

Academic Year 2022–2023 Term One Impact Report

Background

This term presented its own unique set of challenges to all young people from the rising cost of living rendering many extra-curricular activities too expensive, to the slashing of budgets for services like mental health support and careers. Young people all across the country are under increased pressure and for our young people specifically, we found that they required emotional support to counter their challenging home lives and guidance in navigating an increasingly complex system post-16 in higher education and employment. As inflation climbs higher and higher, around a quarter of the young people in the United Kingdom will need additional jobs to support themselves, high interest rates for student loans will make further education inaccessible and with rent skyrocketing in most parts of the country, young people are under more stress to make more money just to survive.

Statistics and Demographics

- Educational provisions and other delivery locations = 49
 - Mainstream schools = 25
 - AP/PRUs = 12
 - SEND/SEMH = 3
 - Rugby and Football clubs = 4
 - Community Centres = 3
 - Secure Estate = 2
- Young people worked with in Term One = 649
 - Direct Delivery Programmes Total = 630
 - Dallaglio RugbyWorks Term-Time = 296 (230 Male / 66 Female)
 - Dallaglio RugbyWorks Girls = 132
 - Dallaglio RugbyWorks Evening = 128 (113 Male / 15 Female)
 - Dallaglio RugbyWorks YOI = 6
 - Community Sport Work = 68
 - Holiday Programmes = 7
 - Digital Delivery = 12

Our programmes are:

- RugbyWorks Full – our flagship skills-based year-long programme
- RugbyWorks Evening – our after-school delivery between 3 pm–7 pm, focussing on crime desistence as a key outcome

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- RugbyWorks Girls – our female-only programme to promote engagement and participation
- RugbyWorks YOI – our programme in secure centres working with young inmates
- Community Sport Work – focuses on rugby skills and physical activity

Impact

RugbyWorks Term-Time

Life Skills

This year, our young people were expected to answer surveys featuring relatable situations and scenarios to which they choose a response, each of which is scored. Our participants' possible responses to these situations are ranked on the basis of their complexity and degrees of nuanced behaviour and over the year we are looking for them to display the more complex elements of those skills.

1. Self-belief: 36% of our respondents claimed they would actively form teams and participate in a team event
2. Self-management: 62% of our young people claimed that when dealing with an angry person, they would respond politely rather than ignore them
3. Communication: 55% of our young people would try to make up an answer or respond positively to unfamiliar questions at a mock interview, rather than just ignoring the questions
4. Teamwork: 24% of our young people said they would not really make an effort to pump up their teammates if they're losing in a rugby match
5. Problem-solving: 25% of our young people claimed they would proactively try to figure out how to attend a rugby tournament at an unfamiliar location rather than just not go

As these responses represent our baseline findings, a few weeks after our young people attend their first sessions, we hope to see improvements in the next iterations of the survey. At the outset, we can see that most of the young people have high scores in Teamwork and Self-Management, signalling the fact that they are aware of how to deal with certain situations that call for them to be good team players and manage their behaviours in response to others. Problem Solving and Self-Belief have the lowest scores.

Physical Wellbeing

At the baseline point of the beginning of the year, 94% of our young people stated that they can spend at least 30 mins doing some serious physical activity which demonstrates a promising level of physical fitness. Encouragingly we found that 28% of our young people currently belong to a local sports club.

Mental Wellbeing

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At the baseline point at the beginning of the year, it seems clear that our young people were facing some challenges in their mental health but there were also some positive points:

- 56% of our young people claimed that they felt optimistic most of the time
- 16% of our young people reported that they feel dejected and pessimistic most of the time
- 49% reported that they felt useful most of the time
- 23% report that they do not feel useful or productive
- 50% reported that they feel relaxed
- 21% reported feeling anxious
- 53% reported that they were able to deal with their own problems
- 25% were unable to deal with their own problems
- 52% reported that they are able to think clearly
- 24% stated that they were unable to think clearly
- 56% reported that they felt close to people
- 16% stated that they did not feel very close to other people
- 67% stated that they could make up their own minds about things
- 13% stated that they felt unable to make up their own mind about things
- 70% formed trusted relationships with our coaches and mentors and felt that they could speak to them regarding any issues

Employability

Term One saw one Career Taster Day occur in Wales where young people spent the day with the law firm, DAC Beechcroft where:

- 100% of our young people understood and enjoyed the Career Taster Day
- 70% of the young people found the day useful
- 80% felt hopeful about their future prospects
- 70% wanted to approach their coaches for advice and guidance
- 60% liked and were interested in the host organisation
- 80% found that the sessions and Career Taster Day helped them feel more hopeful about their career prospects

Digital Skills

As a result of the Player Profiles prototype testing phase in the last academic year, we discovered that our young people's digital skills were far behind what we expected them to be therefore we have designed some new Digital Skills sessions for inclusion in the Term- Time programme. Term One saw the first-ever sessions delivered which we think is a very exciting new part of our curriculum. So far 2 sessions have been delivered to 16 young people in two educational provisions in London.

In these sessions, despite perceptions of young people being tech-savvy and very digitally skilled, 3 out of 16 students believed that e-mails were only needed to use phones and apps and nothing further. In

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In addition, most of the participants also had e-mail addresses that were not appropriate in a professional setting. Jose, our Delivery Activator in London and the East of England who delivered the sessions, was able to improve young people's understanding of how they would be expected to communicate through e-mails post-school and also how to use the internet to upskill themselves. Future sessions will also include support and guidance about how to stay safe online.

RugbyWorks Evening

Our evening programmes focus on providing fun and engaging activities for young people between the hours of 3pm and 7pm during term time. The programme was initiated with the core belief that young people would be less likely to engage in crime and criminal behaviour if they had meaningful alternatives. In discussions with local community centres, we observed that most high-risk young people really needed a safe space to gather and spend time with friends and peers. Providing this, along with a wide variety of activities they can choose to participate in, has proven to be successful in getting young people to attend and engage with sessions and their coaches.

However, arranging transport for young people to and from sessions can be a challenge. For a community centre in Leicester, their solution was to provide a hot meal to all the young people which is a huge draw for families from low-income backgrounds. During Term One, we worked in over 10 schools and community centres with 128 young people across more than 150 sessions.

RugbyWorks Girls

From a 6-week cohort of girls in the Midlands, through a self-reporting survey, we saw that:

- 58% felt their self-belief and self-management skills improved
- 79% found their teamwork skills improving
- 72% said their communication skills improved
- 48% said their problem-solving skills improved

In a more informal discussion about sessions and their coach, we also observed that the girls really enjoyed the sessions and felt like they could trust Emma, their coach to support them and guide them. Most of them are very interested in physical activity and dance, with a few even joining local tumbling classes and competing. These findings, along with interactions and one-to-one discussions the young people have with their coaches, also help guide our frontline team in their delivery.

79% of all the girls-only cohorts stated that their physical fitness improved in Term One and 62% said that the sessions helped them feel more confident about future career prospects.

From our session diaries, we also observed how the girls progressed in the 6 weeks of sessions. Marie specifically was very shy and reserved in the first few sessions, she later explained to our coach that she had anxiety and didn't feel confident interacting with such a large group. Understanding her needs and how best to engage with her, the coach then allowed her to referee and then let her coach a few

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sessions, both of which she was excellent and enthusiastic about. During a data collection session, Marie also on her own accord asked for help from a new staff member, pointing to yet another development in her engagement in sessions.

RugbyWorks Holidays

We also offer programmes focussing on physical and mental well-being through holidays. Most of our holiday programmes are hosted in partnership with Holiday Activities and Food programmes and include a nutritious hot meal for all participants. Our holiday camps are open to all young people from local communities whether they work with us via educational provisions or not. During the Half Term of Term One, we held a camp in the Midlands at the King Power Stadium. Young people got to see a match between Leicester City Women and Chelsea Women, followed by a catch-up discussion on the issues young people in the region face.

RugbyWorks Youth Offender

We have also expanded our delivery in secure facilities, with funding from Levelling the Playing Field. This year, we have continued our presence delivering our programmes at HMPYOI Parc in Wales, and have now started delivery at Oakhill STC, the country's only secure training centre, in Milton Keynes.

East of England

Term One has also seen the opening of our new region, the East of England, where delivery is being led by Lewis Clifford and Dan Greer supporting as a coach. Lewis has been leading sessions at Stevenage Education Support Centre and Barclays Academy in Luton. He has also begun delivery at Oakhill STC in Milton Keynes, and will soon be delivering to several schools in and around Hertfordshire.

Partnerships

In London, we have continued to have the support of Dame Kelly Holmes Trusts athletes in sessions as part of a project funded by Mercers. These athletes have drawn on their experience of the elite pathways of their respective sports to teach our young people valuable life skills.

Once again we are delivering a combination of SLQ Level 1 and Level 2 to cohorts across this country, we currently have 184 registered and will continue to add to that as the academic year continues.

We have taken on our second apprentice through the Coach Core apprenticeship scheme, Cameron, who has experienced school exclusion himself and is excited about the prospect of giving back and working with other young people to realise their potential.

In the North West, we have continued to grow our partnership with On Side Youth Zones and are currently delivering evening sessions out of The Hive in the Wirral and Warrington Youth Zone.

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Youth Voice Spotlights

Physical Wellbeing

Sarah was and at first glance, still seems very shy and reserved but she surprised her coach by joining the Novocastrians RFC and playing for their U15 team. While she missed a few sessions due to a possible concussion, her coach has seen her improve her rugby skills with each session and as the year went on, we saw her participate in a music festival too!

Employability

Rio and Michael are two Year 11 young people who are currently getting their SLQs. Both of them seem keen and enthusiastic about receiving this qualification and completing the necessary activities. Rio is keen on Rugby and seems skilled at it while Michael is more interested in basketball. Despite this, Michael took advantage of some free tickets we received and saw a Rugby League World Cup match. Both Rio and Michael seem very interested in playing at a higher level, and Michael especially seemed very skilled and good at planning, leading and coaching sessions, while Rio seems very easily distracted by his friends in the session. During one-on-one chats with their coach, they have expressed interest in coaching and joining a local sports club as well.

Leadership Skills

Jasmine is one of our most enthusiastic participants. At her evening sessions, her coach allows all the young people to pick a sport they would like to play. When the group picked basketball, Jasmine's skills in the sport really shone! She has a flair for physical activity and also showed signs of being a great team leader – she aced her tasks and also helped coach the younger participants to shoot better. She likes making sure that everyone attends sessions and loves to chime in with her suggestions on what activities the cohort should do, and very proactively works on developing her skills.

Life Skills

Amanda has been attending RugbyWorks sessions since the last academic year and was a shy and aloof participant who never really joined unless the coach took her to the side and played with her. Her coach soon realised that she was uncomfortable in such a large cohort. This year, she has been placed in a much smaller group with people she is more comfortable around. She has become more active and lively in sessions, participating and enjoying herself. When asked what prompted such a change in her, she said that she preferred being around smaller groups with people she knew. The one boy in the sessions is a very good friend of hers, making it easier for her to open up. In a later session, when her coach had to combine two cohorts, Amanda was initially uneasy and insisted on doing some passing drills with her friend away from the rest of the group. However, her coach asked if she would join the

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group towards the end of the session when Amanda did join and remained engaged for the rest of the session, enjoying working with them.

Communication Skills

Anna was a young person in Year 10, participating in sessions in Luton. At the beginning, when first working with her, her coach noted that she never really engaged and just stood away by herself. Now, with continuous engagement from her coach and one-to-one discussions with him, she now takes part in sessions a lot more enthusiastically and has seen vast improvements in her ability to communicate her needs to the coach.