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1. EXECUTIVE SUMMARY
We are delighted to publish our Impact Report for the 2018 / 2019 FBB Schools Programme.

FBB supports young people who are disengaged at school and passionate about football, in order to help them finish school with the skills and grades to make a successful transition into adulthood. We do this by providing long-term, intensive support, built around relationships and young people’s passions, in the classroom and beyond. We are an asset-based organisation with a view that all our interventions must build from a young person’s strengths and passions.

This year we worked with 612 students across 37 programmes, from September 2018 to July 2019. Of these students 21% were identified as at risk of exclusion at the start of the programme.

We are proud to share the headline results of our impact this year:

95% of the students who were at risk of exclusion at the start of the year finished the year still in school

72% of FBB participants improved their behaviour at school

We have shown that it is possible to change the trajectories of hard-to-reach young people who are at risk of exclusion.

This has been a year of growth for FBB and our students alike and we are excited to share the results with you.

- Expansion of the programme so that we can help more young people - resulting in 109% increase in the number of participants from 293 to 612, and increasing our programmes in London, Essex and the North West, going from 19 to 37 programmes.

- Increasing our diversity of participants with the number of females in the programme increasing from 21 last year to 119 this year.
Looking ahead to the 2019/20 academic year, we are continuing our journey of growth and impact improvements. This year we will reach 1,000 young people across 53 school programmes, and we are implementing the following changes on the back of key learnings from 2018/19:

- Outcomes are stronger for participants who are with FBB for longer - this has led to the role out of the FBB Schools Plus model and the extension of our programme to 3 years, where everything we do supports a young person to achieve the outcomes of improved social and emotional skills and their GCSE Level 4 or above in English and maths.

- The value of expert one-to-one social and emotional support for our most at risk participants - this has led us to expand our use of a BACP qualified therapist embedded within our delivery teams from 2 programmes in 2018/19 to 11 programmes in 2019/20.

- The importance of working closely in partnership with each school to deliver sustained change in our participants’ lives. In 2019/20 this has led us to embed receiving weekly data from schools into our partnership agreements with schools, which will enable us to intervene early and to be present in key decision based meetings such as Team Around the Child meetings and Reintegration meetings.

We also recognise that maintaining our continued commitment to learning and iterative improvement will require a step change in the resource and tools we dedicated to this area.
We now have an Impact Team who are responsible for ensuring a culture of continuous learning and improvement, as well as strategic and tactical performance management. Everything we do is purposeful, intentional and committed to the outcomes of improved Social and Emotional competencies and GCSE attainment.

Football Beyond Borders have started a long-term, strategic partnership with Impetus, and we have worked together to strengthen our impact, theory of change and model. Impetus is an education and employment charity that works closely with leading UK charities to help them ensure young people are receiving the right support to achieve meaningful outcomes.

We have developed new processes and dashboards to ensure all our participants receive the targeted support needed to achieve our outcomes. The delivery team are now regularly using session attendance and behaviour points data to inform their practice.

We are improving our outcome measurement metrics: this year we will rely on various nationally validated metrics to assess our students’ journeys with FBB. This includes: GL Assessment’s PASS surveys to assess attitudes to learning, assessments of young people’s progress on the Delaware Social Emotional Competency Scale, as well as analysis of behaviour points and attendance data.
2. PROGRAMME OUTLINE

SOCIAL CONTEXT AND

PROGRAMME OUTLINE
Our vision is of an inclusive society in which all young people can become all that they can be. We use our schools’ programme to help over 600 disadvantaged young people per week to improve their behaviour and attitude to learning, thereby reducing their risk of exclusion.

The data is stark on the devastating impact that school exclusion has on a young person’s prospects of succeeding in education. Only 4% of excluded pupils achieved a grade 9-4 in English and maths GCSEs compared to 60% of the student population as a whole. Official statistics show that there has been a 40% increase in permanent exclusions over the past 3 years. There is also a significant correlation between economic disadvantage and school exclusion with young people from poorer backgrounds four times more likely to be permanently excluded than the rest of the student population.

The FBB Schools programme exists to ensure that young people finish school with the GCSE grades and social and emotional skills necessary to make a successful transition into adulthood. To have the biggest impact on these meaningful outcomes, we work with a range of students who are disengaged at school, come from economically disadvantaged backgrounds, and who are at risk of social exclusion. We deliver a curriculum that uses football as a vehicle for change in a young person’s attitude to learning and behaviour for learning.

To deliver our programme, we work in partnership with secondary schools across London, Kent, Essex, and the North West of England, and we work particularly closely with the teachers and parents of our participants. This integrated approach is supported through intensive parental and teacher engagement achieved through parents’ evenings, teacher showcases and weekly text and phone updates.

Our curriculum is delivered to groups of up to 16 students and combines weekly sessions in the classroom and on the football pitch, alongside half-termly reward visits. Everything we deliver has been designed based on how it will contribute to achieving these meaningful outcomes.

There are four parts to our FBB Schools programme:

**CLASSROOM**

Our football-themed curriculum aims to tap into young people's passions to create transformative learning experiences and develop key social and emotional competencies. We deliver project based classroom learning sessions often with external partners such as Nike, Gilette and the FA, and these complete with a public showcase at the end of each project. We see this as a key part in young people developing a more positive attitude towards learning.

**PITCH**

We provide a constraints led, game-based football coaching curriculum. Our students learn to overcome challenges, learn from mistakes and support their team mates, improving their social and emotional competencies. We believe that the football pitch is a safe space where young people can experience, reflect on and learn from both positive and negative emotions.

**TRIPS**

We reward participants with visits and end of year tours built around exciting events involving inspiring people from the world of football and media. Our students broaden their horizons and develop positive habits.

**INTERVENTIONS**

Weekly ‘Football Therapy’ one to one session with a BACP qualified counsellor to provide a safe space for our most At Risk students to work through the traumatic experiences which may be contributing to their challenging behaviour.
### Assets

<table>
<thead>
<tr>
<th>Our Participants</th>
<th>But, our participants</th>
<th>With us, our participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Love football</strong></td>
<td>Struggle to focus in a classroom</td>
<td>Develop core SEL skills and re-frame their attitude to learning</td>
</tr>
<tr>
<td><strong>Love to play games</strong></td>
<td>Struggle to regulate their emotions</td>
<td>Develop core SEL skills and build relationships</td>
</tr>
<tr>
<td><strong>Are popular and influential</strong></td>
<td>Behave disruptively</td>
<td>Hit their targets, receive praise and earn rewards</td>
</tr>
<tr>
<td><strong>Want to change and succeed</strong></td>
<td>Have experienced trauma and ACEs</td>
<td>Process and understand their past experiences</td>
</tr>
<tr>
<td><strong>Know lots of people in their community</strong></td>
<td>Don’t take part in formal activities outside in holidays and evenings</td>
<td>Spend their free time with positive role models</td>
</tr>
</tbody>
</table>

### Activities

<table>
<thead>
<tr>
<th>To do this, our participants take part in...</th>
<th>Football themed, SEL Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Through these activities, our participants...</strong></td>
<td>Use their passion for football to produce public products that they are proud to share</td>
</tr>
<tr>
<td><strong>This progress means our participants...</strong></td>
<td>Have fun and play out dealing with positive and negative emotions in a safe context</td>
</tr>
<tr>
<td><strong>Which means our participants...</strong></td>
<td>Develop positive habits and positive group norms and move from extrinsic to intrinsic motivation</td>
</tr>
<tr>
<td><strong>So that our participants...</strong></td>
<td>Achieve the GCSE grades and social and emotional competencies to make a successful transition into adulthood</td>
</tr>
<tr>
<td><strong>Which will mean that...</strong></td>
<td>Our participants go on to lead fulfilling lives as valued members of their community</td>
</tr>
</tbody>
</table>

### Mechanisms of Change

<table>
<thead>
<tr>
<th>Improved behaviour for learning</th>
<th>Improved Self-Esteem</th>
<th>Improved Attitude to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behave better and stay in school</strong></td>
<td><strong>Achieve the GCSE grades and social and emotional competencies to make a successful transition into adulthood</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Long Term Aims

| Students will engage with learning if they see the purpose of it and are passionate about the subject matter |
| Football represents a safe place to test out and reflect on positive and negative emotions |
| Clear, fair and consistent targets and rewards are an effective route to creating behavioural change |
| Boys need support to identify and share feelings. Masculinity is part of the problem |

### Our Assumptions

<table>
<thead>
<tr>
<th>We do this because...</th>
<th>We are confident this will work because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will engage with learning if they see the purpose of it and are passionate about the subject matter</td>
<td>1. Premier League Reading Stars 2015-16 evaluation</td>
</tr>
<tr>
<td>Football represents a safe place to test out and reflect on positive and negative emotions</td>
<td>2. Sharp - Playing for Success Academic Review</td>
</tr>
<tr>
<td>Clear, fair and consistent targets and rewards are an effective route to creating behavioural change</td>
<td>3. Contemporary Educational Psychology: An empirical basis for linking social and emotional learning to academic performance - January 2019</td>
</tr>
<tr>
<td>Boys need support to identify and share feelings. Masculinity is part of the problem</td>
<td>4. EEF Review: Combining learning with sporting activity</td>
</tr>
</tbody>
</table>

### Evidence to Support Our Assumptions

| Students will engage with learning if they see the purpose of it and are passionate about the subject matter | 1. Premier League Reading Stars 2015-16 evaluation |
| Football represents a safe place to test out and reflect on positive and negative emotions | 2. Sharp - Playing for Success Academic Review |
| Clear, fair and consistent targets and rewards are an effective route to creating behavioural change | 3. Contemporary Educational Psychology: An empirical basis for linking social and emotional learning to academic performance - January 2019 |
| Boys need support to identify and share feelings. Masculinity is part of the problem | 4. EEF Review: Combining learning with sporting activity |

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**Principles of our Approach:**

- Improved behaviour for learning
- Improved Self-Esteem
- Improved Attitude to Learning

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**FBB Schools**

- **THEORY OF CHANGE**
  - Improved behaviour for learning
  - Improved Self-Esteem
  - Improved Attitude to Learning

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**Theory of Change**

1. Increased understanding of identity
2. Increased understanding of other people and situations
3. Increased understanding of the world

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**Our Assumptions**

1. Increased understanding of identity
2. Increased understanding of other people and situations
3. Increased understanding of the world
3. IMPACT METRICS
Most secondary schools use internal monitoring systems to track incidents of poor behaviour. We use this system to assess change in participant behaviour over time.

- **72%** of all FBB participants improved their behaviour.
- **42%** fewer incidents of poor behaviour from FBB participants who were paired with a Control Group student, where the Control Group received **13%** fewer incidents.
- **51%** fewer incidents of poor behaviour from Year 2 FBB participants compared with **20%** fewer incidents from Year 1.

We judge that the most effective way of assessing the impact that we are having on a participant's learning is by asking the teachers who know these participants best.

- **21%** improvement in teacher assessed attitude to learning.
- **72%** of FBB participants' attendance rate was above the national average.

We work closely with our partner schools to understand which of our participants are at imminent risk of being excluded at the start of the school year.

- **9.5%** of our at risk cohort were not excluded from school.
- **70%** of our at risk participants improved their behaviour in school.
Tackling challenging behaviour is a vital part of our programme. Disruptive behaviour prevents a young person from engaging at school and can also undermine the performance of their peers and entire classes. At an extreme, disruptive behaviour can lead to exclusion from mainstream education at which point it becomes very difficult for a participant to achieve satisfactory educational outcomes.

Overall there has been a significant reduction in participants’ disruptive behaviour with 72% of all FBB participants improving their behaviour in 2018/2019.

Comparing against the Control Group students who also experienced an improvement in behaviour during the year, the matched FBB students saw a 29 percentage point greater improvement (42% fewer incidents vs 13% fewer incidents for the Control Group).

Additionally, we have found that we are able to have a greater impact when we have more time with the participants. The FBB Schools programme is built around the ongoing development of trusting relationships between our participants and our staff.

We start to see strong improvements in participants’ behaviour over the course of their first year of our programme, and these improvements become even greater in Year 2. This year we saw 84% of participants improve their behaviour in Year 2 compared with 68% in Year 1. We also saw a reduction in total incidents of poor behaviour by 51% in Year 2 participants compared with 20% of Year 1.

We are pleased to see an annual improvement in teacher assessed attitude to learning of 21% this year, increased from 19% in 2017/2018. While this result represents an improvement in overall students’ attitude to learning, it is below our internal target level of a 25% improvement.

The results are based on a 6 question Likert scale survey which our participants’ teachers are asked to complete at the start of the programme in September and at the end of the programme in July.

There were two questions in the survey where we exceeded the 25% target improvement, and this has helped us identify a trend - that relationships have seen the biggest improvement as determined by teachers.

The two questions were:
- The student is a good influence in class
- The student has a good reputation with teachers

We are currently working to ascertain whether this is due to FBB being stronger at impacting those aspects of participants’ attitude to learning or whether it is linked to FBB changing teachers’ perceptions of students.

We also seek to improve young people’s attendance in school. This year, we have seen that the attendance rate for 72% of FBB participants is above the national average. In the 2019/2020 year we are improving our FBB session data recording and at the end of the year will seek to correlate improvements in behaviour with FBB sessions, and school attendance.
We work closely with our partner schools to understand which of our participants are most at risk of being excluded at the start of the school year. We do this to ensure that we work closely with these young people throughout the year and to learn how to improve our impact with this core group.

- 21% of the 612 participants were determined at risk
- 95% of our at risk cohort were not excluded from school (123 of 130 participants)
- 70% of our at risk participants improved their behaviour in school
- 82% remained on the FBB Schools programme for the full year, with the remainder dropping out for the following reasons:
  - 2 were excluded
  - 5 were managed moved to a different school
  - 7 were removed from FBB by the school
  - 9 stopped attending
- 61% of our at risk cohort attended more than 80% of FBB sessions

The impact on this cohort has been significant. Whereas last year 23% of our at risk cohort were excluded from school or put on a managed move to a different school, this year it was 5%.

FBB’s strong improvements can be traced back to:

- We hired a full time staff member, the Head of Interventions, to focus on supporting this target group of students. Their role consisted of tracking the development of at risk participants, holding project leads to account for their outcomes, and shaping FBB’s culture to put at risk participants at the heart of decision making.
- We provided training for internal and external staff on how to link behaviour to childhood experiences. We reframed how we understand the relationship between behaviour and needs, with a specific focus on understanding the needs and triggers of our at risk young people. We used these learnings to improve their relationships with their school and in their home environments.
- We initiated weekly ‘We Learn’ sessions for the delivery team, creating space to collaborate and talk about the best ways to support at risk participants.
- We launched Holiday and Community provision. For both at risk and non-at risk participants, we provided additional provision targeted at supporting young people outside of school with extra support for most at risk participants.
- We piloted the FBB Schools Plus programme at two schools. This increased the amount of contact time with our most at risk participants, and allowed FBB to have a wider impact on the school culture. We were able to build strong relationships with departments across the school and with our participants’ parents. We began to provide one to one therapeutic support alongside the classroom and pitch FBB sessions.
KYE
Newlands Academy

“FBB has helped me get in touch with some of my friends that I have lost and make new friends. It feels like I have another family I can count on and lean on. This is an opportunity that I have chosen and I have enjoyed every minute. FBB has assisted my behaviour in school and outside of school and this has led to me winning a Head Teacher award.”

LESLIE
St Mary Magdalene

“I enjoy the trips as I have got to meet new people. I’ve loved the football too. I’ve found the lessons are engaging and educational. FBB have helped me calm down in certain situations they have taught me about the consequences of my actions. The thing that has stood out to me is my behaviour improvements.”

DIOR
The Elmgreen School

“FBB has been a blessing in my life, I have been able to make friends for life and more importantly be given a space where I can grow not just academically or on the pitch but across all parts of my life, I am thankful for this opportunity as it has changed me as a person.”

LISANDRA
Archbishop Lanfranc Academy
(ex-FBB participant and now FBB mentor)

“Being a mentor to the girls last year was somehow life changing. I learnt that most times I have to put other people first, and that’s okay. I also learnt that you can learn many things from anyone. Overall it was an amazing experience. I got to be a role model to many girls, which for a 16 year old is crazy. It also showed me that in the future I want to be something that can have an influence on people, mainly young girls, because really and truly young girls need attention and need to be heard.”
"The FBB team has had a very positive impact on my son. He had a sense of pride that he was part of something like this. The team have gone above and beyond to help build my son’s confidence and they have helped him to learn to handle his emotions better.”

“Any parent offered a space for their child within the FBB sessions should absolutely grab the opportunity.”

“FBB has taught my son to show leadership and strive to persevere, especially when things aren’t easy. The FBB staff are a credit to the organisation, they have never favoured any one team member and have developed a productive and positive team, they have had a massive impact in my son’s life which has contributed to the person he is today.”
AILISH LANGAN
Head of English, 
Harris Garrard Academy

“I think the programme is fantastic and this is in no small part due to the facilitators. In a world in which our students are surrounded with images of toxic masculinity, FBB provides them with incredible role models and a chance for them to reflect on their emotions, dreams and skills that has a hugely positive impact on their attainment in class and their emotional wellbeing.”

ANDREW MCGREGOR
Head of Year 8, 
Totteridge Academy

“Over the year I have witnessed first hand the boys undergo some dramatic changes both in terms of their behaviour for learning in school and their personal development. The road has not been without bumps and occasional setbacks but the kind of changes we were hoping to see are large-scale and do not come overnight. The excellent partnership that FBB have established with the school means that we present a united front and the boys are aware that what they are doing in sessions is transferable to their normal schools lives (and indeed, at home). They are displaying leadership qualities that we hadn’t seen in them before they started on the program and, in my opinion, most importantly, they are being kinder to each other and other members of the school.”

CAMILO VALENCIA
Support Teacher at 
St Paul’s Way Trust

“Football Beyond Borders has had an incredible impact on the achievement of our students. They have not only gained the skills to become enthusiastic players but also built mutual relationships with the coaches who have not only helped them become better communicators but have taught them some valuable life skills.”

PAUL ARNETT
Assistant Headteacher, 
The Elmgreen School

“The impact that the girls programme has had on our students has been significant. Their confidence, self-belief and aspirations have all developed considerably since working with the FBB coaches and mentors. For many of the girls, the programme has empowered them to become mentors to younger students themselves. The greatest impact the FBB practitioners have had with our girls is instilling in them the type of characteristics and qualities that will stay with them not only for the remainder of their time at school but beyond that. The Football Beyond Borders programme has promoted and encouraged our students’ resilience, self-awareness, humility and independence, attributes that will be invaluable in supporting their learning as they begin Year 11.”
5. DEMOGRAPHICS
This was a year of significant growth for FBB. There were 612 participants who took part in more than 6 FBB sessions this year and were therefore part of our tracked cohort, an increase of 109% from last year.

Of these, 119 were female (19%) and 493 were male (81%). Our girls programme grew from 21 the previous year.

This was also a year of regional expansion for FBB. From January 2019, FBB started delivering school programmes in the North West of England, reaching 93 young people across 7 schools.

As we identified Key Stage 3 as the crucial year for intervention, 81% of the 612 participants during this academic year were in Key Stage 3 (aged 11 to 14). Key Stage 4 (aged 14 to 16) represents 14% of the cohort and 5% were in Key Stage 2 (aged 9 to 11).

FBB works in both mainstream and alternative provision schools. In 2018/2019, FBB worked with 533 young people in mainstream schools and 25% of these were at risk of being excluded from school. The remaining 75% of these students were considered ‘passive learners’ and ‘role models’.
There were 7 FBB Schools Programme where we matched FBB participants with young people at the same school who were put in a control group. This year a total of 126 FBB participants were matched with a control group young person.

When looking at the demographic data of these 126 matched participants, we see that the split of ethnicity was very similar to the overall cohort:

- 30% White British
- 19% Black African
- 15% Black Caribbean
- 14% Mixed Background
- 8% South Asian
- 6% Other Black Background
- 4% Other White background
- 4% Other Asian background
- 3% Other Ethnic group

However, demographic data for young people in our control group is not available for data protection reasons. Instead, we ask our partner schools to select young people for the control group based on the following criteria:

- Similar level of behaviour points in previous school year
- Same school year
- Similar demographics (gender, ethnicity, eligibility for Free School Meals)
- Similar academic level

As a result, we only know that the control group should contain the same number of participants, the same gender balance of participants and participants from the same year.

We were able to gather postcode data for 484 participants. This graph sets out the level of deprivation in the different areas that our participants live in, where 0% to 20% represents the most deprived postcodes in the UK.

Of these participants, 96% live in the top 60% most deprived areas in the country up from 90% last year; and 52% were eligible for pupil premium.

Due to the correlation between economic disadvantage and school exclusion, FBB focuses on supporting participants from the most deprived postcodes.

There were 7 FBB Schools Programme where we matched FBB participants with young people at the same school who were put in a control group. This year a total of 126 FBB participants were matched with a control group young person.

When looking at the demographic data of these 126 matched participants, we see that the split of ethnicity was very similar to the overall cohort:

- 24% White British
- 22% Black African
- 15% Black Caribbean
- 14% Mixed Background
- 8% South Asian
- 6% Other Black Background
- 4% Other White background
- 4% Other Asian background
- 3% Other Ethnic group

We were able to gather ethnicity data for 503 participants:

- 24% White British
- 22% Black African
- 15% Black Caribbean
- 14% Mixed Background
- 8% South Asian
- 6% Other Black Background
- 4% Other White background
- 4% Other Asian background
- 3% Other Ethnic group

INTERVENTION GROUP AND CONTROL GROUP COHORT
Our impact can be best told through the stories of the students that we work with.

We work with a range of students who are disengaged at school, come from economically disadvantaged backgrounds, and who are at risk of being excluded from school. Here are some of their journeys with FBB.
Before joining FBB, Michael was identified by his school as being at risk of exclusion. Often overwhelmed by emotions, he expressed himself through anger and received frequent behaviour points. Michael joined FBB in Year 8 and the impact on his behaviour was immediately visible, halving the number of behaviour points he received over the course of two terms.

Michael’s passion for football gave him an opportunity to develop his emotional resilience and an increased sense of how to work effectively in a team. The two week summer school he attended was pivotal in building his confidence as he interacted with students from other schools.

Michael is now in Year 9 and is no longer at risk of exclusion.

“FBB has helped me have a positive mindset of my actions and maturity and they have taught me the importance of maintaining good behaviour. It has also been great because they have given us many opportunities that help to show how our actions can affect your learning”
— Michael

“FBB has helped Michael massively. I am pleased with how much he has improved and it has helped his behaviour so much.”
— Michael’s Mum.

“Michael’s behaviour has made huge strides in the right direction. He now has the ability to focus in lesson and avoids distraction, which is something he would regularly be sent out of lesson for.”
— Mr Dudley, FBB Link Teacher + Michael’s Teacher
Before FBB, I didn't really know how to respond. I would always be so quick to respond in a rude manner to people. FBB staff will always talk to me about how I could have responded in a better way. Now I feel like I know what to say. FBB gives me an outlet to express myself. It has given me the opportunity to see the world in a different perspective. I can be myself, but share with the rest of the world who I am. I really enjoy the discussions we have. It really opens my eyes to different perspectives. I also love being able to share my viewpoint as well. Going forward, I really want to make sure my mother is happy. I want to change the world. I want people to know me, so I can use my power to help everyone—especially my mother.”

— Kenza

“Kenza previously had difficult relationships with teachers which have dramatically improved over the year. She has channelled her voice to demand change in society and was extremely impressive during The Women Who Changed the Game. She will go on to do amazing things.”

— Teacher
In January of Year 8, Mahmoud was going to be removed from school because of consistent bad behaviour. He was very disengaged with classroom learning and as a result became disruptive in class. It was while he was on the last stage of intervention that the FBB launch assembly took place at his school, and Mahmoud was selected to join the programme.

Mahmoud liked football, but lacked the confidence to play in a group environment. Whilst a positive person, he was also extremely reserved, often overshadowed by more outspoken students both in the classroom and on the pitch.

Mahmoud found he could make a change for himself. At an FBB dinner with Chris Smalling, Mahmoud gave a resounding speech articulating the impact that finding support and community through FBB had, on improving his behaviour at school. Mahmoud is no longer at risk of exclusion. His behaviour has improved by 22% and whilst still reserved, he is engaged and a role model for those around him.

“FBB has done so much for me, I had the golden ticket out of school, I was supposed to be kicked out and be at Chorlton High but FBB came and gave me something I wanted to be a part of and helped me with my behaviour.”
— Mahmoud, speech at Chris Smalling Dinner

“Mahmoud is a fantastic young man with immense potential. The FBB programme has really helped improve his focus on the importance of his education.”
— Robert Green, Head of Year 9

“I am the mother of a student who was struggling in school and it is my pleasure to say that Mahmoud takes part in such a positive programme. He has not only had a great time with FBB and great experiences, it has truly helped him to build up his character, confidence and mainly believe in himself again.”
— Parent
Jaiden joined FBB during Year 8, despite the fact that he didn’t particularly enjoy football. As a shy person who lacked self confidence, he didn’t believe in his academic abilities. As a result, Jaiden found himself disengaging from school life and was frequently in detention for misbehaviour.

During the course of his first year with FBB, Jaiden wrote the stand out piece for our public product ‘Be Your Best Self’, in which he eloquently described his own journey to improve his behaviour and be a more positive, productive and happy version of himself.

This project and others helped boost Jaiden’s confidence and gave a path to learning in areas that he found interesting. Now Jaiden is engaged in the classroom at school, his work is championed by teachers, and his positive outlook has impacted the behaviour of his classmates around him.

“Before FBB I struggled to concentrate in class. I was always fidgeting in class which made it difficult for me to focus and get my head down. I used to judge people based on stereotypes and I knew that wasn’t right. I didn’t really mix with different groups of people and my friendship group was smaller than it is now. FBB has helped me see how much I can grow as a person. Before FBB I wouldn’t talk to people and didn’t have as much confidence. I had my own group of friends, and FBB has helped me get to know different groups of friends that I wouldn’t have gotten to know.”
— Jaiden

“He is one of the kindest, most caring and talented members of the group and someone who others in his year group look up to as an example.”
— Project Lead

“Jaiden’s desire for continual improvement has seen him strive to learn how to be the best version of himself. He has developed his confidence which he now uses in a productive way and since FBB he displays leadership through kindness and patience.”
— Teacher
SUMMARY OF DATA
SUMMARY OF OUTPUT DATA

START: 10/09/18  END: 19/07/19

700 TOTAL PARTICIPANTS (ATTENDED AT LEAST ONE SESSION)
612 TRACKED PARTICIPANTS (ATTENDED AT LEAST SIX SESSIONS)

1,077 SESSIONS DELIVERED
2,181 TOTAL SESSION HOURS
37 SCHOOL PROGRAMMES DELIVERED

5 TOURS DELIVERED
82% SESSION ATTENDANCE*
78% PARTICIPANT RETENTION*

SUMMARY OF PARTICIPANT DATA

<table>
<thead>
<tr>
<th>FBB GROUP</th>
<th>CONTROL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Assessed - Attitude to Learning Survey</td>
<td>94</td>
</tr>
<tr>
<td>Behaviour Points</td>
<td>330</td>
</tr>
<tr>
<td>School Attendance</td>
<td>233</td>
</tr>
</tbody>
</table>

* See methodology section for how this is calculated
8.

EVALUATION METHODOLOGY
To assess our impact we use a range of data sources and methodologies.

1. Behaviour points from school
2. Control Group data from school
3. Teacher survey on attitude to learning
4. Participant retention and session attendance

**BEHAVIOUR AT SCHOOL**

**DATA SOURCE:**
Behaviour point data provided by the school.

The behaviour data is drawn from our partner schools’ internal behaviour monitoring systems (typically SIMS or BromCom) on which teachers log any incidents of bad behaviour. FBB signs a data sharing agreement allowing us to access these behaviour reports.

**METHODOLOGY:**
- Behaviour point data is provided for each participant in the year before their programme begins, for each term and year that there are on the programme, and for the year following the programme.
- Schools award different levels of points depending on the severity of the incident. To account for this, we apply ratios to the behaviour points data so that all schools’ data are within the same ranges.
- Participant behaviour data is compared to our control group behaviour data (see section below).
- We report results in three ways:
  - Behaviour of FBB participants vs Control Group students
  - Behaviour of FBB participants in their first year with FBB vs second year
  - Behaviour of FBB participants between Term 1 and Term 3

**CONTROL GROUP BEHAVIOUR DATA**

**DATA SOURCE:**
Behaviour point data for paired Control Group provided by the school.

We use the same source for our Control Group as for our participants.

**METHODOLOGY:**
FBB participants were paired with a control group participant. At the end of the school year, the school provided us with the anonymised, aggregate behaviour point data for the control group students for this school year and the previous school year. This was then compared with the same data for the matched FBB participants. FBB has no role in influencing the selection of participants for the control group.
ATTITUDE TO LEARNING

DATA SOURCE:
Teacher assessed attitude to learning survey.

These surveys are completed by a teacher who knows the participants well (typically a form tutor or Head of Year) in advance of the programme starting and upon completion of each school year. Teachers are unable to see the responses which they gave at the start of the programme.

METHODOLOGY:
We measure Attitude to Learning using a pre and post Likert scale survey. Teachers at our partner schools are asked to rate on a scale of 1 to 5 the extent to which they agree with a series of statements related to a participant’s attitude to learning.

For each participant on the Football Beyond Borders programme, please rate from 1 to 5 the extent to which you agree with the following statements:

- The participant likes going to school
- The participant enjoys learning new things
- The participant tries their best at school
- The participant thinks school is important
- The participant is a good influence in class
- The participant has a good reputation with teachers

1 = Strongly Disagree
2 = Disagree
3 = Neither agree nor disagree / Not sure
4 = Agree
5 = Strongly Agree

PARTICIPANT RETENTION AND SESSION ATTENDANCE

DATA SOURCE:
FBB session attendance

METHODOLOGY:
Retention Methodology:
We compare students who attended at least one session in the first half-term (HT1) against the students who attended at least one session in the final half-term (HT6). Our headline retention figure is then the percentage of students who attended a session in both HT1 and HT6.

For programmes starting later in the year, we compare data for the half term in which FBB started with HT6.

Attendance Methodology:
We take the list of all students who attended at least 6 sessions (our tracked students). We then work out the total possible sessions based on when they joined the programme and whether they completed the programme.
CHALLENGES AND LIMITATIONS OF OUR APPROACH TO IMPACT EVALUATION

UNDER REPORTING OF SESSION DELIVERY

Our attendance data contained mistakes due to incomplete registers for sessions and reward trips, as well as duplicates of participants being added to our data system. Despite having reviewed all 600+ participants ensuring that we only have unique entries, there is still a margin of error around our attendance data.

This year the Impact Team has developed tactical performance management processes to enable individual case management, the use of data to tailor sessions, and systems to improve data quality.

DIFFICULTY OF COLLECTING DATA FROM SCHOOLS

The most significant challenge that we continue to face is our ability to collect the necessary data from schools. This is generally a combination of our own project leads struggling to prioritise data collection, constraints on our partner teachers’ time, and schools’ concerns around data sharing in the context of GDPR legislation.

This year we are strengthening our partnerships with schools: project leads will be asking for weekly behaviour data throughout the year to inform FBB session content. The impact team will be requesting FBB and Control Group behaviour data at the end of every term, instead of in July, making this reporting less burdensome for our partner schools. We now have a Legitimate Interest Assessment and Data Sharing Agreements in place with schools to ensure all of our data requests are GDPR compliant.

DIFFICULTY IN SECURING CONTROL GROUP DATA

While we made this request of all partner schools, we were only provided with data for 7 of these programmes – with the non-complying schools citing GDPR and the difficulty of gathering this data as the reason for not providing this information. While we have increased the sample size compared to last year, we continue to struggle to access the necessary data across all of our partner schools.

This year, we are working with our partner school to create Control Groups earlier in the year so reporting is made easier for both FBB and Control Groups.

UNDER REPORTING OF SESSION DELIVERY

The gaps in our session reporting combined with the difficulty of collecting data from schools has meant that to this day we haven’t been able to align FBB session and school data fully. For example, we haven’t been able to assess whether increased FBB session attendance leads to increased behaviour improvements. Our efforts to improve session and school data in 2019/20 mean that we hope to run these analysis in the next impact report.

This impact report represents a further significant step forward in robustly demonstrating the impact of our work. There are still a number of caveats which are important to note when reading this report.
CONTACT US

If you have any questions about this impact report, please contact our Senior Learning and Insights Coordinator, Gabrielle Hamill:

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