

Boys Move

Evaluation Report (September 2023)

Produced by the Youth Sport Trust Research and Insight Team

Contents

- 1 | Introduction
- 2 | Reach & Context
- 3 | Outcomes: Practitioners
- 4 | Outcomes: Young People
- 5 | Programme Views
- 6 | Spotlight on Individual Stories
- 7 | Conclusions

Introduction

- ✓ **Boys Move** is a professional development programme designed to equip educators with the principles of how to use sport and play to address the mental health and wellbeing issues of adolescent boys and engage them with learning.
- ✓ **53 schools** completed the Boys Move programme in the academic year of 2022 – 2023.
- ✓ Teachers attended two virtual training sessions in November and December 2022, with schools starting the programme in January 2023.



Reach & Context

Reach of this academic year 2022-23

396



Young people participating



60% White (British or English)

22% Asian or Asian British

8% Black or Black British

7% Mixed or Multiple Ethnic Groups

3% White (not British or English)

1% Any other Ethnic Group or Race



21% Eligible for Free School Meals



24% With Special Educational Needs or Disability (SEND)

271



Young people trained



51% White (British or English)

31% Asian or Asian British

8% Black or Black British

8% Mixed or Multiple Ethnic Groups

3% White (not British or English)

0% Any other Ethnic Group or Race



17% Eligible for Free School Meals



19% With Special Educational Needs or Disability (SEND)

22



Adults trained



100% White (British or English)

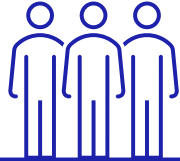


0% With Special Educational Needs or Disability (SEND)

Please note that the above figures are based on 32 schools completing the End of Programme Survey for Practitioners. Importantly, 53 schools completed the Boys Move programme, so overall reach numbers are higher than reported on this slide.

Sample: End of Programme Survey for Practitioners

Examples of delivery



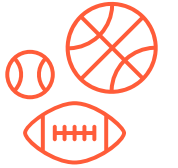
“We focused on Year 9 boys with a high number of Behaviour Points. We discounted some as their behaviour was too high profile and some who we are aware would not work well together. We invited 12 boys, 4 from each of our houses, with 2 reserves in case they did not take part.

One of our male Pastoral Managers completed the training and ran the programme. We highlighted first period Monday morning, their Mentor Time, as the sports facilities were all available, the staff member was available and this could set the students up for a good week, as well as increasing the likelihood of them attending school at this time after the weekend.

The PM led the first couple of sessions but then encouraged the students to take the lead with 6 students in particular attending all the sessions and taking up the **opportunity to lead.**”

“The boys selected have been given opportunities to attend a whole **range of sporting events** during the course of the project, ranging from morning club activity sessions working on fine and gross motor skills, via fun challenges; to a weekly after school fitness club in the school gym, including boxing skills; to representing the school at a range of inter school sports held during the school day - that included, Panathlon Xtend; Sailing; SEND football; Para athletics; Para swimming; Bowling; Boccia and New Age Kurling.

At the heart of all these activities has been the focus on working as a team and supporting each other to achieve. Some of our boys had the opportunity to lead at primary school festivals.”

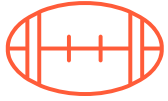


“An identified member of staff, working with the PE department, identified a cohort of boys - including a number of children who are looked-after - and used the power of sport to encourage participation in **golf**. Initially working with a local driving-range, moving on to opportunities that have ultimately led to an opportunity to attend the Open Championship at Hoylake in July 2023.”



Sample: End of Programme Survey for Practitioners (n=16) Question that was asked: Please describe your project in a few short sentences. This could include the activities, how you included opportunities to explore mental health challenges and any individual stories you want to share.

Examples of delivery



“Our project was to set up and run a **'Rugby Academy'** aimed at not only the high achieving students but also the students at risk of exclusion. The aim was to encourage the students at risk of exclusion to surround themselves with role models and better peers as well as to learn new skills including resilience, teamwork and communication skills.

The project involved training and mentoring 4 days a week in which the students were required to attend every session. Two sessions a week were practical rugby practice sessions, one session a week was a mentoring session with the local professional rugby team and the final session was a gym session. Our chance to talk about mental health the barriers around mental health came when we did our mentoring session where we all got a chance to speak to a professional athlete about their barriers and how they overcome them.”

“I am a sports coach at the secondary school so ran sports interventions throughout the week with various year groups. Me and their year leader would select a group of 5-10 from each year group who struggled with inside and outside of lesson behaviours, attendance and attitudes. They all were given **personalised targets** and in order to receive their session their targets had to be met - this gave them a purpose to work towards. Understanding the bracket of students we selected, not all lessons were expected to be 10/10 so therefore we wouldn't focus on the negative ones and focused on the 'it's a bad lesson not a bad day' mindset to allow them to not feel disheartened or give up as soon as a lesson went bad.”



“6 boys were identified as they were at risk of exclusion. These students engaged in a range of whole group, half group and 1:1 sessions, utilising a variety of sports and activities, particularly **gardening** and **dodgeball**, to engage the students and angle the conversations. Symbolising the growing of Brussel sprouts and the nurturing of them so they turn out ok, to the reputation and requirements of the boys around school, worked really well.”



Sample: End of Programme Survey for Practitioners (n=16) Question that was asked: Please describe your project in a few short sentences. This could include the activities, how you included opportunities to explore mental health challenges and any individual stories you want to share.

Outcomes Practitioners

Training Benefits to Practitioners

All practitioners who attended the Boys Move training reported that it had helped their confidence in a variety of ways.

How much has the Boys Move training support helped you to feel more confident in...?

...understanding the issues and barriers that these boys face



56%

9 out of 16 practitioners

Helped a lot

Helped a little	44%	(7 out of 16)
Not much help	0%	(0 out of 16)
No help at all	0%	(0 out of 16)

...identifying the right boys for the offer



81%

13 out of 16 practitioners

Helped a lot

Helped a little	19%	(3 out of 16)
Not much help	0%	(0 out of 16)
No help at all	0%	(0 out of 16)

...developing a targeted offer for these boys



56%

9 out of 16 practitioners

Helped a lot

Helped a little	44%	(7 out of 16)
Not much help	0%	(0 out of 16)
No help at all	0%	(0 out of 16)

...using sport and physical activity as the vehicle for delivery



63%

10 out of 16 practitioners

Helped a lot

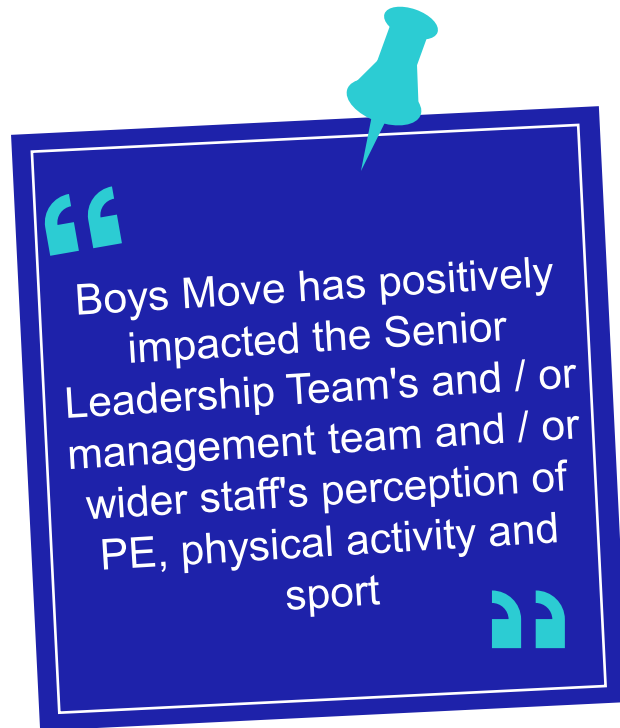
Helped a little	38%	(6 out of 16)
Not much help	0%	(0 out of 16)
No help at all	0%	(0 out of 16)

Sample: End of Programme Survey for Practitioners (n=16)

Programme Benefits to Practitioners / Schools

The majority of practitioners reported that Boys Move improved perceptions of PE, physical activity and sport around their wider school staff, including the Senior Leadership Team.

How much do you agree with the following statement?



63%

10 out of 16 practitioners

Strongly agree / Agree

Strongly agree	13%	(2 out of 16)
Agree	50%	(8 out of 16)
Neither Agree nor Disagree	31%	(5 out of 16)
Disagree	6%	(1 out of 16)
Strongly disagree	0%	(0 out of 16)

Sample: End of Programme Survey for Practitioners (n=16)

Outcomes

Young People

Young People's Physical Literacy

Almost all practitioners reported that Boys Move had improved young people's confidence to and enjoyment of taking part in sport and physical activity.

Did Boys Move have any impact on the following areas for young people?

Confidence to take part in sport and physical activity



94%

15 out of 16 practitioners

Very positive / Positive

Very positive	50% (8 out of 16)
Positive	44% (7 out of 16)
No change	0% (0 out of 16)
Negative	0% (0 out of 16)
Very negative	0% (0 out of 16)
Don't know / N/A	6% (1 out of 16)

Enjoyment of taking part in sport and physical activity



94%

15 out of 16 practitioners

Very positive / Positive

Very positive	63% (10 out of 16)
Positive	31% (5 out of 16)
No change	0% (0 out of 16)
Negative	0% (0 out of 16)
Very negative	0% (0 out of 16)
Don't know / N/A	6% (1 out of 16)

"The students definitely grew in confidence, were happier around school and were showing more interest in PE and School Sport."

"The boys have grown in confidence and self-belief throughout the project and are much more likely to engage in other activities as a result."

Sample: End of Programme Survey for Practitioners (n=16)

Young People's Wellbeing

The majority of practitioners reported that Boys Move improved the resilience, happiness and social connectedness of young people taking part.

Did Boys Move have any impact on the following areas for young people?

Resilience



94%

15 out of 16 practitioners

Very positive / Positive

Very positive	19%	(3 out of 16)
Positive	75%	(12 out of 16)
No change	0%	(0 out of 16)
Negative	0%	(0 out of 16)
Very negative	0%	(0 out of 16)
Don't know / N/A	6%	(1 out of 16)

Happiness



94%

15 out of 16 practitioners

Very positive / Positive

Very positive	38%	(6 out of 16)
Positive	56%	(9 out of 16)
No change	0%	(0 out of 16)
Negative	0%	(0 out of 16)
Very negative	0%	(0 out of 16)
Don't know / N/A	6%	(1 out of 16)

Connectedness to others



88%

14 out of 16 practitioners

Very positive / Positive

Very positive	38%	(6 out of 16)
Positive	50%	(8 out of 16)
No change	6%	(1 out of 16)
Negative	0%	(0 out of 16)
Very negative	0%	(0 out of 16)
Don't know / N/A	6%	(1 out of 16)

Sample: End of Programme Survey for Practitioners (n=16)

Young People's Life Skills

According to most practitioners, Boys Move improved young people's teamwork, communication and leadership skills.

Did Boys Move have any impact on the following areas for young people?

Teamworking skills



81%

13 out of 16 practitioners

Very positive / Positive

Very positive	25% (4 out of 16)
Positive	56% (9 out of 16)
No change	6% (1 out of 16)
Negative	0% (0 out of 16)
Very negative	0% (0 out of 16)
Don't know / N/A	13% (2 out of 16)

Communication skills



81%

13 out of 16 practitioners

Very positive / Positive

Very positive	25% (4 out of 16)
Positive	56% (9 out of 16)
No change	13% (2 out of 16)
Negative	0% (0 out of 16)
Very negative	0% (0 out of 16)
Don't know / N/A	6% (1 out of 16)

Leadership skills



69%

11 out of 16 practitioners

Very positive / Positive

Very positive	31% (5 out of 16)
Positive	38% (6 out of 16)
No change	25% (4 out of 16)
Negative	0% (0 out of 16)
Very negative	0% (0 out of 16)
Don't know / N/A	6% (1 out of 16)

Sample: End of Programme Survey for Practitioners (n=16)

Young People's Engagement with School

The majority of practitioners reported that Boys Move had improved the young people's engagement with and behaviour at school.

Did Boys Move have any impact on the following areas for young people?

Engagement with school



81%

13 out of 16 practitioners

Very positive / Positive

Very positive	6%	(1 out of 16)
Positive	75%	(12 out of 16)
No change	13%	(2 out of 16)
Negative	0%	(0 out of 16)
Very negative	0%	(0 out of 16)
Don't know / N/A	6%	(1 out of 16)

Behaviour at school



69%

11 out of 16 practitioners

Very positive / Positive

Very positive	6%	(1 out of 16)
Positive	63%	(10 out of 16)
No change	25%	(4 out of 16)
Negative	0%	(0 out of 16)
Very negative	0%	(0 out of 16)
Don't know / N/A	6%	(1 out of 16)

“One success story would be one student whose attendance was 56% and was at risk of exclusion. This student is now at 89% attendance and has moved down the stages of suspension which means they are far less likely to be excluded. They have also joined the local rugby club and have made friends with new friendships circles, which is proving very important for the student.”

Sample: End of Programme Survey for Practitioners (n=16)

Young People Outcomes

The below quotes show that young people have enjoyed Boys Move and have learned valuable lessons from it.

“It [Boys Move] taught me that I don’t need to be ashamed that I can’t play PE that well, that I don’t need to listen to what people think of me. This programme taught me that I can do anything in PE.”

“The Boys Move programme has given me the confidence to try new things and not be anxious if I haven’t done them before.”

“I enjoy coming to school more on a Friday now as I look forward to taking part in the Boys Move programme.”

“I have enjoyed it [Boys Move]. It gives me more confidence in myself, and also the boys encouraging me along the way I learned that not all people are bad.”

“These 6 weeks I have learnt to not care what other people thought about me. I have enjoyed when we did sport and other sport related activities.”

Source: Young people quotes from Outwood Academy Valley and King Edward VI Aston

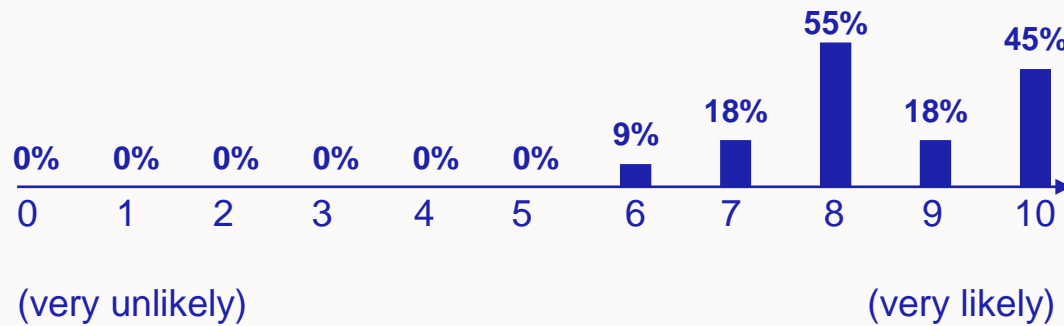
Programme Views

Practitioners' Views of Boys Move

Practitioners are likely to recommend the Boys Move programme to other schools – nearly half rated themselves as '10 – very likely to recommend Boys Move to others' which is the highest score.

How likely are you to recommend Boys Move to other settings?

on a scale of 0 (very unlikely) to 10 (very likely)



8.5
average score

"Truly amazing programme. Allows good connections to be made and allows you to understand the children better. Gives the students something to actively work towards and gives them good praise. Another big win which we started noticing in the last term was that those in the same group would pick each other up if they were having a bad lesson, this including giving them advice and letting them know they're making the wrong choices!"

"An absolutely excellent programme. Has been a brilliant programme for us and schools are very happy with it."

Sample: End of Programme Survey for Practitioners (n=16)

Spotlight on individual stories

Spotlight on Herne Bay High School



Before Boys Move...

“Muhammad I would describe as a chancer. Not a bad kid at heart, but easily led and eager to get involved to impress others. He very rarely had big blow out behaviours and therefore often didn’t get into heightened dysregulated states during lessons – hence low use of the composure room. But social times were an issue for him and constant general low-level non-compliance or disruption during lessons.”

After Boys Move...

“[...] It gave him chance to **reflect** on what he was doing and the mistakes he was making. He **engaged brilliantly** every session and **worked hard** in the garden, was never rude or abusive, just got on politely. I think it was nice for him to be in an environment where **he could be himself** and not feel the need to impress others as all 6 of them were there for the same general reasons and were on a level playing field. Although still led a little in the odd full group sessions, he was exemplary in the 3 or 1:1 sessions to the stage you wouldn’t realise it was primarily to support his behaviour/wellbeing.”

Before Boys Move...

“Jack started rearing his head a lot after we had to send our biggest hitter to an alternative provision, as if he was trying to be new alpha. This was parallel to issues between mum and dad who had split up. A lot of his behaviours were explosive and out of proportion to the incident and he was often very remorseful, suggesting it was cries for attention rather than malice.”

After Boys Move...

“The project allowed him to **channel this energy better** and become **more reflective** on his actions. Mostly though I think the sport gave him an **escape** and the gardening gave him a **purpose** and something to care about in school [...] He was also very good at using the composure room. This idea came from young offender prisons, it is basically a sensory reset room where children who cannot regulate go to reset and then return to lesson.”

Pseudonyms have been used.

Spotlight on Lancaster Academy



Before Boys Move...

“[...] This boy (Billy) was selected more from Lancaster's pastoral lead, as he was misbehaving in class and getting in with the wrong crowd in and outside of school. He explained to us that he hates maths and he normally does anything he can to get sent out of the lesson.”

After Boys Move...

“After being part of the Boys Move programme and getting to know our coach Aaron, who struggled with maths at school, he now realises the importance of passing his maths GCSE in order to get a job after school. He had **matured** during the 6 weeks and had taken Aaron's feedback on board. He was **concentrating more** in lessons and was wanting to gain as much from Boys Move as he could.

For this reason, Aaron asked him if he would like to take part in the 'Young Whistlers' programme. He **jumped at the chance** and immediately said yes. The next week, our Inspire Together coaches went into Lancaster Academy to deliver the training to the young leaders, including Billy. Once they had done an afternoon on how to referee a match, they headed down to Aylestone football club. This is where the Primary League fixtures are held every week. Without being asked, Billy went round to all the primary schools before the game started and **introduced himself** to both staff and students. He was **polite** and **personable**, and it was great to see him **making the connections**. He was a linesman for the first match and then felt **confident** enough to have a go at refereeing a game. It was fantastic to see his confidence and personality used in a positive way.”

Pseudonym has been used.

Source: “Boys Move Information Booklet” by Inspire Together

Conclusions

Conclusions

Boys Move has achieved a variety of positive outcomes for practitioners, young people and schools as a whole.

- ✓ As a result of the Boys Move Training, all practitioners felt more confident in...
 - Understanding the issues and barriers that boys face (56% 'helped a lot')
 - Identifying the right boys for the offer (81% 'helped a lot')
 - Developing a targeted offer for these boys (56% 'helped a lot')
 - Using sport and physical activity as the vehicle for delivery (63% 'helped a lot')
- ✓ As a result of the Boys Move Programme, practitioners reported improvements in young people's physical literacy, mental and social wellbeing, life skills, and engagement with school:
 - Physical Literacy: 94% felt more confident taking part in sport, 94% increased their enjoyment of sport
 - Mental Wellbeing: 94% reported improved resilience, 94% reported improved happiness
 - Social Wellbeing: 88% reported increased connectedness to others
 - Life Skills: 81% reported improved teamworking skills, 81% reported improved communication skills, 69% reported improved leadership skills
 - Engagement with school: 81% reported improved engagement with school, 69% reported improved behaviour at school
- ✓ Through the qualitative stories shared by practitioners, a key theme identified was the positive impact that Boys Move had on the behaviour of young people. The programme equipped the boys with the skills necessary to channel and reflect their behaviours.
- ✓ 63% of practitioners reported Boys Move has positively impacted the Senior Leadership Team's and / or management team and / or wider staff's perception of PE, physical activity and sport
- ✓ Practitioners would recommend Boys Move to other schools
 - Nearly half (45%) rated themselves as '10 – very likely to recommend Boys Move to other settings' (highest score)

