# Evaluation of the Inspiring Futures intervention: a cluster randomised controlled trial

## Evaluation protocol

**Evaluating institution: Ipsos UK**

**Principal investigator(s): Facundo Herrera, Professor Stephen Morris, Jemuwem Eno-Amooquaye**

| | |
|---|---|
| **Project title**[1] | *Evaluation of the Inspiring Futures intervention: a cluster randomised controlled trial* |
| **Developer (Institution)** | *Rugby Football League (RFL)* |
| **Evaluator (Institution)** | *Ipsos UK* |
| **Principal investigator(s)** | *Dr Facundo Herrera, Prof. Stephen Morris, Jemuwem Eno-Amooquaye* |
| **Protocol author(s)** | *Dr Facundo Herrera, Jemuwem Eno-Amooquaye* |
| **Trial design** | *Two-armed cluster randomised controlled trial with random allocation at the school level* |
| **Trial type** | Efficacy |
| **Evaluation setting** | School |

[1] Please make sure the title matches that in the header and that it is identified as a randomised trial as per the CONSORT requirements (CONSORT 1a).

- [1] https://whatworks.college.police.uk/toolkit/Pages/Intervention.aspx?InterventionID=44

| | |
|---|---|
| **Target group** | *School pupils from Years 8 and 9* |
| **Number of participants** | *1,254 students across 114 school* |
| **Primary outcome and data source** | *Behavioural difficulties: SDQ – combined conduct and hyperactivity scales (0-20) - survey* |
| **Secondary outcome and data source** | *Internalising behaviour: SDQ – combined emotional problems and peer problems scales (0-20) - survey*<br><br>*Pro-social behaviour: SDQ – Pro-social behaviour scale (0-10) - survey*<br><br>*Children's well-being: Short Warwick Edinburgh Mental Well-being Scale – survey*<br><br>*Children's educational attainment: KS2 Reading, Writing and Maths*<br><br>*Number of temporary exclusions: Annual number - Administrative data*<br><br>*Number of unauthorised absences: Annual number - Administrative data*<br><br>*Number of authorised absences: Annual number - Administrative data*<br><br>*Physical activity (self-reported 0-7) - survey* |

## Protocol version history

| Version | Date | Reason for revision |
|---|---|---|
| **1.0 [latest]** | | *[leave blank for the original version]* |

| | | |
|---|---|---|
| **1.1** | 13/12/2024 | *Clarification on the selection of students*<br><br>*Clarification on the randomisation process* |
| **1.2** | 20/03/2025 | *Amend to the timing of follow-up testing*<br><br>*Minor editorial amend to Table 3* |

## Table of contents

## Study rationale and background

### Literature review and evidence for equipoise

This trial builds on a YEF pilot evaluated by the Metropolitan Manchester University, which concluded that an efficacy cluster RCT was the most feasible option to evaluate this intervention at a larger scale. As highlighted in the final report, the primary assertion of RFL's Inspiring Futures Programme is its commitment to empowering young individuals to make positive choices and contribute constructively to society through an inclusive and supportive mentoring framework (Wong et al. 2023). The concept of youth mentoring is broadly used but lacks a precise definition, encompassing formal and informal programs, face-to-face or virtual interactions, and one-to-one or group settings (Armitage, Heyes, O'Leary, Tarrega, & Taylor-Collins, 2020).

The RFL's intervention sets specific goals, utilising the social capital of the RFL Foundation staff and their association with the local RFL club to enhance the self-esteem, teamwork, skills, and well-being of at-risk youth. Youth mentoring emphasises building rapport and relationships, serving as a platform for various forms of support, including emotional/social assistance, advice, and skills training (McArthur, Wilson, & Hunter, 2017). It is posited that establishing a positive mentor-mentee relationship can lead to improved social connections and that mentors can act as positive role models, influencing pro-social traits in young individuals (Newburn & Shiner, 2006).

While not directly applied to sports, Giordano, Cernkovich, and Rudolph (2002)'s 'hook for change' theory has spurred interest in sport-based interventions (SBIs) within criminology, suggesting they can provide positive identity changes and alternatives to offending trajectories. This theory claims that an intervention such as mentoring through sports activities can innovatively engage young people at risk of offending and spur change in crime trajectories. Studies on SBIs, such as Chamberlain (2016) review, indicate their potential to reduce crime and anti-social behaviour when attended regularly. However, there are evidential challenges, including small sample sizes and qualitative methods relying on self-reported measures (Chamberlain, 2016). Meta-analyses on youth diversionary programs show conflicting results, with variations in research designs and target groups (Gensheimer, Mayer, Gottschalk, & Davidson II, 1986; Wilson & Hoge, 2013).

The complex needs of young individuals, including substance abuse and childhood neglect, indicate that SBIs may only be one element in addressing criminological issues (Andrews & Andrews, 2003). Historically, rugby's violent and hyper-masculine image has become more accessible and classless since the 1990s (Crowther, 2023). However, evidence for rugby's

efficacy as a diversionary intervention is limited compared to other sports like boxing and football (Jump, 2021).

The Dallaglio RugbyWorks program, associated with rugby union, reports positive outcomes for young people enrolled in the pupil referral unit system (RugbyWorks Social Impact Report, 2017). Programs like RFL are seen as mechanisms for releasing stress and aggression in a positive environment, yet caution is advised against assuming catharsis solves deeper structural issues(Meek & Lewis, 2014; Pollock, 2014).

The unique aspect of RFL's program lies in its association with a high-profile RFL club, sporting interventions, and school mentoring group programs. However, the effectiveness of this combination remains challenging to ascertain due to the lack of consensus in the literature regarding the critical factors in sports-based mentoring programs. The RFL program occupies a relatively under-researched space, and its potential impact may be maximised by focusing on skill building, maintaining a consistent program, and targeting appropriate support levels for those with more complex needs (Lipsey, 2009).

**The pilot**

The pilot randomised controlled trial involved ten schools and 111 pupils, with schools randomly allocated to receive the 12-week Inspiring Futures Programme or waitlist control. The pilot demonstrated that recruitment and randomisation of schools were feasible, though it required strong engagement with Rugby League foundations and allowed more time for schools to complete trial arrangements. Data collection procedures worked adequately, with a high baseline response rate (100%) and good retention at 5-month follow-up (78%).

The intervention was delivered as intended. While the smaller-than-expected sample meant evidence of promise could not be evaluated, the results support the theorised mechanisms and suggest that a larger efficacy trial would be feasible if the delivery scalability can be confirmed. Key learnings for the research design include:

- recruiting more schools to achieve an adequately powered sample;
- minimising post-randomisation exclusion of pupils;
- allowing sufficient time for school recruitment;
- maintaining ongoing communication with foundations/schools and
- consistent intervention delivery and data collection protocols across sites.

## Intervention

The Inspiring Futures is a 12-week programme targeting young individuals recruited through schools. Each weekly session focuses on small, manageable goals and objectives, categorised into short, medium, and long-term aims. These goals include enhancing social relationships and wellbeing, decreasing antisocial, risky, and criminal behaviour, and lowering the participants' risk of reoffending.

Participants engage in 12 group-based mentoring sessions led by coaches from the local Rugby League Foundation. The initial sessions emphasize core personal skills such as trust, communication, and teamwork. As the program progresses, the focus shifts to raising awareness about risky behaviours and promoting positive decision-making. This includes lessons on self-control, drug and alcohol awareness, healthy lifestyles, self-esteem, and future goal-setting. Classroom activities are complemented by sports sessions designed to showcase the positive influence participants can have on others, thereby boosting their self-awareness, confidence, and resilience. When appropriate, the sessions combine theoretical and practical elements to reinforce the lessons and messages within a sporting context.

**Who (recipients of the intervention)**

The intervention targets students in years 8 and 9 in September 2024. Students eligible for the intervention will be recruited through a scoring system based on personal characteristics. The selection of participants, the selection mechanism, and the criteria are explained in detail in the Impact Evaluation sec below. Students within the control arm will not receive this intervention or a placebo. The business-as-usual consists of current practices schools may deploy to engage with young people for similar aims.

**What (physical or information materials used in the intervention)**

The mentoring sessions are delivered using resources supplied by the Rugby Football League (RFL), explicitly designed for use with the identified groups of young people recruited into the Inspiring Futures programme. Each session has a lesson plan, classroom presentation and associated pupil worksheets. The syllabus document determines the delivery schedule. In addition to classroom learning, the participants complete a Sports Leaders qualification incorporated into the syllabus and participate in practical activities following each classroom session to consolidate learning.

**What (procedures, activities and/or processes used in the intervention)**

Young people completing the Inspiring Futures programme complete 12 sessions during a 12-week mentoring programme delivered by Rugby League coaches from the Foundation of a

local professional club, who use the Inspiring Futures resources alongside their own lived experiences and the power of the badge they wear to attempt to inspire change in the young people in the sessions, having a positive outcome on their future choices and behaviours.

**Who (intervention providers/implementers)**

The RFL oversees the programme delivery by recruiting suitable Foundations to identify targeted schools to deliver Inspiring Futures. Those Foundations deploy staff with relevant qualifications and skills to connect with the young people chosen by the schools for intervention. The RFL remains in regular contact with the Inspiring Futures lead and mentors at the Foundations and conducts quality assurance calls and visits to ensure delivery is consistent and satisfactory.

**Theory of change (TOC)**

This section sets out the theory of change (TOC) to evaluate the intervention. The building blocks of the TOC are:

Context/Need

- RFL programme has been developed to address poor mental health and a perceived lack of opportunity, two key issues affecting young people from deprived communities in the North of England.
- Children with poor mental wellbeing are more likely not to attend or be truant from school and have negative relationships with their peers and family members. They are also more likely to engage in risk-taking and low-level anti-social behaviour as a child, putting them at a higher disposition of committing further crimes (such as arson and drug-related offences) in late adolescence and early adulthood. This ultimately results in them being at a higher risk of receiving a prison sentence than their counterparts with positive mental health.
- Mentoring programmes have been shown to positively impact on outcomes which are often associated with later involvement in violence (e.g., substance misuse, behavioural difficulties, educational outcomes, social connects, and emotional health) (Ipsos and Gaffney, Jolliffe, and White, 2022). Having a mentor can reduce the likelihood of offending by providing a positive role model.[1]
- The aim of using sport is to provide meaning and achievable aspirations by using relatable voices and their experience, to engage with tertiary offenders, to provide hope and to steer them away from being drawn into anti-social behaviour with youths who are considered high-risk or already engaging in criminal behaviour. Chamberlain's (2013) review of the effectiveness of sports-based interventions (SBIs) in reducing rates of offending/re-offending found that many interventions were associated with

reduced crime rates and antisocial behaviour – provided that young people attended regularly.

Target

- Young people aged 12-14 with a record of poor behaviour and or attendance at school.
- These young people are at risk of becoming involved in crime and anti-social behaviour. They face challenges like poverty, childhood adversity, social exclusion, and low educational attainment.

Inputs

- Foundation coaches receive internal 1 weeklong RFL training (and training from partner organisations) on the programmes 12 weeks syllabus, REDI and Trauma Informed approach training. Training is delivered by RFL, Foundation Delivery Partners (Leigh Leopards and Leeds Rhinos) and delivery service Upshot.
- School Facilities are required as sessions take place on the school grounds.
- Equipment coaches required to run the mentoring sessions are laptops, projectors, flipcharts, worksheets, and sporting equipment.
- Staff time from leadership, senior operational managers, and frontline staff.
- Additional staff also recruited to support delivery: 1. An inspiring futures manager at RFL, 2. Each foundation will recruit at least 1 member of delivery staff.
- The Inclusion and Diversity Board and the RFL Youth Board will support the delivery of the intervention by providing strategic guidance.

Activities

- 12 weeks of group sessions with a consistent adult mentor. The CYP will receive weekly 2-hour RFL mentoring sessions, delivered face to face. The CYP will attend 12 sessions in total over the programme. Sessions will be conducted at the CYP's school
- The aims of the sessions are to:
    - To build resilience, self-confidence and character in young people.
    - To support positive choices and enable young people to engage positively with society.
    - To improve critical thinking skills.
    - To provide a healthy, stable, supportive framework at home and school.
- Mentoring sessions are grouped into three broad topics —personal well-being, collaboration, and leadership. Sessions on personal well-being are focused on self-control and stress, drugs and alcohol awareness, self-esteem & and goal setting, and healthy lifestyles. The collaboration session delves into trust, teamwork, and

volunteering—lastly, the leadership sessions centre around leadership, organisational skills, and inspirational people.

Mechanisms

The sporting focus element of the intervention encourages CYP (who have an initial interest in sport), who may otherwise have developed a mistrust of adults, statutory agencies and authority figures, to engage with Inspiring Futures. Young people who are interested in sports may develop an interest in Rugby specifically, and those already interested in Rugby will build on their interest, leading to sustained engagement. Through the rugby sessions, CYP build a trusted relationship with their mentor. This is the key mechanism of change. Building rapport and a relationship is central to any form of youth mentoring. It is then utilised to provide a range of assistance from emotional/social support to advice and, in some cases, skills, e.g. employability training (McArthur, Wilson & Hunter, 2017). In discussions in mentoring sessions, having built a trusted relationship mentors are then able to support CYP to:

- Reflect upon behaviour, experiences and choices.
- Develop a better understanding of consequences and risk, and move away from risk-taking behaviours.
- Mentors may develop into alternative positive role models, demonstrating and encouraging pro-social values and behaviours. Literature suggests that the mentors themselves can provide a vehicle for change by presenting themselves as positive role models with a variety of pro-social traits for the young person to emulate (Newburn & Shiner, 2006).
- Identify their strengths and protective factors in their lives and understand how to build on these.
- Explore how to deal with difficult situations, developing increased self-efficacy to explore situations independently.

The Leadership element instils confidence and increases self-esteem by allowing the CYP to solve problems creatively, work in a team, and provide an opportunity to develop responsibility. As their self-confidence increases, so does their motivation to work hard at a goal or try new things. They will also strengthen their sense of control and self-identity. They will also build skills essential to employability. Developing and practising “soft transferable skills” as a leader, like communicating, collaborating, and problem-solving, supports their education and employment journey.

The volunteering element creates a sense of belonging in their local community. In addition, collaborating with other CYPs allows them to develop a new network of peers (other CYPs taking part in the programme) and peer- to – peer support with CYPs with similar experiences.

Sessions are delivered in schools wherever possible, encouraging engagement in Inspiring Futures and can positively affect young people's attitude towards school. Young people may now see school as a more positive environment, meaning attendance and behaviour in school, increasing attainment achievement and prospects for further progression.

Outcomes

There are **primary and secondary outcomes** within the scope of this evaluation. The mentoring sessions are expected to address behavioural difficulties, including internalising and externalising behaviours and pro-social behaviour and well-being. Educational outcomes are also expected to improve.

Over the long term, these primary and secondary outcomes are expected to contribute to less risky behaviour, reduction in anti-social and criminal activities, decreased prevalence of smoking and drug use, and a lower likelihood of reoffending. However, assessing these long-term outcomes lies beyond the timing of the present evaluation and, hence, out of the scope of this evaluation. At the end of the evaluation, Ipsos will share all outcome data with YEF for the YEF data archive.

A visual of this is depicted in Appendix 1. This visual depiction also includes Assumptions, Moderating Factors and Risks.

Study rationale and background

## Impact evaluation

The overarching research question of this trial is the following:

*Does participation in a rugby-as-a-hook mentoring program that focuses on regulating and managing emotions compared to business-as-usual lead to reduced behavioural difficulties among at-risk youth?*

Specific research questions based on primary and secondary outcomes are detailed below.

**Research questions (efficacy)**

The primary research question is:

- ERQ1: What is the mean difference in **behavioural difficulties**, measured by the Strengths and Difficulties Questionnaire (SDQ) subdomains of Conduct Problems and Hyperactivity, between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

The secondary research questions are:

- ERQ2: What is the mean difference in **internalising behaviours**, measured by the Strengths and Difficulties Questionnaire (SDQ) subdomains of Emotional Problems and Peer Problems, between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ3: What is the mean difference in **pro-social behaviours**, measured by the Strengths and Difficulties Questionnaire (SDQ) subdomain of Pro-social behaviour, between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ4: What is the mean difference in **well-being**, measured by the Short Warwick Edinburgh Well-being Scale (SWEMWBS), between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ5: What is the mean difference in the percentage of **temporary exclusions** in the previous school year between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ6: What is the mean difference in the percentage of **authorised absences** in the previous school year between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ7: What is the mean difference in the percentage of **unauthorised absences** in the previous school year between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ8: What is the mean difference in the scaled score and test score for **KS2 Reading** between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ9: What is the mean difference in the Teacher Assessment for **KS2 Writing** between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ10: What is the mean difference in the scaled score and test score for **KS2 Maths** between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

- ERQ11: What is the difference in the number of days Children and Young People (CYP) have **engaged in physical activity for at least 30 minutes**, sufficient to elevate

breathing rate, between CYP in intervention settings receiving RFL mentoring and CYP in control settings receiving business-as-usual at follow-up?

## Design

Table 1 summarises the design of this trial.

**Table 1: Trial design**

| | | |
|---|---|---|
| **Trial design, including the number of arms** | | *Two-arm, cluster-randomised* |
| **Unit of randomisation** | | *Cluster (school)* |
| **Stratification variables** (if applicable) | | *Foundation* |
| **Primary outcome** | variable | *Behavioural difficulties* |
| | measure (instrument, scale, source) | *Externalising behaviour: SDQ – combined conduct and hyperactivity scales (0-20) - survey* |
| **Secondary outcome(s)** | variable(s) | *Internalising behaviour*<br>*Pro-social behaviour*<br>*Children's well-being*<br>*Children's educational attainment*<br>*Number of temporary exclusions*<br>*Number of unauthorised absences*<br>*Number of authorised absences*<br>*Amount of physical activity* |
| | measure(s) (instrument, scale, source) | *Internalising behaviour: SDQ – combined emotional problems and peer problems scales (0-20) - survey*<br>*Pro-social behaviour: SDQ – Pro-social behaviour scale (0-10) - survey* |

| | | |
|---|---|---|
| | | *Children's well-being: Short Warwick Edinburgh Mental Well-being Scale – survey*<br><br>*Children's educational attainment: KS2 Reading, Writing and Maths*<br><br>*Number of temporary exclusions: Annual number - Administrative data*<br><br>*Number of unauthorised absences: Annual number - Administrative data*<br><br>*Number of authorised absences: Annual number - Administrative data*<br><br>*Amount of physical activity: Self-reported question (0-7) - survey* |
| **Baseline for primary outcome** | variable | *Behavioural difficulties* |
| | measure (instrument, scale, source) | *Externalising behaviour: SDQ – combined conduct and hyperactivity scales (0-20) - survey* |
| **Baseline for secondary outcome** | variable | *Internalising behaviour*<br><br>*Pro-social behaviour*<br><br>*Children's well-being*<br><br>*Children's educational attainment*<br><br>*Number of temporary exclusions*<br><br>*Number of unauthorised absences*<br><br>*Number of authorised absences*<br><br>*Amount of physical activity* |
| | measure (instrument, scale, source) | *Internalising behaviour: SDQ – combined emotional problems and peer problems scales (0-20) - survey*<br><br>*Pro-social behaviour: SDQ – Pro-social behaviour scale (0-10) - survey*<br><br>*Children's well-being: Short Warwick Edinburgh Mental Well-being Scale – survey* |

| | | |
|---|---|---|
| | | *Children's educational attainment: KS2 Reading, Writing and Maths*<br><br>*Number of temporary exclusions: Annual number - Administrative data*<br><br>*Number of unauthorised absences: Annual number - Administrative data*<br><br>*Number of authorised absences: Annual number - Administrative data*<br><br>*Amount of physical activity: Self-reported question (0-7) - survey* |

**Randomisation**

RFL will enrol eligible schools based on their location within specific local authorities. As of the current date, the selected local authorities are Leigh, Wigan, Warrington, St Helens, Huddersfield, Wakefield, Hull FC, Barrow, Swinton, Salford, and Leeds.

The school-level inclusion/exclusion criteria and their rationale are set out below.

Inclusion Criteria

- Schools should have pupils in both Year 8 and Year 9 to target the intended age group.

Exclusion Criteria

- Schools should not have pupils in Year 8 or Year 9 who have received the mentoring programme Inspiring Futures to avoid carryover effects from previous exposure.
- Schools should not be fee-paying, focusing on state-funded schools for better generalisability of findings.
- Schools should not be alternative provision or special schools with 'SEMH' focus, excluding schools with unique interventions/support systems that could confound results.
- Schools should not be part of an existing randomised controlled trial, preventing interference from other ongoing trials/interventions.

The Rugby Football League Foundation will identify and recruit schools in those areas. The randomisation will occur in two batches, considering intervention delivery across all schools

is done in two waves. There is no waitlist design. Moreover, the randomisation will be done stratified by foundation. The process is described in Figure 1 below.

Randomisation will be done by Prof. Steve Morris or a colleague who is blind to the randomisation process. The Ipsos team will share a list of schools with code names to avoid disclosing school names. We originally planned to stratify by both foundation status and FSM6 (students eligible for Free School Meals within the last six years). However, due to operational requirements necessitating all foundation schools to be randomised in one batch, we will stratify by foundation status only. This approach will prevent empty cells in the stratification matrix, aligning with best practice to limit the number of stratifying variables. FSM6 will be accounted for at the analysis stage. The randomisation process will be done using STATA v17 statistical software.

The outcomes of the randomisation will be stored in the designated trial data file, and the results will be communicated to RFL.

**Participants**

The selection of participants for this trial follows the same approach adopted in the pilot. Representatives from RFL and the school will collaborate in each participating school to identify 12 students who will be encouraged to participate in the intervention. The number of 12 students was decided for efficiency purposes and to accommodate the delivery capacity of RFL staff. The selection of participants is made according to a risk assessment made by the school and RFL staff following a transparent scoring as detailed below. The evaluation team will receive the scoring for each participant to check whether the eligibility criteria have been met.

Once schools are recruited, a representative of the school will receive instructions to recruit 12 students who have the potential to be included in the project. The scoring criteria rank students, and the top 12 students are selected. Selection criteria will be provided to ensure uniformity in candidate selection across all participating schools. The selection criteria are based on evaluating four risk factors, with each section assigned a risk rating based on its significance (0-1) and a corresponding scoring system, as detailed in Table 2 below.

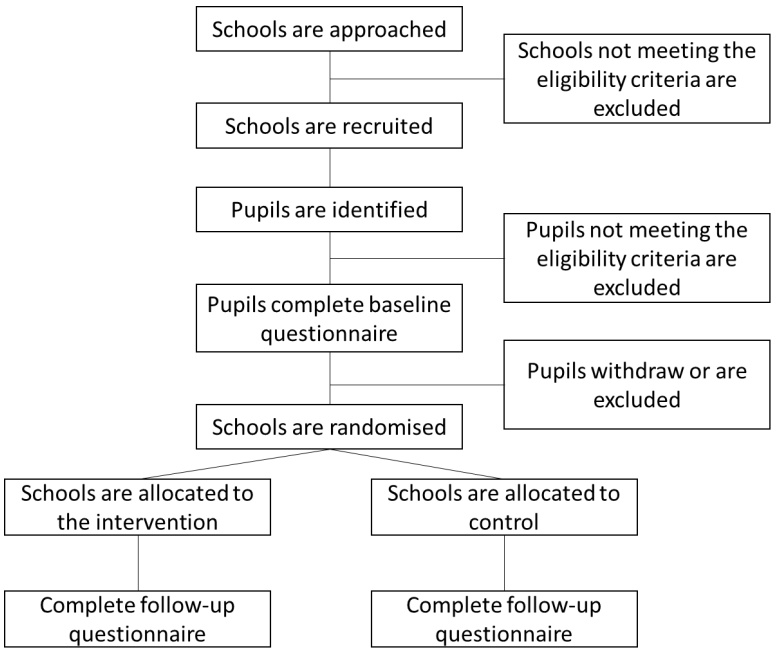
Once schools are recruited, students are recruited based on the scoring criteria. Before schools are randomised into intervention or control groups, parents of the chosen students are requested to consent to their child's participation. Additionally, the students themselves must assent to participate. Once assent is obtained from students and parents, the students will complete a baseline questionnaire, and the school is asked to provide predetermined data items from their systems for each student (see Table 2). These students are from years 8 and 9 as of September 2024 and must meet the specified criteria.

**Table 2: Selection criteria and scoring for participants**

| Selection criteria | Risk rating | Scoring system |
|---|---|---|
| Behaviour log | 1 | 4 -top 1% offenders<br>3 - top 1-2% offenders<br>2 - top 3-4% offenders<br>1 – top 5-6% offenders |
| Pupil attendance | 0.7 | 4 - Below 90%<br>3 - 90-92%<br>2 - 93-95%<br>1 - 96-100% |
| Pastoral input | 1 | 4 - Resistant to change<br>3 - Could change with influence<br>2 - Open to change<br>1 - Wants to change |
| Attitude to PE/Interest in sport | Critical factor | 0 – Usually/sometimes/does not participate<br>1 – Always participate |

Figure 1 below details the participant flow and key stages in the process.

**Figure 1: Participant flow chart**




The communication strategy by RFL and the evaluation team will minimise any risk of demoralisation in control groups. To mitigate demoralisation among students in the control group, we will prioritise transparent communication. We will clearly explain the research purpose and their role, encouraging their participation in the data collection activities. Regular updates will keep them engaged, ensuring they feel valued. Schools will receive incentives to mitigate any burden posed by the data collection process, as explained below.

**Incentives**

We will introduce financial contributions for all schools in the trial (treatment and control) considering the following principles:

- Bias: equal incentives for both arms minimise any potential behavioural bias and self-selection
- Fairness: regardless of what they receive (treatment or not), both types of schools face the same data collection burden for the efficacy trial
- Financial compensation: considering the estimated amount is expected to cover only the costs, we do not foresee adding a distortion or bias per se but minimising the impact on the school budget. Hence, the financial contribution is an economic compensation for staff time rather than an incentive to participate in the trial for financial gain.

- Easing recruitment: a financial contribution may help mitigate schools' potential unwillingness to participate due to the foreseen impact on the school budget. Considering the contribution amount, we do not think this would introduce a distortive incentive but instead send a reassuring signal to potentially interested schools.

The estimation of the contribution and the disbursement timing are the following:

- £200 per school for all schools in the intervention and control group, with a first payment of £100 after baseline data collection and a second payment of £100 at the end of the data collection process in the follow-up phase
- £200 per school for those schools recruited for case studies after the completion of data collection

**The Business-as-Usual (BAU) scenario**

In this trial, the "business as usual" (BAU) condition refers to the control group schools continuing their regular practices, policies, and interventions as they usually would, without receiving the Inspiring Futures mentoring program. The delivery and evaluation team will convey to control schools the importance of activities in control schools being as different as possible from the Inspiring Futures activities to avoid contamination.

Contamination occurs when there is a spillover effect from the intervention condition to the control condition, leading to a blurring of the distinction between the two groups. This can result in an underestimation of the intervention's true impact, known as a false negative, where the trial results inaccurately show that the Inspiring Futures intervention is not statistically significant or effective compared to the control group, even if it is.

Moreover, contamination can arise if the target year group (Years 8 and 9) in control schools receives an intervention similar to Inspiring Futures or is influenced by other year groups or school-wide changes that mimic aspects of the Inspiring Futures program. In such cases, the control group may exhibit outcomes resembling those of the intervention group, masking the true effect of the Inspiring Futures mentoring program.

Schools cannot be prohibited —due to ethical reasons— from implementing interventions to improve children's well-being, but they will be made aware of the risk of contaminating the experimental conditions. Control schools are asked to inform both the delivery and evaluation teams if there is any contamination risk. Schools will be given the following guidelines:

1. No Risk: Control schools can implement the Inspiring Futures program or similar interventions once the trial has concluded. This ensures that any impact on the control group is measured only after the trial period, avoiding any influence on the trial's outcome.

2. Low Risk: Control schools may implement interventions of a different nature, intensity, and target population than the Inspiring Futures program, as long as these interventions are unlikely to directly or indirectly affect the target year group (Years 8 and 9). For example, physical rugby league sessions for younger students or a physical fitness initiative for older students would be considered low-risk activities.

**Sample size calculations**

In determining the appropriate sample size for this study, several key assumptions were considered based on the insights gleaned from the pilot study. The following main points outline the assumptions considered for sample size determination.

Pilot Study Parameters

- ICC of 0.10
- Alpha level of 0.05
- 80% statistical power
- Two-sided test
- Pre-post correlation of 0.27 for SDQ

Student Retention and Allocation

- 73% student retention rate within clusters
- 1:1 allocation ratio

Cluster Configuration

- Scenario 1 with 124 clusters (schools)
- Minimum Detectable Effect (MDES) of 0.20
- Assuming 11 students per cluster, totalling 1,364 students across both arms

Alternative Scenario 2

- In scenario 1, school retention to follow-up is assumed at 100%, and pre-post test correlation is 0.27
- Scenario 2 assumes school retention drops from 100% to 90% and pre-post test correlation is 0.40, based on the existing dataset built by advisors from MMU.

Based on the above, there are two scenarios.

- Scenario 1: 102 schools for an MDES of 0.20 with complete school retention and pre-post test correlation of 0.40
- Scenario 2: 114 schools are required if the retention rate drops to 90% and the pre-post test correlation is 0.40.

Scenario 2 is the most conservative, considering the conservative 90% retention of schools and the correlation pre-post of 0.40, as shown in Table 2. Scenario 2 would give an MDES of 0.175, while scenario 1 would give 0.185. As there are no other trials with similar characteristics and populations, the effect size is estimated based on assumed parameters, some of which are known from similar datasets used by our academic adviser, namely, the pre-post correlation of SDQ.

**Table 3: Sample size calculations**

| | | Scenario 1 | Scenario 2 |
|---|---|---|---|
| **Minimum Detectable Effect Size (MDES)** | | 0.185 | 0.175 |
| **Pre-test/ post-test correlations** | level 1 (participant) | 0.27 | 0.40 |
| | level 2 (cluster) | 0.27 | 0.40 |
| **Intracluster correlations (ICCs)** | level 1 (participant) | n/a | n/a |
| | level 2 (cluster) | 0.1 | 0.1 |
| **Alpha**[2] | | 0.05 | 0.05 |

[2] Please adjust as necessary for trials with multiple primary outcomes, 3-arm trials, etc., when a Bonferroni correction is used to account for family-wise errors.

| | | Scenario 1 | Scenario 2 |
|---|---|---|---|
| **Power** | | 0.8 | 0.8 |
| **One-sided or two-sided?** | | Two | Two |
| **Average cluster size (if clustered)** | | 11 | 11 |
| **Number of clusters[3]** | Intervention | 51 | 57 |
| | Control | 51 | 57 |
| | **Total** | **102** | **114** |
| **Number of participants** | Intervention | 561 | 627 |
| | Control | 561 | 627 |
| | **Total** | **1,112** | **1,254** |

## Outcome measures

### Data collection

The evaluation team will gather quantitative data from students involved in the trial at two distinct stages:

- Baseline —Initial data collection before randomisation.
- Follow-up —Conducted five months later after randomisation.

Post-intervention testing is done five months after the end of randomisation. Baseline data for each participating student will be compiled from two sources. Schools will be requested to provide the information below from their data systems for each student for whom consent

[3] Please state how the data is clustered, if there is any clustering (e.g. by delivery practitioner or setting).

is sought. This requirement will be set out in the MoU following the same procedure as in the pilot.

**Administrative data from schools**:

- Unique Pupil Number (UPN)
- School unique reference number (URN)
- School postcode (back-up in case of URN change)
- Full name of pupil
- Date of birth
- Sex
- Racial or ethnic group
- Year group
- Free School Meal (FSM) status
- Pupil Premium (PP) status
- Special Educational Needs and Disability (SEND)
- Educational Health Care Plan (ECHP or support)
- English as Additional Language (EAL) status
- Number of temporary exclusions in the previous school year
- Number of authorised absences in the previous school year
- Number of unauthorised absences in the previous school year
- Scaled score and test score for KS2 Reading
- Teacher Assessment for KS2 Writing
- Scaled score and test score for KS2 Maths

Additionally, before the randomisation process, each student invited to participate in the intervention will be requested to complete a baseline questionnaire, regardless of their assignment to the control or intervention groups. The survey administration will be supervised by RFL and carried out by the respective schools. The baseline questionnaire,

conducted online, will incorporate items from the Strengths and Difficulties Questionnaire (SDQ) and the Short Warwick Edinburgh Mental Well-being Scale, as previously outlined. The baseline questionnaire will gather the students' full names and dates of birth to link survey data with administrative records. These records will be added to the individual pupil-level data stored in a trial database formatted as a STATA v17 data file.

Table 4 describes the primary and secondary outcomes. All outcomes in this trial are at the individual (pupil) level. All outcomes will be measured at baseline before randomisation and at follow-up five months after randomisation. All instruments have been selected, ensuring they consist of validated measures and tested during the pilot phase. Additional data to be collected includes:

- Informed assent from the pupil to complete the questionnaire.
- Date of questionnaire completion.

The records from the baseline survey questionnaires will be incorporated into the trial database by linking each survey form to the existing trial record, utilising the pupil's full name and date of birth. Following a process similar to the one outlined earlier, students in the trial sample will undergo a subsequent survey five months after randomisation. The follow-up questionnaire will feature the same survey items, including the time spent on the program.

Through the same data linking procedure explained above, data from the follow-up survey questionnaires will be appended to the student records stored in the trial database.

**Table 4: Outcome measures at baseline and follow-up**

| Outcome | Primary / Secondary | Level | Scales of instrument | Description and source |
|---|---|---|---|---|
| Behavioural difficulties | Primary | Student | SDQ – combined conduct and hyperactivity scales (0-20) | The Strengths and Difficulties Questionnaire (SDQ) is a brief questionnaire to assess behavioural patterns in children and adolescents aged 3-16. It comprises 25 items covering various psychological attributes, including positive and negative aspects. YEF utilises the Strengths and Difficulties Questionnaire in all its projects (where appropriate) to ensure uniformity and facilitate comparisons across various evaluations. Further information about |

| Outcome | Primary / Secondary | Level | Scales of instrument | Description and source |
|---|---|---|---|---|
| | | | | the SDQ is available here: https://www.sdqinfo.org/.<br><br>Data will be collected electronically by the evaluation team (Ipsos) using Dimensions[4]. |
| Internalising behaviour | Secondary | Student | SDQ – combined emotional problems and peer problems scales (0-20) | SDQ. Data will be collected electronically by the evaluation team (Ipsos) using Dimensions. |
| Pro-social behaviour | Secondary | Student | SDQ – Pro-social behaviour scale (0-10) | SDQ. Data will be collected electronically by the evaluation team (Ipsos) using Dimensions. |
| Children's well-being | Secondary | Student | Short Warwick Edinburgh Mental Well-being Scale[5] | The SWEMWBS is a shortened version of the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) created to facilitate the monitoring of mental well-being within the general population. It is also used to assess the effectiveness of projects, programs, and policies to enhance mental well-being. The SWEMWBS comprises seven out of the 14 statements in the WEMWBS, explicitly focusing on thoughts and feelings related to functioning rather than pure emotions. The seven statements in the SWEMWBS |

[4] Dimensions is a software developed by Ipsos to conduct surveys, similar to Qualtrics.

[5] Clarke, A., Putz, R., Friede, T., Ashdown, J., Adi, Y., Martin, S., Flynn, P., Blake, A., Stewart-Brown, S. & Platt, S. (2010). Warwick-Edinburgh mental well-being scale (WEMWBS) acceptability and validation in English and Scottish secondary school students (The WAVES Project). NHS Health Scotland; http://www.healthscotland.scot/media/1720/16796-wavesfinalreport.pdf.

| Outcome | Primary / Secondary | Level | Scales of instrument | Description and source |
|---|---|---|---|---|
| | | | | are phrased positively and offer five response options ranging from "none of the time" to "all of the time." Children and young individuals are requested to reflect on their experiences over the past two weeks.<br><br>More info on SWEMWBS is available at https://www.corc.uk.net/outcome-experience-measures/short-warwick-edinburgh-mental-wellbeing-scale-swemwbs/<br><br>Data will be collected electronically by the evaluation team (Ipsos) using Dimensions. |
| Number of temporary exclusions | Secondary | Student | Annual number | This will be collected through the SIMS or a similar database recorded by schools. |
| Number of unauthorised absences | Secondary | Student | Annual number | This will be collected through the SIMS or a similar database recorded by schools. |
| Number of authorised absences | Secondary | Student | Annual number | This will be collected through the SIMS or a similar database recorded by schools. |
| Educational attainment in reading | Secondary | Student | KS2 Reading | School |
| Educational attainment in writing | Secondary | Student | KS2 Writing | School |
| Educational attainment in Maths | Secondary | Student | KS3 Maths | School |
| Amount of physical activity | Secondary | Student | Physical activity question | This tool, developed by Milton, Bull, and Bauman (2011), consists of a self-reported question on physical activity practised in |

| Outcome | Primary / Secondary | Level | Scales of instrument | Description and source |
|---|---|---|---|---|
| | | | | the last week. This instrument will be added to the survey. |

**Compliance**

Similar to the pilot, the evaluation team will receive data from RFL capturing the dosage, intensity, and duration of the intervention, including:

- Attendance data for pupils participating in the intervention sessions;
- Description of the session content;
- Duration of each session;
- Dates of the sessions;
- Facilitators responsible for delivering the sessions;
- Whether the participants completed the full program or not.

Based on fidelity, compliance will be assessed as a binary variable (Yes/No) at the school level. Fidelity will be evaluated both qualitatively and quantitatively as part of the IPE. A fidelity tool will be used to measure the extent of a school's engagement with the intervention. A school will be considered compliant if it achieves at least 75% fidelity. More details on the fidelity tool and thresholds are provided in the fidelity section of the IPE below.

**Quantitative data analysis**

The quantitative data analysis will start with descriptive statistics and multilevel regression analysis to account for the nested nature of data: students within schools.

Descriptive analysis will consist of percentages of:

- The total count of students enlisted in the trial by school, age, sex, ethnicity, and school-specific figures;
- The total count of trial participants with baseline data from school and the percentage of complete records by school and overall;

- The total number of students in intervention schools who withdrew from the intervention before its completion, by school and overall;
- The total count of students withdrawing from the trial, by arm and school;
- The total count of schools withdrawing from the trial by arm.

The multilevel regression analysis will be conducted with the post-test outcome as the dependent variable and the following variables as independent variables:

- a school-level dummy variable indicating treatment,
- the pre-test outcome measure
- and a dummy variable for each Foundation (stratifying variable)

This is described by the equation below:

$$Outcome_{ij} = \beta_0 + \beta_1 T_j + \beta_2 X_{ij} + \delta_j + \varepsilon_{ij}$$

Where $Outcome_{ij}$ is the post-test response to each of the outcomes for student i in school j, $T_j$ is a binary indicator assuming '1' if the school is within the intervention arm and '0' otherwise. Moreover, $\beta_1$ is the estimated average causal effect of the intervention, $X_{ij}$ is the pre-test outcome covariates of student i in school j, $\delta_j$ is a random effect at the school level, and $\varepsilon_{ij}$ is a random effect at the individual and school level, assumed to be uncorrelated with $\delta_j$.

Another assumption is that random effects follow a normal distribution within the population, characterised by a mean of zero and variance represented by $\sigma^2$ and $\tau^2$ for within-cluster variance. Thus, the intraclass correlation coefficient ($\rho$) is defined as $\sigma^2/(\sigma^2 + \tau^2)$.

The pooled standard deviation for the effect size will be obtained by running an empty model.

**Sub-group analysis**

Provided sample sizes permit, we will conduct subgroup analyses based on ethnicity (white British versus non-white), sex/gender, and FSM status. An ANCOVA model will be used to analyse all primary and secondary outcomes within these subgroups.

## Implementation and process evaluation

## Research questions (IPE)

### Table 5 IPE research questions

| Questions | Sub-Questions | Longitudinal interviews with school staff | Interviews with rugby coaches | Case Studies | Fidelity Tool |
|---|---|---|---|---|---|
| *1. Identify and analyse the specific components or elements of the program that contribute to its effectiveness in achieving desired outcomes.* | • *What is the perceived need for and benefit of the intervention?*<br>• *How does the need vary based on CYPs characteristics?*<br>• *What components / combination of components are essential for RFL to have its intended effect?*<br>• *What are the key activities, practices, mechanisms, and moderating factors (barriers and facilitators) that underlie achieving the intended outcomes?* | *X* | *X* | *X* | |
| *2. Investigate the key barriers and facilitators to participation, delivery, and achieving the program's intended outcomes.* | • *What strategies and practices are used to support high-quality delivery?*<br>• *How do they assess whether* | *X* | *X* | *X* | |

| | | | | | |
|---|---|---|---|---|---|
| | *young people are benefiting from the programme?*<br><br>• *What are the key barriers and facilitators to delivering the programme and the programme having its intended impact?* | | | | |
| *3. Evaluate the program's inclusivity, racial equity, consideration of additional support needs, and accessibility features, as well as its incorporation of insights from young people and communities with lived experiences.* | • *How do structural factors (e.g., institutional racism, lack of diversity in the workforce) affect CYP from Black, Asian and ethnic minority backgrounds?*<br><br>• *What strategies have RFL put in place to address these structural factors within their intervention?*<br><br>• *What steps have RFL taken to reduce potential barriers to reaching / engaging CYPs from Black, Asian and ethnic minority backgrounds?*<br><br>• *How could this intervention better support* | *X* | *X* | *X* | |

| | | | | | |
|---|---|---|---|---|---|
| | *CYPs from these backgrounds?* | | | | |
| *4. Examine whether the referral, recruitment, and engagement strategy accounted for and adapted to meet young people's and their families' different cultural needs.* | • *What are the range of practices used by the RFL delivery teams to reach CYPs?*<br>• *What influenced the choice of approaches and how they varied across populations and sites?*<br>• *What are the challenges to implementing the practices, and what factors influenced how successful the practices were?*<br>• *What strategies do they think have been effective in reaching CYPs and why?*<br>• *How have TR delivery teams worked with the community and other agencies to increase reach?*<br>• *What types of young people is* | | *X* | | |

| | | | | | |
|---|---|---|---|---|---|
| | *the intervention not reaching, and why?*<br>• *What types of CYP are important for the programme to reach and why?* | | | | |
| *5. Explore reach and retention, responsiveness, project differentiation, and the need for any necessary adaptations to accommodate context and the needs of young people and their families.* | • *How is the intervention tailored to a CYPs specific needs?*<br>• *To what extent do young people engage with the intervention?* | *X* | *X* | *X* | • |
| *6. Evaluate and assess the implementation and delivery of the project by examining dosage, quality, fidelity/adherence.* | • *To what extent do RFL staff adhere to the intended delivery model?*<br>• *To what extent has the intervention been delivered in the intended dosage?* | *X* | *X* | *X* | *X* |

**Research methods**

**<u>Longitudinal interviews with school staff</u>**

The aims of this data collection activity are to understand:

•the perceived need for (and benefit of) the intervention

•perception of different behaviours among participating pupils

•understanding of (and enthusiasm for) the intervention

•perceptions of reach and engagement

•changes in perceptions and pupils' behaviours across time.

We will interview two school staff per school at two stages: during the intervention phase and at the end of it. We aim to sample at random 13 schools from the intervention arm, representing approximately 20% of the intervention school sample. This will be a total of total of 52 longitudinal interviews. The first interview will be conducted whilst RFL is delivering their intervention within the school. The second interview will take place during the last two months of the intervention phase. This would give staff members the time to reflect and allow the evaluation to capture how experiences and behaviours have changed over time, as well as explore how staff see the schools amend their approaches to working with CYP following the RFL intervention.

The interviews will be semi-structured, combining structure with flexibility. Whilst key topics will be covered in each interview, the guide is written to ensure discussions are responsive and remain open to new areas and unexpected information.

The interviews will be between 45 minutes and 1 hour and take place online using TEAMS or Zoom. Interviews will include time to establish rapport, introduce the research, and ensure that informed consent has been given. The fieldwork will take place over two time periods as described above. The interviews will take place at a time convenient for the school staff taking part. Time slots in the early evening will be offered to accommodate those who cannot participate during the day.

The 13 schools will be sampled from the schools receiving RFL interventions that are participating in trial. The sample would aim for an even split of schools across the locations. The sample for the schools will also consider the following factors: size, Ofsted ratings, and catchment area demographics.

Ipsos will liaise with each of the 13 schools that agree to take part to identify the two members of staff best placed to take part in interviews (ideally those who have had the most engagement with the RFL interventions). Across the 26 school staff recruited, there would ideally be good representation across a range of roles, including senior leaders, SENCO leads and Pastoral leads.

**Interviews with RFL Coaches**

This activity aims to understand:

- how rugby sessions are being delivered
- any variation in delivery across pupils from different schools and ages, experiences delivering the rugby mentoring program, including facilitators and barriers,

- whether structural factors (e.g. different social classes) are affecting pupils' participation, perceptions of engagement,
- understanding of (and enthusiasm for) the intervention.

5-8 interviews will be conducted with RFL coaches involved in the delivery of interventions in schools across the locations. These interviews will allow the evaluation to gather insights from professionals about the delivery of interventions across a range of different schools and to reflect on any variations that have been identified and what key facilitators and barriers to successful implementation have been in different settings.

Similarly, to the longitudinal school staff interviews, the interviews will be semi-structured, combining structure with flexibility. Whilst key topics will be covered in each interview, the guide is written in such a way that ensures discussions are responsive and remain open to new areas and unexpected information. The interviews will be about an hour long and take place online using TEAMS or Zoom. Interviews will include time to establish rapport, introduce the research and ensure that informed consent has been given. The interviews will take place at a time that is convenient for the RFL coaches taking part.

Coaches helping deliver the interventions across schools participating in the trial will be invited to participate and of those that agree to take part 5-8 will be randomly selected. An initial 5-8 trainers. If any from the original sample decline to participate Ipsos will reach out to the coaches that agreed to take part but were not selected.

**Case studies**

The key aims of this data collection activity are:

- Explore perceptions around the need for and benefits of the intervention.
- Explore how the programme has been delivered within a particular school, as well as what has worked well or less well about delivery.
- Understand how staff have experienced and engaged with the different elements of the intervention.
- Explore factors (e.g. quality of facilitation, school leadership, existing school policies and initiatives, school size and demographics, cultural responsiveness) affecting the implementation of a whole school trauma-informed approach.
- Consider the different strategies and practices used by schools to support the implementation of RFL.
- Understand the mechanisms for change that support a cultural shift in schools.

- Explore to what extent the school adhered to the intended delivery model and what factors influenced this.
- Understand the experiences of young people who received targeted support.
- Explore whether any structural factors might affect the reach and impact of the intervention.
- Understand what lessons can be learned from this intervention to inform any future scale-up of the intervention.

This data collection activity will include carrying out in-depth case studies across 6 schools. This means up to three on-site school visits per case to maximise flexibility and ease scheduling considering school/staff timelines. For each of the 6 case studies, the following fieldwork will take place:

- An initial set-up meeting with each school to discuss the overall approach, discuss any sampling criteria and recruitment strategies, agree on a safeguarding protocol, and answer any questions.
- 2 interviews with staff members within the school involved in the RFL interventions. The interviews would last up to an hour and can take place in person during a visit or online using TEAMS or Zoom.
- 1 focus group with 4-6 students. The focus group would last around 1.5 hours and take place in person during a school visit by the evaluation team. A private room on school premises will be secured for the focus groups.
- 2 one-to-one interviews with young people. The interviews would last around 45 minutes and take place in person during a school visit by the evaluation team. The evaluation team will work with the school to ensure a private and familiar room is used for theses interviews to make participants feel as comfortable as possible. Young people will be given the option of having another trusted adult in the room.
- The interviews and focus groups will be semi-structured, combining structure with flexibility. Whilst key topics will be covered in each interview, the guides are written to ensure discussions are responsive and remain open to new areas and unexpected information. Interviews and focus groups will include time to establish rapport, introduce the research, and ensure that informed consent has been given. The focus groups with CYPs will be co-moderated with an Ipsos researcher and a RFL staff member. In addition, creative activities and submissions will be used to facilitate the focus groups and interviews with CYPs.

Ipsos will consult with RFL staff and ensure all the research tools, materials and questions developed are inclusive and relevant to a wide range of experiences. This is particularly the case for the guides used to run the focus groups and interviews with young people.

The five schools will be selected from the sample of schools taking part in the trial, within the intervention arm, and have not been selected for the longitudinal interviews. The sample will also consider the following factors: School type (Mix of academies / academy trusts, and state schools, school size, Ofsted ratings, schools with higher % of minority ethnic students, geographical categorisation and LA's income deprivation. An initial 6 schools as potential candidate for case study will be identified based on this sampling strategy and invited to take part, only five out of ten will be retained based on first-come-first-served.

The 2 interviews with school staff would ideally include those that have been most involved with the RFL interventions. This could be with the senior leaders, staff that have taken part in the Practitioner Training, SENCO leads, safeguarding leads, or a staff member in a pastoral position. Ideally, it would also include a member of staff providing 1:1 targeted support to young people within that school. The IPE team will liaise with the school to identify the staff best placed to take part in the interviews.

The focus group will be with young people ages 12-14 as the intervention is being delivered to year 8 and year 9 pupils. The 1:1 interview with young people would be with students who have received more intensive support from staff members. Students will not be able to participate in both focus groups and 1:1 interviews. The evaluation team will liaise with the school to help recruit the students for interviews and focus groups, however we will aim to sample students based on a mix of characteristics:

- Free School Meal (FSM) status
- Special Educational Needs and Disability (SEND)
- Income deprivation (schools could possibly provide using CYPs postcode)
- Demographic diversity (1:1 interview & focus groups): Ensure a diverse group of students that represent differing gender and ethnicity (White, African/Caribbean, Asian, mixed).
- Prior support provision (1:1 interview): We aim to select a mix of students who either received relevant support for the first time after implementation of RFL and those who were receiving pastoral support or other counsel prior.

**Sampling overview**

| | Interviews with rugby staff | Longitudinal interviews with school staff | Case study school selection | Case study interviews - staff | Case study interviews and |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| | | | | | **focus groups – young people** |
| **Sample size** | 5-8 coaches | 26 staff (2 per 13 schools from intervention arm) | 6 schools | 2 staff per school | 6-8 in total per school:<br>•Focus group (4-6)<br>•Interviews (2) |
| **Key Criteria** | Randomly selected, but we do want to ensure a mix of schools. | Mix of academies / academy trusts, state schools and possibly grammar<br><br>Region<br><br>Geographical classification<br><br>School's postcode (or LA) income deprivation<br><br>Staff in leadership / managerial roles, staff in frontline teaching roles and staff in pastoral roles<br><br>Ofsted rating<br><br>School size | Mix of academies / academy trusts, and possibly state schools<br><br>Region<br><br>Geographical classification<br><br>School's postcode (or LA) income deprivation<br><br>Ofsted rating<br><br>School size | Staff in leadership / managerial roles, staff in frontline teaching roles and staff in pastoral roles | Ages 12-14<br><br>A least 2-3 girls<br><br>Ethnicity (White, African/Caribbean, Asian, mixed)<br><br>Free School Meal (FSM) status<br><br>Special Educational Needs and Disability (SEND)<br><br>Income deprivation<br><br>Prior support provision |

**Fidelity**

Fidelity will be assessed qualitatively through focus groups, interviews, and case studies, while a fidelity tool will quantitatively measure adherence using monitoring data collected by RFL. Results from both types of evidence will be triangulated as part of the IPE.

Appendix 2 displays the fidelity tool in detail. In sum, the overall fidelity score will be calculated by summing the points awarded across all dimensions and then dividing the total awarded points by the total possible points, resulting in a percentage score. This percentage will be interpreted as follows:

- Up to 25%: Very poor fidelity

- 26% to 50%: Poor fidelity

- 51% to 75%: Good fidelity

- 76% to 100%: Excellent fidelity

The dimensions evaluated include training completion, onboarding of schools, coach caseloads, completion of mentoring sessions, session frequency, and provision of resources. Each dimension has specific criteria and a corresponding point system. For example, if 100% of staff attended mandatory training sessions, 6 points are awarded; if no staff attended, only 1 point is given. Similarly, the fidelity of session offerings, resource provision, and other operational metrics are scored on a scale from 1 to 6 points based on the percentage of compliance observed.

This tool provides a comprehensive and objective measure of fidelity, ensuring that key aspects of adherence are monitored and any deviations are promptly identified and addressed.

**Analysis**

Qualitative data collected for the Implementation and Process Evaluation will be analysed thematically.

The data collection activities will produce narrative data and visual data. Narrative data in the form of transcripts will be produced as part of the interviews, focus groups, and complimentary written responses associated with the ToC workshop and interviews. Visual data might be produced as part of resource and material submissions from hub staff and data will be analysed as described below. Visual data will be relevant to the visual communication campaign review, in which campaign material will be submitted to the evaluation team.

**Narrative data:** We will use the 'Framework' approach to analyse narrative data. First, we will identify emerging themes through familiarisation of the data. We will then create an analytical framework using a series of matrices in Excel, each relating to an emergent theme. The columns in each matrix will represent the key sub-themes drawn from the findings, and the rows will represent individual participants interviewed.

We will summarise the data in the appropriate cell, which means that all data relevant to a particular theme is noted, ordered, and accessible, facilitating a systematic approach to analysis that is grounded in participants' accounts. The analysis involves working through the charted data to draw out the range of participant views and experiences, identifying similarities, differences and links between them. Thematic analysis (undertaken by looking down the theme-based columns in the framework) will be undertaken to identify the key themes and concepts.

During the analytical process, we will balance deduction (using existing knowledge and the research questions to guide the analysis) and induction (allowing concepts and ways of interpreting experience to emerge from the data). As qualitative data can only be generalised in terms of range and diversity and not in terms of prevalence, the analytical outputs focus on the nature of experiences, avoiding numerical summaries or language such as 'most' and 'majority'. Overall, the analysis process will be conducted in a manner that aims to be comprehensive and grounded in the data, alongside giving each participant's views and experiences equal weight.

**Visual data:** This data will be analysed alongside the narrative data that is produced, which might include written submissions as answers to question prompts and narrative data produced in the interviews in which campaign materials are discussed. The analysis will focus on describing what is observable in the visual data and how the participants in the narrative data describe it to minimise the researcher's interpretation in the initial stages of analysis. The report will explicitly mention cases where the researcher made an analytical inference based on the triangulation of multiple data sources.

**Table 6: IPE methods overview**

| Data collection and data/sources | Sample size and population | Data analysis methods | Research questions addressed | Implementation /TOC relevance | Timing |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **Semi-structured longitudinal interviews** | 26 school staff<br><br>Sampled across 13 schools, 2 per school | Thematic analysis | 1,2,5,6 | Answer IPE questions and test TOC's assumptions | Intervention phase |
| **Semi-structured interviews with RFL coaches** | 5 – 8 RFL randomly sampled | Thematic analysis | 1,2,3,4,5,6 | Answer IPE questions and test TOC's assumptions | Intervention phase |
| **Case studies** | 6 case studies from schools in the treated arm<br><br>2 interviews with schools' staff<br><br>One focus group with 4-6 CYP (aged 12-14) per case<br><br>2 one-to-one interviews with students<br><br>*(Fieldwork per case involves about 3 in-site visit in school, to allow three interviews with staff face-to-face)* | Thematic analysis | 1,2,5,6 | Answer IPE questions and test TOC's assumptions focused on the mechanisms that enable the changes from activities/outputs to impacts. | Post-intervention phase |
| **Monitoring data** | Monitoring data collected by RFL<br><br>Implementation checklists & attendance | Fidelity Measurement | 6 | Answer IPE questions with a focus on fidelity and adherence | Intervention phase |

| | | | | | |
|---|---|---|---|---|---|
| | data (MI provided by RFL) | | | | |

## Cost data reporting and collecting

The cost estimation will be done from the perspective of the school and the delivery team and solely for the activities related to being part of the intervention, excluding those related to the evaluation. We do not anticipate costs for the families, the students, or the government.

The main cost items for the estimation consist of the following:

- FTEs of the teams (school staff + RFL) involved in the delivery of activities;
- Value of salaries/wages of both school staff and RFL team involved
- Material resources used in the activities;
- Any other financial/material resource used directly as input for activities.

The approach to costing is bottom-up according to the YEF guidelines on cost reporting[6]. We do not anticipate procurement costs, but these will also be incorporated into the final estimation if that is the case. Also, no cost of the evaluation will be added to the equation.

The time spent on activities and the category of staff involved will be collected through interviews with staff and triangulated by the monitoring data collected by RFL. Data on salaries will be collected through secondary sources.

## Diversity, equity and inclusion

The evaluation and delivery team are firmly committed to upholding the principles of diversity, equity, and inclusion by embedding these principles within the research design and intervention delivery.

The measures to ensure these principles are met are:

[6] https://youthendowmentfund.org.uk/wp-content/uploads/2022/01/21.-YEF-Cost-reporting-guidance.pdf

- The proportion of pupils eligible for FSM at school is one of the stratification variables for the randomisation of schools.
- We will provide flexibility in conducting baseline and follow-up assessments by allowing individuals with literacy difficulties to complete assessments verbally if needed, facilitated through our School liaison officer and promoted through information sessions and recruitment materials.
- Information sheets and consent forms can be translated for students with English as a second language
- The delivery partners and evaluators will take part in unconscious bias and ethics training (which will include the topic of cultural sensitivity)
- To continue to strengthen the embedding of Inclusion and Diversity in delivery, learning and assessment. We will monitor the recruitment on key racial and inclusion parameters
- RFLs Inclusion and Diversity Board and the Inclusion and Diversity Lead are dedicated to continuing to strengthen the embedding of Inclusion and Diversity in delivery, learning and assessment. We will work closely with them to ensure recruitment, data collection activities and materials are as inclusive, following the principles of their EDI Action Plan.
- Establishing a Youth Advisory Board; a diverse group of young people that reflects the target population in terms of age, gender, ethnicity, and lived experiences . This diversity will ensure that the recruitment and data collection materials developed are culturally inclusive and relevant to a wide range of experiences. This will able us to:
    - Engage young people in the development process: Involve the young people in every step of the evaluation material development, from refining the IPE objectives to designing questions and selecting appropriate methods.
    - Incorporate multiple perspectives: Encourage young people to share their unique perspectives and experiences, and actively involve them in decision-making processes.
- We will also use trauma-sensitive language and visuals: When developing the materials, use language and visuals that are sensitive to the experiences of young people who have experienced trauma. Avoid stigmatising language, images, or terminology that could potentially trigger traumatic memories.
- Will ensure the pilot testing and refining the materials: Test the materials with a small group of young people from the target population, gathering feedback on their clarity, relevance, and potential to trigger traumatic responses. Use this feedback to make necessary adjustments and refinements.
- Any available version of instruments (SDQ, Short Warwick) to accommodate EDI will be implemented using our survey tool.
- The distribution of ethnicity, sex, and FSM status in the trial sample will be compared to the corresponding geographic distribution.

- All primary and secondary outcomes will be analysed by sub-groups (ethnicity, sex and FSM).
- The analysis and triangulation of evidence from the IPE will examine lived experiences by sub-groups (ethnicity and sex).

The evaluation of this intervention, spanning from Phase 1 (co-design) to Phase 2 and Phase 3, brings diversity, equity, and inclusion to the core. This approach ensures that data collection tools and activities are developed through a participatory process involving a Youth and Teacher Advisory Board. By incorporating their feedback, the evaluation process becomes more inclusive and reflective of diverse perspectives, enhancing the overall quality and relevance of the findings. All members of the evaluation project team will have completed an unconscious bias training.

## Ethics and registration

The Ethics Board at Ipsos UK will review the trial. Reference number: 23-061247-01

The trial will be registered with the ISRCTN on agreement of the protocol.

## Data protection

This section outlines the measures and considerations undertaken to ensure compliance with data protection regulations for this trial. This statement has framed the Memorandum of Understanding, information sheets, and privacy notice provided to potential participants within schools.

**Legal Basis for Processing Personal Data**

The processing of personal data in the context of the trial is conducted under the legal basis of the UK General Data Protection Regulation (UK GDPR), specifically Article 6(1)(e). Article 6(1)(e) pertains to processing personal data necessary for performing a task in the public interest or exercising official authority vested in the controller.

**Legal Basis for Processing Special Data**

The processing of special category personal data within this trial is justified under the UK GDPR, specifically Article 9(2)(j). Article 9(2)(j) permits processing for archiving purposes in the public interest, scientific or historical research or statistical purposes.

**The Rationale for Selected Legal Bases**

The selected legal bases for processing personal and special data align with the public task basis under the UK GDPR – 6(1)(e) and 9(2)(j). The Evaluation team (Ipsos UK) is committed

to conducting the evaluation in the public interest and exercising official authority vested in the controller. Collecting and processing personal and special data are essential for this trial's research and statistical purposes. The overarching goal is to contribute to children's and young people's well-being.

**GDPR Compliance**

To ensure compliance with the GDPR, the Evaluation team will implement the measures below:

1. Protecting Individual Data Subjects' Rights: Data subjects will be informed of their rights regarding their personal data, including the right to access, rectification, erasure, restriction of processing, and objection. Mechanisms for exercising these rights will be provided.

2. Purposes for Data Processing: The trial-specific privacy notice provided to potential participants (CYP, parents/guardians, and school staff) will clearly outline the purposes for which their data will be collected and processed.

3. Parties with Access to Data: Access to personal data will be limited to authorised personnel involved in the Ipsos team. Access will be granted on a need-to-know basis and in adherence to data protection principles. Data will be held securely on the UK servers at Ipsos UK, and all personal/sensitive information will be stored in secure folders, encrypted/password-protected, and only accessible by the Ipsos team working on the trial.

4. Retention Periods: The retention of personal data will be limited to the duration necessary for the purposes outlined in the trial-specific privacy notice. Once the data is no longer required, it will be securely deleted from all locations by the evaluator and/or delivery team.

5. Information Sharing Agreement: The evaluation and intervention delivery teams will establish and sign an agreement that clearly outlines what information will be shared, the reasons for sharing, and the means. This agreement will ensure that data is shared securely and complies with data protection regulations. We use Ipsos Transfer to secure files containing personal/sensitive information encrypted to a minimum standard of AES 256.

6. Secure Communication: All communication between the intervention and evaluation teams will occur through encrypted channels secured using a virtual private network (VPN). This approach will protect the confidentiality and integrity of the data during transmission.

**Data Processing Roles**

During the evaluation process of the trial, the roles of the data controller and any processors are as follows:

- Data Controller: Ipsos UK assumes the role of the data controller and is responsible for determining the purposes and means of processing personal data within the scope of the RCT.
- Processors: The evaluation (Ipsos) and delivery (RFL) teams act as processors who process personal data under instructions and on behalf of the data controller. Their involvement is essential for the evaluation tasks outlined in the RCT.

**Consent collection**

The privacy notice provided to potential participants will clearly outline the parties from whom consent will be obtained, ensuring transparency and informed decision-making.

**For surveys with students**, all respondents will be allowed to opt-out of data collection activities through opt-out letters before baseline testing. Opt-out option will be offered to their parent/guardians given the age of the students). Assent from students will be obtained immediately before surveys start. This will be outlined within the privacy notice and within the introductory text before respondents begin survey questionnaires. Information sheets will specify the study's aims, what the data is being used for (including a description of the Data Archive), and the legal basis for processing personal data.

**For interviews and focus groups with students**, obtaining consent will occur via two steps. The school liaison officers will ask schools to provide consent forms and information sheets to parents of identified students eligible to participate. Students will participate in data collection activities after giving assent and once the school has received signed consent from the student's parent/guardian. Privacy Notices, information, and consent/assent forms will have full details of the research and contact details of key evaluation research staff should parents or students require further information. All students participating in interviews and focus groups will be required to provide written assent before the activity occurs.

For all other qualitative data collection with RFL trainers, consent will be obtained in writing or verbally prior to the commencement of the interview. All participants will be sent an information sheet and a Privacy Notice before any fieldwork activity.

**Data Sharing Agreements (DSAs) and Data Protection Impact Assessments (DPIAs)**

For schools collaborating with RFL and the evaluation team, the following measures will be implemented:

- Data Sharing Agreements (DSAs): A comprehensive data sharing agreement will be established between the schools and the relevant parties involved, including RFL and the evaluation team. This agreement will outline the specific information to be shared,

the purposes of sharing, and the means of sharing. It will ensure that all parties know their data protection and confidentiality responsibilities and obligations.

- Data Protection Impact Assessments (DPIAs): A DPIA will be conducted for the schools involved in this trial. This assessment will identify and evaluate any potential risks and impacts on the privacy and rights of individuals whose data is processed within the school setting. The DPIA will assess the necessity and proportionality of the data processing activities and the measures in place to mitigate any identified risks. The evaluation team, in collaboration with RFL and relevant school authorities, will ensure that appropriate DPIAs are conducted per the requirements of the UK GDPR.

- Data transfer to YEF Data archive: Prior to submitting our data to the Department for Education (DfE), we will provide advance notice at least five days before our intended submission date using the Galaxkey platform. Before submitting any data to the Office for National Statistics (ONS), we will have our data dictionary and description of analysis checked and confirmed by YEF. Once we receive YEF sign-off, we will notify the ONS of our intention to upload data. With YEF approval, we will then submit our data dictionary to the ONS contacts listed in the instructions. This process will ensure that no personal data relating to trial participants is sent to the YEF.

## Stakeholders and interests

The table below outlines the roles and responsibilities of all stakeholders involved in the design and delivery of the project.

**Table 7: Team composition and roles**

| Team / Institution | Role | Responsibilities |
|---|---|---|
| **Delivery team** | | |
| Tom Brindle**, Head of Development, RFL** | Project Director | Overall responsibility for programme development and implementation. Leading on budgets and stakeholder management. |
| Andrea Murray, **National Education Manager, RFL** | Content Manager | Leading on resources, training and quality assurance of in-school delivery. |

| | | |
|---|---|---|
| Ashleigh Seddon**, Social Impact Manager, RFL** | Evaluation Manager | Leading on monitoring and evaluation tools and internal reporting metrics. |
| **Staff within RFL Foundations**[7]<br><br>**1 Lead officer, 1 delivery officer, 1 manager and 22 coaches across 11 Foundations** | Delivery of intervention | Leading on recruitment and delivery of the intervention within schools; working with and liaising with RFL on the intervention and supporting evaluation activities. |
| **Evaluation team** | | |
| Dr Jessica Ozan**, Head of Education, Children and Families, Ipsos UK** | Quality Director | Providing quality assurance and critical input at key milestones (e.g., trial protocol and reporting); Supporting the project director in overseeing the evaluation. |
| Facundo Herrera**, Associate Director, Ipsos UK** | Project Director / Principal Investigator / RCT Lead | Overall responsibility for the design and delivery of the evaluation, working closely with the project manager; Leading on the design and delivery of the RCT; Overseeing data collection and analysis (including costs); Managing/mitigating risks; Reviewing and quality assurance of all deliverables. |
| Jemuwem Eno-Amooquaye, **Senior Consultant, Ipsos UK** | Project Manager | Managing the delivery of the evaluation with oversight of the Project Director; Inputting into the design of the IPE and RCT; Managing teams for data collection (including costs), analysis, and reporting; Managing/mitigating risks. |
| Marzieh Azarbadegan**, Senior Research Executive, Ipsos UK** | IPE Lead | Managing the IPE data collection, including material development, recruitment, fieldwork, analysis, and reporting. |
| Luisa Gomes**, Research Executive, Ipsos UK** | Project Executive | Supporting data collection for the RCT and IPE. |

[7] Leeds Rhinos, Warrington Wolves, St Helens, Huddersfield Giants, Wakefield Trinity, Hull FC, Leigh Leopards, Barrow Raiders, Wigan Warriors, Swinton Lions, Salford Red Devils

| | | |
|---|---|---|
| Prof. Stephen Morris, **Trial advisor** | Academic Adviser | Providing subject-matter expertise and advice to inform the design and delivery, and the analytical and reporting framework. |
| Dr Kevin Wong, **IPE advisor** | Academic Adviser | Providing subject-matter expertise and advice to inform the design and delivery and the analytical and reporting framework. |

The delivery and evaluation of the trial is solely funded by YEF. There are no conflicts of interest (financial or otherwise) that will influence the trial's design, conduct, analysis or reporting.

## Risks

The table below sets out the key risks that have been identified and planned mitigation strategies for each.

**Table 8: Risk register and mitigation strategies**

| Risk | Description | Likelihood*Impact[8] | Mitigations |
|---|---|---|---|
| School recruitment | R: Difficulty recruiting the target number of schools in each area.<br>I: Not reaching the desired number of schools to achieve a robust evaluation (statistical power). | 9 | If target school numbers are not reached, other schools from other areas will be targeted. The target by area/foundation will be monitored closely during the recruitment period to enlarge the pool of schools to reach. Moreover, the evaluation team will offer incentives to all schools to minimise the burden of data collection and maintain regular communication with schools to ensure the level of engagement is maintained and identify schools |

[8] This is composite indicator of likelihood and impact, calculated as likelihood times impact. Likelihood and impact both ranges from 1 to 5, where 1 is low and 5 is high.

| | | | |
|---|---|---|---|
| | | | at risk of drop-out at an early stage. |
| Form collection - Academic language | R: Accessibility (understanding) of consent/assent forms for parents and pupils<br>I: Reluctance to agree to participate if not able to understand the programme's intention. | 4 | All data collection material will be developed following the guidance of a co-production workshop/pilot of material by a Youth Advisory Board to ensure the language is chosen correctly. Moreover, the evaluation team will produce clear instructions for the data collection. |
| Data collection | R: Reliance on school staff to coordinate handouts and receipt of forms.<br>I: Missing timelines set for task completion - potential to delay delivery. | 8 | A clear communication and engagement strategy with schools coordinated between RFL and the evaluation team will ensure that the data collection process is transparent and that both teams will remain available to support. The timing will build in buffers to allow for delays. |
| Data sharing | R: School staff's time constraints to collect and enter data required on time in full.<br>I: Missing timelines set for task completion - potential to delay delivery. | 6 | Material and expectations will be shared early in the process for data collection at the baseline and follow-up. |
| Foundation staff recruitment | R: Difficulty finding the right staff to deliver IF.<br>I: Inability to deliver or to deliver with confidence. | 4 | RFL provide job descriptions to support staff recruitment at appropriate levels, and a central staff member oversees this. |
| Foundation staff turnover | R: Movement of staff mid-delivery.<br>I: Need to train new staff - potential delay in delivery or confidence in quality. | 6 | Re-training available for new staff delivering. |

| | | | |
|---|---|---|---|
| REDI in delivery | R: Barriers to participation/enrolment for minorities (sex/ethncity/FSM status)<br><br>I: the sample is not representative of the target population | 8 | RFL employs staff trained in REDI (Race, Ethnicity, Diversity, and Inclusion) and designates a specialised member of the team to diligently monitor potential barriers that could introduce bias into the recruitment or enrollment process. Furthermore, RFL commits to enhancing this strategy by providing additional training on REDI to its staff, thereby fortifying their capacity to implement it effectively within the intervention's framework. |
| Quality of delivery | R: Consistency of delivery following the resources and outcomes desired.<br>I: Lesser impact if the quality of delivery is of poorer quality. | 4 | Quality Assurance (QA) visits and continuous discussions with Foundation mentors delivering the IF programme are integral for ensuring program effectiveness.<br><br>During QA visits, evaluators assess program delivery and could serve as an early warning, while regular conversations provide a platform for mentor support and knowledge exchange. |
| Access to timetable | R: Slots may not be available at the times preferred.<br>I: Sessions are inconsistent across schools, e.g., 1 hour before and after lunch or shorter sessions. | 2 | RFL has built in a request for 2-hour slots where available. |
| School sign off | R: Chain of command differences. Agreement from SMT is more problematic in MAT schools.<br>I: Delays in delivery - possible barriers to schools taking part, knock-on effect on total | 6 | RFL and the evaluation team will share timelines and have all information about the RCT project available from the outset. RFL will ensure engagement with school leadership early in the process to secure buy-in. |

| | | | |
|---|---|---|---|
| | schools recruited (of the 114 target). | | |
| MAT changes | R: School movement from LA to MAT, or from one trust to another.<br>I: May need new sign-off or renegotiation = additional workload. | 4 | RFL and Ipsos will monitor the governance of the school, and the liaison officer at Ipsos will contact the schools for a new sign-off |
| Pupil absence | R: Missing X% of sessions will impact the effectiveness of the intervention.<br>I: Reduced impact and outcomes. | 8 | The recruitment tool to select participants has attendance as one of the main criteria, a strong predictor of engagement with the intervention. RFL's target group size per school is 12 instead of 11 to allow dropouts. |
| Foundation delivery partners | R: Foundation partners lower than expected<br>I: The number of target schools available reduced. | 3 | Reach out to target additional Foundations if required. |
| Political change | R: A change of government re-framing objectives for funding.<br>I: Create a change in the education landscape, affecting access for delivery. | 4 | Both Ipsos (the evaluator) and RFL will monitor school governance and approach school leadership to agree on mitigation actions. If an impact is suspected, this will be logged to be accounted for at the analysis stage. |
| Low response rates for outcome measures | Decrease the statistical power of the analysis and reduce the chance of finding a positive impact where one exists (i.e. incorrectly accepting the null hypothesis). | 8 | To encourage high participation in outcome measurement, the following strategies will be implemented:<br><br>1. Clear Requirements: Expectations with schools will be outlined in Memorandums of Understanding (MoUs), detailing |

| | | | |
|---|---|---|---|
| | | | the necessity of active survey involvement.<br><br>2. Foundation Briefings: Schools will be briefed by foundations regarding the significance of achieving a high survey response rate, emphasising the impact on research effectiveness.<br><br>3. Integration of Survey Time: Time for participants to complete surveys will be seamlessly incorporated into the intervention schedule, minimising disruption and maximizing engagement.<br><br>4. Streamlined Surveys: Surveys will be kept concise and focused to streamline the process and enhance participants' willingness to participate. |
| Retention and attrition | Severe attrition would reduce the sample size, reducing the chances of detecting an effect (unless there is a large effect) and reducing the trial's internal validity. | 12 | Participant attrition may occur during the project, meaning some participants may be lost to follow-up. The likelihood of this is generally low, and in the pilot, the follow-up survey had a 78% response rate. Where this happens, the delivery and evaluation teams will work with Foundations and schools to mitigate this.<br><br>The data processing team at Ipsos has a tracking system of response rates and can engage with schools to check any technical issues and follow up on those schools lagging and nudging to encourage completion. Ipsos has a dedicated customer service team to answer emails/queries |

| | | | |
|---|---|---|---|
| | | | within one hour during the data collection period. |
| Potential for contamination | Contamination of participants is possible if pupils in intervention groups interact with those in control, which could dilute the observable effect of the intervention. | 8 | The evaluation team spoke with the delivery team about the structure of Foundations and their catchment areas to understand the likelihood of contamination, which was not expected to be high.<br><br>Due to Foundations' catchment areas, individual participants within the control or treatment group may know or interact with participants from other schools within the other group. However, due to the nature of the intervention, this is not anticipated to be likely. |
| Timetable delays | Preparing for an RCT and ensuring all partners are aware of the requirements can take time, which could delay the timetable. | 8 | The timetable for the set-up stage was extended to account for recruitment, delivery partner capacity, material development, and data protection processes. Timetable delays once the trial begins are pretty unlikely. |
| Demoralisation of control groups | Schools and students within the control arm could suffer demoralisation after discovering they are not getting the intervention. | 6 | Financial incentives provided to schools will help alleviate reluctance to participate or engage in data collection activities.<br><br>A clear communication strategy will ensure that schools and students grasp the significance of their involvement in the evaluation process and recognize the benefits of determining the |

| | | | |
|---|---|---|---|
| | | | effectiveness of potential future interventions.<br><br>While it is not within the trial's scope to guarantee the intervention for control schools, both RFL and the evaluator will communicate that the intervention remains accessible, and they stand to benefit. Understanding the intervention's efficacy beforehand is crucial, as it may influence future decisions regarding its uptake or not. |

## Timeline

**Table 9: Timelines**

| Dates<br>When? | Activity<br>What? | Staff responsible/<br>Who? |
|---|---|---|
| **Phase I — Pre-intervention (co-design)** | | |
| **Nov 23 – Jan 24** | Co-design workshops between the evaluator and delivery team to submit a draft evaluation proposal | Foundations, Ipsos |
| **Feb 24** | Protocol draft submission to YEF | Foundations, Ipsos |
| **Mar 24** | Protocol draft submission to GECo | Foundations, Ipsos |
| **Mar 24** | Ethics application | Ipsos |
| **Apr 24 – Aug** | Preparatory work for delivery | Foundations |
| **Apr 24 – Dec** | Recruitment of schools - wave 1 | Foundations |
| **Sep 24 – Dec** | Baseline data collection – wave 1 | Foundations /Ipsos |
| **Dec 24** | Data sharing agreements with schools and RFL | Ipsos |
| **Dec 24** | Randomisation – wave 1 | Ipsos |

| | | |
|---|---|---|
| **Phase II — Intervention** | | |
| **Jan 25 – Apr 25** | Intervention delivery – wave 1 | Foundations |
| **Mar 25** | Writing and delivery of SAP (within three months from randomisation of wave 1) | Ipsos |
| **Jan 25 – Apr 25** | Recruitment of schools – wave 2 | Foundations |
| **Mar 25 - Apr** | Baseline data collection – wave 2 | Ipsos |
| **Apr 25** | Randomisation – wave 2 | Ipsos |
| **May 25** | Follow-up – wave 1 | Ipsos |
| **May 25 – Jul 25** | Intervention delivery – wave 2 | Foundations |
| **Sep 25** | Follow-up – wave 1 | Ipsos |
| **Jan 25 – Jul 25** | Interviews with school staff (IPE) | Ipsos |
| **Jan 25 – Jul 25** | Interviews with rugby coaches (IPE) | Ipsos |
| **Jan 25 – Jul 25** | Case studies (IPE) | Ipsos |
| **Jan 25 – Jul 25** | Collect and collate programme MI and costs | Foundations /Ipsos |
| **Phase III – Post-intervention** | | |
| **Dec 25 – Mar** | Analysis (all strands) | Ipsos |
| Mar 26 – Apr | Reporting | Ipsos |
| **May 26 – Aug** | Publication process | Ipsos |
| **Jun 26** | Dissemination and presentation | Ipsos |
| **May 26 – Aug** | Data archiving | Ipsos |

## References


Andrews, J. P., & Andrews, G. J. (2003). Life in a secure unit: The rehabilitation of young people through the use of sport. *Social Science & Medicine, 56*(3), 531-550.

Armitage, H., Heyes, K., O'Leary, C., Tarrega, M., & Taylor-Collins, E. (2020). What Makes for Effective Youth Mentoring Programmes: A rapid evidence summary.

Chamberlain, J. M. (2016). Sports-based intervention and the problem of youth offending: A diverse enough tool for a diverse society? In *Diversity, equity and inclusion in sport and leisure* (pp. 53-66): Routledge.

Crowther, J. (2023). *Kicking crime into touch: an ethnographic exploration of rugby union as a vehicle for supporting Positive Youth Development in the youth justice system.* Manchester Metropolitan University,

Gensheimer, L. K., Mayer, J. P., Gottschalk, R., & Davidson II, W. S. (1986). Diverting youth from the juvenile justice system: A meta-analysis of intervention efficacy.

Giordano, P. C., Cernkovich, S. A., & Rudolph, J. L. (2002). Gender, crime, and desistance: Toward a theory of cognitive transformation. *American journal of sociology, 107*(4), 990-1064.

Jump, D. (2021). *The criminology of boxing, violence and desistance*: Policy Press.

Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and offenders, 4*(2), 124-147.

McArthur, K., Wilson, A., & Hunter, K. (2017). Mentor suitability and mentoring relationship quality: Lessons from the Glasgow Intergenerational Mentoring Network. *Journal of Community Psychology, 45*(5), 646-657.

Meek, R., & Lewis, G. (2014). The impact of a sports initiative for young men in prison: Staff and participant perspectives. *Journal of Sport and Social Issues, 38*(2), 95-123.

Newburn, T., & Shiner, M. (2006). Young people, mentoring and social inclusion. *Youth Justice, 6*(1), 23-41.

Pollock, A. M. (2014). *Tackling rugby: What every parent should know*: Verso Books.

Wilson, H. A., & Hoge, R. D. (2013). The effect of youth diversion programs on recidivism: A meta-analytic review. *Criminal justice and behavior, 40*(5), 497-518.

Wong, K., Morris, S., Wallace, S., Roberts, A., Gray, P., & Burchell, E. (2023). Rugby Football League–Inspiring Futures Educate Mentoring Programme: feasibility and pilot trial report.

# Appendix 1: Theory of change of the Inspiring Futures intervention

## Appendix Figure 1: Theory of change

| Why: evidence-based observation | Why: evidence-based need | Inputs: what the intervention requires | Who: target population | How: intervention activities that will address the need | What: short-term outcome | What: medium and long term outcomes (out of evaluation scope) |
|---|---|---|---|---|---|---|
| RFL programme has been developed to address poor mental health and a perceived lack of opportunity. This is a key issues affecting young people from deprived communities in the North of England. Anti-social behaviour is more prevalent within these deprived, urban communities.<br><br>Engaging in low level anti-social behaviour as a child puts the them at a higher disposition of committing further crimes including arson and drug related offences as they get older, ultimately | **Mentoring**<br><br>Mentoring programmes have been shown to positively impact on outcomes which are often associated with later involvement in violence (e.g., substance misuse, behavioural difficulties, educational outcomes, social connects, emotional health) (Ipsos and Gaffney, Jolliffe, and White, 2022).<br><br>Mentoring is especially likely to have an impact on propensity to offend if it is frequent and intensive[1].<br><br>Having a mentor can reduce the likelihood of | **Coaches Training**<br><br>Foundation coaches receive internal 1 weeklong RFL training on the interventions 12 weeks syllabus, REDI and Trauma Informed approach training. Training is delivered by RFL, Foundation Delivery Partners (Leigh Leopards and Leeds Rhinos) and delivery service Upshot<br><br>**School Facilities**<br><br>Sessions take place on the school grounds.<br><br>**Session Equipment:** | CYP aged 11-14 at a Primary level of need: a record of poor behaviour, a record of poor school attendance, and an interest in sport. Young people must live and attend school in the following regions: Warrington, St Helens, Huddersfield, Wakefield, Hull, Leigh, Barrow, Wigan, Swinton, Salford, Leeds<br><br>These young people are at risk of becoming involved in crime and anti-social behaviour and face challenges like poverty, childhood adversity, social exclusion, and low | **The model:**<br><br>12 weeks of group sessions with a consistent adult mentor. CYP receive:<br><br>- Weekly 2 hour RFL mentoring sessions, delivered face to face.<br>- 12 sessions in total over the programme.<br><br>The aims of the sessions are to:<br><br>- To build resilience, self-confidence and character in young people.<br>- To support positive choices and provide young people with the ability to engage positively with society. | • CYP report improved mental health and wellbeing.<br>• CYP behaviour improves, demonstrating improved ability to identify risk, less risk-taking behaviour and improved emotional regulation.<br>• CYP report improved relationships with peers, family and wider social network.<br>• CYP report feeling more positive about the future and the | **Medium Term**<br><br>• Reduced offending<br>• Reduction in CYP involvement in violent and non-violent offending behaviour.<br>• Reduce their participation in anti-social and criminal behaviour<br>• Reduced substance (alcohol, drugs, smoking) mis-use<br>• Reduced risky, anti-social and criminal behaviour |

| | | | | | | |
|---|---|---|---|---|---|---|
| receiving a prison sentence.<br><br>Children with poor mental wellbeing are more likely to not attend or truant from school and have negative relationships with their peers and family members. They are more likely to participate in risk taking behaviour that leads to crime than those with positive mental health. | offending through the provision of a positive role model.[2]<br><br>Trusted relationships with professionals can enhance CYP's engagement with an intervention, increases the likelihood that they will share their views and experiences, and more readily utilise available forms of help.[3]<br><br>The building of rapport and a relationship is central to any form of youth mentoring. This is then utilised to provide a range of assistance from emotional/social support to advice and, in some cases, skills, e.g. employability training (McArthur, Wilson & Hunter, 2017). It is alleged that building a positive relationship between the mentor and the mentee facilitates an improvement in other social relationships. | Laptops, projectors, flipcharts, worksheets, sporting equipment<br><br>**Staff Resourcing**<br><br>Staff time from leadership, senior operational managers, and frontline staff. Additional staff also recruited to support delivery: 1. An inspiring futures manager at RFL, 2. Each foundation will recruit at least 1 member of delivery staff.<br><br>**Advisory Boards and working Groups**<br><br>Inclusion and Diversity Board<br><br>RFL Youth Board | educational attainment. | - To improve critical thinking skills.<br>- To provide a healthy, stable and supportive framework at home and in school.<br><br>Sessions will be delivered in:<br><br>- School or other educational setting<br><br>Personal Wellbeing:<br><br>- Understand what self-control and stress are.<br>- Promote an awareness of decision making and consequences.<br>- Learn about what causes stress, and how to manage it.<br>- Understand how to remain calm and stay in control.<br>- Understand what addictive substances are. | opportunities available to them.<br>• CYP access other relevant support services and activities to meet needs and continue to divert them from negative influences.<br>• Increased awareness and perception of available support within school and local community<br>• CYP engagement in education improves, including (where applicable) returning to school, or increased attendance and fewer exclusions.<br>• CYP develop a positive and pro-social identity. | **Long Term**<br><br>• Sustained engagement in education<br>• Sustained reduction in anti-social behaviour and substance mis-use |

| | | | | | | |
|---|---|---|---|---|---|---|
| | The literature also suggests that the mentors themselves can provide a vehicle for change through the presentation of themselves as positive role models with a variety of pro-social traits for the young person to emulate (Newburn & Shiner, 2006).<br><br>**Sports-based intervention**<br><br>Skills based programmes which target behaviour change through promoting healthy life choices, problem solving, conflict resolution, and socio-emotional skills develop a young person's ability to control their behaviour and have improved social relationships.<br><br>The aim of using sport specifically is to provide achievable aspirations, by using relatable voices and their experience, to engage with young | | | - Discover their effects on you and the people around you.<br>- Learn of the dangers of alcohol and smoking.<br>- Recognise the signs of addiction and know where to look for help.<br>- Understand the components of a healthy lifestyle.<br>- Develop knowledge of nutrition and good habits.<br>- Discover the effects of nutrition on sleep patterns, the impact on your daily life and how to make improvements.<br>- To understand what self-esteem is and how it can be affected.<br>- To recognise the impact of confidence on behaviour.<br>- To understand what goal setting is and why it is important.<br>- Celebrate progress made by participants during the 'Mentor' | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | people, to provide more positive prospects and to guide them away from being drawn into anti-social behaviour with youths who are considered high-risk or already engaging in criminal behaviour. Chamberlain's (2013)[4] review of the effectiveness of SBIs (Sports based interventions) in reducing rates of offending/re-offending found that many interventions were associated with reduced rates of crime and antisocial behaviour – provided that young people attended regularly. Another SBI study by Armour et al. (2013)[5] on youth/physical activity interventions in the UK (HSBC/OB project and the Sky Sports Living For Sport (SSLfS) programmes) tracked school pupils over a four-year period. This demonstrated sustained improvements (70%) | | | section of the IF programme.<br><br>Collaboration:<br>- Understand how trust is needed in a team and in everyday life.<br>- Increase communication skills and promote group work.<br>- Understand the concept and importance of building and maintaining trust.<br>- Learn about volunteering opportunities.<br>- Discover how volunteering can benefit the individual and the community.<br><br>Leadership:<br>- Understand the responsibilities of employment. | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | three years after completion.<br><br>The game of Rugby League has had an impact within the communities it serves, as referenced in the Rugby League Dividend Report published in July 2019. According to research by Davies et al (2019)[6] sport contributes to changing social outcomes, one of which is reduction in crime for males aged 10-24 years. Danish & Nellen (1997)[7] stated that sport can be an excellent vehicle to teach life skills, in particular to marginalised and disadvantaged groups.<br>Using Rugby League as a catalyst and working in partnership with seven professional Rugby League Club Foundations within their own local authority areas, we will deliver the project in local schools to promote positive, aspirational messages and behaviours to youngsters | | | - Understand what inspiration is.<br>- Promote reflective thinking.<br>- Learn how inspiration and being inspired can help behaviour change.<br>- Develop knowledge of how to organise and lead small games and activities.<br>- Understand the skills and characteristics of a leader.<br>- Decision making and communication.<br>- Organisation of equipment, planning sessions and leadership challenges.<br>-<br><br>**Mechanisms of change:**<br><br>The sporting focus element of the encourages CYP (who have an initial interest in sport), who may otherwise have developed a mistrust of adults, statutory agencies and authority figures, to engage with Inspiring Futures. Young people who are interested in sport may develop an interest in Rugby specifically, and those already interested in | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | using person centred approaches to facilitate change. Our Foundations have well established relationships in many of their local schools, making them best placed to deliver this project. This is supported by research conducted by Choi, Park, Jo, & Lee (2015)[8] into the impact of a sports mentoring programme on the development of children's life skills. They reported that participants developed a strong bond with their mentors, and alongside the improvement of sports-based skills the programme had a positive outcome on their interpersonal skills including increased self-confidence, better relationships with peers, enhanced self-management and a greater sense of connection with their communities. | | | Rugby will build on their interest leading to sustained engagement.<br><br>Through the rugby sessions, CYP build a trusted relationship with their mentor. This is the key mechanism of change. The building of rapport and a relationship is central to any form of youth mentoring. It is then utilised to provide a range of assistance from emotional/social support to advice and, in some cases, skills, e.g. employability training (McArthur, Wilson & Hunter, 2017)[9].<br><br>In discussions in mentoring sessions, having built a trusted relationship mentors are then able to support CYP to:<br><br>- Be aware of what a good quality, safe and healthy relationship looks like<br>- Open up about their feelings, experiences and emotions.<br>- Reflect upon their own behaviour, experiences and choices | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | - Develop a better understanding of consequence and risk, and move away from risk taking behaviours.<br>- Receive constructive feedback and guidance related to their own experiences<br>- Begin to recognise mentor as source of support and care<br>- Mentor may develop into an alternative positive role model, demonstrating and encouraging pro-social values and behaviours.<br>Literature suggests that the mentors themselves can provide a vehicle for change through the presentation of themselves as positive role models with a variety of pro-social traits for the young person to emulate (Newburn & Shiner, 2006)[10]. | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | - CYP have a positive experience of sharing a solving problems.<br>- Identify their strengths and protective factors in their lives, and understand how to build on these.<br>- Explore how to deal with difficult situations, developing increased self-efficacy to explore situations independently.<br><br>The Leadership element instils confidence and increases self-esteem by allowing the CYP to solve problems creatively, work in a team, and provides an opportunity to develop responsibility.<br><br>As their self-confidence increases so does their motivation to work hard towards new a goal or try new things. They'll also strengthen their sense of control and self-identity<br>Learning how to plan, problem | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | solve and implement solutions allows CYPs to see what factors drive success.<br><br>Through the Leadership element of the programme CYPs will also build skills essential employability. Developing and then practicing soft transferable leadership skills like communicating, collaborating and problem solving supports them in their education and employment journey. CYP realise they have other educational and employment opportunities available to them than they initially thought, and they may start to consider more positive career prospects.<br><br>The volunteering element creates a sense of belonging in their local community. In addition, collaborating with other CYPs gives them the opportunity to develop and new network of peers (other CYPs taking part in the programme) and peer- to – peer support with CYPs with similar experiences.<br><br>Sessions are delivered in schools wherever possible which encourages engagement in Inspiring Futures and can also | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | have a positive knock-on effect on young people's attitude towards school. Young people may now see school as more positive environment, meaning attendance and behaviour in school, increasing attainment achievement and prospects for further progression. | | |

[1] https://whatworks.college.police.uk/toolkit/Pages/Intervention.aspx?InterventionID=44

[2] https://whatworks.college.police.uk/toolkit/Pages/Intervention.aspx?InterventionID=44

[3] Relationship-based practice framework (justiceinspectorates.gov.uk)

[4] John Martyn Chamberlain (2013) Sports-based intervention and the problem of youth offending: a diverse enough tool for a diverse society?, Sport in Society, 16:10, 1279-1292, DOI: 10.1080/17430437.2013.821251

[5] Kathleen Armour k.armour@bham.ac.uk , Rachel Sandford & Rebecca Duncombe (2013) Positive youth development and physical activity/sport interventions: mechanisms leading to sustained impact, Physical Education and Sport Pedagogy, 18:3, 256-281, DOI: 10.1080/17408989.2012.666791

[6] Davies, L. E., Taylor, P., Ramchandani, G. and Christy, E. (2019). Social return on investment (SROI) in sport: a model for measuring the value of participation in England. International Journal of Sport Policy and Politics. doi: 10.1080/19406940.2019.1596967

[7] Steven J. Danish & Valerie C. Nellen (1997) New Roles for Sport Psychologists: Teaching Life Skills Through Sport to At-Risk Youth, Quest, 49:1, 100-113, DOI: 10.1080/00336297.1997.10484226

[8] Choi, E., Park, J., Jo, K., & Lee, O., (2015), The influence of a sports mentoring program on children's life skills development, June 2015, Journal of Physical Education and Sport 15(2):264-27, DOI:10.7752/jpes.2015.02040

[9] McArthur, K., Wilson, A., & Hunter, K. (2017). Mentor suitability and mentoring relationship quality: Lessons from the Glasgow intergenerational mentoring network. *Journal of Community Psychology, 45*(5), 646–657. https://doi.org/10.1002/jcop.21884

[10] Newburn, T., & Shiner, M. (2006). Young People, Mentoring and Social Inclusion. *Youth Justice*, *6*(1), 23-41. https://doi.org/10.1177/1473225406063450

**Appendix Figure 2: Theory of Change Assumptions, Risks and Moderating Factors** Assumptions

1) Availability and retention of high-quality mentors.
2) Training delivered to mentors in delivery of consistent model of support.
3) Sufficient time and resources available to articulate this model and training.
4) Sufficient number of referrals received from schools – programme have the capacity to refer, and referral process is sufficiently clear/simple. Schools understand what the programme is for and which CYP are appropriate to refer.
5) Schools have sufficient capacity to allow mentors to meet CYP in schools.
6) Programme is able to build relationships with new schools to ensure sufficient referrals.
7) Availability of school grounds and facilities
8) Availability of appropriate volunteering options via local and or partnerships organisations. Programme is able to build a relationship with these organisations.
9) Ability of mentors to communicate with and understanding of how to build trusted relationships with CYPs
10) CYP is willing to engage in mentorship

Risks

1) Inability to recruit and train sufficient numbers of appropriately qualified new staff in the time (before project launch).
2) Insufficient referrals received from partner organisations, particularly during and near school holidays (100% of referrals come from schools).
3) Inappropriate referrals from schools who do not have a good understanding of the purpose of the programme.
4) Inability to use school premises for sessions.

Insufficient capacity in local and or partner organisations to accept referrals from programme for volunteering opportunities.

Moderating Factors

1) **Social support from family, schools**, etc. could moderate the mentoring impact. If students have good social support systems, the skills and lessons from mentoring may be more likely reinforced. However, if they lack positive support, the benefits of mentoring may not transfer as strongly.
2) **Environmental factors like community/neighbourhood context** could moderate as well. A risky environment may undermine mentoring gains, while a positive community could reinforce them.
3) **Socio-demographic** factors like socioeconomic status, sex, and ethnicity could also moderate mentoring effects if factors like poverty limit opportunities to apply skills and lessons from the mentoring.

## Appendix 2: Fidelity tool

Fidelity will be assessed qualitatively and quantitatively as part of the IPE. For the quantitative assessment, we will adopt a tool that creates scores based on monitoring data gathered and shared by the delivery team.

To create an overall fidelity score, we will sum the points across all the dimensions and calculate the following: *(a) total awarded points* divided by *(b)total possible points* to calculate the score as a percentage. The percentage thresholds and interpretation of these are:

- Up to 25% of total available points scored = very poor fidelity
- Between 26% and 50% of total available points scored = poor fidelity
- Between 51% and 75% of total available points scored = good fidelity
- Between 76% and 100% of total available points scored = excellent fidelity

| Fidelity Standard | Measurements | Score |
|---|---|---|
| All RFL Coaches completed training | Number of staff that attended mandatory training sessions<br><br>Record of attendance | • 6 points - 100% of staff attended full training.<br>• 5 points - at least 75% of staff attended full training.<br>• 4 points - at least 50% of staff attended full training.<br>• 3 points - at least 25% of staff attended full training.<br>• 2 points - less than 25% of staff attended full training.<br>• 1 point – no staff attended. |
| All schools have been fully onboarded by attending (no.x) meetings | Number of schools that completed/attended onboarding meetings/sessions<br><br>Record of attendance | • 6 points - 100% of schools fully onboarded.<br>• 5 points - at least 75% of schools fully onboarded.<br>• 4 points - at least 50% of schools fully onboarded.<br>• 3 points - at least 25% of schools fully onboarded.<br>• 2 points - less than 25% of schools fully onboarded.<br>• 1 point – no schools fully onboarded |
| RFL coaches average CYP case load is (no.x) | Coaches monthly average<br><br>Operational Data | • 6 points – 100% of coaches have correct caseload<br>• 5 points – at least 75% of coaches have correct caseload<br>• 4 points – at least 50% of coaches have correct caseload |

| | | |
|---|---|---|
| | | • 3 points - at least 25% of coaches have correct caseload<br>• 2 points – less than 25% of coaches have correct caseload<br>• 1 point – no coaches have correct caseload |
| CYPs rerolled are completing all 12 mentoring and coaching sessions by the end of the intervention | CYP completion numbers<br><br>Operational Data | • 6 points - 100% of CYPs fully completed.<br>• 5 points - at least 75% of CYPs fully completed.<br>• 4 points - at least 50% of CYPs fully completed.<br>• 3 points - at least 25% of CYPs fully completed.<br>• 2 points - less than 25% of CYPs fully completed.<br>• 1 point – no CYPs fully completed. |
| Sessions are being offered once a week | Frequency of CYP attendance. We will select a sample of CYPs<br><br>Operational Data<br><br>Redacted case notes | • 6 points - 100% of coaches are attending sessions weekly<br>• 5 points - at least 75% of CYPs attend sessions weekly<br>• 4 points - at least 50% of CYPs attend sessions weekly<br>• 3 points - at least 25% of CYPs attend sessions weekly<br>• 2 points - less than 25% of CYPs attend sessions weekly<br>• 1 point – no CYPs attend sessions weekly |
| CYPs and schools are provided with the correct resources (no.x resources) | Number of schools with access to resources<br><br>Operational Data | • 6 points - 100% of schools have all resources<br>• 5 points - at least 75% of schools have all resources<br>• 4 points - at least 50% of schools have all resources<br>• 3 points - at least 25% of schools have all resources<br>• 2 points - less than 25% of schools have all resources<br>• 1 point – no schools have all resources |