INTRODUCTION

ANNUAL IMPACT REPORT 2019-2020

ANNUAL IMPACT REPORT
Foreword by Debra Nelson and Jack Reynolds

Executive Summary
FBB supports young people who are passionate about football but disengaged at school in order to help them finish school with the skills and grades to make a successful transition into adulthood.

Introduction
We began the 2019-2020 academic year with a focus on becoming more purposeful, intentional and committed to our outcomes than ever before.

Our Young People
In line with our trajectory over the past six years, 2019-20 was another year of growth for FBB. 761 participants took part in more than 3 FBB sessions, and were part of our tracked cohort, which was a 24% increase in participants from the previous year.

Our Impact
Our outcomes data collection was hugely disrupted by the closure of schools, however, we adapted quickly, running smaller data collection through surveys, and including more qualitative insights to our learnings.

The FBB Model
Within each young person FBB works with, there is a plethora of competencies, assets and skills either already present or waiting to be unlocked.

Methodology
A breakdown of how what and how we measure different factors to see how successful our schemes are. This is essential to identify areas that we can improve in to make sure every young person succeeds.

Our Partners
Grant-Making Trusts and Foundations
Individuals
Football Beyond Borders has been a crucial part of my teenage years. FBB has become my extended family and has provided me with the skill tools, experiences and role models whose wise words have helped me become the person I am today.

At the beginning of secondary school, I wasn't necessarily a difficult kid, but anyone who didn't know me properly, including my teachers, could easily have put me under that bracket. As a young girl I believed that school wasn't the place for me: teachers weren't teaching me anything valuable that would actually help me in life and I struggled with authority, which I now realise stemmed from things that I was going through at home. I was often distracted and disengaged, meaning I regularly found myself in unnecessary battles with teachers and ended up spending a lot of time in detention.

I joined the FBB programme in Year 8, and five years later I'm here with the GCSEs and social and emotional skills necessary to take my next steps. I've just completed my A-Levels (although COVID-19 meant I didn't get to sit my exams), and I'm going to University this year to study Social Anthropology. Alongside studying, I'm going to continue working for FBB as an Educational Practitioner, supporting young people - who were just like me - to gain the skills and tools they need to thrive.

Whilst being a participant on the programme I was completely unaware of how FBB actually works to help young people like me achieve 'outcomes'. In my mind, FBB was a really cool programme that used the power of football to run super fun and creative projects with a group of us who needed extra support in school. It was only when I embarked on my journey to become a practitioner that I learned about FBB's aim to support each young person to gain the skills and grades necessary for a successful transition to adulthood at the end of their three years as a participant.

Thankfully, I've been able to reflect on the massive impact they had and continue to have on me, my attitude to the world and my future. Now I get the privilege of being able to support the next generation of young people in the FBB Family to do the same.

DEBRA NELSON
EX-PARTICIPANT, FBB PRACTITIONER
This has been a crazy year for anyone working in schools where it has felt like everything has changed. Schools closed, exams cancelled, everyone at home.

FBB is an organisation which puts the development of trusting, consistent relationships at the heart of our model. Our young people know we will be there week in, week out through their journey from Year 8 to Year 11.

This absolute commitment to trusting, consistent relationships meant that, pre-Covid, we hadn’t cancelled a single session out of the more than 4,000 we’d delivered since our very first session at Archbishop Lanfranc Academy in February 2014. Rain or shine, sickness or health, our young people could count on FBB to be there.

The closing of schools in March brought an end to this six year, unblemished run. For the first time in our history we had to tell our young people that there wouldn’t be a session in that initial week of school closure. Those first weeks of lockdown were an incredibly disorientating experience for an organisation so focused on regular, face to face contact with young people.

Within three weeks, however, our team had launched the Virtual School. A lot had changed with E-Sports in the form of FIFA replacing our pitch sessions, Virtual Therapy replacing our Arts and Play-Based Therapy approach, and our social and emotional learning focused classroom sessions being delivered entirely virtually under the guise of Passion Projects. This adaptability allowed us to keep regular contact, and to maintain those trusting, consistent relationships with 92% of our young people through the period of school closure.

Despite all the changes to location and methodology, the fundamentals haven’t changed. If anything, this unique year has only reinforced our commitment to social and emotional skills and trusting, consistent relationships as the key drivers of success at school.

This 2019/20 Impact Report is testament to this commitment to the fundamentals of our approach. It shows that our young people’s risk of being excluded drops sharply as their relationships with our staff and their FBB peers develops. It shows that our young people make big strides forward in their attitude to learning and social and emotional skills. And, it shows, that this links to GCSE results with 78% of our programme graduates getting the English and Maths GCSE (compared to 56% of national Pupil Premium young people) which we know are the key stepping stone to adult life.

This year has also shown how crucial schools are as a place of community and belonging for our young people. The stories of our young people sitting at home bored, desperate to get back to see friends and teachers, has brought further zeal to our determination to end all preventable exclusions.

JACK REYNOLDS  
CO-DIRECTOR, FBB
THE YEAR AT A GLANCE

OUR MISSION

FBB supports young people who are passionate about football but disengaged at school 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.

FINISH SCHOOL

98% of our young people finished the year in school.

GRADES

78% of our young people achieved a Level 4 or above in their English and maths GCSEs.

SKILLS

60% of our young people improved their SEL scores over the course of the year.
FBB supports young people who are passionate about football but disengaged at school 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.

Social and emotional skills benefit all aspects of a young person’s life. Developing social and emotional skills not only has positive effects on attainment, but also provides young people with the tools to be able to form positive relationships with peers, practitioners and teachers. We believe that the social and emotional skills (defined by CASEL) of self awareness, social awareness, self-management, responsible decision making and relationships skills are pivotal to leading a fulfilled and enriching adult life.

Our programme is run in partnership with secondary schools across the UK. Schools are a really important place for the development of the whole person. This year, the pandemic has demonstrated the role that schools play: they are a vital community for every young person. They are not just about attainment, but provide a space for social and emotional growth, positive adult and peer relationships, and foster a sense of safety and security in a young person’s life.

According to the Education Endowment Foundation’s extensive research, social and emotional learning (SEL) is most effective when taught explicitly. We do this through our bespoke SEL curriculum, which works through each CASEL competency in six-week classroom projects. The football sessions then allow young people to put these skills into practice. For FBB, the football pitch is a safe space for our young people to experience, reflect on and learn from both positive and negative emotions.

For some of the most at-risk young people, therapeutic support is needed in addition to the SEL curriculum as it provides the space for intensive, relational work on the underlying causes of their disruptive behaviour.

We are delighted to share our findings from 2019/20 with you in this Impact Report. Although the disruption of COVID-19 presented some challenges for evaluation, we are confident in our findings that the longer a young person spends with FBB, the stronger their SEL is. In addition, young people who have had a year with FBB have a stronger attitude to learning than those without. Both of these indicators are correlated with better academic achievement.

Furthermore, FBB exists to ensure that young people finish school, meaning that they are not excluded or managed-moved out of the secondary school they started with. Although the year was cut short due to school closures, we are still happy to share that 98% of our young people finished the year in school. Nationally, school exclusions increase annually between the ages of 10-14, whilst this is not the case for FBB participants. The rate at which young people on an FBB programme are excluded or managed-moved declines as young people spend more time with FBB.

During the school closures caused by COVID-19, we established the FBB Virtual School Day to ensure the wellbeing of every young person and support them with their school work. We are proud to report that we were able to reach 93% of the total cohort.
Young people who have received a year of support from FBB have a stronger attitude to learning than young people who have not received any FBB support.

The biggest difference in scores between Year 1 and Year 2 were concerning:

- **Attitude to Attendance** (which is highly correlated with actual school attendance)
- **Preparedness for Learning** (which is highly correlated with pupils being at risk of behavioural difficulties)
- **Feelings about School**
- **Perceived Learning Capability**

Young people who were in their second year of FBB had slightly stronger SEL scores than young people in Year 1 of the programme.

60% of our young people improved their SEL scores over the course of the year.

68% of our young people who were at risk of exclusion improved their SEL skills.

98% of our young people finished the year in school.

93% of our At Risk cohort were not excluded or manage-moved from school (183 of 195 participants)

78% of our programme graduates achieved a Level 4 or above in their English and maths GCSEs.

88% achieved a Level 4 or above in English Language and/or English Literature.

80% achieved a Level 4 or above in Maths.

The exclusion and manage-moved rate for our young people declines as young people spend more time with FBB.

Year 1: 97.6% Year 2: 98.3% Year 3: 100%

We have had the privilege and opportunity to be part of the Football Beyond Borders Programme (FBB) an incredible organisation which has created meaningful change at Harrop Fold School and the lasting impact in terms of the evident difference/impact the programme has made can be described as nothing but magical. The value of FBB to our school is that football offers an incredible pathway to learning life skills. Football has helped the boys build confidence on and off the field and taught them how to grow through moments of success and disappointment. We saw firsthand how FBB Programme changed the boys involved; exclusion rates in some cases were non-existent (and significantly reduced in others); attendance rates significantly improved and a significant improvement in their general presentation towards staff/peers and attitude towards school and their studies. We saw, firsthand, how the programme using football as the driver brought the young people and school back together.

Emma Atkinson, Associate Headteacher, Harrop Fold School

FBB have been amazing these last two years, their ability to connect in a positive light with some of our most challenging and complex students has been outstanding. The team which have been part of our school community, go above and beyond to provide life changing experiences to our young people. Even through these unprecedented times the FBB team have maintained regular contact with the cohort of students, providing constant reassurance during this strange time. I personally would like to thank every single member of the team as they have made a monumental impact on the students they have worked with but also on the Sedgehill community.

James Potter, Deputy Headteacher, Sedgehill School
We began the 2019-2020 academic year with a focus on becoming more purposeful, intentional and committed to our outcomes than ever before. With the creation of FBB's first ever Impact Team, we have placed our outcomes at the heart of every decision we have made: from frontline to our board.

This began in September during our staff training, where the entire FBB staff team built a shared language and understanding of Impact, and lay the groundwork for our new measurements, tools and expectations aligned to our impact mission. This year, we introduced new measures for our outcomes framework: the Pupil Assessment to Self and School (PASS), to assess our young people’s attitudes to learning and the Delaware Social and Emotional Competencies Scale (DSECs) to measure their Social and Emotional Learning skills. In September 2019, we carried out 620 baseline SEL surveys to ensure we could measure improvements in our participants’ social and emotional skills. We ran 519 PASS surveys to assess the attitude to learning of our participants.

We moved towards triangulating our survey data with information from teachers, school behaviour points and insights from our practitioners.

We also introduced dashboards at individual, organisational and board level to regularly track participant’s progress and practitioner’s performance. We collected behavior point data at the end of Term One and matched it with a control group, allowing us to test the efficacy of the programme as a behavioural intervention, but more importantly, to allow practitioners to work with the young people to set them targets for improvement. Similarly, we tracked session attendance to ensure practitioners put in place the necessary interventions to ensure the young person continued to engage with FBB.

During the spring, we began building a Salesforce CRM system in order for us to elevate tactical and strategic performance management for the next academic year, and provide the most effective tailored support to young people that we can.

The Impact Team wasn’t the only new team established this year. The Programme Design team has been overseen by the Impact Team to ensure that everything we deliver in the classroom, on the pitch, during the school holidays and in one-to-one sessions is actively moving a young person along the trajectory towards their age-expected social and emotional skills, as well as their GCSEs in English and maths. This has resulted in a codified curriculum for year one of our programme, and pilots designed for years two, three and four.

A new addition to our programme model this year was the introduction of one-to-one therapeutic support for our most at risk students. Our in-house team of Therapeutic Wellbeing Practitioners and BACP qualified counsellors have worked intensively with young people to address the underlying causes of their disruptive behaviour, all whilst dressed in their FBB tracksuits and working in unconventional therapeutic settings. This unique approach has formed a core part of our testing this year, but with the disruption to the academic year enforced by lockdown, we were unable to collect the complete data we required to understand it’s impact. We will be expanding the pilot into next year to understand the impact of one-to-one therapeutic interventions.
Impact can be a murky world, with misinterpretations of the core purpose of impact being widespread. We had to be bold in asserting to our team that ‘proving impact’ isn’t everything we’re about: the purpose of the impact function is sometimes to do the exact opposite. It is to try and prove otherwise: to understand why that change in a young person might not have been a direct result of our intervention, so that we can learn where our model or practice needs to improve.

The question ‘how does that link to outcomes?’ is one you will now hear frequently in the FBB offices. It is a demonstration of our commitment to ensuring everything that we do plays a role in supporting a young person to achieve their GCSEs in English and Maths and the social and emotional skills necessary for a successful transition to adulthood.

This sentiment couldn’t have been more evident than when schools closed suddenly and our team found themselves working from their homes due to the onset of COVID19. We entered lockdown with the mindset that we had to turn the crisis into opportunity, whilst knowing that a culture of commitment to outcomes would provide a solid basis for designing something innovative and purposeful in the digital world.

We launched the FBB Virtual School in April 2020 after a rapid design sprint across six days; a process that enabled us to establish exactly what young people were experiencing and how we could best support them in the new digital world. Conducting over twelve hours of consultation directly with the people who matter most to our programme – young people, their parents, our frontline staff and partner schools – allowed us to decipher and define the problem our digital delivery model needed to solve. The problem was that young people were lacking structure and routine, missing their friends, and struggling to complete school work without the help of teachers. Then the FBB staff team generated ideas to meet these needs, and we prototyped the ones we had most confidence in and established our approach to testing as quickly as we could. We wanted to ensure that our digital programme kept young people on track to developing the social and emotional skills we believe are so vital to a fulfilled life, and knew would be most challenged by a lockdown context. The ‘Virtual School Day’ section of this Impact Report goes into more detail as to how we did that.

We know that creating an impact culture is a journey and whilst we feel we have made enormous progress in the past twelve months, there is always more work to be done.

Looking forward, the introduction of our new Salesforce infrastructure will play a critical role in improving our programme, practice and reporting. We are going to be capturing further outcomes data as young people return to school, evaluating existing pilots and codifying the second year curriculum. These improvements will ensure that everything we do is committed to improving outcomes for young people that have relevance in the world.
In line with our trajectory over the past six years, 2019-20 was another year of growth for FBB. 761 participants took part in more than 3 FBB sessions, and were part of our tracked cohort, which was a 24% increase in participants from the previous year.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total numbers</td>
<td>210</td>
<td>293</td>
<td>612</td>
<td>761</td>
</tr>
<tr>
<td>Total projects</td>
<td>14</td>
<td>19</td>
<td>37</td>
<td>46</td>
</tr>
</tbody>
</table>

Of the 761 young people we worked with this year, 567 (75%) were boys, and 194 (25%) were girls. We continued to grow our reach in the North West, expanding from 93 young people in 2018-19 to 222 in 2019-20.

We ask schools to follow our enrollment criteria to ensure that every FBB group has a similar mix of young people, which enables us to best achieve our outcomes with all of them. This year, 28% of our young people were identified as being at risk of exclusion, 50% were identified as being passive learners, and 22% were identified as role models in school.
This year, we have ethnicity data for 99% of our young people. Our 2019-20 cohort was:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black African</td>
<td>25%</td>
</tr>
<tr>
<td>Black Caribbean</td>
<td>11%</td>
</tr>
<tr>
<td>Pakistani</td>
<td>7%</td>
</tr>
<tr>
<td>White and black African</td>
<td>2%</td>
</tr>
<tr>
<td>White and black Caribbean</td>
<td>4%</td>
</tr>
<tr>
<td>White British</td>
<td>29%</td>
</tr>
<tr>
<td>Other Asian Background</td>
<td>4%</td>
</tr>
<tr>
<td>Other black background</td>
<td>7%</td>
</tr>
<tr>
<td>Other mixed background</td>
<td>4%</td>
</tr>
<tr>
<td>Other white background</td>
<td>5%</td>
</tr>
<tr>
<td>Other ethnic background</td>
<td>1%</td>
</tr>
</tbody>
</table>

Towards the end of the academic year 2018/19 we recognised we had a significant cohort of disaffected, Year 8 boys some who were on the fringe of permanent exclusion. The school has pupils who live in an area of a high level of deprivation (75% disadvantaged pupils across the school) and the identified boys had a mix of behavioural difficulties resulting in numerous exclusions alongside extremely poor attendance. Some of the boys had low confidence and low self-esteem and hid this behind their poor, and at times, anti-social behaviour.

We warmly welcomed FBB into our school for the opportunity to discuss the power of their programme to be able to deliver a successful and positive approach for our pupils towards school and their studies. We immediately saw the impact of their work invested in other schools and their belief in their model and its ability to make a real difference was tangible.

EMMA ATKINSON, ASSOCIATE HEADTEACHER, HARROR FOLD SCHOOL
Michael has just finished his second year with FBB and is a fantastic leader and speaker, who can count Arsenal legend Ian Wright among his friends!

In his first year with FBB, Michael was confident and outspoken, but it was sometimes a challenge for him to channel this confidence effectively into his learning and would act up in front of teachers and his peers. In summer 2019, he attended an FBB summer school with some older participants, where he learned that he could not always be a leader within a group and quickly developed an ability to collaborate with his teammates. This supportive side has shone through in Year 2 of the programme and now he is often seen encouraging his peers. He is willing to engage in difficult conversations with them and uses his decision making skills very effectively in social situations.

His skills as an orator are remarkable for his age, which led to his appearance on a panel with Ian Wright at FBB’s annual showcase, Football For All. The event saw Michael talk about his experience on the What Makes a Man project, which focused on masculinity and was run in partnership with Gillette. Michael spoke openly and honestly about the challenges he faces with his own emotions, an area which he wants to improve on. Just before lockdown, Michael’s progress was also rewarded by being featured in the Nike campaign for the England shirt at Euro 2020.

Since lockdown, Michael’s work ethic has been fantastic. He has been brave and taken on new responsibilities. After one session where attendance had dipped, Michael took it upon himself to stay on the call and provide suggestions aimed at driving attendance, considering reasons for others’ absences, demonstrating empathy and an ability to view situations from a range of perspectives.
I found the virtual school session really interesting and in depth. I would like to learn more about racism and it made me think that the world isn’t as good as people say it seems. I really enjoyed learning about Muhammad Ali and talking about his principles and values.

Kaya began working with FBB in September 2019. He was a passionate and talented football player who was respected among his peers, but if he felt he had been treated unfairly, he would react in a way that would cause disruption. At times he shied away from contributing unless a question was directly asked of him.

Since working with FBB, Kaya has shown an unwavering commitment to the programme. His self-regulation in classroom sessions was better than it was on the football pitch, and through lesson observations, it became clear that he maintained this discipline and good attitude with his teachers in other lessons, too. His organisational skills were identified as a real strength and his practitioners, Pedro and Antar, have drawn on this quality by providing him with additional responsibility in sessions.

Kaya has been consistently praised for his improvement both at home and at school, and this has boosted Kaya’s perception of himself and led to an increased confidence and willingness to contribute in his school lessons and FBB sessions.

Kaya has been involved with numerous FBB Virtual School Sessions, including the football project with MUNDIAL, where he took part in a masterclass in...
**Introduction**

Love football

Struggle to focus in a classroom

Develop core SEL skills and re-frame their attitude to learning

Football themed, SEL Curriculum

Use their passion for football to produce public products that they are proud to share

**Love to play games**

Struggle to regulate their emotions

Develop core SEL skills and build relationships

Reflection-focused, game based football

Have fun and play out dealing with positive and negative emotions in a safe context

**Are popular and influential**

Behave disruptively

Hit their targets, receive praise and earn rewards

Remarkable trips linked to school engagement and behaviour

Develop positive habits and positive group norms and move from extrinsic to intrinsic motivation

**Want to change and succeed**

Have experienced trauma and ACEs

Process and understand their past experiences

One to one ‘Football Therapy’ with BACP qualified counselors

Learn to identify and share their emotions and develop coping mechanisms

**Know lots of people in their community**

Don’t take part in formal activities outside in holidays and evenings

Spend their free time with positive role models

Holiday and evening education programmes

Have exciting learning experiences and make new friends

**Activities**

To do this, our participants take part in...

Through these activities, our participants...

This progress means our participants...

Which means our participants...

So that our participants...

Which will mean that...

**Outputs**

**Intermediate Outcomes**

Improved behaviour for learning

Achieve the GCSE grades and social and emotional competencies to make a successful transition into adulthood

Behave better and stay in school

**Outcomes**

**Long Term Aims**

Students will engage with learning if they see the purpose of it and are passionate about the subject matter

Our participants go on to lead fulfilling lives as valued members of their community

**ASSETS**

Our Participants

But, our participants

With us, our participants

**CHALLENGES**

Love football

Struggle to focus in a classroom

Develop core SEL skills and re-frame their attitude to learning

Football themed, SEL Curriculum

Use their passion for football to produce public products that they are proud to share

**CHALLENGES**

Love to play games

Struggle to regulate their emotions

Develop core SEL skills and build relationships

Reflection-focused, game based football

Have fun and play out dealing with positive and negative emotions in a safe context

**CHALLENGES**

Are popular and influential

Behave disruptively

Hit their targets, receive praise and earn rewards

Remarkable trips linked to school engagement and behaviour

Develop positive habits and positive group norms and move from extrinsic to intrinsic motivation

**CHALLENGES**

Want to change and succeed

Have experienced trauma and ACEs

Process and understand their past experiences

One to one ‘Football Therapy’ with BACP qualified counselors

Learn to identify and share their emotions and develop coping mechanisms

**CHALLENGES**

Know lots of people in their community

Don’t take part in formal activities outside in holidays and evenings

Spend their free time with positive role models

Holiday and evening education programmes

Have exciting learning experiences and make new friends

**Principles of Our Approach:**

**Theory of Change**

**EVIDENCE TO SUPPORT OUR ASSUMPTIONS**

**Long Term Aims**

Students will engage with learning if they see the purpose of it and are passionate about the subject matter

Our participants go on to lead fulfilling lives as valued members of their community

**Evidence to Support Our Assumptions**

1. Premier League Reading Stars 2015-16 evaluation
2. Sharp - Playing for Success Academic Review
3. Contemporary Educational Psychology: An empirical basis for linking social and emotional learning to academic performance - January 2019
4. EEF Review: Combining learning with sporting activity
5. Smyth - Sport and Thought: Football as Therapy
6. Skilts et al - A Review of Correlates of physical activity of children and adolescents
7. Coyle - Education and life long learning: summary
8. Sallis et al - A Review of Correlates of physical activity
9. Smith - The Role of physical activity/sport in tackling youth disaffection and anti-social behaviour
10. EAST Behavioural Insights
11. Premier League Reading Stars 2015-16
12. Daniel H. Pink ‘Drive’
Our curriculum is focused on teaching young people the key skills, defined by CASEL, of self-management, self-awareness, social awareness, relationship skills and responsible decision making. We believe these skills are the key to success in school and beyond, as they provide the foundational tools for young people to build relationships with their peers, practitioners and teachers in order to flourish. The development of SEL skills also has a positive impact on attainment. We teach these skills explicitly in the classroom through schemes of work tailored to our young people’s passions. An example of this is our module, ‘The Perfect Penalty’, which teaches self-management through the metaphor of being in the ideal mental and physical state to take a match-winning penalty.

The football pitch then provides the safe space for students to demonstrate these skills in an environment which is familiar and playful. Our football curriculum is designed using reflective questioning to draw out the SEL competency taught in the classroom. It is a place where young people can experience, reflect on, and learn from both positive and negative emotions, which in turn develop the key social and emotional competencies.

In 2019/20, we delivered 849 classroom and pitch sessions throughout Term 1 and up to the suspension of Term 2, with an average of attendance of 83%. This adds up to 1698 total hours of session delivery.

FBB has helped to support students’ emotional and social well-being. The in-class sessions have positively influenced students’ ability to overcome problems in a logical and emotionally intelligent way. This in turn has promoted the acceptance of the ideas and input of others, whilst also allowing students to work collaboratively to come to a conclusion. Not only has this increased students’ confidence levels, but also allowed them to form friendships with others external to those they would ordinarily socialise with. This has really promoted a sense of acceptance and family, with students increasing their knowledge and understanding of the cultures, traditions, religions and backgrounds of other students and the wider community.
The introduction of Therapeutic Wellbeing Practitioners (TWPs) made ‘football therapy’ a reality in 2019-20, as we piloted a more intensive model including tailored one-to-one support for our at-risk participants. These were offered to young people with a history of Adverse Childhood Experiences, fixed-term or permanent exclusions, or were SEN K-coded. Working therapeutically outside of the Classroom and Pitch sessions not only gave young people an extra touchpoint in the week with FBB, but allowed them to engage with the underlying causes of their disruptive behaviour with a trained adult in an unconventional therapeutic setting. We are expanding our provision of therapeutic support for at risk students over the next academic year in order to continue our pilot of this approach.

There were 8 FBB Schools programmes where we piloted this model. Across those 8 programmes, we delivered 401 hours of 1:1 therapy.

Historically, boys have been more difficult to engage in our school. FBB have been able to tap into something that they all love (football) and use this as a channel of communication. It has allowed the practitioners to form strong relationships with the students. The boys have really opened up and, consequently, addressed some of the barriers to their learning.

 Bradley Cornish, Assistant Principal: KS3 Achievement, Saint Gabriel’s College
Trips are a core part of how we support young people to achieve the outcomes of improved behaviour for learning and increased engagement with the programme in Year 1. Young people are set behaviour targets each term and are rewarded with transformational opportunities outside of school. We aimed to deliver a minimum of four trips to every FBB programme in 2019-20. We tend to backload the academic year, with a higher proportion of trips taking place after the May half-term as a reward for low average behaviour points or for individuals who show a significant reduction and a commitment to improving them. COVID-19 meant we were only able to deliver trips towards the end of Term 1, but we did manage to ensure every Year 1 programme went on at least one Trip.

In total, we delivered 47 trips, including thirteen professional football matches watching the likes of Liverpool, Chelsea, Tottenham, Manchester United, Crystal Palace and Fulham. We took nine groups out for team meals and held numerous workshops with professional footballers including Michail Antonio, Eniola Aluko, Andros Townsend, Felipe Anderson and Ben Mee. We created friendly competition and camaraderie between different FBB groups through delivering five different matches and tournaments, and we had nearly 90 participants attend our Annual Showcase, Football for All, at the Tottenham Hotspur Stadium. Several participants also came to celebrate their progress on the programme at our Christmas party in Angell Town with Fulham’s Cyrus Christie - an experience they will never forget!

The pupils really benefit from the external trips to meet and experience the professional world of football. This access really raises the cultural capital for our pupils and is something unique we cannot offer within school.

Jon Atkinson
Assistant Vice Principal
The Archbishop Lefebvre Academy
We continued to work with 24 groups out of the 46 mainstream FBB programmes. Unfortunately we weren't able to continue delivering to every FBB group. Some schools weren’t able to authorise us to work with their participants digitally, we had limitations on our own internal staff resource and some groups had not yet established a functional dynamic which could be effective in a virtual setting. However, of the groups that we continued to work with, we were pleased to be able to reach 499 young people, 93% of the total cohort.

**ADAPTING IN LIGHT OF LOCKDOWN**

When the Covid-19 pandemic reached the UK, FBB acted quickly to pull our staff out of schools on the Monday before lockdown was announced. We were then faced with a decision: do we stop all of our operations and programmes and prepare for the next academic year, or do we try and support our participants in whatever way possible? FBB’s core values - ‘We put young people first’ and ‘We care’ - meant that there was only one real possibility. So, we decided to enter lockdown determined to turn the crisis into an opportunity. We ran focus groups with young people, students, parents and teachers to understand the challenges we were facing. We pooled these insights to define them: young people were bored, missing their friends, structures and support systems and they weren’t able to access their school work without the help of adults. We harnessed the knowledge of our staff team to sketch ideas as to how we could support young people to complete their school work and engage in additional learning opportunities. We then decided on the best ideas and prototyped them, assigning staff roles to design, deliver, monitor and evaluate our virtual model - coining it the FBB Virtual School Day (VSD). The VSD embodied the final FBB value - ‘We Learn’ - we interviewed practitioners after every session and got feedback from the young people to continue to improve, adapt and innovate.

**We delivered 332 FBB Virtual Sessions.**

Getting our young people to join our virtual sessions was sometimes complicated; some groups relished the opportunity and enjoyed the time spent together, whilst others preferred spending time outdoors, away from their computers. To ensure that all our young people were able to benefit from FBB’s virtual support, we tailored our digital delivery to each group’s needs.

**We delivered 178 Digital 1:1 TWP sessions.**

Each TWP session focused on maintaining the therapeutic relationship between the participant and their TWP. Our practitioners checked in on the wellbeing of participants, and engaged young people in sensory activities and digital play. We also used this space to support young people with school work targets. Young people were provided with a space to talk about their experiences of lockdown and be reminded of their strengths and qualities. Sessions were designed to create positive experiences which boosted the self-esteem of the young person.

**We delivered 1158 one-to-one calls with participants.**

Different to our TWP sessions as they were not delivered by our team of qualified therapists, one-to-one calls enabled our practitioners to reach out to participants to undertake a focused discussion about how they were finding lockdown and their wider school work. We found this to be a highly effective medium for communication which maintained and sometimes strengthened their connection to FBB.

**We delivered 1853 parent/carer calls.**

We set out to ensure that all parents and carers felt involved and informed of the projects we were delivering through our Virtual School. These conversations informed our interventions if a particular young person was struggling, and if we were concerned about attendance, we could encourage the young person to attend. In some cases, we offered support to families who had been adversely affected by the pandemic.
The Creative Projects
These were attended by 60 young people.

BEYOND BARS
A spoken-word project developing the oracy skills of our participants, and encouraging social and emotional reflection through lyric analysis, writing and performance. Young people received masterclasses from professional poets such as Suhaiymah Manzoor-Khan and Luke AG, and performed their final pieces to FBB Patron, Chris Smalling.

STILL LIFE
An immersive art project involving weekly deliveries of high-quality materials to participant’s homes. Young people developed their social and emotional skills through verbally reflecting on modern and classical art, as well as their own creative process as they learnt to sculpt, sketch and paint through masterclasses from professional artists. The project culminated in a virtual exhibition with members of the public and critique from artist, Sarah Owusu.

THE RETURN OF FOOTBALL
In collaboration with popular football culture magazine, MUNDIAL, football-mad young people explored the return of the Premier League, creating their own match reports of Newcastle United vs Manchester City. These were presented to the public at our digital showcase, Between Screens, in July.

BEYOND BEATS
Fusing together music, football and young people’s passions, the project focused on the intersection of music and football in the form of radio. Young people developed a show through a series of sessions and masterclasses.

THE ULTIMATE GAMER
A self-management project developing young people’s social and emotional skills through the lens of gaming, featuring masterclasses from e-gaming company Mavreel.

OUR WORLD, MY VALUES
A social awareness project exploring athletes who have used their platforms to call for social change, featuring Q&As with Chris Smalling and John McAvoy.

FAITH AND FOOTBALL
A social and self awareness project for British Muslim girls seeking to empower and represent their views on football. The girls developed a letter to football and poems, along with a series of design sessions with fashion designers and creative agency, Tottenham Textiles. The project resulted in each girl creating a design for a hijab to be worn whilst playing football.

SOUL SISTERS
A relationship skills project bringing together girls from our schools across London and the North West to explore the role of positive female friendships, culminating in designing a tee shirt with the help of sportswear designer, Georgina Hunt, and footballers Mollie and Rosie Kmita.
Mohammed's ability to think about his relationships and the wider world he exists within is promising and demonstrates his ability to think beyond the boundaries of social norms, whilst acknowledging what's present around him; be it peer pressure, authority, or other things. He has so often carried himself authentically in a range of social environments - when hosting the mayor of London, speaking about masculinity on stage in front of 100s, or with his peers on the football pitch. He is socially aware, and able to adapt and shine in many different situations, whilst always being his true self.

Mohammed had a fantastic first year on the programme where he received a remarkable 60% reduction in behaviour points. After attending the end of year tour with FBB, Mohammed returned to school in September and regressed slightly back into some negative patterns of behaviour, and his relationships with his teacher and peers became difficult.

Through weekly 1:1s, Mohammed demonstrated an ability to resist peer pressure, understand the importance of agency and choice, and spoke mindfully about the relationship between him and his peers. We held regular informal check-ins with his tutor to track his attitude, punctuality and general school behaviour and he began to invest more time and energy into improving his relationships with other students in his year.

Mohammed has demonstrated incredible resilience and expressed how difficult he finds it to tow the line between maintaining friendships whilst still being a leader and not conforming to peer pressure. He has really allowed himself to explore different societal questions this year, speaking about his experience of masculinity at Football For All - a reward for his consistency and attitude to learning in Term 2. It was a carefully crafted and introspective speech which highlighted the relationship between his own experience and the wider environment he exists within, triangulated with his own beliefs of what it truly means to be a man.

Mohammed demonstrated a deeper understanding of his own identity during lockdown, speaking on his past experiences as well as aspirations for the future, and this has helped him to hold himself - and his peers - in much higher regard.

Mohammed
The Elmgreen School,
Year 2 - Social Awareness

Muhammad ABDN, HEAD OF INTERVENTIONS, FBB
INTRODUCTION

Mahnoor is a passionate young woman with a huge personality. However, she started FBB with little willingness to engage in sessions and found it difficult to find her space within the group dynamic. She would tend to approach tasks alone, and would often receive behaviour points for asking inappropriate questions. Our practitioners created an environment where Mahnoor’s contributions were welcomed for her insights and passionate opinions, and after additional 1:1 support, Mahnoor began to generate more positive behaviour points than negative ones.

At the start of lockdown Mahnoor struggled to adapt. After a few challenging weeks, she began to attend virtual sessions more and demonstrated a willingness to engage in difficult conversations about life during lockdown. Through weekly 1:1s and target setting, Mahnoor was able to build more positive relationships across the group and the dynamic between her and some of the other girls within the group seemed to shift within the digital space. During the virtual school, Mahnoor wrote a powerful poem that was illustrated by a professional and featured on the FBB Instagram page, and she also took part in the Still Life creative project.

Mahnoor is a young Muslim woman who is proud of her heritage. This pride led her towards an idea - a project focused around the importance of the hijab and Muslim representation in sport. We thought it was fantastic, so we created a summer school project for Mahnoor and other girls across FBB’s programmes to take part in.

Mahnoor thrived during this project and offered insightful critiques of how Muslim women are currently represented in football, and suggested solutions to making football a more welcoming place. She was credited by her Headteacher during the FBB Digital Showcase for her willingness to share her feelings and work with a public audience, and has since developed into a real leader of her group.

Mahnoor
Marsden Heights,
Year 1 - Social Awareness

Mahnoor is a passionate young woman with a huge personality. However, she started FBB with little willingness to engage in sessions and found it difficult to find her space within the group dynamic. She would tend to approach tasks alone, and would often receive behaviour points for asking inappropriate questions. Our practitioners created an environment where Mahnoor’s contributions were welcomed for her insights and passionate opinions, and after additional 1:1 support, Mahnoor began to generate more positive behaviour points than negative ones.

At the start of lockdown Mahnoor struggled to adapt. After a few challenging weeks, she began to attend virtual sessions more and demonstrated a willingness to engage in difficult conversations about life during lockdown. Through weekly 1:1s and target setting, Mahnoor was able to build more positive relationships across the group and the dynamic between her and some of the other girls within the group seemed to shift within the digital space. During the virtual school, Mahnoor wrote a powerful poem that was illustrated by a professional and featured on the FBB Instagram page, and she also took part in the Still Life creative project.

Mahnoor is a young Muslim woman who is proud of her heritage. This pride led her towards an idea - a project focused around the importance of the hijab and Muslim representation in sport. We thought it was fantastic, so we created a summer school project for Mahnoor and other girls across FBB’s programmes to take part in.

Mahnoor thrived during this project and offered insightful critiques of how Muslim women are currently represented in football, and suggested solutions to making football a more welcoming place. She was credited by her Headteacher during the FBB Digital Showcase for her willingness to share her feelings and work with a public audience, and has since developed into a real leader of her group.
INTRODUCTION

HEADLINE IMPACT STATISTICS:

This year, our outcomes data collection was hugely disrupted by the closure of schools, however, we adapted quickly, running smaller data collection through surveys, and including more qualitative insights to our learnings. As such, despite the disruption, we are proud to say that:

- 60% of our young people improved their Social and Emotional Learning skills over the course of the year.
- 68% of our young people who were at risk of exclusion improved their SEL skills.
- 78% of our Year 11 cohort achieved a Level 4 or above in English and maths, compared to the national average of disadvantaged students at 56%.
- 78% of our young people finished the year in school.

IMPACT MEASURE: DSECS SURVEY RESULTS

We were able to compare Term 1 and Term 3 DSECS results for 169 of our young people. 60% of our young people improved their SEL skills over the course of the year.

The increase in SEL scores between Term 1 and Term 3 is modest, from 3.08 to 3.19. Given the disruption that young people have faced with COVID-19, we believe that this increase demonstrates a high level of resilience in relation to our young people’s socio-emotional skills.

68% of our young people who were at risk of exclusion improved their SEL skills. This is very encouraging as we believe that developing strong SEL skills is key to our at risk young people overcoming the barriers to their success in school.

Young people who were in their second year of FBB had stronger SEL scores than young people in Year 1 of the programme.

This is because the first year of our programme focuses on teaching SEL skills explicitly. Year 2 builds on this knowledge and focuses on mastery of these skills. Young people not only speak the language of SEL, but they also apply the skills into their day to day life outside of sessions.

Whilst the matched comparison of Term 1 and Term 3 showed an increase in our students’ SEL skills, we are aware that we only have matched survey results for 169 of our young people. As such, we are unable to use this measure alone to suggest that our programme is impacting young people’s SEL skills.

That said, we are still confident in this data point because when drawing the comparison between our baseline data for young people in Year 1 with young people in Year 2 (570 survey responses), we found that young people who had been with FBB for a year had stronger SEL skills than those who had just started.
INTRODUCTION

IMPACT AREA: GCSE ATTAINMENT IN ENGLISH AND MATHS

Whilst the development of a young person's social and emotional skills has inherent value, there is a strong evidence base that demonstrates the link between strong social and emotional skills and academic attainment. The GCSE results from our cohorts over the previous three years demonstrate that. In 2019/20, 78% of our largest cohort to date achieved a Level 4 or above in both their English1 and Maths GCSEs, compared to the national average of disadvantaged pupils at 56%2.

1 Students who achieved a Grade 4 or above in at least one of English Literature or English Language
2 FFT Education Datalab, 2020

OUR IMPACT

2019/20 RESULTS

<table>
<thead>
<tr>
<th>Grade 4 or above</th>
<th>FBB Cohort</th>
<th>National Average for disadvantaged students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;M</td>
<td>78%</td>
<td>56%</td>
</tr>
<tr>
<td>English</td>
<td>88%</td>
<td>N/A</td>
</tr>
<tr>
<td>Maths</td>
<td>80%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Cohort Numbers

<table>
<thead>
<tr>
<th>All</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>50</td>
<td>31</td>
</tr>
</tbody>
</table>
INTRODUCTION

OUR IMPACT

IMPACT MEASURE: GL ASSESSMENT
PASS SURVEY RESULTS FOR STUDENTS
IN YEAR 1 AND YEAR 2 OF FBB

Students who have received a year of support from FBB have a stronger attitude to learning than students who have not received any FBB support.

We compared baseline PASS scores for young people who had received one year of support from FBB with those who had just started on the programme. We found that young people who had received a year of FBB support have a stronger Attitude to Learning and perception of themselves as learners than young people who had just started FBB. Results for young people in Year 2 of the programme were stronger across all factors assessed in PASS.

The biggest difference in scores between Year 1 and Year 2 were concerning:

- Attitudes to attendance (which is highly correlated with actual school attendance)
- Feelings about school
- Preparedness for learning (which is highly correlated with pupils being at risk of behavioural difficulties)
- Perceived learning capability

This suggests that FBB’s curriculum - with its focus on Social and Emotional Learning and its explicit link to school - is impacting young people’s perceptions of themselves as learners, and their experiences of school. Whilst we are very pleased with these findings, we are keen to continue testing this area further next year, where we will assess changes over time in PASS and DSECs scores.
There was a significant improvement in the behaviour of at least 80% of the boys. The boys became very good at holding each other to account outside of the sessions when they saw other students on the programme not showing themselves at their best. The number of negative sanctions decreased dramatically, and, just before the school closed due to Covid 19, a number of them were being rewarded for showing a positive attitude to their learning across most of their subjects.

“There was a significant improvement in the behaviour of at least 80% of the boys. The boys became very good at holding each other to account outside of the sessions when they saw other students on the programme not showing themselves at their best. The number of negative sanctions decreased dramatically, and, just before the school closed due to Covid 19, a number of them were being rewarded for showing a positive attitude to their learning across most of their subjects.”

- PATRICE LOUGH, ASST. PRINCIPAL, SAINTE AGNOLE, BISHOP ABBOTT COLLEGE

The FBB coaches have built excellent relationships with our learners. They feel safe and respected and know that their views count. The work in the classroom has helped learners to think about themselves and the rest of society in different ways. You can see the transfer of the ideas from the classroom to the football pitch and the thought provoking conversations taking shape in a practical sense is great to see. Respect is huge and the developments in our young people respecting each other and their views have been apparent from early on in the programme. This is something that the coaches insist on and revisit when necessary. The vast majority of learners that have been part of the programme have seen the number of behaviour points fall in comparison to previous years. Other qualitative measures such as general attitude have also improved.”

- PATRICE LOUGH, HEADTEACHER, HAMBLETON HIGH SCHOOL

FBB exists to support young people to stay in school, as we recognise schools as a place of safety where crucial, meaningful relationships with peers and adults can develop. By staying in school and developing the Social and Emotional Skills referenced throughout this report, we aim to support young people to succeed in their English and maths GCSEs.

This year 98% of our young people finished the year in school.

- 93% of our At Risk cohort were not excluded or manage-moved from school (162 of 195 participants)
- 99% of our At Risk and Passive Learners were not excluded from school (496 of 499 participants)

The exclusion and manage-moved rate for our young people declines as they spend more time with FBB.

YEAR 1: 97.6 %
YEAR 2: 98.3 %
YEAR 3: 100 %

Whilst we continue to strive for 100% of our participants staying in school across each year group, having our outcomes increase yearly suggests that we are having a strong impact on preventing school exclusions. Nationally, school exclusions increase annually between the ages of 10-14, whilst this is not the case for FBB participants.

Of the 16 young people who were excluded or managed move:
- 7 were permanently excluded in Year 1 of FBB
- 6 were manage-moved in Year 1 of FBB
- 3 were manage-moved in Year 2 of FBB

IMPACT AREA: IMPROVEMENT IN BEHAVIOUR IN SCHOOL

IMPACT AREA: EXCLUSIONS & MANAGED MOVES
Tiam is a young person with bundles of energy and a sharp and intelligent mind, but his feelings about school and authority came from a place of deep distrust. For Tiam, school was an environment where he found it difficult to respond to the curriculum and felt unable to channel his energy into positive relationships with his peers and his teachers. This led to arguments, and Tiam often perceived that he was being treated unfairly and he received a number of negative behaviour points and fixed term exclusions.

Despite this leading to regular rupture and repair within his relationships to begin with, Tiam has begun to see his role within FBB as the ‘master of his own ship’. He has responded well to clear targets and his listening skills have improved remarkably. He actively engages in sessions, asking difficult questions and providing insightful and inquisitive answers.

Tiam has shown an improved ability to reflect on the reasons why he reacts to his peers and his teachers and has shown a good understanding of choice and consequence. He put himself forward for the Still Life creative project, learning to talk about the world of art and forming new relationships with young people and practitioners outside of his school. His hilarious description of his cyborg sculpture has gone down into FBB folklore.
When we first met Shalom, it was evident that she was a thoughtful, kind and considerate member of the group with good relationships. However, her shyness often held her back from making positive contributions in her lessons and FBB sessions. In big groups, she would be happy to go under the radar and along with the group’s choices, which made it difficult to truly elevate Shalom’s qualities and allow her to make the most of learning opportunities.

Shalom is an example of an FBB participant who has thrived in a digital environment. It has given her more confidence to use her voice, and be bold to ensure she is seen and heard among her peers. Towards the end of the FBB Virtual School, Shalom put herself forward to take part in a project called Hair Diaries. This project saw Shalom really step out of her comfort zone, and in the project she described her hair as “only an accessory to my beauty that comes from within. By tapping into her passions and giving her the space and time to develop her sense of self, Shalom has become more aware and proud of her talents, allowing her to access learning more thoroughly. Her development was recognised through the FBB Instagram platform, where she showcased her writing and imagery to our 17,000 followers.

Since the end of the project, Shalom has shown an eagerness to contribute in sessions. Where she used to doubt her ability to draw, she now produces work with conviction and is able to focus on the positive aspects of her art and her school work. This increasing self-assurance is something we believe will allow Shalom to maximise every learning opportunity that comes her way.
SO  CIAL AND EMOTIONAL LEARNING SKILLS

We measure our young people’s Social and Emotional skills using the Delaware Social and Emotional Competencies Scale (DSEC). DSEC consists of a 12 item survey which is completed by our young people. DSEC is designed to assess 4 out of 5 of the CASEL competencies: responsible decision making, relationship skills, self-management and social awareness.

A total score on the DSEC is reported, consisting of the sum of scores across twelve items. Students respond to each item using a 4-point Likert Scale:

4 = Very much like me
3 = Somewhat like me
2 = Not much like me
1 = Not like me at all.

Only the overall DSEC score is validated in the version we used this year. From September 2020, we will be using the updated version of DSEC, which will allow us to understand the overall strength of our young people’s SEL skills as well as a deeper understanding of the strength of each of the CASEL skills that DSEC assesses.

In Term 1, we collected baseline surveys for 572 of our participants (75% data completion). Due to COVID we were unable to run the post-surveys in Term 3 with all of our participants. Instead we piloted post-programme data collection digitally with a fraction of the participants (69 responses matched with baseline data).

When analysing the baseline SEL surveys, we were surprised to find that the results for DSECs for all our participants was quite high, averaging at 3.0 out of 4 on the Likert scale. After further interpretation of this data we recognised that baseline tests for SEL competencies are often quite high: young people who have not developed their SEL skills are less self-aware and rate themselves highly on these tests.

The ideal scenario would be to collect young people’s scores in an interim survey, after they have started developing stronger self awareness, so that results are more accurate. When further resources are available, we hope to add this survey to our methodology, but for now we will continue to use the baseline survey with an understanding that the results are inflated.

We expected the post-programme data to be lower than the baseline: as the young person develops their SEL skills in our sessions, they become more self-aware and are more considerate in their survey responses.

ATTITUDE TO LEARNING

We measure Attitude to Learning using GL assessment’s Pupil Attitudes to Self and School (PASS) survey. The PASS survey is completed by young people at the start of the year, in Term 1 (baseline) and then in Term 3. This year, we had baseline data for 519 of our participants (68% data completion).

PASS is a nationally benchmarked psychometric assessment specifically designed to spot attitudinal or emotional issues in children. It helps us to understand our young people’s strengths and weaknesses around their attitude to learning, but also allows us to compare FBB participants’ scores in relation to other young people in their school year across the UK.

Survey responses on PASS are divided into nine factors. For each factor, the young person’s score is presented as a percentile which shows the young person’s attitude to learning compared to other young people in the UK. The nine factors are:

- Feelings about school
- Perceived Learning Capability
- Learner Self Regard
- Preparedness for Learning
- Attitudes to Teachers
- General Work Ethic
- Confidence in Learning
- Attitudes to Attendance
- Response to Curriculum

We used the baseline PASS responses to identify the factors which our young people needed more support around and developed interventions to strengthen these.

Whilst we used information on all factors to shape our interventions, we are most interested in tracking and supporting young people around their Attitudes to Attendance - as it is highly correlated with actual school attendance, and their Preparedness for Learning - which is highly correlated with pupils at risk of behavioural difficulties.

Our programme is at its most effective when it is able to re-frame a participant’s attitude to learning and we see this as a vital part of what we do. Given that we work with Key Stage 3 participants, we face challenges in tracking attainment levels across our partner schools. Instead, we judge that one of the ways of assessing the impact that we are having on a participant’s learning is by asking the students to evaluate their attitude to school at the start and end of the programme.
EXCLUSIONS FROM SCHOOL

We track all young people who are permanently excluded from school or managed-moved from their school, and report on both figures.

Whilst data from the Department for Education on permanent school exclusions does not include young people who went through a managed-move, we include both Exclusions and Managed Moves in our data. This is because we believe that if we omitted the young people who were managed-moved in our dataset, we would be ignoring a key pathway through the exclusion landscape.

Managed moves are important to record because:

Whilst young people who are manage-moved between mainstream schools do have stronger English and maths GCSEs results than young people who are permanently excluded (according to Education DataLab 17% of young people who went through a managed move achieved a grade 9-4 in both English and maths vs 6% for young people who were permanently excluded). GCSE English and maths outcomes for young people who went through a managed move is considerably lower than the national average of 64% for state-funded schools.

As our long term outcome is to support young people to succeed in school by passing their English and maths GCSEs, it is important for us to track both young people who go through managed moves and permanent exclusions as both these experiences reduce young people's chances of succeeding in English and maths.

Anecdotally, we know from young people who have gone through managed-moves that they are hugely disruptive to their education, their emotional wellbeing and can be a very traumatic experience. Managed-moves disrupt young people's sense of belonging within the school community, create stigma towards the young person and can impact the young person's engagement with education altogether.

Many young people who end up in Alternative Provision get there through a managed-move as opposed to being permanently excluded. This is why we aim to prevent managed moves and permanent exclusions and support all of our young people to remain in school.

One key limitation with our tracking and data collection around managed moves and exclusions is that we do not track the school journeys of young people who stop attending FBB for other reasons (we do not know whether young people who stop attending FBB are then being excluded or managed moved from their schools).

PARTICIPANT RENTENTION AND SESSION ATTENDANCE

Retention:

Our practitioners frequently review the internal data we hold on their groups and identify every young person who has stopped attending FBB, providing the Impact Team with the reason why they stopped attending too. We then look at the percent of young people who finished the year still with FBB versus the number of young people who stopped attending the programme.

Attendance:

Working out overall session attendance is complicated, due to students starting at different times, different numbers of sessions being delivered per group, and students leaving the programme at different times. This is made more challenging by the fact that Upshot (our evaluation and monitoring system) doesn't allow the tracking of non-attendance to events.

Therefore, to calculate session attendance we take the list of all students who attended at least 3 sessions (our tracked students). We then look at the total number of sessions they attended, against the total number of sessions that they could have attended, based on when they joined the programme and whether they completed the programme. For young people who stopped attending FBB, we calculated the total number of sessions they attended against the number of sessions that were delivered up until the date they stopped attending.

We do not distinguish between authorised (e.g. ill from school) and unauthorised absences (e.g. didn’t turn up to the session) so the missed sessions are an amalgamation of the two.

From September 2020, we will be using Salesforce to evaluate and monitor session attendance. This will enable us to improve data quality.

LIMITATIONS WITH OUR ANALYSES IN THE TIME OF COVID

In Term 1, we collected baseline data for SEL (75% participants), PASS (68% participants), Behaviour Points, Number of Fixed Term Exclusions and School Attendance (70% participants), our best data completion to date. We also collected baseline data for our matched control groups for BPs, FTEs and School Attendance. The plan was to collect this same data in Term 3, and to analyse the change in our participants’ outcomes over the course of the year.

However, due to COVID, and the interruption of our face-to-face sessions, we were only able to collect post data for a sample of our young people. As such, demonstrating our impact this year has been more challenging.

In order to understand our impact in light of these challenges, we have matched pre and post data where possible, and where this wasn’t possible, we have compared Year 1 and Year 2 baseline data to draw insights around the differences in young people who’ve received a year of FBB compared to those who have just started the programme.

This means that in those analyses we are unable to compare matched data, and unfortunately cannot evidence individual change over time. Instead, we are able to identify whether young people who have been with FBB for a year have different outcomes to those who have just joined FBB.

We are aware that the differences in score between the Year 1 and Year 2 participants could be due to a number of reasons, particularly around the enrolment of young people onto our programme. It is possible that the young people who are in Year 2 have different characteristics and strengths than the young people who started FBB in Year 1. However, we are confident that our enrollment process and criteria both this year and last bear enough similarity to be able to draw learnings from these insights.
### METHODOLOGY

#### Outputs - Pre-Lockdown

<table>
<thead>
<tr>
<th>Delivery Areas</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start and end date</td>
<td>09/09/2019 to 15/3/2020</td>
</tr>
<tr>
<td>Total Participants</td>
<td>820 (attended at least 1 session)</td>
</tr>
<tr>
<td>Tracked Participants</td>
<td>761 (attended at least 3 sessions)</td>
</tr>
<tr>
<td>Participants who were at risk of exclusion</td>
<td>214 (attended at least 3 sessions)</td>
</tr>
<tr>
<td>School Programmes delivered</td>
<td>46 (in mainstream) + 7 (in primary + alternative provision)</td>
</tr>
<tr>
<td>Sessions delivered</td>
<td>849 (in Term 1 and 2)</td>
</tr>
<tr>
<td>Total Session Hours</td>
<td>1698 (in Term 1 and 2)</td>
</tr>
<tr>
<td>Session Attendance*</td>
<td>83% (in T1 and T2) (up from 81.6% in 2018-19)</td>
</tr>
<tr>
<td>TWPs sessions delivered</td>
<td>401</td>
</tr>
<tr>
<td>Total TWPs hours</td>
<td>401</td>
</tr>
<tr>
<td>Participant Retention*</td>
<td>91% (in T1 and T2) (78% in 2018/19)</td>
</tr>
</tbody>
</table>

#### Virtual School Day

<table>
<thead>
<tr>
<th>Delivery Areas</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start and end date</td>
<td>20/04/2020 to 20/08/2020</td>
</tr>
<tr>
<td>Total Participants on VSD projects</td>
<td>537 young people were on FBB projects that received the VSD</td>
</tr>
<tr>
<td>Participants reached during VSD</td>
<td>499 (93%) reached through sessions, one to one calls, TWPs sessions, parent calls, and Passion Projects</td>
</tr>
<tr>
<td>Participants who were at risk of exclusion</td>
<td>138 young people who were at risk of exclusion were reached during VSD</td>
</tr>
<tr>
<td>School Programmes delivered</td>
<td>24</td>
</tr>
<tr>
<td>Sessions delivered</td>
<td>332</td>
</tr>
<tr>
<td>TWPs sessions delivered</td>
<td>178</td>
</tr>
<tr>
<td>One to one calls delivered</td>
<td>1158</td>
</tr>
<tr>
<td>Parent calls delivered</td>
<td>1853</td>
</tr>
<tr>
<td>Passion Projects delivered</td>
<td>4 Passion Projects attended by 60 young people</td>
</tr>
<tr>
<td>Holiday Programmes delivered</td>
<td>5 Holiday Projects attended by XX young people</td>
</tr>
<tr>
<td>Session Attendance*</td>
<td>28%</td>
</tr>
<tr>
<td>Weekly reach</td>
<td>53%</td>
</tr>
</tbody>
</table>
## METHODOLOGY

### Mainstream Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Gender Group</th>
<th>Year</th>
<th>#YP</th>
<th>School</th>
<th>Gender Group</th>
<th>Year</th>
<th>#YP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop Tenison's School</td>
<td>Boys</td>
<td>year 1</td>
<td>15</td>
<td>Salford City Academy</td>
<td>Mixed</td>
<td>Year 1</td>
<td>18</td>
</tr>
<tr>
<td>Bacon's College</td>
<td>Boys</td>
<td>year 1</td>
<td>16</td>
<td>Sedgehill School</td>
<td>Girls</td>
<td>Year 1</td>
<td>16</td>
</tr>
<tr>
<td>Beauchamps High School</td>
<td>Boys</td>
<td>year 1</td>
<td>15</td>
<td>Sedgehill School</td>
<td>Boys</td>
<td>Year 2</td>
<td>17</td>
</tr>
<tr>
<td>Chestnut Grove Academy</td>
<td>Girls</td>
<td>Year 1</td>
<td>16</td>
<td>St Josephs College</td>
<td>Boys</td>
<td>Year 2</td>
<td>15</td>
</tr>
<tr>
<td>Chestnut Grove Academy</td>
<td>Boys</td>
<td>Year 2</td>
<td>20</td>
<td>St Marks Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>15</td>
</tr>
<tr>
<td>Chorlton High School</td>
<td>Boys</td>
<td>Year 1</td>
<td>19</td>
<td>St Mary Magdalene C of E School</td>
<td>Mixed</td>
<td>Year 1</td>
<td>23</td>
</tr>
<tr>
<td>Co-op Academy Manchester</td>
<td>Boys</td>
<td>Year 1</td>
<td>15</td>
<td>The Albion Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>16</td>
</tr>
<tr>
<td>Evelyn Grace Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>15</td>
<td>The Archbishop Lanfranc Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>15</td>
</tr>
<tr>
<td>Evelyn Grace Academy</td>
<td>Girls</td>
<td>Year 1</td>
<td>17</td>
<td>The Archbishop Lanfranc Academy</td>
<td>Boys</td>
<td>Year 2</td>
<td>19</td>
</tr>
<tr>
<td>Harris Garrard</td>
<td>Boys</td>
<td>Year 3</td>
<td>17</td>
<td>The Archbishop Lanfranc Academy</td>
<td>Boys</td>
<td>Year 2</td>
<td>18</td>
</tr>
<tr>
<td>Harris Morden Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>17</td>
<td>The Barlow RC High School</td>
<td>Boys</td>
<td>Year 1</td>
<td>14</td>
</tr>
<tr>
<td>Harris Peckham Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>16</td>
<td>The Barlow RC High School</td>
<td>Mixed</td>
<td>Year 1</td>
<td>16</td>
</tr>
<tr>
<td>Harris Peckham Academy</td>
<td>Girls</td>
<td>Year 1</td>
<td>15</td>
<td>The Elmgreen School</td>
<td>Boys</td>
<td>Year 1</td>
<td>16</td>
</tr>
<tr>
<td>Harrop Fold School</td>
<td>Boys</td>
<td>year 1</td>
<td>17</td>
<td>The Elmgreen School</td>
<td>Girls</td>
<td>Year 1</td>
<td>20</td>
</tr>
<tr>
<td>Haverstock</td>
<td>Girls</td>
<td>Year 1</td>
<td>15</td>
<td>The Elmgreen School</td>
<td>Girls</td>
<td>Year 1</td>
<td>13</td>
</tr>
<tr>
<td>Hyndburn Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>12</td>
<td>The Elmgreen School</td>
<td>Boys</td>
<td>Year 2</td>
<td>15</td>
</tr>
<tr>
<td>Kemnal Technology College</td>
<td>Boys</td>
<td>Year 1</td>
<td>18</td>
<td>Totteridge Academy</td>
<td>Girld</td>
<td>Year 1</td>
<td>18</td>
</tr>
<tr>
<td>Kemnal Technology College</td>
<td>Boys</td>
<td>Year 2</td>
<td>17</td>
<td>Totteridge Academy</td>
<td>Boys</td>
<td>Year 2</td>
<td>20</td>
</tr>
<tr>
<td>Ladybridge High School</td>
<td>Mixed</td>
<td>Year 1</td>
<td>15</td>
<td>Unity School</td>
<td>Boys</td>
<td>Year 1</td>
<td>17</td>
</tr>
<tr>
<td>Ladybridge High School</td>
<td>Mixed</td>
<td>Year 2</td>
<td>16</td>
<td>Walthamstow Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>15</td>
</tr>
<tr>
<td>Marsden Heights Community College</td>
<td>Boys</td>
<td>Year 1</td>
<td>16</td>
<td>William Hulme Grammar School</td>
<td>Mixed</td>
<td>Year 2</td>
<td>17</td>
</tr>
<tr>
<td>Marsden Heights Community College</td>
<td>Girls</td>
<td>Year 1</td>
<td>15</td>
<td>Woodlands Academy</td>
<td>Boys</td>
<td>Year 1</td>
<td>17</td>
</tr>
<tr>
<td>Saint Gabriel's College</td>
<td>Boys</td>
<td>Year 1</td>
<td>17</td>
<td>Woodlands Academy</td>
<td>Boys</td>
<td>Year 2</td>
<td>15</td>
</tr>
</tbody>
</table>

### Alternative Provision + Primary schools

- Beckmead Family of Schools: Boys 16
- Beckmead Family of Schools: Boys 10
- CSS Children's Support Services: Boys 15
- Educational Diversity: Mixed 8
- Harris Aspire Academy: Boys 13
- Harris Aspire Academy: Girls 6
- Sandringham Primary School: Boys 14

---

### PROGRAMMES DELIVERED

- Beckmead Family of Schools: Boys 16
- Beckmead Family of Schools: Boys 10
- CSS Children's Support Services: Boys 15
- Educational Diversity: Mixed 8
- Harris Aspire Academy: Boys 13
- Harris Aspire Academy: Girls 6
- Sandringham Primary School: Boys 14
INTRODUCTION

Without the support of our many partners, we would not be able to deliver our work. Thank you to all those who contributed to the success of FBB Schools in 2019/20.

Gillette & Venus
Nike
Salesforce
Mishcon De Reya
Paypal
Bridgepoint Capital
Hill & Knowlton Strategies
Heinz
Intuit Quickbooks
The FA

OUR PARTNERS

GRANT MAKING TRUSTS AND FOUNDATIONS

Sport England
Esmee Fairbairn Foundation
Paul Hamlyn Foundation
Comic Relief
Rayne Foundation
Impetus
Young Londoners Fund
Nesta
Raise Your Hands
Clarion Futures
London Community Response Fund
King Badouin Foundation

INDIVIDUALS

Alastair Gibbons
Harry and George Hastings
Hannah and Tasha Brady
Miranda Porritt
Nicky and Richard Vernon
Iguana Trust

In loving memory of

Shaun Brady
Morris Gordon
Amir Hasan
Freddie McLennan
Rob Teppett

And finally, a huge thank you to all those involved with the FBB2020 Challenge who raised more than £25,000 to support our work.

OUR 2020 AWARDS

If you have any questions about this impact report or the FBB programme, please contact:

Ceylon Andi Hickman
Head of Impact
chickman@footballbeyondborders.org

To support/donate to the FBB Schools programme, please contact:

James Reeves
Grants and Community Manager
jreeves@footballbeyondborders.org