



SAINTS  
FOUNDATION

# CHAMPIONING WELLBEING

THE IMPACT OF A SAINTS FOUNDATION SCHOOL COMMUNITY CHAMPION ON YOUNG  
PEOPLE'S WELLBEING





## PROJECT NEED

The Community Champions project was developed in 2015 in response to the fact that....

**20.1% of children in Southampton were living in deprivation.** Source: HM Revenue and Customs

**57% of 15-year old's in Southampton were bullied in the last couple of months.** Source: NHS What About YOUth (WAY) survey 2014/15



## PROGRAMME THEORY

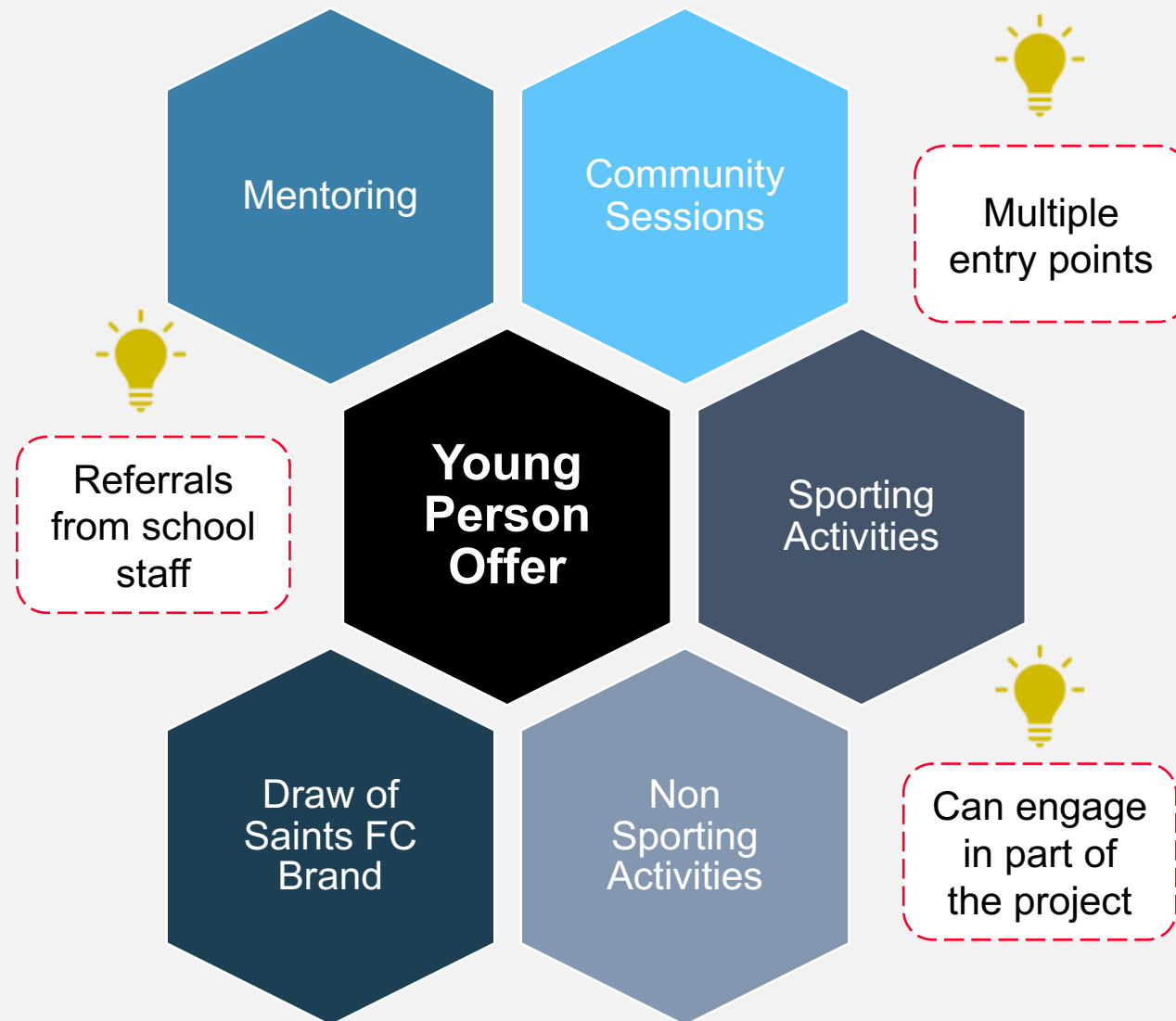
That providing schools in Southampton with a consistent member of football club foundation staff, whose focus is on mentoring young people who are disengaged in education, alongside delivering a comprehensive menu of in-school & community diversionary activities, will improve the emotional wellbeing of young people.



Schools (2015 launch)	% FSM
Woodlands Community College	54%
Redbridge Community School	52%
Oasis Academy Lord's Hill	46%
Cantell School	38%
Oasis Academy Mayfield	38%
Saints George Catholic College	20%

By 2018/19 we were engaging with **2305 young people**, for an **average contact time of 14 hours+**.

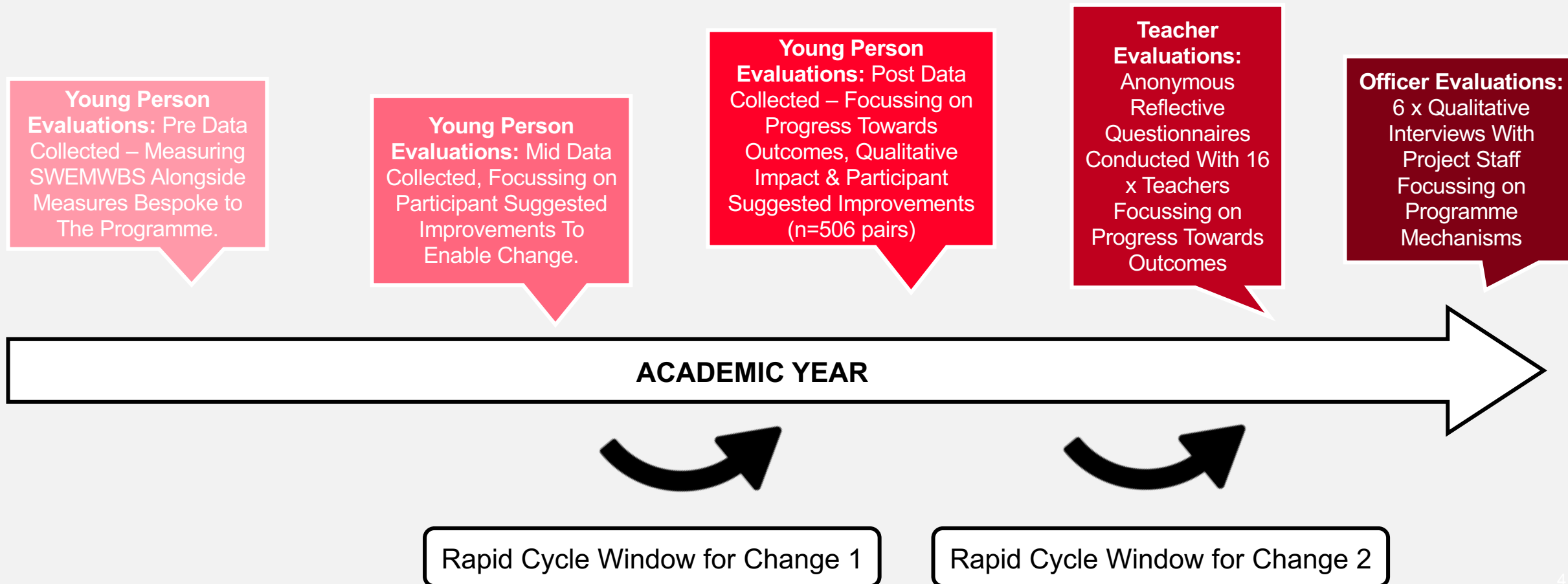
**In 2019 we expanded the offer to 8 schools**, with all 12 state mainstream schools in Southampton applying. The schools were **chosen based on need & their application**.





## RESEARCH QUESTIONS:

- Does the programme improve the emotional wellbeing of young people (proving / disproving the programme theory)?
- What are the consistent elements of provision that contribute to positive change?





## WHY THIS APPROACH WAS TAKEN:

### MIXED METHODS APPROACH THAT AIMS TO EXPLORE WHAT WORKS FOR WHOM IN THESE SETTINGS:



One approach that could be administered across the different schools by the different project staff that measures the same outcomes



Questionnaires were used with young people to help mitigate against potential bias of interviews by the project staff



Interviews & reflective questionnaires administered with teachers and projects staff in response to issues with time pressures.



Designed to help make theories of change explicit



Focus on action and being able to make improvements to the programme quickly based on evidence

### ISSUES WITH METHODOLOGY:

**Correlation not causation:** There's no control group, and there are lots of other factors outside of the programme that influence young people's lives.

**Historic Interventions:** The evaluation began in 2018/19, so the pre-data isn't always a true 'pre' as some participants engaged across multiple years.

**Long Term Impacts:** Does the impact last at home / how long does the impact last?

**Drive-by Engagements:** Tracking the impact of 'micro-engagements'

**Reflective Feedback:** We could only gain evaluation data from teachers & officers at programme end



# YOUNG PERSON RESULTS

## MENTORING:

71% of mentored participants had a higher SWEMWBS score after the intervention, compared with their pre-test score (n=49).

For mentored participants there was a significant difference in the wellbeing scores; pre data (M = 25.6, SD = 4.55) and post data (M = 26.4, SD = 4.29) conditions;  $t(48) = -3.86, p = 0.000345$ .

Number of observations	49	
Means	25.6	26.4
Standard deviation	4.55	4.29
Difference between pre-test & post-test means	2.59	
$\alpha$	0.05	
$t$ (repeated-measures)	-3.8568	
$p$ -value (2-tailed)	0.000345	
Degrees of freedom	48	

## DIVERSIONARY:

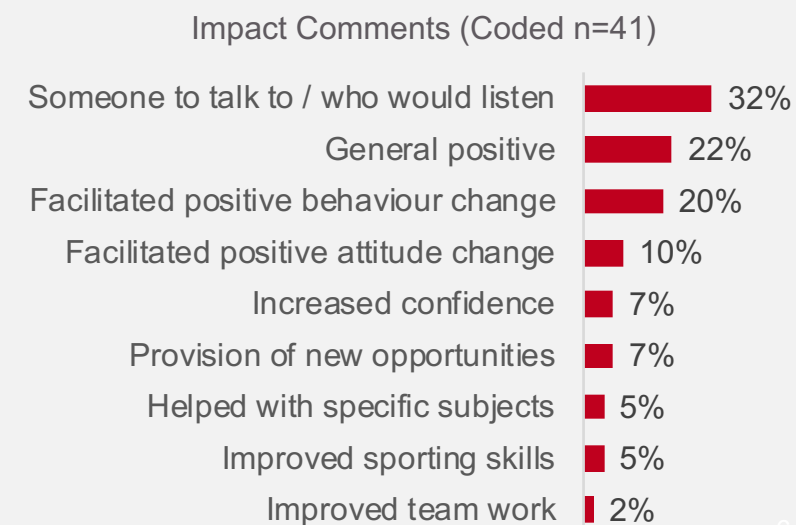
52% of participants of diversionary activities had a higher SWEMWBS score after the intervention.

For diversionary participants there was a significant difference in the wellbeing scores; pre data (M = 23.1, SD = 4.62) and post data (M = 25.7, SD = 4.69) conditions;  $t(456) = -3.26, p = 0.001201$ .

Number of observations	447	
Means	23.1	25.7
Standard deviation	4.62	4.69
Difference between pre-test & post-test means	0.77	
$\alpha$	0.05	
$t$ (repeated-measures)	-3.25923	
$p$ -value (2-tailed)	0.001201	
Degrees of freedom	456	

## QUALITATIVE:

Qualitative coding for mentored participants highlights the impact of having someone to talk to who will listen (n=41)





**“It has helped me learn how to deal with my anger better and reflect on bad situations by having someone to talk to”**

Young person, Community  
Champion School

**“the lgbt club makes me and others feel welcome and we can express ourselves as much as we want. They have made me feel comfortable in myself”**

Young person, Community  
Champion School

**“Yeah. Since my mum has died Tom has helped me through by always cheering me up and listening to me.”**

Young person, Community  
Champion School



## RESULTS FROM TEACHER EVALUATIONS (N=16)

75% of teachers felt that the programme had a large positive impact on their students wellbeing, with 24% stating it had a small positive impact.

81% of teachers felt that the programme had a large positive impact on their students self-esteem, with 19% stating it had a small positive impact.

63% of teachers felt that the programme had a large positive impact on their students attitude towards learning, with 37% stating it had a small positive impact.

“HUGE - not only is Ben consistently a positive role model to the kids, he has an amazing ability to find a way to motivate and inspire many difficult students and get them focused in class...”

Teacher, Community Champions School

“The Community Champion has made an impressive impact to our students, making them feel supported and rewarded. The Champion works extremely well in some difficult situations and always goes above and beyond what is expected.”

Teacher, Community Champions School

“Eddie gives a fantastic lift to the students with some of the most challenging behaviour and who come from difficult backgrounds. They all look forward to seeing him.”

Teacher, Community Champions School

“It has engaged many hard to reach students. Our champion has worked hard to develop positive relationships with these students and help them to make 'right' choices.”

Teacher, Community Champions School

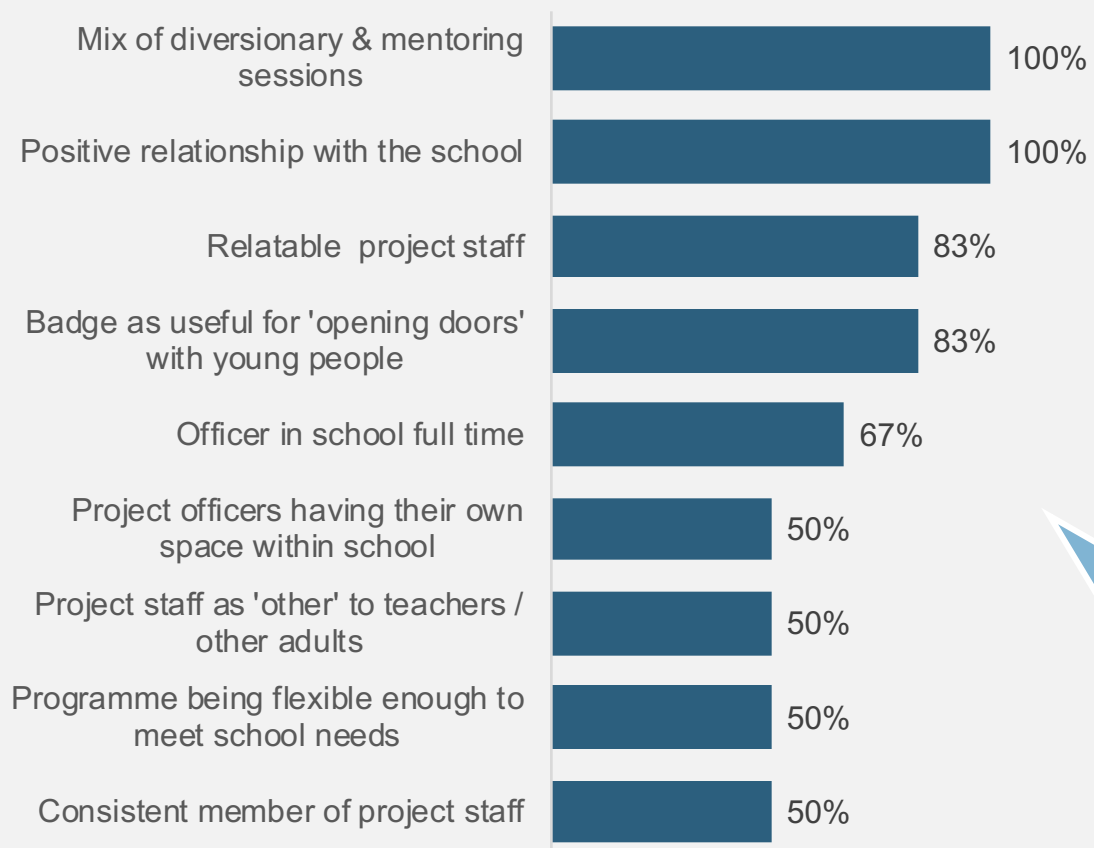




# PROJECT STAFF RESULTS



6 qualitative interviews with project staff highlighted 9 key themes (classified as mentioned in 50% or more interviews) that they believe are fundamental to the programme being a success..



**“You need the diversionary activity as they create social groups or help support social groups. They can be the perfect stepping stone for mentored students out of mentoring to improved confidence, they are also a great way of keeping tabs on students whether you’ve already mentored them or identifying those who may need mentoring in the future (hopefully you can prevent some young people from needing mentoring). It also allows the champs to engage with different types of young people, not just the naughty kids.” – Project Officer**

**“The relationships with the school is very big, when you first start its hard as you may not know who to go to and you’re waiting but after time you have the key to school you know the right people to go to and to get things done. With time comes trust, you can’t bed in straight away. Baby steps to building trust with the school.” – Project Officer**

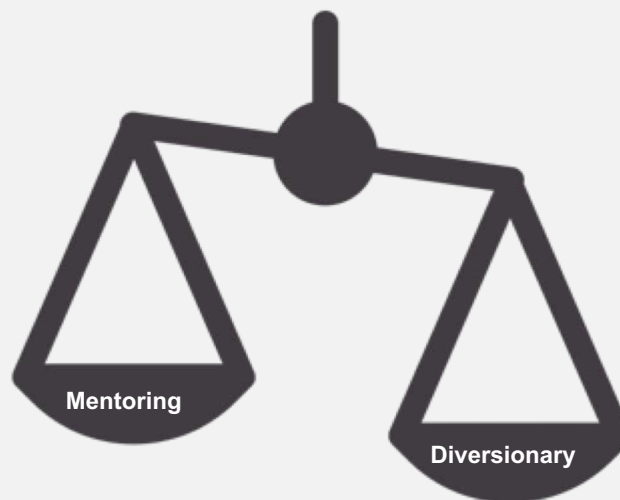


## KEY MECHANISMS

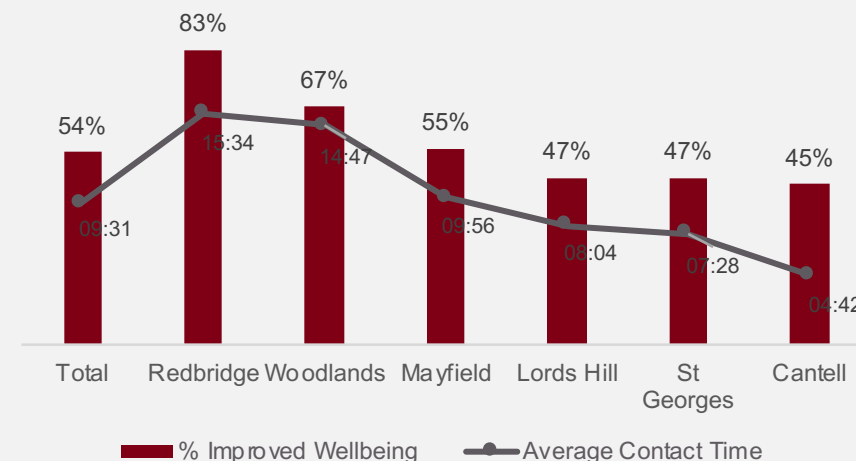
We have established four key mechanisms:

- Extended average contact time
- Getting the session mix right
- New opportunities
- A positive role model who remains 'other'

### Delivery mix



### Extended average contact time:



### Provision of new opportunities:

71% of young people who worked with a Community Champion accessed a new opportunity

78% of young people who worked with a Community Champion tried something new through the programme



### A positive role model who remains 'other':

When asked what impact the programme had on them, 32% of mentored participants stated that it made them feel as though they had someone they could talk to.

Frequently occurring themes from the comments were that the Champions don't talk down to young people and are more relatable, with teachers recognising this too.

**"Its made me feel more confident and the fact he treats me like someone my age and doesn't look down on me like the teachers do it brilliant!"** Young person St Georges

**"Tristan has had a huge impact with some high-profile challenging students. He is able to work with them in a way that nobody else can get through."** Teacher OAL



### SUMMARY



Within the context of secondary schools in Southampton, there is a correlation between the programme and an increase in young peoples wellbeing. Learnings:

- **Consistently commit:** full time staff who can commit to a high average contact time with young people.
- **Embrace the whole person:** recruiting for relatable role models, getting the right person in the right school, flexing to the young person's needs
- **Place mentoring in the context of the whole programme:** diversionary activities and off site opportunities aren't just the hook



### NEXT STEPS

- Expansion of the programme (8 schools)
- Evaluation of Community Champions programme in female only environment
- Regular family engagement sessions, that focus on the positive changes seen in young people
- Exploring ways to match our data with progression data stored with other services