



Exploring how data can be turned into stories to support positioning and sustainability

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Framework for p r a c t i c e

What challenge are we aiming to address?

Who do we want to reach?

Which places (communities/ institutions)
do we need to be in?

What activities are best suited to meet the
needs of this cohort (type, frequency,
length, access, staff)?



Using sport to enhance positive outcomes for young people in the context of serious youth violence



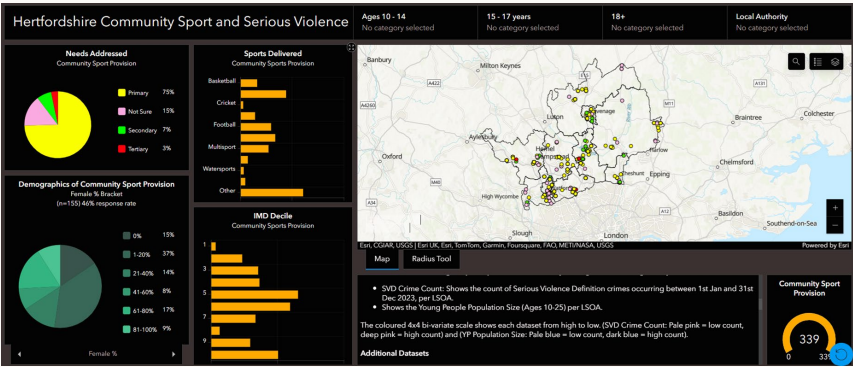
Open Data Sources

- Indices of Deprivation (IMD)
- Poverty
- Employment
- Ethnicity
- English as an additional language
- Population of children and young people

Closed Data Sources

- Youth Justice Interventions
 - All interventions issued (Caution, Order, Community Resolution, Outcome 22)
 - Data collection 1st April 2022 – 31st March 2023
- Child Criminal Exploitation Rates
- Police data
 - All recorded crimes/incidents that fall under Hertfordshire definition of **Serious Violence**.
 - Data Collection – 1st Jan 2023 – 31st Dec 2023

Serious Violence Duty - Crimes



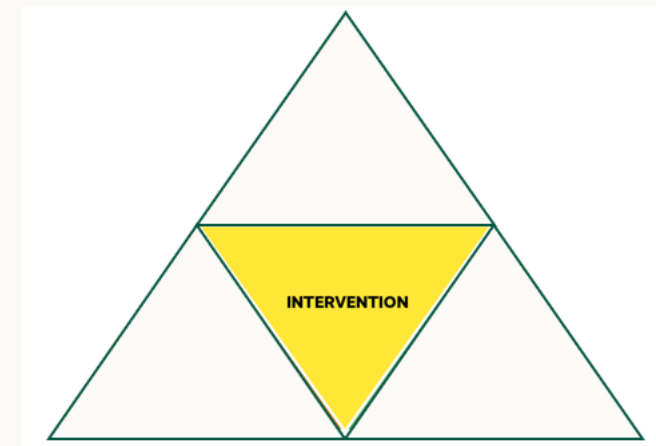


TABLE 1: IDENTIFYING THE APPROPRIATE SPORTS PROGRAMME(S) FOR YOUNG PEOPLE

(adapted from Stephenson et al., 2011)

<div>← LOW LEVEL OF SUPPORT NEEDED</div> <div>→ HIGH LEVEL OF SUPPORT AND EXPERTISE NEEDED</div>		
PRIMARY Prevention	SECONDARY Early Intervention	TERTIARY Offending/Reoffending
PROGRAMME APPROACH <ul style="list-style-type: none"> Universal/Open Access Neighbourhood/ community level Developmental provision to improve overall life opportunities 	PROGRAMME APPROACH <ul style="list-style-type: none"> Targeted at those considered at risk of involvement in youth offending Can be an individual/ family approach and/or targeted at geographical 'hot spot' areas 	PROGRAMME APPROACH <ul style="list-style-type: none"> Targeted intervention for those already involved in offending behaviour ranging from less serious to more serious offending Can also support rehabilitation programmes
EXAMPLES OF SPORT PROGRAMMES <ul style="list-style-type: none"> Regular weekly sports activity sessions Opportunities for volunteering and training/ qualifications School holiday activities 	EXAMPLES OF SPORT PROGRAMMES <ul style="list-style-type: none"> Targeted and/or 'hot spot' group sports sessions Sport-based one-to-one mentoring programmes Formal sport volunteering opportunities including training and qualifications Residential trips with outdoor adventure activities Can be linked to 'primary intensity level' sports programmes to provide additional opportunities if and when appropriate 	EXAMPLES OF SPORT PROGRAMMES <ul style="list-style-type: none"> Sport-based one-to-one mentoring programmes Targeted small group work using sport Sport volunteering, training and qualification opportunities Sport as one element of a more holistic programme run by other agencies Sport programmes to support rehabilitation Can be linked to 'secondary intensity level' sports programmes to provide additional opportunities, if, and when appropriate



Outputs

P a r t i c i p a t i o n

Attendance

Retention

Non-Attendance

Frequency

Type of activity

Dosage (Sport v Sport Plus)

Demographic data

Postcode data

Characteristics (vulnerabilities and reach)

Referral pathways and routes into provision (informal and formal)

- Live reporting system – information readily available
- Enables programme analysis

The screenshot shows a web application interface for monitoring and evidence. The top navigation bar includes tabs for 'By time', 'By outcome', 'By indicator', 'Tasks', 'SESSIONS: List', 'Grid', and 'MANAGE: Activities', 'Plan', 'General'. The main header displays 'Workshops' with a date and time '22 Sep 2025, noon - 1 p.m.', a location 'The Pavilion (Change)', and a count '0 Attendees'. A red warning icon indicates 'You have unsaved changes'. Buttons for 'SAVE DRAFT' and 'SUBMIT SESSION' are visible. A green notification bar states 'New register started, copying attendees from Workshops'. Below this is a search bar 'Add an attendee: Type in a name...'. A table lists attendees with columns: 'Attendee', 'Attendance', 'Attendee type', 'Paid', 'Amount paid', 'Volunteer', 'Volunteer time', 'Notes', 'Left session?', and 'Remove'. The table contains three rows of data for Jonathan Brownlee, Paul Casey, and Katy Marchant, all marked as 'Full' and 'Participant'.

Attendee	Attendance	Attendee type	Paid	Amount paid	Volunteer	Volunteer time	Notes	Left session?	Remove
Jonathan Brownlee	Full	Participant	<input type="checkbox"/>	£	<input type="checkbox"/>	mins	Add	<input type="checkbox"/>	<input type="checkbox"/>
Paul Casey	Full	Participant	<input type="checkbox"/>	£	<input type="checkbox"/>	mins	Add	<input type="checkbox"/>	<input type="checkbox"/>
Katy Marchant	Full	Participant	<input type="checkbox"/>	£	<input type="checkbox"/>	mins	Add	<input type="checkbox"/>	<input type="checkbox"/>

Outputs

Engagement & Achievements

Children’s attendance at SBI’s ensures they receive consistent support

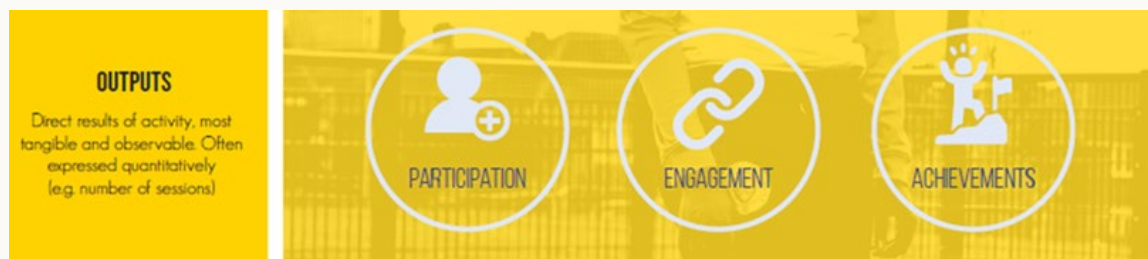
Engagement determines how actively they participate in the activities; both are necessary to achieve positive outcomes.

Practitioner observations help measure engagement by capturing children’s real-time behaviours,

- participation
- attention
- enthusiasm
- interaction with others

These observations provide qualitative insights that reveal how actively and meaningfully a child participates in the intervention.


LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Disengagement	Curiosity	Involvement	Achievement	Autonomy
Sit out and ignore activity	Watch activity	Join in with others	Complete tasks	Initiate tasks
Encourage disputes	Dip in and out	Respond to instruction	Communicate with staff outside the activity	Help plan and run activities
Walk out	Listen to staff and peers	Enjoy good relationships	Celebrate work publicly	Praise work of others
Make negative comments	Comment on activity	Share facilities	Make connections beyond the project	Deal with conflict
Destroy/damage facilities	Talk to others about activities	Handle conflict with maturity	Receive accreditation and gain qualifications	Volunteer
		Try on own	Attend Regularly	Make ‘career’ choices
				Employment



Intermediate Outcomes


Socio Emotional Development

- High-quality staff practices and content offered in SBI's are likely to lead to higher levels of CYP engagement.
- This promotes the growth of socio-emotional skills, the effects of which transfer to other settings. This includes the 'near transfer' of socio-emotional skills to family, school, and peers and the 'far transfer' of socio-emotional skills to subsequent life course events.
- Improvement in socio-emotional skills is linked to longer-term impacts including;
 - Improved ability to cope with the transition into adulthood,
 - Improvements in mental and physical health
 - Enhanced educational attainment
 - Sustainable employment, finances, secure housing
 - Positive relationships
 - Personal safety
 - (YMCA, Geroge Williams College, 2024).




THE CENTRE
FOR YOUTH
IMPACT

Part of YMCA George Williams College



Department for
Digital, Culture
Media & Sport



Reference Number

Youth Rating Tool (YRSS) - Questionnaire

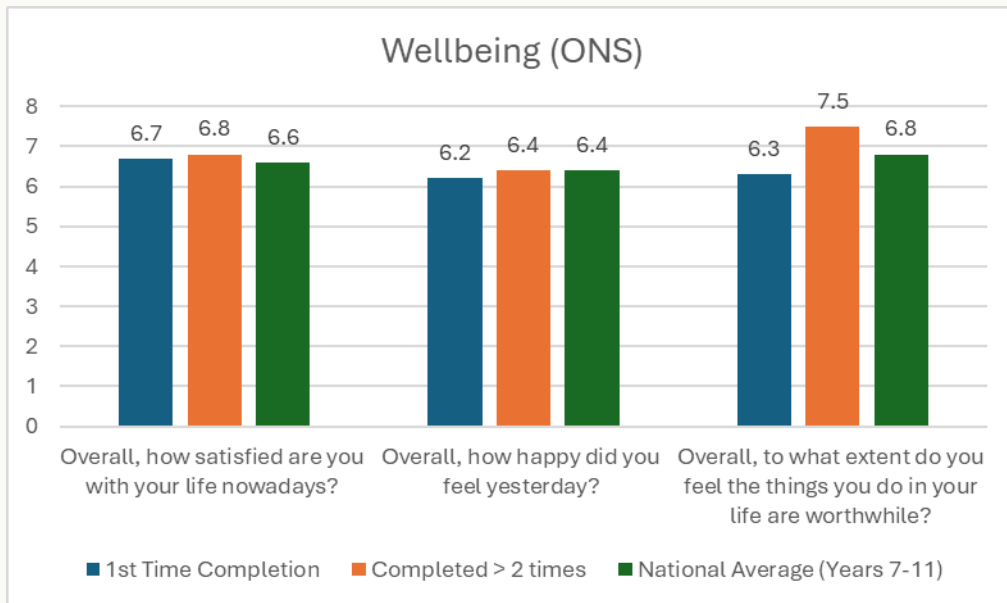
Please read each statement, and then think about yourself in terms of the statement. If you are not sure about the meaning of any of the words, please ask for more information. Mark the box that best describes how you see yourself in general. You are not required to answers any of the questions, and you can stop at any time. If you want to change any of your answers, please mark an "X" through the old response and fill in the new one. Please note that higher scores are not better or worse – all people will have a mix of high and low scores, and we want to know your unique mix! Please try to be as "true to you" as possible. When you are not sure, just pick the response option that is closest to how you think about yourself and keep moving. Thank you!

Monitoring data (these are useful in helping to interpret findings however, if you are already collecting this and are able to link it to the questionnaire responses, you do not need to include them.)						
1	How old are you?	9 or less	10-12	13-15	16 or more	
2	How many hours do you attend provision in a typical week?	1 or less	2-3	4-5	6 or more	
		Never	Rarely	Sometimes	Often	Always
						R
Emotion Management						
3	I tend to react to things before thinking much about them.					R
4	I can usually calm myself down when feeling upset about something.					
5	I am good at resisting temptation.					



Intermediate Outcomes

Wellbeing (ONS)



- Taking part in physical activity and sport contributes to happiness and improved self-esteem, whilst concurrently reducing the prevalence of stress, anxiety and depression in children and young people. This evidence informs the outcome framework published by Sport England (Active Lives Children and Young People Survey, 2024).
- The ONS wellbeing questions are a standardised way (Scale of 1-10) in which a person's subjective wellbeing and quality of life can be measured.

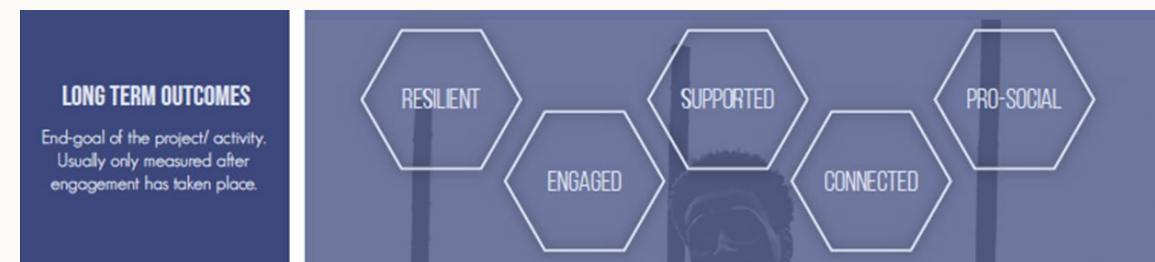
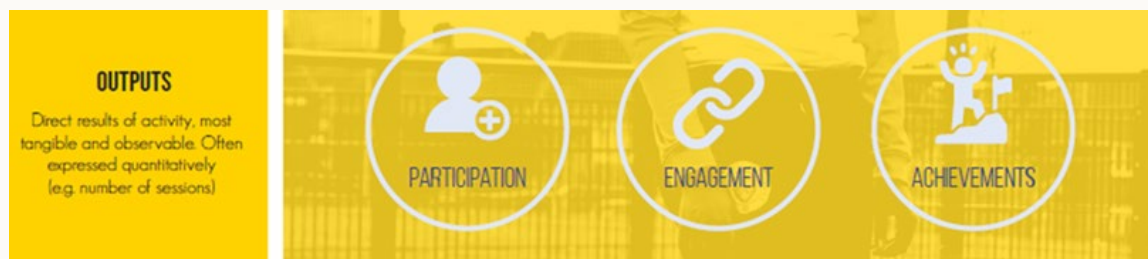
Intermediate Outcomes

Physical Activity (Children and young people)

In the past week, on how many days have you done a total of 30 minutes or more of physical activity, which was enough to raise your breathing rate?

Of those days, how many did you do 60 minutes or more?

- The UK Chief Medical Officer (CMO) recommends that CYP (5–18 years) engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day, spread throughout the week. This can include all forms of activity.
- The benefits for CYP include improved physical health, self-confidence, a reduction in and management of medical conditions, and developing new social skills.



Considerations

- Requirements of funders
- Timeline of programme vs timeline of outputs and outcomes – use the evidence base
- Resources in the organisation – time, money, people, equipment
- Which priority are you working towards?
- What are key stakeholders/partners interested in?

Resources

- Theory of Change [Theory of Change: Sport, youth offending and serious youth violence – StreetGames](#)
- MEL Kitbag [Monitoring, Evaluation & Learning Kit-Bag – StreetGames](#)
- YRSS [Youth Rating Socio Emotional Skills – Resource Page](#)
- Sport England – [Active Lives | Sport England](#)



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