

CASE STUDY 1

The first case study is an urban secondary school with around 800 students. 65% of the students are eligible for pupil premium.

- For many students, tennis is not accessible outside of school and many perceive tennis as an “upper class” sport.
- Students were of mixed abilities, genders and backgrounds that the staff thought would benefit from the programme.
- The project group responded very well to the Athlete Mentor and the teacher explained that because of the Athlete Mentor’s status and expertise the young people listened and responded far better than they would have done with the teacher
- The teacher reported that the programme has definitely boosted the project group’s leadership skills, self-esteem and self-confidence. These positive outcomes were supported by the young people’s survey responses
- Many young people now take PE lessons “more seriously”, according to the teacher – with some furthering their leadership skills by helping others in PE.

“Thank you for giving us the opportunity. We are really pleased with the outcomes.”

Teacher



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CASE STUDY 2

The second case study school is a large, urban secondary school. 22% of students are eligible for pupil premium.

- The lead teacher decided to use the opportunity of the Beyond the Baseline programme to focus on engaging girls not currently engaged in sport and PE and to develop their leadership skills.
- 17 students from year 9, who had poor attendance and engagement in PE, were recruited to be part of the programme.
- The teacher reported that most of the girls enjoyed being put in a position where they were trusted and given responsibility to plan and deliver something.
- The teacher also reported how girls' leadership skills, organisational skills, commitment and confidence were noticeably developed after the three sessions with the Athlete Mentor. Similarly, girls reported improved leadership and teamwork skills in the survey.
- One of the members of the project group was previously disengaged in PE lessons, but now attends and is much more engaged.

“One of my teachers saw me do the leadership and teaching and she came up to me and said how fantastic I was and how she didn’t know I was such a great leader. It made me feel happy and she said she was proud of me. [...] from then I’ve worked to my best ability.”

Project Group Student

CASE STUDY 3

The third case study is a coastal secondary school with around 600 students. 28% of students are eligible for pupil premium.

- The lead teacher focused on selecting girls, based on the PE department's understanding of students who are least physically active as well as using the YST-provided criteria.
- 24 girls from year 9 were recruited onto the programme .
- The teacher reported that they saw the girls communicating in a way that they had not seen before, where they lost any self-consciousness that they often have in front of their peers
- The teacher also reported how girls demonstrated strong leadership skills, including some who were not expected to be natural leaders. The majority of girls reported in the survey that they had improved their leadership and teamwork skills, as well as their confidence to take part in sport and physical activity.
- Being involved with the programme allowed the school an opportunity to target their action plan from the perspective of engaging girls who were previously less engaged in sport and physical activity.

“It taught us a range of skills about tennis and also skills we can use in everyday life especially for future jobs because of leadership skills we learned.”

Project Group Student



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