

# Boys Move

## Evaluation Report (August 2024)

Produced by the Youth Sport Trust Research and Insight Team

# Contents

- 1 | Introduction & Reach
- 2 | Outcomes
- 3 | Programme Views
- 4 | Conclusions

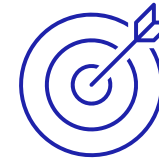
# Introduction & Reach

# 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.
- ✓ **14 schools** completed the Boys Move programme in the academic year of 2023 – 2024.
- ✓ Teachers attended two virtual **training sessions** between January and April 2024
- ✓ Schools started the programme in **April 2024**.



# The need for Boys Move at schools



Teachers identified a variety of reasons why the Boys Move programme is important to their school, and why they decided to take part.

## Key themes included:

- ✓ Engaging a cohort of boys that is currently disengaged with school
- ✓ Improving attendance and behaviour at school
- ✓ Improving physical activity levels
- ✓ Encouraging conversations around mental health and providing a safe space
- ✓ Increasing aspirations and attitudes towards the future
- ✓ Schools being in deprived areas and offering opportunities to young people who may lack support at home

## Why is the Boys Move programme important to your school?

“Promotes regular sport and exercise to boys who might not take part consistently.”

“To get boys that aren’t coming into school back into school and using PE as a vehicle for it.”

“Deprived area, lots of boys struggling with motivation and mental health.”

“To give children a safe space to speak about mental health and access support at the same time.”

“There are lots of behaviour issues in our school especially with boys, and lots who come from backgrounds that are detrimental to their futures. So we are hopeful that this would be a way to get boys back on the right track at our school and give them hope for better lives outside of school through engaging with sport.”


“The school is based in an area high in social deprivation. Some of our boys come to us in Year 7 with low expectations and aspirations and as a result can be challenging to engage across the school.”


Source: Baseline Survey for Teachers

# Reach of this academic year 2023-24

**180**   
**Young people participating**


 **58%** White (British or English)  
**14%** Black or Black British  
**14%** Mixed or Multiple Ethnic Groups  
**6%** Asian or Asian British  
**5%** White (not British or English)  
**3%** Any other Ethnic Group or Race

 **47%** Eligible for Free School Meals

 **27%** With Special Educational Needs or Disability (SEND)

**116**   
**Young people trained**


 **67%** White (British or English)  
**14%** Mixed or Multiple Ethnic Groups  
**11%** Black or Black British  
**6%** Asian or Asian British  
**3%** White (not British or English)  
**0%** Any other Ethnic Group or Race

 **39%** Eligible for Free School Meals


 **24%** With Special Educational Needs or Disability (SEND)

**16**   
**Adults trained**

**44%** Female      **56%** Male

 **67%** White (British or English)  
**33%** from Ethnically Diverse Communities (including those from Asian, Black and Minority Ethnic Groups)

N / A

 **11%** With Special Educational Needs or Disability (SEND)

Source: End of Programme Survey for Teachers. Total numbers for young people participating, young people trained, and adults trained is inferred from data collected from 8 out of 14 schools. Ethnicity, Free School Meals and SEND figures are calculated only from the actual data collected (n=7 schools).

# Examples of delivery



“We delivered **boxing sessions** to the group using a local coach. He included training on resilience, effort, especially when doing things you don't want to do, teamwork and communication. He delivered advice and coaching on healthy lifestyle including food and nutrients, safety in sport including the longevity of boxers and how to protect yourself and your mental health. The biggest and most notable thing we saw was that all 11 boys sustained 100% attention and effort in each of the one-hour sessions. This is now being considered in their academic lessons and how we can adapt to include some movement to enable them to focus.”



“A **behaviour and attendance recovery programme** for our most challenging boys who had the highest number of behaviour points. We launched in school with a visit from European and Commonwealth Super Heavy Weight Champion boxer Orié Delicious and during the programme went off-site for 5 weeks for additional boxing sessions at a local unit with a self-defence instructor.”



“Students took part in a baseline test where the programme could be structured through. The key highlights of this were that some felt like they didn't have a lot of confidence both outside/ inside a school setting, they struggled to deal with emotions in the correct way and they would like to reduce the amount of consequences they were getting. From this, the programme was structured to meet their needs such as **taking part in new active activities** e.g. boxercise, talking about what affects them the most and sitting down in a **mental health session** where the students were able to discuss past experiences and help others think of ways to deal with them if they were to happen again. They also took part in **leadership sessions** and at the end of the project designed and carried out a **football tournament** to KS2 feeder schools whereby they planned everything and used the skills learned within that tournament.”



Source: End of Programme Survey for Teachers

# Examples of delivery



“Regular weekly sessions classroom based with 2 staff members. **Range of activities** including American Football, Basketball, Futsal. Activities were pupil led.”



“Our vision of the programme was to support selected boys, and to **improve their mental health and wellbeing through physical activity**. Selection was communicated with year group leaders, Inclusion, and our Behavioural unit. We created a **new friendship group**, where each effort and success were appreciated and respected. Boys had the chance to talk about challenges they face in daily life and share them with the group if they wished. The group agreed on physical activities, ranging from cricket, basketball, football and cycling. As a reward for coming to the club, boys chose to use pedal go-karts and came up with games to play as a group: Go-kart dodgeball, Go-kart catch, and Go-kart football.”

“We selected the boys to go on an **exploration sport day** where they did a number of different sports and discussed with coaches around those sports about the types of personal skills they needed to be successful. The boys were great, and this then triggered further conversations around engagement in and around school. Though no specific sessions were organised, on a number of occasions a few of the boys found me to discuss issues that day and to regulate emotions before moving on with their day. As a result of this, SLT would like this to continue in some capacity next year.”



Source: End of Programme Survey for Teachers



# Outcomes

# Improved Physical Literacy

The majority of young people reported that Boys Move had improved their confidence and enjoyment in taking part in sport and physical activity – a finding that was supported by teachers as well.

How, if at all, has Boys Move changed the following?

Confidence to take part in sport and physical activity



**71%**

25 out of 35 young people

A lot better / A bit better

A lot better	26%	(9 out of 35)
A bit better	46%	(16 out of 35)
No change	29%	(10 out of 35)
A bit worse	0%	(0 out of 35)
A lot worse	0%	(0 out of 35)

Enjoyment of taking part in sport and physical activity



**71%**

25 out of 35 young people

A lot better / A bit better

A lot better	37%	(13 out of 35)
A bit better	34%	(12 out of 35)
No change	29%	(10 out of 35)
A bit worse	0%	(0 out of 35)
A lot worse	0%	(0 out of 35)

“It was fun, I’ve never done boxing like that before.”  
**YOUNG PERSON**

“The best thing was creating our own activities and challenging our fitness.”  
**YOUNG PERSON**



All teachers (n=6) have reported that Boys Move had either a very positive or positive impact on young people’s confidence to and enjoyment of taking part in sport and physical activity.

Sample: End of Programme Survey for Young People, End of Programme Survey for Teachers

# Increased Physical Activity

Almost three quarters of young people increased the amount of PA they do but over three quarters of young people increased the amount of time they spent being physically active with others.

Has being involved in Boys Move changed any of the following?

Amount of physical activity done



**74%**

26 out of 35 young people

Increased a lot / Increased a bit

Increased a lot	29%	(10 out of 35)
Increased a bit	46%	(16 out of 35)
No change	26%	(9 out of 35)
Decreased a bit	0%	(0 out of 35)
Decreased a lot	0%	(0 out of 35)

Amount of time being physically active with others



**77%**

27 out of 35 young people

Increased a lot / Increased a bit

Increased a lot	37%	(13 out of 35)
Increased a bit	40%	(14 out of 35)
No change	23%	(8 out of 35)
Decreased a bit	0%	(0 out of 35)
Decreased a lot	0%	(0 out of 35)

Sample: End of Programme Survey for Young People

# Improved Wellbeing

Most young people reported positive changes to their wellbeing as a result of taking part in Boys Move, in particular in their happiness. This finding has also been supported by teachers.

How, if at all, has Boys Move changed the following?

## Happiness



**91%**

32 out of 35 young people

A lot better / A bit better

A lot better	23%	(8 out of 35)
A bit better	69%	(24 out of 35)
No change	9%	(3 out of 35)
A bit worse	0%	(0 out of 35)
A lot worse	0%	(0 out of 35)

## Resilience



**77%**

27 out of 35 young people

A lot better / A bit better

A lot better	54%	(8 out of 35)
A bit better	23%	(19 out of 35)
No change	23%	(8 out of 35)
A bit worse	0%	(0 out of 35)
A lot worse	0%	(0 out of 35)

## Connectedness to others



**74%**

26 out of 35 young people

A lot better / A bit better

A lot better	23%	(8 out of 35)
A bit better	51%	(18 out of 35)
No change	26%	(9 out of 35)
A bit worse	0%	(0 out of 35)
A lot worse	0%	(0 out of 35)

“The group of boys have formed better friendships and conflict between them has diminished.”  
**TEACHER**

“The programme has had positive impact on selected students, especially self-esteem and confidence in a social group.” **TEACHER**

“I felt connected to a lot more people I wouldn't have spoken to.”  
**YOUNG PERSON**



All teachers (n=6) reported that Boys Move had either a very positive or positive impact on young people's happiness and connectedness to others. Four out of six teachers reported a very positive/positive impact on young people's resilience.

Sample: End of Programme Survey for Young People, End of Programme Survey for Teachers

# Improved Engagement and Behaviour at School

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

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

## Engagement with school



**6 out of 6 teachers**

Very positive / Positive

Very positive	0 out of 6
Positive	6 out of 6
No change	0 out of 6
Negative	0 out of 6
Very negative	0 out of 6
Don't know / N/A	0 out of 6

## Behaviour at school



**4 out of 6 teachers**

Very positive / Positive

Very positive	1 out of 6
Positive	3 out of 6
No change	2 out of 6
Negative	0 out of 6
Very negative	0 out of 6
Don't know / N/A	0 out of 6

"The students have felt invested in and in turn have built more positive relationships with their peers and staff. They are more mindful of the behaviours and have been more focused on tracking their praise points. Attendance levels have improved as they are looking forward to the session on Fridays and will attend to ensure they have their place secured. The students have worked well as a collective and have a positive and healthy sense of competition to motivate one another rather than harness negativity." **TEACHER**

**40% of young people (14 out of 35)**

reported an

**increased sense of belonging to their school.**



Sample: End of Programme Survey for Teachers, End of Programme Survey for Young People. Question that was asked: Has being involved in Boys Move changed any of the following? *How much I feel I belong to my school*

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# Training Benefits to Teachers

All teachers 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



**6 out of 6 teachers**

Helped a lot / Helped a little

Helped a lot	4 out of 6
Helped a little	2 out of 6
Not much help	0 out of 6
No help at all	0 out of 6

...identifying the right boys for the offer



**6 out of 6 teachers**

Helped a lot / Helped a little

Helped a lot	3 out of 6
Helped a little	3 out of 6
Not much help	0 out of 6
No help at all	0 out of 6

...developing a targeted offer for these boys



**6 out of 6 teachers**

Helped a lot / Helped a little

Helped a lot	5 out of 6
Helped a little	1 out of 6
Not much help	0 out of 6
No help at all	0 out of 6

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



**6 out of 6 teachers**

Helped a lot / Helped a little

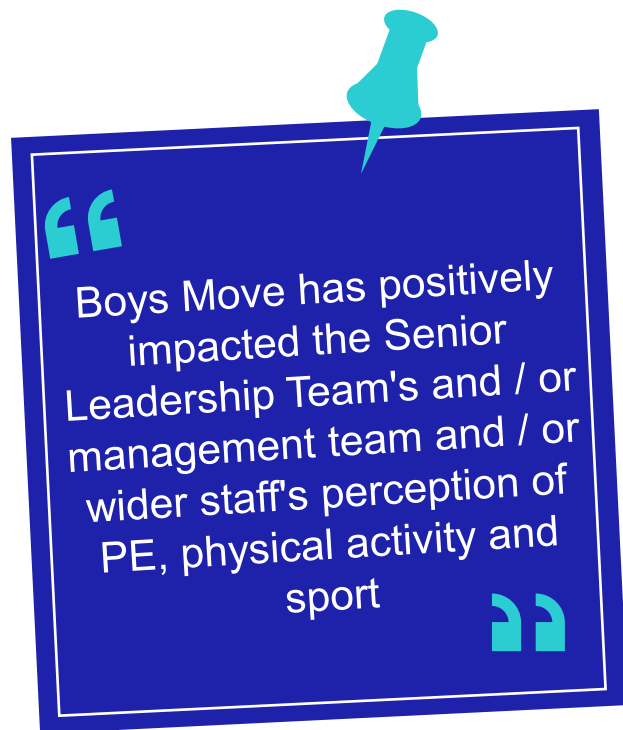
Helped a lot	5 out of 6
Helped a little	1 out of 6
Not much help	0 out of 6
No help at all	0 out of 6

Sample: End of Programme Survey for Teachers

# Programme Benefits to Teachers / Schools

The majority of teachers 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?



**5** out of **6** teachers

Strongly agree / Agree

Strongly agree	1 out of 6
Agree	4 out of 6
Neither Agree nor Disagree	1 out of 6
Disagree	0 out of 6
Strongly disagree	0 out of 6

Sample: End of Programme Survey for Teachers

# Programme Views



# Teachers' Views of Boys Move

Teachers reported that they are very likely to recommend the Boys Move programme to other schools.

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

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



**8.8**

average score

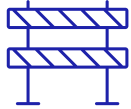
“Boys Move is a great programme, hugely beneficial to young people. The group enjoyed the physical part of it, the challenges, and togetherness. Some have not experienced the feeling of belonging to a team before, and the programme helped them to become a part of a social group, which, subsequently, improved their confidence. Boys who were always quiet came out of their shell and seemed happier participating in physical activities more than they do in large groups during PE lessons.”

Sample: End of Programme Survey for Teachers (n=6)

# Reflections on what could be improved...

Schools reflected on how the delivery of Boys Move could be improved to make this even better in future years.

## More sharing of good practice across schools



- Some schools would like to know how other schools progress through the programme, and to share good practice
- Some schools would also like to know what other initiatives schools run



- YST to offer more network opportunities for schools that take part in Boys Move
- YST to share previous evaluation reports of Boys Move with schools

“Another collective check in like the original CPD sessions might have been useful to review progress across schools and share any tips/advice and good practice. More sharing of schemes/programmes schools have run, and their evaluations would be useful also.”

**TEACHER**

## Recruiting the right cohort of boys to engage

- Some schools found it challenging to recruit the right cohort of boys to engage with the programme
- Some schools had to adapt the cohorts throughout the programme

- YST to ensure that roles and expectations of teachers and boys are clearly communicated in advance
- Schools to highlight the benefits of the programme to the boys

“It is challenging to get the right boys on the course. We changed the provisional list a number of times. Selling it to the students to start with is essential.”

**TEACHER**

## Maintaining engagement with the programme throughout

- Some schools reported that young people struggled with weekly attendance
- Some schools reported that it took time to build momentum amongst boys to attend

- Schools to consider the timing of sessions (e.g. after-school commitments)
- Schools to remind the boys of the benefits of taking part

“Mainly at the beginning of the programme, regular (weekly) attendance was an issue. As we were running the programme in the hours after school, some boys forgot to come, had family commitments, or chose not to stay. It took some time to get the programme going.”

**TEACHER**

Sample: End of Programme Survey for Teachers (n=6)

# Young People's Views of Boys Move

Young people rated Boys Move very highly and identified a range of different aspects that they enjoyed the most about taking part in it, including the different activities, meeting new people and creating meaningful interactions.

## What did you think of Boys Move?

Very good / Good



33 out of 35 young people

## What was the best thing about taking part in Boys Move?

“Doing boxing and having lessons to talk.”

“It was amazing and was a good way to let out my frustrations and enjoy school.”

“Working with other people developing new skills and putting your own ideas into projects.”

“Supporting others.”

“Talking to new people and taking on a leadership role.”

“It makes me feel good and I can have a lesson with my mates and have a good time with the activity. When I first did the programme, I was very misbehaved, but this has helped me lots and I’m loads better now, and it also helps me grow as a person.”

“It has allowed me to be more inter-connected with my friends and has even allowed me to make new friendships that carry on outside of school. One friend in particular is Adam, I only started speaking to him at the start of Boys Move and it has given me the opportunity to become best mates with him.”

Pseudonym has been used for this quote.

Source: End of Programme Survey for Young People

# Conclusions

# Conclusions

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

- ✓ As a result of the Boys Move training, all teachers felt more confident in...
  - Understanding the issues and barriers that boys face (4 out of 6 teachers reported it 'helped a lot')
  - Identifying the right boys for the offer (3 out of 6 teachers reported it 'helped a lot')
  - Developing a targeted offer for these boys (5 out of 6 teachers reported it 'helped a lot')
  - Using sport and physical activity as the vehicle for delivery (5 out of 6 teachers reported it 'helped a lot')
- ✓ As a result of the Boys Move programme, young people reported improvements in their physical literacy, mental and social wellbeing.
  - Physical Literacy: 71% felt more confident taking part in sport, 71% increased their enjoyment of sport
  - Mental Wellbeing: 91% reported improved happiness, 77% reported improved resilience
  - Social Wellbeing: 74% reported increased connectedness to others
- ✓ As a result of the Boys Move programme, teachers reported improvements in young people's engagement with school.
  - Engagement with school: 6 out of 6 teachers reported improved engagement with school
  - Behaviour at school: 4 out of 6 teachers reported improved behaviour at school
- ✓ 5 out of 6 teachers 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
- ✓ Young people rated Boys Move very highly, and teachers would recommend Boys Move to other schools

