THEORY OF CHANGE How we **support** our stakeholders



	OUR INPUTS	OUR WORK IN PROGRESS	CHANGE WE STRIVE FOR	DESIRED OUTCOMES
Pupils	A new after-school sport coupled with educational tuition supports physically & educationally	Coaches encourage and facilitate more play outside of school Weekly tuition in small groups effectively helps those most in need of academic support	Pupils wanting to play outside of school and transitioning to clubs Development of skills that support higher academic achievement (organisation, numeracy, literacy)	Pupils join local Squash clubs with continued support Pupils make academic progress
Schools	 Present opportunity to: Expand sporting curriculum *Engage all pupils in regular physical activity (especially those less active) Proffer an effectual method to increase pupils' academic attainment 	Ongoing monitoring and review of programme to maintain successful partnership Help school leaders to transparently show how government sport and education funding streams are effectively spent & suitably appropriated	Consolidated, sustainable partnerships through mutual support *The profile of Squash is raised across each school as a tool for whole-school improvement	More schools embrace our programme Squash is more readily considered as a sports option
Clubs	First create then present a ready-to-go partnership with a local school	Increased interaction with the community Court usage increases	Fully inclusive, larger junior coaching programmes Increase in activity levels (tournaments, coaching, camps)	Clubs benefit from an increase in membership numbers, especially from groups known to be less engaged in sport such as girls & lower socioeconomic groups More clubs hosting our programme Increased participation within Squash clubs

THEORY OF CHANGE PUPILS ARE ENCOURAGED TO ASPIRE

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Positive Environment	Facilitate extra learning in a new, aspirational setting of a members' club	As familiarity with the club environment develops, children feel more comfortable in their new surroundings Learning on-site at a club is a more relaxed learning environment, making additional education appear less onerous	With greater support on offer, children persist for longer leading to stronger learning resilience which increases the likelihood of pupils achieving the goals they set for themselves Children feel engaged with their school work and connected to Squash	Potential avenues for future pastimes and employment are identified as new interests develop around squash and the club environment
Role Models	Role models - Professional players and leading coaches (often from backgrounds similar to those of the pupils)	Pupils understand what can be achieved with commitment and determination	Pupils want to represent their school in a team especially those not ordinarily connected to a sport	More children become members of clubs leading to an increase in social mobility
Mindset	Key events: Meeting and watching world class players Encourage an aspirational mindset- Think BIG!	Stronger academic capabilities, combined with the ability to play a new sport, lead to improved self-esteem and pupils setting higher goals for themselves "How good could I be?"	Children feel confident enough with their Squash ability to want to join a club	

THEORY OF CHANGE PUPILS PLAY, CONFIDENTLY, COMPETITIVELY AND WITH GOOD SPORTSMANSHIP

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Skills	Children have a fun, first — experience of Squash with school friends	Pupils enjoy playing and a new sporting skillset develops that is transferable to other mainstream sports	Children look forward to their — weekly squash session and want ——— to improve	Squash becomes a sport for life for children who would not ever have encountered Squash
Health &	Experienced coaches deliver fun, engaging weekly sessions and convey importance of regular exercise and a healthy lifestyle	Pupils receive and understand the benefits of a regular cardio vascular workout, especially those usually less active	Increased fitness levels bring improved concentration, mood, sleep, and better general health	Children reap the benefits from regular sporting activity. They are happier, more resilient and more trusting of others A long term, positive relationship with exercise and wellbeing is established
Progress	Barriers to further participation beyond school are removed – memberships are funded and budgets provided for coaching and development	Children start to play confidently and more competitively, learning how to win and lose equally and to successfully manage setbacks	*Increased participation in competitive sport	Pupils enter grass-root tournaments and trial for county squads More inter-school matches and festivals

THEORY OF CHANGE PUPILS LEARN IN NEW ASPIRATIONAL SETTINGS

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Sport	*Children are provided with a broader experience of sport and extracurricular educational activities with priority given to those most in need of help	Squash becomes interesting to those yet to find "their sport" Weekly coaching improves general physical literacy and a specific sporting skillset	A more positive attitude towards sport is established and skills improve	A better educated, well-rounded child emerges with enhanced life skills and a developed sporting skillset
Solution	Studying outside of school and in small groups positively alters the prototypical perception towards learning	Commitment to extra tuition delivers a learning advantage Lower pupil to teacher ratios provides opportunity for accelerated learning	Development of skills that support higher academic achievement (organisation, numeracy, literacy) Key topics are consolidated Uplift in classroom confidence and greater academic attainment	
ငြင် ပြာ Life Skills	Importance is placed on improving social skills, showing appreciation of surroundings and respectfully speaking to staff and members	Appropriate behaviour develops in the new setting of a members' club Pupils play Squash with good sportsmanship	Children have the social skills, knowledge and confidence they need to best present themselves	

THEORY OF CHANGE PROFESSIONAL COACHES TEACH SCHOOL STAFF HOW TO DELIVER A SQUASH LESSON

	OUR INPUTS	OUR WORK IN PROGRESS	CHANGE WE STRIVE FOR	DESIRED OUTCOMES
- Úrskill Upskill School Staff	Provide qualified sports coaches who informally show school staff how to frame and deliver a grass roots squash lesson	Squash coaches mentor school staff, improving their knowledge and coaching skills effecting professional development *Teachers gain increased confidence, knowledge and skills to deliver coaching with progressions and become less reliant on coach input	Teaching staff are motivated to take a formal coaching qualification increasing the sustainability of Squash as a school sport	More teachers in more schools gain an England Squash accreditation — and become qualified to deliver squash lessons without the help of a professional coach

*The five key indicators across which the government advises that the PE and Sport Premium should be used to make improvements. The above framework enables schools to deliver against each of the key indicators: https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools