



# IMPACT REPORT 2021/22

**FBB**  
FOOTBALL BEYOND BORDERS

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# HEADLINE IMPACT

## ACADEMIC ATTAINMENT

# 58%

Of our At Risk and Passive Learner participants achieved a level 4 (pass) in their English and maths GCSEs.

58%

78 / 135 participants

This means our young people are up to 11 times more likely to pass their GCSEs than their peers in our national comparison group.

## PREVENTING EXCLUSIONS

# 95%

Of our At Risk participants were not excluded or given a managed move.

95%

497 / 525 participants

This is despite young people being referred to our programme specifically because they are seen by the school as unlikely to finish the year in school.

## SOCIAL EMOTIONAL LEARNING (SEL)

# 57%

Of our participants (with matched surveys) saw their SEL improve or sustain the longer they are with FBB.

57%

170 / 299 participants

This SEL improvement bucks the global trend of SEL skills declining between the ages 11-15 (OECD).





# WORDS FROM OUR YOUNG PEOPLE

## FERNANDO SONCO, FBB GRADUATE

“I’ve always had a natural vibe. My mum said there’s something about my aura that draws people in.

When I started FBB in Year 8, there was a disconnect between me and school. I thought I was bad. I was getting into fights. A bunch of stuff made me lose my temper. That year, I lost my auntie and my sister and my mental health suffered. Because of what was happening I went into school with anger to release.

I remember my first FBB session. I entered a new world. There was so much stuff for me as a man - a black man - to talk about. I could say what I wanted without being judged. Doing classroom sessions with people who distracted me and vice versa, changed my view of school.

### **If I could behave and be a leader here, then surely I can do it outside of FBB too?**

I noticed that when I started going into my other lessons at school, I would bring the same energy from FBB, and make sure everyone around me did too. On the pitch, it changed me completely and I went from someone who would blame losing on others to using my energy in a positive way with my teammates.

I’ll never forget when I was in a fight at the end of our Year 10 residential. I sat down with Lorenzo (FBB Practitioner) and unpacked it - he told me he was proud of me, because of how I dealt with it, and I realised how far I had come with managing my anger. FBB believed in me, which changed me and how I approach people.

I remember my photoshoot for the World Cup. An interview with my family to tell my story to the world. A podcast around my evolution as a man. All these experiences gave me confidence in front of the camera, which for someone destined to be in the spotlight, was everything I needed at the time.

**GCSEs? Mad... what a time. I got a 7 in English language, an 8 in English literature, a 9 in music, and 6’s and 7’s in everything else. Year 8 Fernando? Never. Getting those English grades was a crazy one. But I know I can do way better. FBB showed me that.**

I don’t know where I would be without FBB. This is going to sound so cliché, but those two years of FBB flipped everything around and encouraged me to chase my passions. Thank you for everything.”

**AFTER SUCCESSFULLY  
COMPLETING THE FBB  
PROGRAMME,  
FERNANDO IS NOW A  
MEMBER OF YOUTH  
BEYOND BORDERS (YBB).**

**YBB IS A NEW  
YOUTH-FOCUSED  
CULTURAL COLLECTIVE  
THAT DELIVERS  
AGENCY LEVEL WORK TO  
BRIDGE THE GAPS  
BETWEEN  
ORGANISATIONS AND THE  
NEXT GENERATION OF  
YOUNG PEOPLE.**



# WORDS FROM OUR YOUNG PEOPLE

**PAIGE HAWKES, FBB GRADUATE**

“I’ve always been a very shy person, and back in the day it meant that I couldn’t make any friends. Now, I can be shy and have loads of wonderful people around me.

Life before FBB was tough. I struggled in Primary School and got bullied a lot. When I moved to secondary school I kept to myself and did what needed to be done. School was only for learning. I would learn, and go home. I wouldn’t try to make any friends. That was the same year where I had a few family issues in my personal life. I lost all contact with my dad, and I had a lot of social anxiety.

**In Year 8 I received a letter by Mr. Bateman. It was a letter to join FBB. He told me that this would be a big opportunity for me and I would really enjoy it. I decided that I’ll give it a shot - what’s the worst that could happen?**

I remember walking into that first session and just thinking ‘I don’t know anyone in this room’! All the weight was lifted off my shoulders when Ceylon (FBB Practitioner) greeted me, and asked me about my passions and interests. She was so welcoming, and would always help me find ways to express myself, especially if I didn’t want to talk. We would sit down and make a mind map on everything that was bothering me. Ceylon would always find a solution to help me open up.

**FBB turned into a thing I looked forward to weekly, and I never missed a session.**

Our sessions every Friday helped me open up and reflect on all the things I was facing in my life. I would leave the past in the past and focus on the present. FBB gave me a load of techniques to overcome my anxiety, which helped me understand why I’m feeling a certain way.

I was diagnosed with dyslexia in Year 11, and I lacked a lot of confidence with my GCSEs. Because of the diagnosis, I was getting a lot more support from school, which helped me get the grades I got. On results day Ceylon was at school waiting for me, and when we opened the slip I burst into tears - I passed every single one of my GCSEs! To go from failing maths and English in Year 10 to this was unimaginable.

FBB helped me to engage in school and with opportunities outside of it. It helped me to create friends and build relationships. It helped turn me into the enthusiastic person I am today. Thank you!”

**YOU CAN WATCH A FILM OF  
PAIGE’S STORY BY  
SCANNING THE QR CODE  
BELOW!**



**10,246**  
THERAPEUTIC  
MENTORING  
SESSIONS

**97**  
PROGRAMMES

**5,199**  
PARENT  
PHONE CALLS



**45**  
SCHOOL  
PARTNERS



**1,920**  
GROUP:  
CLASSROOM  
SESSIONS



**OUR YEAR  
IN NUMBERS**

**1,828**  
GROUP:  
FOOTBALL  
SESSIONS



**5,000**  
HOURS  
OF SEL  
CURRICULUM

**81**  
HOLIDAY  
PROGRAMMES



# FOREWORD

## GABRIELLE HAMILL, HEAD OF IMPACT

It has been a wonderful yet challenging year for us as an organisation. We have made significant achievements across numerous impact areas, but we still find ourselves fighting against the national challenges facing some of our most vulnerable young people.

Our main goal as an impact team this academic year was to build and develop an impact culture into all parts of the organisation. Our curriculum was a big factor in making this possible, as we codified our classroom and football sessions. We did this by working closely in collaboration with the wider team to embed our impact culture and ensure that our programme is representative of the young people we work with.

**I am delighted to say that we have been able to maintain strong outcomes in terms of preventing exclusions and achieving GCSEs, especially when considering how difficult a year it has been for our young people.**



This year FBB's Head of Clinical Services, Stefan Imeson, won the Fair Education Alliance Innovation Award for a new pilot programme developed with our Impact team to begin working directly with teachers.

This new programme supports teachers facing increasingly high-pressure environments, due to growing classroom sizes and a lack of funding directed to young people in the post-covid climate. All of our interventions focus on supporting young people, and by working with teachers, we can create inclusive and supportive environments around young people that help them to thrive.

Moving forward, it is clear to see that there is a need for us to continue innovating our approach in order to respond adequately to the growing needs of young people across the country. Data from the 21/22 academic year shows that the average FBB participant who joined the programme in year 8, across both London and Greater Manchester, started in a much lower position on the grounds of their SEL skills and mental wellbeing when compared to previous academic years. If we are to help these participants, then a lot more work has to be done.

Of these innovations, our new in-house training programme pilot is something that will take our work to a new level. We will provide a full-day's worth of training and reflection every week for all our practitioners in order to develop their skills and receive essential feedback from them about the programme. We will be making use of this rich feedback through our new insights function within our team, led by our new Learning and Insights Lead.

I envision a future where 100% of FBB participants stay in school, and we buck the trend of exclusions peaking in Year 9. We are on the road to achieving this, and hopefully the impact from this academic year will leave you all with a lot of hope for the years ahead.

# NOTE FROM THE CEO

## JACK REYNOLDS

As you read this, it's impossible for me to know where you are, what's happening in the world or why you're here, engaging with our Impact Report for the 2021/22 academic year. My assumption is that you're here because you're interested in learning about the answer to our driving question:

### **How do we support the most vulnerable young people to thrive in school?**

This question underpins everything we do at Football Beyond Borders. The disruption caused by the Covid-19 pandemic has had a profound effect on the social and emotional development of young people. The pandemic has made the lives of those who experience the education system - our young people and our teachers - far more difficult.

Last year, despite this backdrop, we made great progress towards answering our driving question, but we also saw some worrying indicators linked to some deeply concerning national trends, such as the EPI data showing the GCSE awarding gap (sometimes known as the 'attainment gap') showing the largest increase between poor children and their peers since 2011.

Despite these obstacles, there is hope. Our Impact Report shows that long-term relational work with young people leads to better outcomes.

**Students who were at risk of exclusion at the start of their journey with us but remained in school until the end of Year 11 were eleven times more likely to receive their GCSE pass in English and maths than their peers who were excluded.**

FBB are always learning, always changing, and always shifting our approach to respond to the circumstances our young people find themselves in. The answer to our driving question is always changing. As the results in this report indicate, we are making progress, we are learning what works and what needs to be amended.

**95% of FBB's At Risk students finished the year in school.**

We are proud of how many of our most vulnerable young people finished the year in school at FBB, yet we were concerned by the increase in the number

of exclusions received by students in Year 2 of our programme and in the North West. According to national DfE data, the North West also had the highest permanent exclusion rate in England. The Impact Report will address our responses to this.

### **Social Emotional Learning skills improve the longer young people are with us.**

All of us are only as strong as the relationships we hold. We remain strong in our belief that relationships are the key to every positive change we see in young people. A fundamental shift is needed across the nation towards working with young people relationally. Relationships are the foundation of a healthy FBB - for our young people, our staff and for the communities FBB exists in. If you take anything from this report, it should be that supportive relationships with trusted adults are the foundations for ensuring that vulnerable young people can thrive in school.

We thank you for reading this report and for being part of our movement, helping us to answer one of the most important questions of this generation.





# SECTION 1: WHAT WE DO

## MISSION

FBB works with young people from areas of socio-economic disadvantage who are passionate about football but disengaged at school, 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.

## VISION

That all of the UK's most vulnerable young people can thrive in mainstream school.

## NEED

We are focused on young people who are the least likely to thrive in mainstream school.

## WHO?

We work with the young people who are seen by our partner schools to be the least likely to thrive in mainstream, secondary school.

This means we work with young people who, at the start of secondary school, are:

1. Predicted by teachers and prior attainment to *not* obtain their GCSEs (KS2 Attainment)
2. Growing up in low income households (Ever 6 FSM) and / or have an identified additional need - either SEND or Children in Need Plan
3. At risk of not finishing school due to behaviour issues (School Behaviour Points)

## FOUR PILLARS TO OUR PROGRAMME

### Classroom & Football Social Emotional Learning sessions

Our football-themed curriculum aims to tap into young people's passions to create transformative learning experiences and develop key social and emotional competencies. We deliver project-based sessions often with external partners such as Nike, Gillette and the FA, completed with a public showcase at the end of each project.

### 1:1 therapeutic mentoring support & school advocacy

Within our full day in school, we deliver a range of 1:1 interventions with FBB participants who require additional support to work through the experiences that may be contributing to their challenging behaviour. As part of our new in-house training programme, we are equipping all practitioners with the therapeutic skills and tools required for effective mentoring support and school advocacy.

### Parent/carer engagement

At the end of the day, practitioners will reach out to parents/carers of participants in the group, especially those who are at risk of exclusion. They build a picture of what is happening at home, inform them of their child's progress at FBB, and look to find areas where they can better support the young person.

### Reward Trips

We reward participants with visits, end of year residentials and work experience opportunities, built around exciting events involving inspiring people from the world of football and media. Through this, our students broaden their horizons and develop positive habits that they can bring back to school and home.

## IMPACT AREA 1: FINISHING SCHOOL

**Staying in school is key to young people's success.**

When a young person is excluded at secondary school, it is highly likely that they won't return to mainstream education, with just 26% of those excluded in year 8 in the 2018/19 academic year attending a mainstream school in January 2021 (FFT, 2023). Existing literature demonstrates that school exclusions lead excluded pupils to face disproportionately worse long-term outcomes; this

ranges from a 5% GCSE pass rate in English and maths for young people in alternative provision and pupil referral units, to 23% of young offenders with sentences of less than 12 months being previously excluded (Timpson and Great Britain. Department For Education, 2019). To help keep young people in school, the majority of our resources are focused towards those at risk of exclusion (based on our enrolment criteria), with the aim of improving their relationships with their wider school community.

## IMPACT AREA 2: ACADEMIC ATTAINMENT

**GCSE attainment sets young people up for successful futures.**

As a young person achieves more GCSEs, they are far more likely to have higher aspirations for their future in work. Government studies demonstrate that a one-grade improvement in GCSE attainment will increase lifetime earnings by £8,500 on average (DfE, 2021). Across our programmes, 55% of our participants are eligible for free school meals (FSM), and 29% of our participants have special

educational needs (SEN). Studies suggest that it is these groups of vulnerable young people who struggle the most with achieving their GCSEs; in the 2021/22 academic year, only 32% of young people with SEN and 48% of young people on FSM achieved grades 4 or above in English and maths GCSEs, (Gov UK, 2021). We buck this trend through our SEL-informed approach, as we keep young people in school and improve their relationships with teachers.

## IMPACT AREA 3: SEL SKILLS

**Social and emotional learning (SEL) gives young people the skills they need in order to succeed in school and later life.**

Our SEL-based curriculum enhances young people's SEL skills by focussing on how participants work with their peers and wider school community. This has a proven record of reducing the likelihood of emotional and behavioural problems persisting

into adulthood, and of giving young people the various skills they need to make a successful transition to adulthood (Clarke & Lovewell, 2021). The power of this approach is also evident in schools, as SEL-based learning approaches have an average impact of adding 4 months' additional progress in academic outcomes of the course of an academic year (EEF, 2023).







# THEORY OF CHANGE

## WHO: TARGET POPULATION

Young people in Year 8 to Year 11 who are passionate about football but who are at risk of being excluded from school.

## HOW: KEY PILLARS

-  • Classroom & Football Social Emotional Learning sessions
-  • 1:1 therapeutic mentoring & school advocacy
-  • Parent/carer engagement and support
-  • Reward trips



## HOW: MECHANISMS OF CHANGE

- Consistent & long term relationships
- Belonging to the FBB group
- Asset-based approach
- Engaging & relatable curriculum
- Embedded in school and home

## WHO: TARGET POPULATION

All teaching staff in schools, with a focus on those struggling to support the most vulnerable young people in the school.

## HOW: KEY PILLARS

-  • Group reflective practice sessions to process experiences working with vulnerable young people
-  • CPD sessions focused on understanding and supporting vulnerable young people

## HOW: MECHANISMS OF CHANGE

- Open, non-judgemental and safe space
- Belonging to the Reflective Practice Group
- Linking experiences to an understanding of the effects of trauma

## WHAT: INTERMEDIATE OUTCOME

Young people's Social Emotional Learning skills improve

Young people's mental wellbeing & self belief skills improve

Young people see the purpose in & want to achieve their GCSEs

Young people's behaviour & attendance in school improves

Young people's behaviour & attendance in school improves

## WHAT: LONG TERM OUTCOMES

Young people finish school with the Social Emotional Learning skills and English and maths GCSEs to successfully transition to adulthood.



# SECTION 2: IMPACT

## ACHIEVEMENT IN EACH IMPACT AREA

### Impact Area 1: Finishing school

FBB work closely with our partner schools to identify which of our participants are most at risk of being excluded at the start of each academic year. This ensures we target practitioners' contact time and interventions specifically to ensure the most vulnerable students succeed inside and outside of school.

FBB recognises schools as a place of safety where crucial, meaningful relationships with peers and adults can develop. All our impact areas are interlinked, so by helping young people stay in school, it is highly likely that their GCSE and SEL outcomes will vastly improve too.

**This academic year 95% of our At Risk cohort were not excluded or sent on a managed move from school.**

**Table 1: Below we have delved into one of the key challenges we face based on last year's data - regional variation in the number of exclusions faced by our young people...**

|                | % exclusions by FBB year for London | % exclusions by FBB year for North West |
|----------------|-------------------------------------|---|
| Year 1         | 93%                                 | 88%                                     |
| Year 2         | 90%                                 | 80%                                     |
| Year 3         | 98%                                 | 100%                                    |
| Year 4         | 100%                                | 100%                                    |
| <b>OVERALL</b> | <b>95%</b>                          | <b>89%</b>                              |

### How do we support young people who are at risk of exclusion?

Our practitioners work closely with schools to identify young people who become more at risk of exclusion during the course of the year, and we ensure that adequate interventions are put in place to support them. For example, when a young person experiences a suspension, or respite, we'll tailor our interventions such as increasing our contact time through our 1:1's, realistic short-term target setting, and weekly communication with school and home around their behaviour. We track and monitor data where possible using the ImpactEd platform, however some schools have been slow to onboard onto the platform.

### But what are we doing in response to those participants who were excluded?

While we continue to strive for a future where 100% of our participants stay in school across each year group, we know that there will be some young people who face the abhorrent reality of school exclusion. Our yearly evaluation cycle seeks to challenge and adapt to this reality.

**TABLE 2: A deep-dive into some assumptions and solutions to the results in table 1 can be found below...**

| <b>CHALLENGE</b>   |   |
|--|---|
| Considerable difference between London (95%) and Greater Manchester (89%) in our ability to prevent the most <u>At Risk</u> participants from being excluded.  |   |
| <b>ASSUMPTIONS</b>   | <b>SOLUTIONS</b>  |
| Training has been very London-centric and in the North West there is less access to senior members of the Programmes Team. Furthermore, Delivery SLT's role in the North West was too stretched meaning there has been less ad-hoc support and mentoring available for North West staff members. | New team structure in all regions will provide more space for coaching and reflection.<br><br>Our new practitioner training programme ensures in-person training is delivered to the North West delivery team every week, meaning that training is less London-centric. |
| Young people in the North West have fewer opportunities than in London and this affects their buy-in with FBB and with school, leading to more exclusions.   | Brand and Fundraising to focus on reward opportunities in the North West.<br><br>Establish a working group that asks how we effectively run trips in the North West.  |

\*Starting from the 23/24 academic year, we hope to add more dynamism to our approach, so we can continually monitor and reassess who is the most at risk in each FBB group. We are working with our partner, ImpactEd, on this.

## Isabelle

“I was always the popular one from the day I first started secondary school. I was well known and people wanted to be my friend because of my bubbly personality.

In Year 7 and 8, school was kinda long. I got excluded a lot of times. I wasn't able to control my temper, especially because I didn't want to be there. It felt like a waste of time. I had entrepreneurial skills that I wanted to use to get some money for me and my family, and I wasn't really able to do that at school.

The managed move happened a few months into Year 8, the same year I started FBB. I thought my time at my school was over. But, when I came back at the end of Year 8, FBB didn't give up on me, and showed me loads of support. The 1:1's with the FBB staff kept me more stable, because I was able to let loose and rant about all the things that were annoying me. I also had my FBB sessions every Friday during lessons, and it would give the motivation to go have the perfect day at school.

Since the managed move, I've stayed in school and I haven't been excluded once! I've had loads of opportunities with FBB which helped me open my eyes, like our training camp at St George's Park, where I spoke to people from other schools that I didn't even know. These trips made me think about how I can improve myself, and live my life to the fullest. It made me realise that I need to find my purpose. I need to be successful.”



## Tiam

“I started FBB back in Year 8. With school, not trying to brag or anything, but everyone knew me. I'm friends with everyone to this day, in every year group. Teachers liked me, but I was just a bit ill-tempered. I think teachers were frustrated because they saw the potential in me that I wasn't achieving.

You know what? Even I saw the potential in myself. Sometimes when I'd put my head down in tests, I told myself I can actually do this - I just need to pattern up. The problem was that I cared more about the social aspect of education. When teachers would say that I was disrupting the learning of other students, I would be so baffled. But now, when other students are disrupting my learning, I'm telling them to fix up.

FBB helped me with this. Being with Sameed and Sam (FBB practitioners) taught me that you can have jokes with adults while still following some rules. I began to learn that there is a time and place for where to act a certain way. I wouldn't really say there was a key moment in particular that developed me - it happened gradually, especially on the football pitch. On the pitch I get aggressive, and FBB taught me to channel that in better ways.

Trips also showed me how to act like an adult. In the COPA FBB residential in Year 10 I stayed in halls with kids from other schools. Back in the day I probably would've got into arguments with everyone because I didn't know them, but from the start of this trip I was thinking about how I can get along with everyone. It was a sick trip and I'm now friends with people all the way from London!”



## Impact Area 2: Grades

FBB's inclusion of GCSE results to our impact measurement framework in 2019 was a deliberate step to ensure accountability for our young people's academic performance in their Key Stage 4 education. 2022 was the first year where participants received the full new FBB programme, starting their journey in Year 8 through to Year 11.

When FBB measures GCSE results, we track outcomes for all young people who have completed Year 1 and 2 of the programme. Although our full programme is four years, if a young person stops attending in Year 3 or 4, we still use their GCSE data in our interpretation of our impact as we believe the SEL skills developed during Year 1 and 2 are inextricably linked to academic achievement.

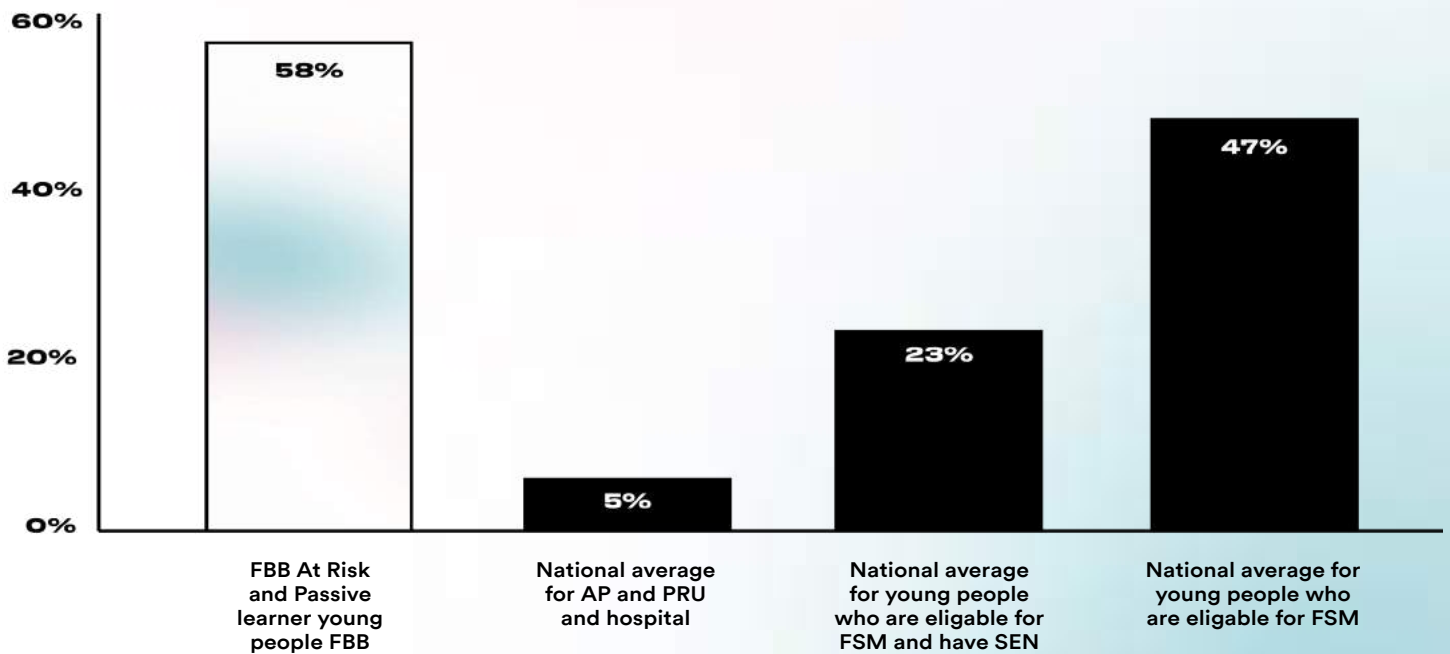
The cohort who sat their GCSEs last academic year started the FBB programme in September 2018 but with disruptions caused by the Covid-19 global pandemic. They received Year 1 of the programme in school, Year 2 both in school and via virtual delivery during lockdown (March 2020 - July 2020), Year 3 as a hybrid of online and in-person and a pilot Year 4 programme in-person.

This academic year, we saw...

- Our participants who were at risk of exclusion were 11x more likely to achieve their GCSE English and Maths than young people who were excluded from school and attending Alternative Provision
- A GCSE English and maths pass rate of 58% for our at risk participants and passive learners

**Graph 1: The Impact Team sought to understand how our GCSE data fares against national averages. We are incredibly proud of our results that can be seen below.**

FBB GCSE English and maths pass rate VS national benchmarks



**Table 1: Although our GCSE results are impressive, a significant challenge we still face is around the question of which benchmarks we use to understand the true extent of our impact.**

| CHALLENGE  | SOLUTIONS  |
|--|--|
| A key challenge in interpreting our GCSE results is how difficult it is to find an accurate benchmark. In Graph 1, we've compared FBB participants' GCSE results to a number of different benchmarks to best understand the impact we're having on their attainment. We use the National AP and PRU results as a comparison group for what could have happened to our young people had they been excluded. We use the national results for young people eligible for Free School Meals and who have Special Educational Needs, because these are risk factors for exclusion. And finally we use the national results for young people eligible for Free School Meals because not all of our At Risk young people will have Special Educational Needs. Whilst these 3 benchmarks help us understand our impact, we would like to get a more accurate picture to truly understand how FBB is affecting young people's journeys through school. | To improve our understanding of our impact we've collaborated with FFT Education Datalab to evaluate our work through a non-experimental impact evaluation using data from the National Pupil Database (NPD) linked to FBB participants. The outcomes of FBB participants will be compared to those of similar pupils from similar areas. Differences between the FBB participants and the comparison group will then be assumed to be due to FBB. |
|  | Our collaboration with ImpactEd will give us access to much more rigorous information on our young people's demographics. This will mean that we are able to better interpret our outcomes and use appropriate benchmarks.   |



## Mahmoud

Mahmoud was a young man who had bags of enthusiasm for connecting with others. He was often reserved in class, but then could also get into trouble for lots of low-level silly behaviour. There was a possibility that if this continued he would be excluded permanently. He was then placed on the FBB programme by school.

Through targeted one-to-one conversations with his FBB practitioner Nuh Hakim-Okomi, and trips with Professional Footballers like Chris Smalling, Mahmoud began to come out of his shell. Mahmoud became less secluded, less within himself and took on more of a leadership role in school and at home. He is now carving out his own journey within a successful friendship group. He has a thirst for discovery and exciting new experiences.

While visiting Mahmoud's school in September to collect GCSE results, Nuh bumped into Mahmoud's Headteacher. He said "I was thinking about FBB when I saw those GCSE Results, if you had asked me if Mahmoud was going to do that and pass all of them, I would have said it wouldn't have happened".

He was ecstatic to have been proved wrong.



## Zionne

"When I started FBB, a things were going downhill. I wasn't living at home and I had to start fresh at a new school where I didn't know anyone.

I feel like FBB is something that changed my life positively. Even when we stopped doing the school sessions, we kept the COPA FBB tournament and then the graduation session which brought us back together. I liked the fact that it was long term but the fact that it keeps going and the fact we are kept in mind.

The best thing about FBB was the annual showcase in Tottenham - it was the best experience. I had never spoken about my experiences like that. I got to do it with my friend Salma. We connected over traumas and spoke bout it together on stage.

From year 10 to year 11, I put myself forward to do counselling with school counsellor. Trying to write things down instead of keeping it to myself. It was something new, it was overdue, having that talk helped me. It was good to have an outside perspective of what was going on, and I think that helped me pass my GCSEs."



### Impact Area 3: SEL Skills

When FBB started out as a charity in 2014 we sought to give young people transferable skills to bring through to adulthood. In 2019, we formalised this approach and introduced SEL (as defined by CASEL) as a key component of our work. We work on young people’s SEL skills through our weekly sessions and tailored 1:1’s with therapeutic mentoring.

**Young people’s SEL skills get stronger the longer they are with FBB. This bucks the global trend of SEL skills declining between the ages of 11 and 15 (OECD).**

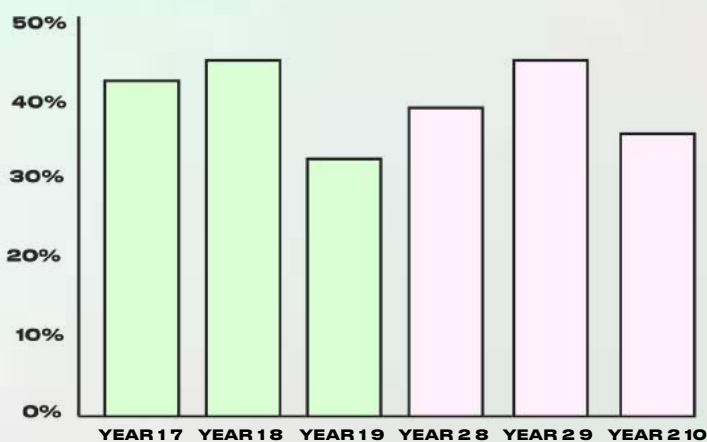
The biggest improvement in SEL among our participants happens in the third and fourth year of the programme, which reaffirms why we work with young people over multiple years. This data also shows that even with limited interactions with FBB in Year 4, young people’s SEL continues to grow independently from FBB, suggesting that an FBB programme graduate will have the necessary skills to make a successful transition to adulthood.

A deep dive into our SEL data showed that this year our young people’s SEL skills when they started the programme was lower than it has been any previous year. We assume that this is a consequence of their disrupted learning journeys because of COVID 19. In response to this, we are adapting our curriculum to meet their new learning needs.

**GRAPH 1: SEL scores increase the longer a young person is with us.**



**Graph 2: This demonstrates the SEL impact we have on different FBB cohorts based on which year they were in when they started FBB. We have the most impact on participants who start in Year 8 (Year 1, 8 & then Year 2, 9), as they buck national trends of SEL decreasing between the ages 11-15.**



**Table 1: A significant issue we have faced is around the extent of impact we can have on young people who join out intervention in different year groups. We have sought to explore this in the table below.**

| CHALLENGE  | SOLUTIONS  |
|--|--|
| <p>Young people who started FBB in Year 9 had lower SEL improvement than young people starting in Year 8. This was the case in Year 1 and then in Year 2 as well (Year 2 10 on the graph).</p> <p>This shows the importance of early interventions when working with young people. By building trusting relationships with young people starting in Year 8, our programme can deliver the most change for young people across the country.</p> <p>Young people who started FBB in Year 7 had similar SEL improvement in Year 1 but slightly lower in Year 2.</p> | <p>Start our school set-up process in the Summer so that we have adept time to confirm new cohorts.</p> <p>We will begin to track which year a FBB programme starts at as a performance metric. This has already been embedded successfully, with only one Year 1 group starting in Year 9 in 2022-23.</p> |



## James

Below is the testimonial of James, a participant who is now in the third year of our programme and saw a 40% in his SEL this academic year. Originally at risk of exclusion, James is now a role model on the programme. We hope you enjoy his story.

“Before I joined FBB, I would say my personal life was good, but school was a bit hectic. I was making stupid decisions, like not doing the work and not listening to teachers. It was immature behaviour...

I gained more patience with FBB. The football sessions taught me that if you're open on the pitch, call for it, but don't expect the ball to come to you straight away. I started to take these ideas with me into school. The FBB classroom sessions taught me a lot too. We would look at scenarios and map out the different ways we can improve the situation, and then actually do it in real life. The staff would listen to me, and help me understand the problems I was facing in school.

FBB... It helps you. It calms you. It shows you the right way.”



## TEACHER AND PARENT TESTIMONIALS

“FBB has been a wonderful space for the girls in year 8, it has given them a space to be themselves, feel a real sense of belonging and create strong friendships with each other. I have seen a particular improvement in the girls attitude towards their teachers in recent weeks and I have been really impressed with FBB's approach to parental engagement - they are really committed to engaging parents in a positive way.”

**HEAD OF YEAR,  
NORTH-WEST SCHOOL**

“I personally want to say a big thank you for the work you've done with Romario. Jeremie you have been an inspiration to him. When he has FBB and he comes home, he's always so excited and wanting to you to call to say how he did. He looks up to you and I'm so grateful for the care and support you've given him. Please keep up the good work.”

**PARENT, LONDON SCHOOL**

“This is the second year FBB has been in our school, and they continue to build extremely positive relationships with our students. This year they are working with our Year 8's, giving both the boys and the girls a real sense of belonging. All students involved live and breath the programme, and are completely engaged in the process. This is testament to the great work the team are doing with them. Students struggling with their identity in school, their focus/behaviour, and their attainment have seen significant improvements. The ability of the team to engage the students and the parents really builds that collective approach with the school to ensuring all reach their potential. This has been significant in some of our students that have failed to meet expectations, to the point that some now have minimal behavioural issues, amazing!”

**HEAD OF YEAR, NORTH WEST  
SCHOOL**



# SECTION 3: EVALUATION METHODOLOGY

## CURRICULUM DESIGN

Our design process has been refined over the past six years. We take inspiration from Human-Centred Design principles, using tools such as User Journeys to understand what our young people need, as well as an outcomes-focused approach that guides our creative thinking to meaningful SEL development in a young person's life. Members of the Programme Design Team and Delivery Team work with one another throughout the process in order to design projects that are grounded in the interests of young people, and are filled with purposeful activities and conversations to drive towards SEL outcomes.

## QA FRAMEWORK

In the 22/23 academic year, we will be launching the pilot of our new Quality Assurance Framework, redesigning the process we use for observations. The key areas we want our QA Framework to focus on are:

- The strength of the relationship between our practitioners and our young people
- How the relationships between young people in the FBB group are developing
- How the FBB sessions can unlock young people's love of learning which will then translate into a love for school.

Each practitioner will have 6 sessions observed across the academic year, with the insights being used to further support our practitioners in delivering the best quality sessions for our young people, and also to help with our training plans and inform future recruitment.

## SCHOOL PROGRAMME MANAGERS (SPMS)

SPMs enact our vision on the ground by communicating our high-level priorities to our lead practitioners and trainee practitioners. They have regular meetings with our Heads of Impact and Practitioner Development, in order to understand the direction that the programme needs to take. Of the schools they oversee, they are in about each of them once a fortnight, where they will sit in on sessions and offer feedback.

## IMPACTED

In order to help realise our targets this academic year, we started investing in the ImpactEd platform, due to a growing realisation that collecting data from schools manually was becoming increasingly more difficult as we scaled. Through investing in ImpactEd, we hope to create a centralised platform to store all of a participant's behavioural data, which will put less pressure on practitioners and the schools we work with to input these manually.

## SHORT WARWICK-EDINBURGH MENTAL WELLBEING SCALE (SWEMWBS)

We measure our young people's Mental Wellbeing using the Short Warwick and Edinburgh Mental Wellbeing Scale (SWEMWBS). The SWEMWBS is a short version of the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). The WEMWBS was developed to enable the monitoring of mental wellbeing in the general population and the evaluation of projects, programmes and policies which aim to improve mental wellbeing. SWEMWBS surveys are completed by young people twice a year (in October and in June) so that we can measure young people's progress over the course of the year.

## DELAWARE SOCIAL-EMOTIONAL COMPETENCIES SCALE (DSEC)

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. DSECs surveys are completed by young people twice a year so that we can measure young people's progress over the course of the year.

Our baseline DSEC survey results this year suggest that young people's SEL Skills are lower than they were pre-COVID.





# SECTION 4: OUR YEAR IN PICTURES







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