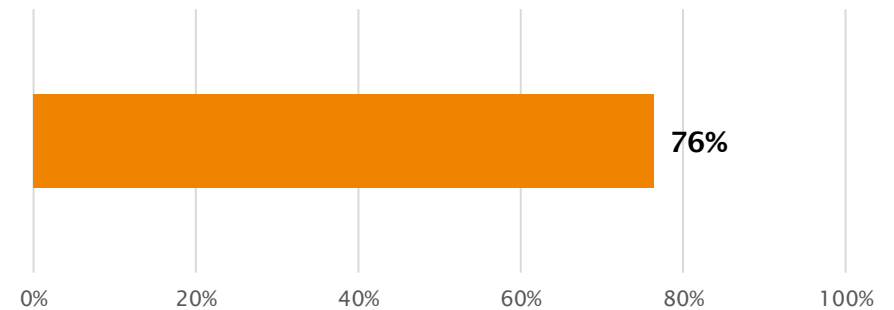
A greater proportion of CCR participants indicated that they were less likely to get involved in antisocial or criminal behaviour as a result of their experiences on the programme.

CCR participants feel less inclined to be involved in antisocial and/or criminal behaviour
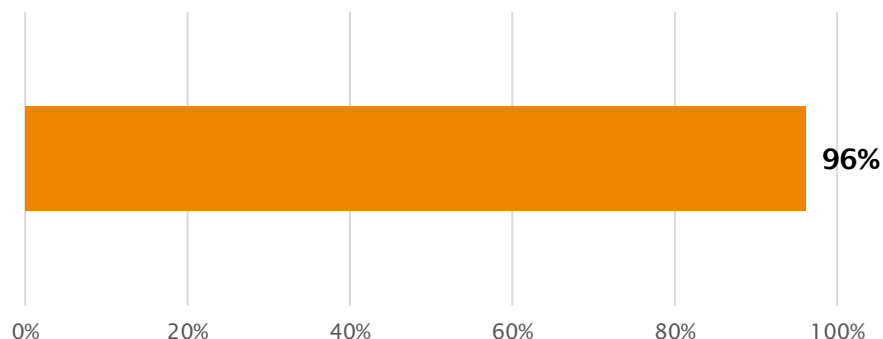
A significant factor that arose from interviews with CCR participants was that the programme gave them something positive to do in the evenings, taking up the time they would otherwise have spent causing trouble. They reflected that when they got home, they were tired and less likely to go out, and that they had less of a need to blow off steam as the CCR programme gave them a way to combat boredom and frustration.

Wider Programme Impact

Schools

School stakeholders described a number of positive outcomes for their schools as a whole as well as for the young people who attend School of Rugby. This is largely because the schools' own values and targets are reflected in the CashBack outcomes that School of Rugby is driven by.

> *"Rugby has the values you want young people to adhere to, it keeps them straight and steady."*
>
> *Development Officer*

The improved attendance of pupils in School of Rugby was a key theme in interviews with school staff. They noted that getting pupils to attend school regularly was particularly challenging after closures during the Covid pandemic, and having an additional incentive for young people to come to school was hugely beneficial.

This was discussed in relation to other schools within the wider catchment area, too. School stakeholders saw that being able to offer School of Rugby gave them a 'competitive edge' over other schools, both in terms of meeting their attendance targets and in attracting prospective pupils. Some schools had established strong relationships with local primary schools through taster sessions and regular coaching delivered through School of Rugby. Those that hadn't made connections with local primary schools indicated that his was something they hoped to develop in the future, as they could see the potential benefits.

> *"We have to be quite competitive [with local schools], we have to be quite clever about finding our USPs and with [local club] right here, we'd be stupid not to use that."*
>
> *"It's really added to the repertoire of things we do here."*
>
> *School stakeholders*

The School of Rugby programme had a positive impact on staff across the school, most significantly for PE teachers and pastoral staff. PE teachers were able to form stronger relationships with pupils on the programme thanks to the increased time that the pupils spent in the PE department, and having a professional rugby coach embedded in the school created an avenue for PE teachers to develop their own coaching skills. One school mentioned that they had been awarded a Gold Standard for sport, and saw School of Rugby as contributing to that.

Pastoral and support staff expressed that the School of Rugby programme increased their scope and ability to work with pupils who need additional support. Pupils with additional needs benefitted from the outcomes detailed above, in particular the opportunity to be part of a team. Their improved overall wellbeing reduced the demand on pastoral care teams, and the relationships they formed with coaches meant that support staff benefitted from additional insights about individuals' needs that they may not have been able to elicit themselves. School of

Rugby was seen as a crucial support in the context of schools having reduced funding available to meet the ever-increasing mental health needs of their pupils.

Teachers from all departments fed back to the stakeholders we spoke to that they saw benefits across the whole school. School of Rugby pupils developed positive habits that they applied in their other lessons, and in some cases had a positive influence on their peers. They also noted that it gave teachers an additional tool with which to address pupils' behaviour. As a result of the improved attendance and behaviour of their pupils, schools saw their own attainment targets being met more easily.

The successes that came from integrating other departments led schools to suggest that more formalised collaborations between School of Rugby and, for instance, Active Schools workers or SEN groups, would be an effective way of reaching more pupils through the programme.

Rugby clubs and coaches

The coaches and SRU officers that we spoke highlighted some of the key benefits for their clubs that arose from the School of Rugby programme. Most notably, the programme helped to channel young people towards the club, develop their skills and grow their potential as rugby players.

"Without School of Rugby we'd lose out on players."

SRU Delivery Officer

It can be a challenge to recruit players in deprived areas, as rugby is typically associated with people from more affluent backgrounds and young people see it as 'not for them', or simply prefer football as the more familiar sport. However, DOs reflected that the School of Rugby was hugely influential in dismantling this stereotype and helping young people discover rugby and their place within the sport.

As a result, the club were able to work with a more diverse and representative group of young players, most significantly increasing the number of girls and young women who were interested in rugby.

In Year 3 in particular, the School of Rugby programme has provided rugby clubs with an effective and easy tool to reinvigorate youth rugby, which suffered a significant loss of interest and participation through the pandemic due to the difficulty of continuing to play a contact sport under social distancing restrictions. Coaches emphasised the value of creating links with schools as a means of bringing rugby to the wider community and vice versa.

Management of the programme

In the third year of its delivery, the School of Rugby programme was generally very well managed. Buy-in from schools was strong, with PE teachers reflecting positively on the support they received from SLT, and senior members of staff commenting on the hard work and commitment of the PE staff that were involved.

"The Head Teacher really values sport, and really values the School of Rugby programme."

PE teacher

"Most things, they're just my responsibility because they've come across my desk. But this is important to me, I can be flexible if I need to be for School of Rugby."

SLT School stakeholder

Having School of Rugby sessions built into the school curriculum made it easier for schools to support the programme. Timetabling was a logistical challenge for many schools, but those who allocated dedicated time to it saw that both pupils and teachers respected the programme and were more open to the wider benefits as a result.

"Because it's embedded in the curriculum, it's seen as a key part of the school."

SLT School stakeholder

Central to the good management of the programme, however, were the DOs. Across interviews, school stakeholders reiterated the importance of having the

right person in the role, and in almost all cases agreed that their coach was that person. Their ability to bond with the young people and to act as a liaison between young people and school staff, and schools and clubs, were vital attributes that they excelled in. Many schools that we spoke to expressed concerns about 'losing' the coach as the Phase 5 Cashback funding came to an end, and the impact this would have on young people.

> *"[DO] really goes above and beyond."*

> *"It's proven to be even better than I thought it would be, and that's thanks to [DO]."*
>
> *School stakeholders*

The importance of having a consistent person in this role was exemplified by its absence in schools that had had multiple people delivering the programme throughout Phase 5. While school staff emphasised that each coach had been a success in their own way, the opportunity to build relationships with the young people was notably reduced, and this was seen to inhibit young people's ability to achieve some of the target outcomes.

Moreover, new DOs required time and support to familiarise themselves with the additional requirements of the programme such as the reporting and evaluating. Some of the DOs we spoke to described their initial difficulties with the reporting requirements, which they were now comfortable with in part because of support from school staff, and in part because of their years of experience delivering the programme. School stakeholders likewise indicated that having new people in the role meant that more resources were taken up as they settled in.

> *"The PE department has been really helpful, especially at the beginning, telling me what will work, what won't work."*

> *"Three years on, it doesn't take me long at all and I know when it's due. If you're new it's probably a bit more time consuming."*
>
> *Rugby coaches*

Support from Scottish Rugby

Schools and delivery partners were extremely positive about the support from Scottish Rugby throughout Phase 5. They noted that the SRU were in frequent contact, were flexible and responsive when elements of the programme needed to be adapted, and were forthcoming with additional support such as transport for matches or trips.

> *"SRU have been really good, they've been really invested in it at this school."*
>
> *School stakeholder*

> *"They're always here, I've got a lot of good contacts with them now and I know if I need to I can just get in touch with any of them."*
>
> *Rugby coach*

Themes that emerged from discussions in this area reiterate findings from previous years of Phase 5, illustrating that throughout this delivery phase, support from SRU has been consistently strong and that the positive relationships between SRU and schools has enabled effective and efficient delivery of the programme.

Views on Programme Development

School stakeholders and delivery partners were asked to reflect on what they thought could be changed or developed in the future of the programme, based on their experiences over Phase 5. The challenges they faced delivering the programme and the solutions they found useful are detailed below, along with general suggestions for improvements.

Recruitment

Challenges

Most schools encouraged young people to sign up to the programme if they were interested, rather than referring or targeting individuals. This was important as it meant that pupils felt proud to be 'selected' for the programme. However, some schools found it challenging to recruit pupils purely out of their own interest. Stakeholders found that young people who had never played rugby before had limited interest or in some cases apprehension about playing a full-contact sport.

Solutions

Schools that had taster days at primary schools reported greater interest amongst secondary pupils when they arrived at their high school. Having had a positive experience playing rugby even as a one-off encouraged young people to try it again and sign up to the programme.

Another solution that some schools found successful was introducing the sport through touch-rugby, in lunchtime or after-school sessions. This made it more appealing to pupils who were nervous about the physicality of rugby.

Links with other schools

Challenges

Being able to play matches was an important part of the success of the programme for many schools, as it provided the pupils with a chance to engage positively in a competitive task, represent their school, and demonstrate positive behaviour in the wider community. However, not all schools were able to play competitive matches, for various reasons. These included:

- The cost of organising transport

- Other schools not being willing/prepared to play full-contact matches

- Being isolated in location – having no other School of Rugby schools to play against within reasonable distance

- Relying on parents to bring pupils to school or to match location on non-school days.

Stakeholders also spoke about how the pandemic had weakened links between primary and secondary schools. As a result, organising taster sessions for primary school children and coaching opportunities for secondary school seniors was more challenging than in previous phases of delivery. Moreover, there was less opportunity for primary and secondary school teachers and SLT to discuss the needs of individual pupils and who might benefit most from the programme and ensure that they were selected for it in S1.

Solutions

School stakeholders suggested creating formal links between schools that deliver the programme, to form strong communication channels and increase the potential for School of Rugby participants to play competitive matches against other teams that are of a similar standard. Stakeholders also noted that being paired with other School of Rugby schools would create opportunities for DOs and delivery teams learn from each other and improve the delivery of the programme, without placing any increased demand on SRU.

With regards to links with primary schools, secondary school staff generally saw the responsibility to improve this resting with themselves. However, they recognised that School of Rugby was a useful tool for initiating and strengthening connections with local primary schools, and indicated that this would be a fruitful aspect of the programme to develop further.

Continuing beyond CashBack funding

Challenges

Schools that have come to the end of their CashBack funding expressed concerns about the impact that the end of School of Rugby will have on the young people involved. Though many schools have indicated that they aim to continue providing rugby sessions in their own capacity, they acknowledged that their PE department had limited resources to do so and many of the benefits of School of Rugby would be lost. In particular, the expertise of the coaches who specialise in rugby would not be matched by PE teachers who have more general training; without a dedicated member of staff, the school would not be able to allocate as much time to the programme; and having an internal member of staff deliver the programme would remove the chance for young people to form bonds with a trusted adult who was not directly linked to the school. There were also schools who expressed that continuing the programme in any capacity would be impossible without additional funding.

> *"I wouldn't want it to be that we've built up something good this year and then for it to be taken away."*
>
> *School stakeholder*

Solutions

Schools emphasised that having more clarity of communication about the continuation of funding would have enabled them to make preparations earlier. They indicated that they would benefit from support from SRU before the end of the programme to create a smooth transition for the existing School of Rugby participants, including finding a replacement for their coach (though it was acknowledged this might not be practical, and not all schools would be able to pay an external rugby coach). Some stakeholders suggested incorporating a formal transition period into the programme and outlining this to schools and coaches at the start. This would make it easier for schools to continue supporting young people in the outcomes and achievements they had gained through School of Rugby beyond the end of the programme.

Reporting requirements

Challenges

The reporting requirements and processes were something that most DOs felt could be improved. Though they emphasised that SRU were very supportive with the reporting process, some DOs had found it a struggle to meet reporting requirements when first in their post. Aside from simply being unfamiliar with the process, communication about deadlines had been lacking in some schools, and the tools and measurements used for reporting where not intuitive to use.

"Three years on it 'doesn't take me long at all, and I know when it's due. If you're new it's probably a bit more time consuming."

Rugby coach

Solutions

Though DOs reported being comfortable with the requirements by the end of their third year in post, they highlighted that more hands-on and proactive support from SRU, and training specifically for the reporting processes would have been beneficial at the start of the programme, and additionally for new coaches.

School stakeholders and DOs alike suggested incorporating better methods of measuring and reporting on the soft skills and less concrete achievements that young people had gained through School of Rugby.

Links with rugby clubs

Though most schools agreed that the support they received from their local rugby club was excellent, many felt that the link between the school and the club could be utilised more thoroughly. The suggestions made included:

- More opportunities for senior pupils to volunteer or gain work experience at the club (particularly on match days)

- Club members (players, coaches, or others) delivering talks at school to the School of Rugby participants

- More opportunities to play matches at the local club

- Collaborative support for young people pursuing a career in rugby, with stronger communication between school staff and club members

- Coaching training opportunities for PE and school staff

4: CCR Case studies

St Paul's High School CCR Programme

Rugby is a popular sport at St Paul's High School. They run a timetabled School of Rugby programme, and a lunchtime touch-rugby session delivered by the senior pupils. For the past year, St Paul's have also been running a CCR programme for pupils and young people in the community to take part in rugby sessions in the evenings. This is a case study on how the sessions have been run at St Paul's, what the key success factors and outcomes have been, and what they hope to achieve looking forward.

"Rugby's been a huge thing at St Paul's ever since I've been involved, but what's been lacking is night-time engagement for young people."

How it works:

CCR sessions run in blocks of 4 weeks, occurring every Thursday from 7pm to 9pm in the school grounds. The sessions are hosted by a Scottish Rugby delivery partner, supported by individuals from partner organisations who attend to deliver workshops to the young attendees. The sessions revolve around young people developing their rugby skills, but workshop content touches on a range of topics including mental health, physical health (fitness and diet), and behaviour and criminal justice. The community police officer and SAMH are two of the delivery partners who contribute to CCR sessions on a regular basis and provided their perspectives on the impact the programme has for those who attend.

Benefits for the young people

Around 30 young people attend the CCR sessions at St Paul's, almost all of whom are pupils at the school. The sessions provide young people with something to do in the evening, and a chance to learn, improve their skills, and be a part of something.

Senior participants have the opportunity to become Rugby Ambassadors, helping to put on the sessions by planning drills and tasks, taking on some of the session delivery, and managing the younger participants.

When asked about their experiences on the CCR course, young people all mentioned that their support network had grown. The adults that delivered the course were friendly, approachable, and easy to talk to. For the older attendees, working alongside the rugby delivery officers and workshop facilitators as their peers helped them to feel more comfortable talking to adults in general, which for some led to better relationships with teachers.

"I've built up a good relationship with the PE department since doing this."

Younger attendees likewise described how they had built relationships with the adults delivering the CCR programme. The regular faces were regarded as someone they could talk to if they needed to, both during and outside of the CCR sessions. Their support networks also expanded to include the older attendees, whom the younger group bonded with as a result of spending every Thursday evening together enjoying their common interest of rugby. Age barriers that exist at school were broken down, and the younger group found they were treated with respect, which boosted their self-confidence.

"They make you feel like your age doesn't matter."

Adult stakeholders reiterated these themes when discussing the benefits for young people. They noted the bonds that were formed within the group, and saw changes in the way that young people engaged with them as adults, from the start to the end of their sessions. They felt more comfortable opening up, and would initiate conversations during the CCR sessions and during the school day as well.

"I became just a person, not a police officer. A person that was part of their day-to-day, we had chats, they were sharing stuff."

As well as increasing their support network, time spent working alongside the adults who delivered the CCR course helped to inform and inspire young people about their future. One rugby ambassador commented that working alongside the Scottish Rugby delivery officer demonstrated to the participants that there were other career options within the sport than becoming a professional player or referee. Through the sessions, they learned from people who were professionals in their field, gaining valuable experience and developing essential skills for sports coaching and other career paths.

"Having someone come in is good because it shows people what you can do other than coaching, ref-ing and stuff."

The skills young people gained were clear to the adults who worked with them, too. In particular, they mentioned how much the older participants had developed their leadership skills, their increased responsibility, and that after a few weeks, they were more capable and competent when it came to managing and working with the younger participants. Over the course of the CCR programme, the participants worked increasingly collaboratively in workshops and in rugby games, and gave the impression of being a cohesive and cooperative group. This was regarded by the adults as a sign of them all having developed transferrable skills such as teamwork, listening, commitment, and respect.

Young people gained knowledge from the workshops that were delivered, particularly in relation to mental health and criminal behaviour. Young people indicated that they had learnt about common mental health challenges that young people face, and how to recognise when other people were struggling. Even for those who had felt well-informed on this topic before, the workshops were thorough and gave them a depth of understanding they didn't have before.

"I knew somethings but not to the extent that they've taught us."

"I know quite a lot about that now because it was quite in-depth."

A few young people commented on the difference the course had made for their own mental health. Some referred to the games and activities they did in the sessions, which helped them to open up and gave them the knowledge and the language to express themselves more effectively. They also discussed coping mechanisms for things like anxiety, which young people had been able to apply in their lives. Others found that having people to talk to and spending time doing something they enjoyed made the biggest difference.

"It helps to have somewhere to come and talk about what's been going on, otherwise I'd just be working, then going home and going on my phone – not actually having any one to talk to."

Young people's physical health benefited as a result of being on the CCR programme, as many reflected that they would be at home, in bed or sitting around on their phones. This programme gave them the opportunity to do something active in the evenings and spend less time using digital devices.

"This is one of the only two days I do physical activity. I don't do much other than this."

The sessions delivered by the community police officer provided young people with new perspectives on their own behaviour, even if they had not previously been involved in anti-social or criminal behaviour. Learning more about hate crimes and offensive language caused young people to reflect on their own use of language and what impact their behaviour might have on others, and they described being more self-aware and reflective in their behaviour in general.

"It's stuff I didn't even know was rude to say to people!"

"Sometimes I don't think twice before I say something, and it could be hurtful to someone. There are things I wouldn't say now, because I know that they're offensive."

Adults reflected that the learning the young people had taken on was apparent in their behaviour, too. They were demonstrably more respectful in sessions, and in some cases, the programme conveners had had feedback from other teachers

about the positive behaviours that CCR participants were exhibiting in school. Adults were particularly impressed with young people who went on to positively influence their social group, discussing what they'd learnt at a CCR session and encouraging their friends to emulate similar respect, or be more physically active by engaging with other programmes on offer through the school.

Adults who worked closely with the young people reported that the CCR programme helped them to develop into well-rounded, achieving, and engaged members of the community:

"It keeps them occupied, it keeps them entertained, on the right education path, developing their abilities."

Benefits for the community:

The CCR programme provides the school and the community police officer a chance to engage with young people in an informal setting, outside of school hours. The relationships that have developed as a result of this mean that they both have a greater insight into the families and living situations of those who are on the programme, and are able to connect with people who might otherwise regard institutions such as the school or the police force as something to be avoided.

"This makes it easier to get insights into those families, and to deal with those families in a way that's not coming through child protection orders."

Given that the majority of participants were also pupils at St Paul's, the programme helped to strengthen relationships between the school, Scottish Rugby, SAMH and the other services that delivered workshops.

Looking forward:

Adults all agreed that the CCR programme had been extremely positive, and that young people had achieved a number of positive outcomes as a result of taking part. The delivery of the programme had worked well, and when reflecting on what could be improved, most comments were caveated with the reflection that any changes might bring losses as well as improvements. For example, having the course take place immediately after school rather than later in the evening might increase the number of people who (remember to) attend. However, this would leave them with nothing to do later in the evening, which is when anti-social behaviour is most prevalent, meaning the programme might be less effective at diverting young people from antisocial behaviour.

Adults have learnt from the delivery of the programme this year that it works well to have the same faces delivering workshops over the course of the programme, so that relationships can be formed. This enables young people to take on more learning, as they are more socially confident, comfortable with the workshop facilitator, and therefore more likely to engage with tasks and ask questions that go beyond the content of the workshop.

All those we spoke to reflected that the programme had been a success, and that they were keen to take what they had learned forward and continue to provide the programme in future.

Hawick Kit-swap

The Hawick Rugby Kit-Swap

The Hawick Rugby Club has been delivering the School of Rugby at Hawick High School for a number of years. As the central hub for rugby in the town, the club connects professionals, retired rugby players, and young people, and hosts a variety of events – including, later this year, the CCR programme that will run throughout the school summer holidays.

Hawick Rugby Club recently hosted a 'kit-swap' event, where people of all ages donated their old rugby kit in exchange for second-hand kit to take home with them. This case study describes that event and some of the outcomes that the community benefitted from as a result.

The Context:

Rugby has been a popular sport in Hawick for a long time, and many young people play at school, outside of school, and go on to enter the game in a professional capacity through Hawick Rugby Club. Despite strong links with the school and a visible presence in the local community, the rugby club are aware that are still many barriers preventing people from being able to maintain their involvement in rugby, and that consistent work is required to remove these barriers and ensure that rugby is a sport that is as inclusive as possible.

One such barrier that manifested clearly in Hawick was the expense of buying new kit for young people who are growing fast and wearing through their kit even faster. At the same time, given the popularity of the sport in the area, many members of the community had excess kit that they no longer needed or had outgrown. A solution emerged organically, as Graham from the Rugby Club arranged to bring people second-hand boots, rugby tops, and other items from people he knew had spares. As a result, young people were able to replace their old items without creating additional expense for their parents. This system grew so popular that Graham (and others) referred to his service as the 'kit taxi'. It was clear that a broader, more structured solution was needed.

The Event:

Members of the Hawick Rugby club, led by Graham, organised a Kit Swap Day to be hosted at the rugby club. The event was advertised at the local schools, at the club and on social media. People were encouraged to bring any kit they no longer used, with most people donating boots and jerseys. In the days leading up to the event, people brought their items to the Rugby Club, where it was stored. Graham, along with the help of some young people at the club, sorted and organised the donated items by size.

On the day, the items were laid out and people were welcomed into the club to pick up donated kit for free. Many people arrived with more to donate, and selected items to replace the things they had brought and outgrown. As well as this direct 'swap' of kit, people who were no longer involved in rugby because of retirement or career changes had an opportunity to donate their surplus kit, and others who were engaging with rugby for the first time could select items they needed without having to worry about kitting themselves out from scratch with new expensive items.

Members of the Rugby Club, including the director and the vice present, helped to organise the event and stayed to chat to those who attended.

The Benefits:

There were numerous benefits for everyone who was involved in the event. As well as the financial relief, some contributors found relief in the opportunity to empty their cupboards and clear out kit that had been in storage for a long time – and to do so in a way that made a positive difference to someone else. People at the event felt that they were part of something bigger, and had a greater sense of community as a result. The friendly, welcoming and inclusive atmosphere of the event led to conversations between people who otherwise wouldn't have had a reason to chat, including for example senior club members and young people.

The club regarded the event as an opportunity to re-emphasise their position as the central hub for all rugby activity in Hawick, and somewhere the community could all feel welcome. The kit-swap event helped to introduce friendly faces, make personal connections with people, and make the club itself somewhere that young people felt they had some involvement and ownership. This was especially true for young people who helped set up the event, spending time in the club in the days leading up to the event working alongside Graham to sort and organise the donated items. The process provided them with good experience of working collaboratively to see a project through from start to finish, and to form

professional and personal bonds with adults in the rugby club. This was one of the ways that inclusivity and access barriers were broken down through the kit-swap event.

Another example of the event leading to a more inclusive rugby club and sport in general was in the amount of women's rugby kit that was donated and picked up. Getting girls and young women engaged and committed to rugby has been more challenging that getting engagement from boys and young men. The event demonstrated to the club and to the community just how many female rugby players there are in Hawick, which in itself encourages more potential young female rugby players to get involved. Having the full selection of kit displayed at the event helped to demystify what a new rugby player might need, giving girls the confidence to try things and pick out what they needed without the worry of picking the right kit within a budget.

There was a personal benefit for Graham, too. Having grown up in Hawick and developed his passion for rugby in this town, it was poignant and rewarding to see people taking part in an event that promoted the sport and contributed towards making Hawick a thriving place to live.

5. Conclusions

This section summarises the key findings from the evaluation and highlights the key considerations for Phase 6.

Year 3 Overall

1. In Year 3, the programme has performed well in relation to CashBack outcomes, exceeding all but two of its targets.

2. Over the course of the three years, participants achieved all but three of the targets set by CashBack at the outset of the programme. The targets that were missed were: Young people gain accreditation for learning or developing skills (-262); Young people attend a local rugby club (-92); and CCR participants have a heightened sense of belonging to a community (-9). The lockdown restrictions in place during Year 1 (and part of Year2) of the delivery of this phase would have had a significant impact on young people's ability to achieve outcomes related to community engagement, and indeed in Year 1 they were unable to join rugby clubs or take part in activities through which they could have gained accreditation.

Outcomes

3. The School of Rugby programme had a positive impact on young people's confidence. This was most evident in their greater ease talking to new people. Young people were able to take the confidence they gained in rugby and benefit from it in other areas of their life, too.

4. Young people's resilience increased thanks to School of Rugby. Participants learned coping strategies and experienced rising from failures and setbacks, and were better equipped to deal with challenges and negative emotions as a result.

5. The supportive network of peers and adults that young people gained through School of Rugby were highlighted as an important aspect of the programme's success. Young people reported making friends through the School of Rugby group and developing bonds with trusted adults who

delivered the programme. The significance of making friends with people they otherwise wouldn't have was particularly pronounced for CCR participants.

6. Almost all young people found that participating in the programme had led to improvements in their behaviour at school, and home, and in the community. Incentivised by the reward of doing something they enjoyed, they were able to implement the behaviours discussed and practiced at rugby, for example respect and commitment, across multiple areas of their life.

7. Stakeholders saw an improvement in young people's behaviour, too. While their survey responses were slightly below target, there was an increase in Year 3 compared to last year (73% compared to 66%, against a target of 75%), and interviews and survey comments indicated that improvements in young people's behaviour was visible and significant.

8. Young people gained a wide range of personal and practical skills thanks to their experiences in School of Rugby. Teamworking skills, communication and rugby-specific skills such as tackling and passing were some areas in which almost all young people saw improvements.

9. The programme performs well on improvements to young people's wellbeing, with the vast majority of young people reporting increases against multiple SHANARRI indicators. Supporting pupils in their mental health and encouraging them to be more active were two of the key outcomes related to wellbeing. CCR participants also learnt about mental health topics in greater depth than they would have otherwise.

10. The programme supported young people towards positive destinations. Participants and adult stakeholders alike acknowledged that the programme had made them aware of (and ambitious for) opportunities that they hadn't previously considered, including alternatives to academic pathways.

11. For pupils who had struggled with attendance or attainment at school in the past, being part of School of Rugby helped increase their engagement and achievements at school.

12. Participating in School of Rugby had a positive influence on young people's relationships with their local community. Participants felt a stronger sense of belonging within the school, and had more positive interactions with people in their community. Young people's perceptions of their neighbourhoods improved as well, but their responses did not meet the CashBack target for this outcome (63%, against a target of 75%). Reasons for this are unclear but could be Covid-related.

13. Despite not specifically targeting this group, just under two-thirds of participants reported that they had previously been involved in or inclined towards anti-social or criminal behaviour. For this group, the programme significantly reduced their engagement in this type of behaviour.

14. Schools and rugby clubs all benefitted from being involved in School of Rugby, largely because the programme feeds into their own values and aims. Schools benefitted from having an extra resource to engage pupils and reduce strain in other departments, which contributed to a better experience for teachers and pupils throughout the school. For Rugby clubs, the connection with schools increases the number of young people they can reach to promote and play rugby.

Programme Management

15. Schools were happy with the way the programme was managed, and at this stage of the three-year delivery most schools had fully integrated the programme into their curriculum.

16. Schools that dedicated more time to the programme saw that other staff throughout the school were more understanding and supportive of it, and this made it easier for participants to achieve the target outcomes.

17. School stakeholders were positive about the support they received from SRU, with most finding that communication was easy and support with resources and delivery was forthcoming.

18. The delivery officers were crucial to the success of the programme. School stakeholders highlighted their ability to build rapport with the young people, and their expertise and specialism in rugby coaching as their key strengths.

19. Schools who had multiple coaches and delivery officers throughout the programme had greater difficulties with reporting, resources for the programme, and ensuring consistent support for young people.

Considerations for Phase 6

20. Some schools faced challenges getting young people interested in rugby, because of preconceptions about the sport or a lack of familiarity. Schools who delivered introduction sessions at primary schools found that these generated enthusiasm amongst pupils who then signed up to School of Rugby through their secondary schools. Reinvigorating connections with primary schools across all School of Rugby schools would be worthwhile in Phase 6.

21. Similarly, investing in links between schools delivering the programme was highlighted as a potentially fruitful development for the next stage. Adult stakeholders suggested that this could enable schools to organise more matches for the programme participants, and to learn from and support each other to improve the delivery of the programme and increase consistency across all schools involved.

22. Though schools were generally satisfied with the support from SRU, there were two areas in which increased support could result in a better experience for delivery teams. Firstly, increased training and support around the reporting requirements at the outset would help delivery officers to fulfil this duty more easily. Secondly, greater clarity and increased support around transitioning at the end of the CashBack funding period would help schools to continue to support young people as much as possible, and avoid a drop-off of achievements for those on the programme at the time.

23. Delivery teams also felt that links with Rugby clubs could be exploited more effectively. In particular, schools suggested creating more opportunities for both school staff and young people to develop their coaching and other practical skills, under the guidance of experts at the club.

Appendix A: Demographic Data for Year 3

Gender

	Male	Female	Don't know	Prefer not to say	Total
Junior Phase	288	187	19	4	498
Senior Phase	49	32	1	0	81
Total	**336**	**219**	**20**	**4**	**579**

Age

Age Split	10-15yrs	15-18yrs	18yrs +	Age Not Provided	Total
Junior Phase	450	0	0	48	498
Senior Phase	20	16	0	45	81
Total	**470**	**16**	**0**	**93**	**579**

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	123	57	34	30	58	173	14	498
Senior Phase	14	2	4	3	14	43	1	81
Total	**146**	**59**	**38**	**33**	**72**	**216**	**15**	**579**

Ethnicity

	Senior Phase	Junior Phase	Total
White - Scottish:	22	270	292
White - Other British:	20	13	33
White - Irish:	0	0	0
White - Gypsy/Traveller:	0	0	0
White - Polish:	0	6	6
White - Other:	4	11	15
Mixed or Multiple ethnicity:	1	4	5
Asian - Pakistani	0	0	0
Asian - Pakistani / British / Scottish	2	2	4
Asian - Indian	0	0	0
Asian - Indian / British / Scottish	0	4	4
Asian - Bangladeshi	0	0	0
Asian - Bangladeshi / British / Scottish	0	0	0
Asian - Chinese	0	0	0
Asian - Chinese / British / Scottish	0	3	3
Asian - Other Asian ethnicity:	0	4	4
African - African, African Scottish or African British:	2	8	10
African - Other African ethnicity:	2	8	10
Black - Caribbean:	0	1	1
Black - Black, Black Scottish or Black British:	0	4	4
Black - Other Black ethnicity:	1	0	1
Arab, Arab Scottish or Arab British:	2	1	3
Arab - Other Arab Ethnicity	0	0	0
Other ethnic group:	2	3	5
Prefer not to say:	23	131	154
Don't know	0	25	25
Total	**81**	**498**	**579**

Disability

	Senior Phase	Junior Phase	Total
Learning, understanding or concentrating	0	5	5
Social or behavioural	3	3	6
Dexterity	0	0	0
Mobility	0	1	1
Memory	0	0	0
Stamina, breathing or fatigue	1	3	4
Hearing	1	0	1
Vision	0	2	2
None of the above	70	268	338
Other	2	5	7
Prefer not to say	4	211	215
Don't know	0	0	0
Total	**81**	**498**	**579**

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	• 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 CCR participants	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	Parents/carers and other SH of Junior In depth and Senior in depth	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	• 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	• 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)	• 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: ○ 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**
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 progressing to employment • Young people participating in volunteering • Young people improve attainment levels	○ taking a course of further or higher education, undertaking a Skills Development Scotland-funded training programme, ○ engaging in an Activity Agreement, Participants' attendance at school improves Participants' attainment at school improves	Referred in Depth Junior in depth/ Senior in depth Referred In depth Referred In depth	60 (50%) referred YP will achieve a positive destination 640 (40%) Attending local rugby club 90 (75%) YP will improve attendance 90 (75%) YP will improve attainment
	• The contribution young people make – such as volunteering, leading, coaching, mentoring	Number of participants going on to volunteer, coach, mentor, support or take a leadership role in community organisations	CCR Ambassadors	60 (50%) CCR Ambassadors taking on a volunteering or leadership role in community organisations

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	• 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	• 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**
				and/or criminal behaviour has reduced
		Young people feel less inclined to participate in anti-social and/or criminal behaviour.	Senior In depth /Junior in depth	640 (40%) YP feel less inclined to participate in anti-social and/or criminal behaviour
			CCR participants	100 (40%) YP attending CCR events feel less inclined to participate in anti-social and/or criminal behaviour
			CCR participants	250 (100%) YP attending CCR will participate in behavioural change sessions and activities
			Senior in depth/Junior in depth	1121 young people (70%) report that they are less likely to participate in risk-taking behaviour