

# EXTRA TIME ANNUAL IMPACT REPORT

November 2024



substance.

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# Summary of Findings

Extra Time is a programme developed by the Scottish FA and Scottish Government to provide organised term time and holiday activity for primary school age children. Currently, 31 Scottish football clubs and trusts deliver the programme. An online form is completed by clubs quarterly to monitor and evaluate the programme.

Q1

APR - JUN 2024

5,784

Q2

JUL - SEP 2024

7,485

Total no. of attendances across all children in Q2 (term time and holiday periods). Compared to Q1.

Q1

79%

Q2

85%

The average survey completion rate increased

parents/carers surveys

Talking to parents/carers

Participant questionnaires

Methods used by clubs to collect impact data:

30%

Of clubs have a waiting list for Extra Time, demonstrating high demand and local need.

Headline impact of the Extra Time Programme

**Benefits of organised children’s activities** - Clubs highlighted the positive effect of consistent and regular activities, including increased participation and physical activity levels. Clubs reported that the Extra Time Programme reduced costs to families, provided a safe space and had the ability to engage different audiences.

**Tackling food insecurities** - Clubs reported better nourishment of children, increased knowledge of nutrition and children making healthier food choices.

**Employment** - Clubs reported that Extra Time supported parents and carers to maintain employment and gain new employment.

**Mental health and wellbeing** - Clubs reported improved confidence, happiness and social skills for children, whereas they reported reduced stress and respite from care for parents/carers.

**Increased engagement in other local clubs/organisations** - Clubs reported children have joined other sports clubs and parents have volunteered and/or completed their coaching qualifications.

**Additional outcomes** - Clubs reported financial savings for parents/carers, education benefits (e.g. school attendance and behaviour) and social benefits for children.

# Introduction

The Extra Time Programme has been developed through a partnership between the Scottish Government and the Scottish Football Association (FA) to help provide invaluable term time (breakfast clubs and after school clubs) and holiday organised activity for primary school aged children. Since 2023, the Scottish Government have invested £6 million into the delivery and management of the Extra Time Programme. The programme builds on the Scottish FA's commitment to use the 'Power of Football' to help support and strengthen its clubs and the communities that they serve.

In late summer 2023, the Scottish FA invited applications from football clubs and trusts, with a view to developing an understanding of how organised activities for children, and wider engagement with local support services, can improve outcomes, particularly for those families on low incomes. Clubs and Trusts were identified as being key to the delivery of the Extra Time Programme due to their unique position within their communities. These clubs have a proven track record of effective delivery, which is supported by their knowledge of the communities in which they sit and an understanding of the needs of the community, and barriers and challenges that they face. The staff within these clubs have existing relationships with many of the families they support, and through the Scottish FA's regional staffing structure receive ongoing support to be able to deliver on the Extra Time Programme's outcomes.

Additionally, through engagement with schools, local authorities, leisure trusts and other public and third sector organisations, alongside the Scottish FA's comprehensive knowledge of the national and regional football club landscape, the programme is contributing to the Scottish Government's mission to end child poverty.

The Programme is also supporting the Government's wider work of designing a system of accessible and affordable school age childcare which will be targeted for those most in need. The Extra Time Programme is providing valuable insights into how organised children's activities could form part of a future system of school age childcare, as well as better understanding the role of sports governing bodies.

In addition to offering increased accessibility to organised children's activities for targeted families, the programme provides wider benefits to families and communities by supporting parents and carers

to improve their employment circumstances or seek training/ studying, or respite opportunities.

Additionally, through monitoring and evaluation, the programme has developed a better understanding of the role that organised children's activities can play in tackling food insecurities, as well as indicators to measure improved mental health for families and wider, indirect outcomes.

The Extra Time Programme focuses on the following specific funding principles:

- **An increased access to organised children's activities for targeted families.**
- **A better understanding of the role that organised children's activities can play in tackling food insecurities.**
- **More parents and carers from targeted families can sustain and/or increase their working hours and/or improve their employment circumstances, take up training, studying or facilitate respite opportunities.**
- **Indicators and tools to measure improved mental health and wellbeing, parents, and carers.**
- **A better understanding of additional impacts and outcomes that are realised because of providing targeted families and communities with access to funded organised activities.**
- **Increased club engagement with with parents, carers, and communities to increase community involvement and the numbers of children and families participating in grassroots clubs and organisations.**

# Introduction

Phase 1 of the programme included activity from October 2023 to March 2024, and during this period clubs delivered a variety of activities. The holiday programmes ran throughout the October and Christmas holidays, February half-term, and other holiday periods and school in-service days.

Following the efficient and successful delivery of Phase 1, the Scottish Government committed to continue and double its investment into the Programme to enable Phase 2 to run from 1st April 2024 to 31 March 2025 (see Figure 1 below). This year's funding is enabling the Phase 1 clubs to continue delivery of their activity provision, with the increase in programme budget also supporting a further 6 clubs to be brought into the Programme.

## Extra Time Timeline

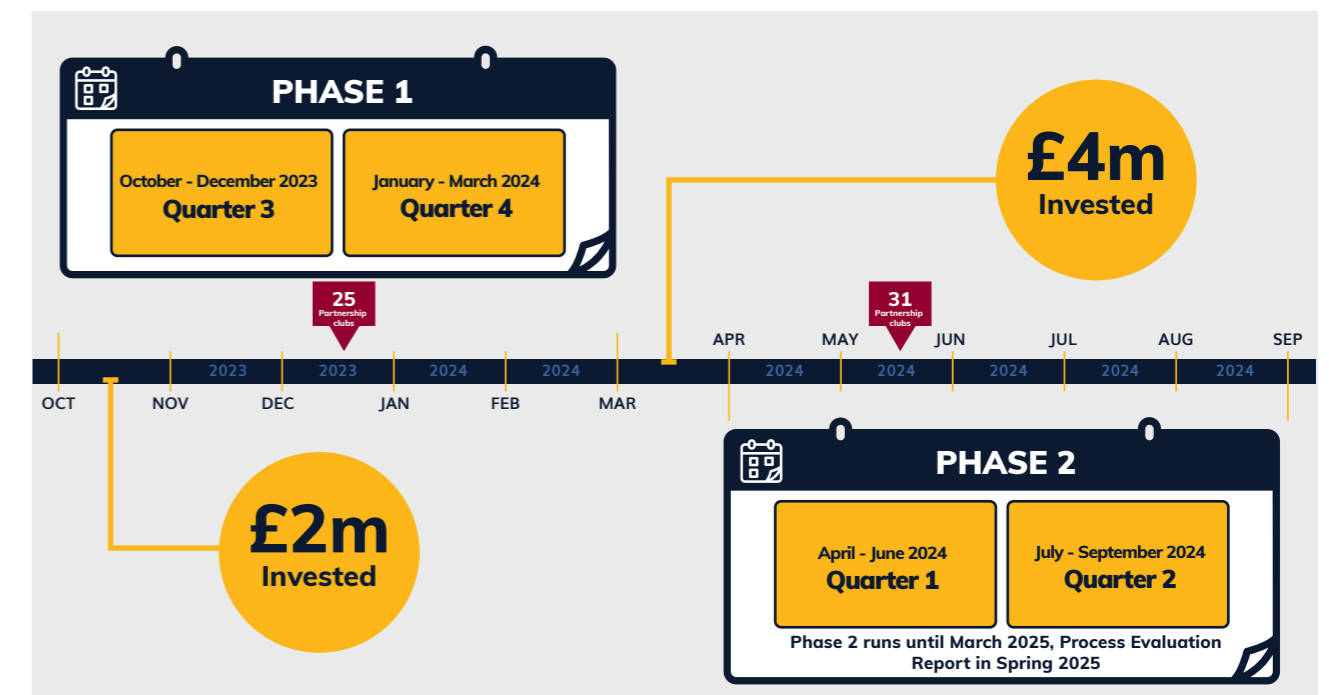


Figure 1: Timeline of the Extra Time Programme phases and quarters.

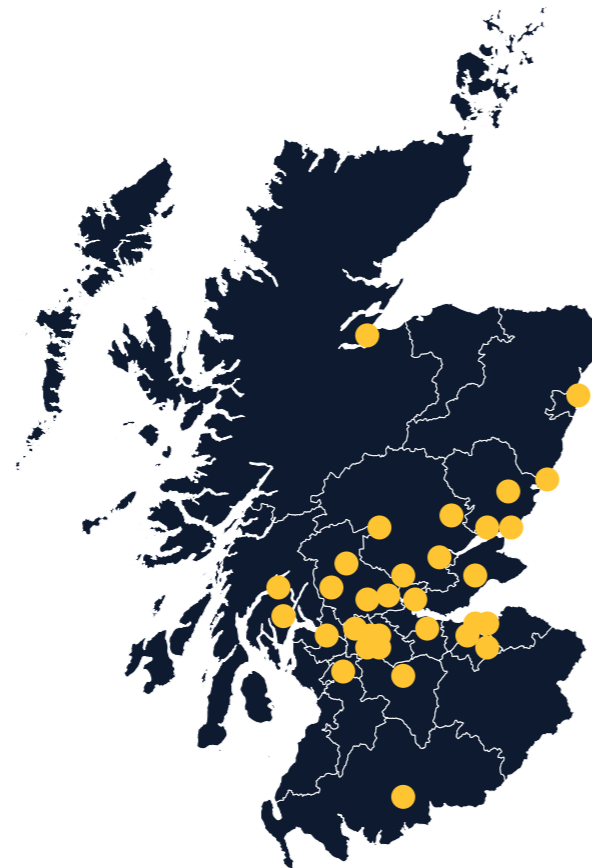
Substance have been commissioned to evaluate the Extra Time Programme. The following report details the current method for collecting data and the impact the programme has made against key outcomes during Phase 1 (October 2023 to March 2024) and Quarter 1 and Quarter 2 of Phase 2 (April 2024 to October 2024), a period of one full year. The report also details any additional impacts as well as perceived success and challenges of Extra Time from a club's perspective. The conclusion and recommendations section in this report provides an overview of findings and recommendations for further research.



# Clubs

The Scottish FA Extra Time Programme has a wide geographical spread across the country, with clubs as far north as Aberdeen FC Community Trust to Queen of the South Community Trust near the border. In Phase 1, 25 clubs delivered programmes of activity in line with the principles:

- Aberdeen FC Community Trust
- Morton in the Community
- Broxburn United Sports Club
- Motherwell FC Community Trust
- Celtic FC Foundation
- North Kelvin Sports Development Group
- Dundee United Community Trust
- Partick Thistle Charitable Trust
- Dundee United Sports Club 1984
- Pollok United
- Dundee West Community Trust
- Queen of the South Community Trust
- Edinburgh South Community FC
- Queens Park FC Foundation
- Falkirk Community Football Foundation
- Rangers Charity Foundation
- Glenrothes Strollers Community FC
- Spartans Community Foundation
- Heart of Midlothian Football Club
- St Mirren FC Charitable Foundation
- Hibernian Community Foundation Ltd
- The Killie Community
- Inverness CT Community Development
- Wasp Community Club
- Montrose Community Trust



In addition to the above clubs, Phase 1 also invested in a further 6 clubs to enable them to develop and build capacity, with a view to full inclusion to the programme in Phase 2. The clubs receiving this support were:

- Blantyre Soccer Academy
- Inverkeithing Hillhead Swifts
- Cumnock Juniors Community Enterprise
- The Ross County Foundation
- Ayr United Football Academy
- Blairgowrie and Rattray Community Football Club

# Clubs

Following this year's continued investment in the programme, 6 additional clubs were integrated into the Extra Time Programme. Ayr United Football Academy, Blairgowrie and Rattray Community Football Club, Blantyre Soccer Academy, Cumnock Juniors Community Enterprise, and The Ross County Foundation all received grants to deliver 12-month activity programmes in line with the programme scope, while Inverkeithing Hillhead Swifts received support through the Scottish FA's regional structure in addition to the initial capacity building investment the club received in Phase 1.

The Extra Time Programme builds on the initial concept which was originally tested by Ayr United Football Academy (AUFA) through the Scottish Government's Access to Childcare Fund which was established in 2020. AUFA have successfully been delivering after school and holiday clubs over the last 4 years and have demonstrated a range of positive outcomes for children and their families. AUFA have transitioned over to the Extra Time Programme as a result of the increased investment. Blairgowrie and Rattray Community Football Club were included in the programme during Q1 of Phase 2, delivering initial reduced activity (holiday camps, capacity building, and other development areas) before delivering full term time and holiday programmes from Q2 onwards. These inclusions for Phase 2 brought the total number of clubs supported through the Extra Time Programme to 31.



# Delivery

The services delivered as part of the Extra Time Programme has been varied in terms of its content, with each club delivering a range of sessions with bespoke projects.

These projects are specific to the needs of the communities in which they operate, utilising relevant partnerships and covering a range of areas, both within sport and physical activity and other non-sporting extra-curricular activities. During term time, across the 31 programmes, a mix of breakfast clubs and after school sessions were delivered, and examples of organised activity offered included football and multi-sport sessions, arts and crafts, drama, educational workshops, STEM sessions and homework clubs. The activities that clubs offered were co-designed based on feedback from children involved in the programme. Outside of the school term, clubs offered holiday camps, with many delivering bespoke Extra Time camps while others offered funded places at existing holiday programmes within their organisations. Through each of these areas, within both the term time and holiday sessions, food provision was a key element, with many projects providing participants with multiple meals per day. Furthermore, Extra Time projects also included the delivery of sessions aimed at participants' families, including parent/carer support groups, employability sessions and signposting to relevant supporting organisations.



# Methods

To collect monitoring and evaluation data, an online survey for clubs was created in partnership between the Scottish FA and Scottish Government. The online survey is completed by a club staff member and has five sections:



Questions in the survey range from asking for quantitative information about the numbers of participants on the project, to qualitative information on key outcomes (e.g. increased accessibility to organised children's activity, tackling food insecurities, maintaining or gaining employment, improved mental health and wellbeing etc.)

Clubs are required to complete the survey on a quarterly basis. The following impact report draws on four quarters worth of data. Data was provided from:

- **Q3: October - December 2023**
- **Q4: January - March 2024**
- **Q1: April - June 2024**
- **Q2: July - September 2024**

Data from Q3 and Q4 relates to when Extra Time was in Phase 1 and Q1 and Q2 data from Phase 2. Comparisons of data can be made to assess changes over time and identify areas where support is needed. It is noted that each quarter has variations in the

amount of term time and holiday days, which should be considered when interpreting participation statistics. To assist clubs in collecting data and evaluating the Extra Time Programme, Substance provided the following:

- **A guidance document (containing example responses)**
- **An additional tools document**
- **A training webinar**

In order to build capacity and upskill the clubs with data collection practices, a 'guidance document' was produced to help clubs complete the quarterly reporting surveys. The document was distributed to participating clubs and provided example responses, based off a data review from Q3 and a working group from a range of clubs. A training webinar was provided to all club staff at which Substance guided the clubs through completion and answered queries. The guidance provided aimed to further clarify the questions asked in the reporting survey and provide inspiration for the type of information that could be included.

# Methods

As a result of reviewing data in Q3, Substance acknowledged that clubs varied in terms of data collection capacity and experience. To reduce data collection barriers Substance created an 'additional tools document'. The additional tools allow for embedded data collection methods which are less disruptive to the flow of the delivery of the sessions. This would also aid staff in terms of contact time and relationship building and could be flexible depending on the needs of the session. Some examples of additional tools provided include the four faces voting system (see Figure 3) and a parent/carers survey. Further exploration of the methods clubs used to capture impact is provided later in the report, with an overview in Figure 7.

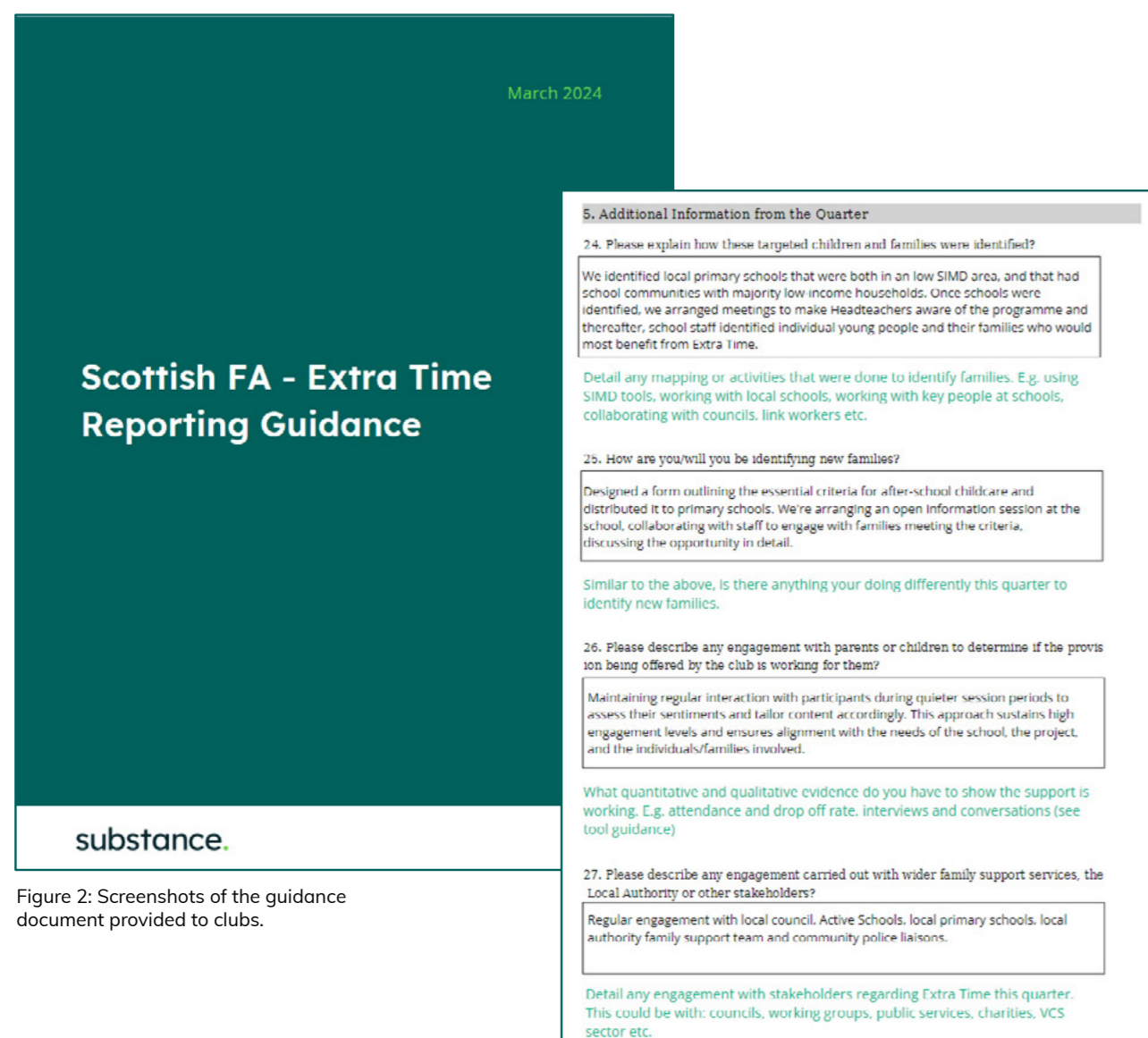


Figure 2: Screenshots of the guidance document provided to clubs.

# Methods

The current online survey mechanism for collecting monitoring and evaluation information is continuously reviewed. In Phase 2, Extra Time clubs participated in two training webinars focused on the data entry process using Substance's Views platform. 65% of clubs delivering Extra Time attended at least one of the training webinars. Clubs have been given the option to use the Views software to help future reporting. The Views training sessions provided were recorded, providing clubs with the flexibility to revisit the training when needed.

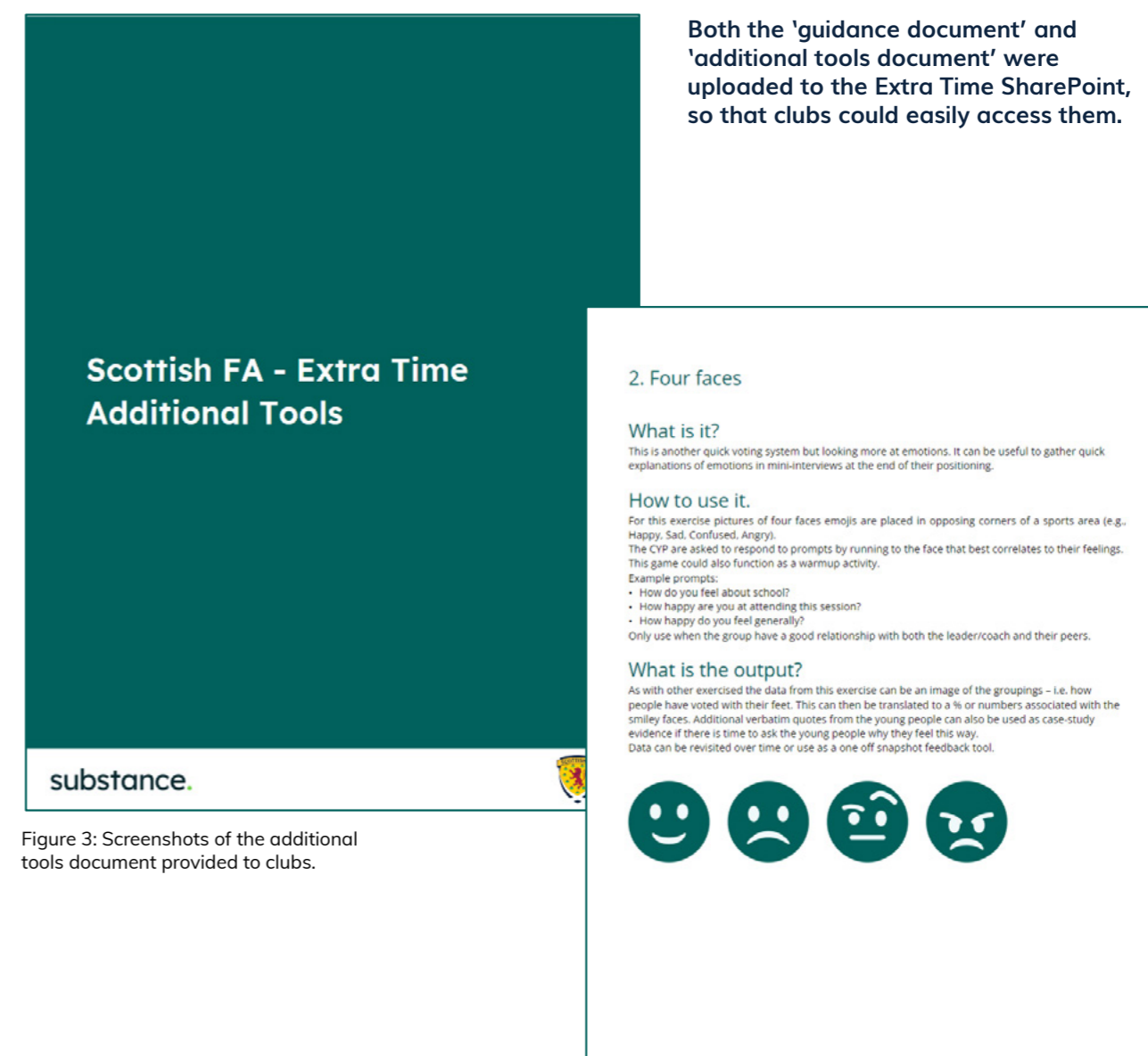


Figure 3: Screenshots of the additional tools document provided to clubs.

# Data Limitations

It is important to note the ways in which the report presents the numbers provided by clubs. Clubs are asked to report on the number of children accessing Extra Time places across term time and during the holiday periods. However, without identifiable information for each child attending, the total number of children is a summary figure of the overall attendances rather than the number of individual children participating in the Extra Time Programme. Some of these children may have attended several times. As such, the numbers infer that, across the quarters, the programme has experienced an increase in overall attendances.



Similarly, the number of families reported by the clubs as perceiving benefits across quarters is susceptible to double-counting, as it does not reflect a count of individual families. This total can indicate Extra Time's positive impact but should not be used as an accurate count for the individual families involved.

The margin of error in survey completions should be considered when interpreting the data clubs provide prior to analysis. Although the reporting survey is intended to capture data specific to each quarter, clubs may respond with their overall impact in mind. Consequently, the counts of different types of families supported, may be conflated across multiple previous quarters rather than reflecting the current quarter.

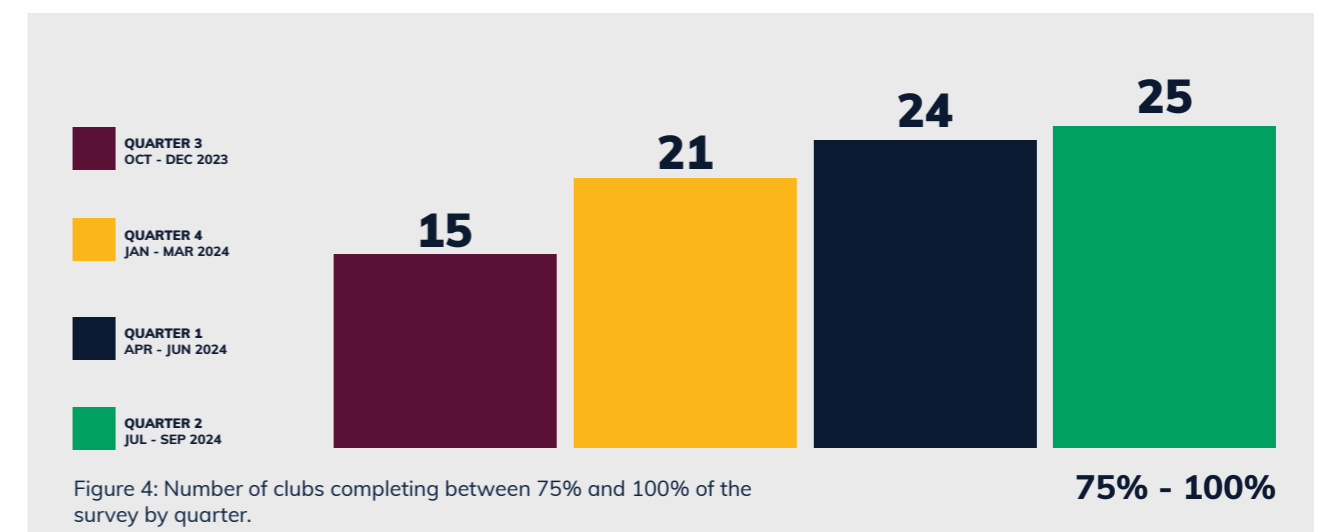
Moreover, the clubs surveyed were also asked to identify types of families they supported. However, among the many options, the survey also included "Families that fall under more than one of the categories" and "Families that fall under more than three of the above categories". Therefore, questions where multiple options can be valid at the same time, can lead to double counting as well as under-counting.

All of the above data limitations could be mitigated through the collection and reporting of individual level data on parents/carers and families. As previously mentioned, clubs have been given the opportunity to use the Views software, which can be utilised to collect and store this information.

# Survey Analysis

Overall, for Phase 1 23 out of 25 clubs completed the survey in Q3 (with two clubs having not commenced activity during this quarter) and 24 out of 25 in Q4 (with one club having reporting issues). 30 clubs completed the survey in Q1 and Q2 (Phase 2). The qualitative questions in the survey were analysed thematically, with the total number of responses for each question (combining all four quarters from Phases 1 and 2) ranging from 47 to 98 responses. The survey completion rate was calculated to assess how complete each club's response to the survey was. This report presents qualitative findings through tables and quotes that illustrate the main themes coded and example quotes. When referencing the frequency of a theme being mentioned, this refers to the data provided by all clubs, across all four quarters. Case studies are provided throughout to provide rich qualitative detail and context, showcasing some of the emerging stories of the impacts of Extra Time.

## Completion Rate in Quartiles



Survey completion rate refers to the completion of reporting survey per club, with the above graph showing the number of clubs completing at least 75% of the survey. Q1 and Q2 of 2024 showed overall higher completion rates than Q3 and Q4 of 2023, with a clear improvement over time.

Compared to Q1 (average 75% completion), surveys in Q2 (average 85% completion) showed overall higher completion rates. The improvement of survey completion could be due to the Extra Time Programme clubs becoming more established in Q2, the awareness of data collection requirements and the introduction of guidance and tools documents.



# Participation data

Between Q1 and Q2, the survey responses provided by the clubs show a general increase in the number of attendances, both over term time and holiday periods, with an overall increase of about 30% in total attendances across all children per quarter and up to 94% increase in holiday period attendances across all children.

Quarter	Term Time	Holiday Period	Term Time (Children with ASN)	Holiday Period (Children with ASN)
Oct - Dec (Q3)	1365	547	112	19
Jan - Mar (Q4)	2788	1790	300	133
Apr - Jun (Q1)	3382	1829	397	176
Jul - Sep (Q2)	3099	3541	575	270

Table 1: Attendance numbers of children and children with additional support needs (ASN) per quarter.

The above table shows the number of children attending Extra Time during term time and the holiday periods, which was self-reported by the clubs.

The table represents the full attendance reported by the clubs across all four quarters, as such the families participating in each quarter are likely to be recounted. Similarly, the same families could be counted more than once during term time and holiday periods. Therefore, Table 1 does not provide a total amount of unique children supported by Extra Time, but instead it shows the total number of attendances across all children.

Going forward, use of specialised software (such as Views) would help clear issues with double counting and enable tracking of individual participants, which would allow for transparent reporting on the increase in participation over time. It would also allow the reporting on the number of distinct families and parents supported from the target groups.



# Participation data

Clubs were asked to report the average number of Extra Time spaces they provide per day for children during term time and holiday periods. In the last quarter (Q2), clubs offered an average of 42 places per day during term time and 43 places per day during holiday time. Additionally, 30% of clubs reported having a waiting list for Extra Time in Q2.

The overall increase in children supported by the programme is reflected in an increase in the families being supported through Extra Time.

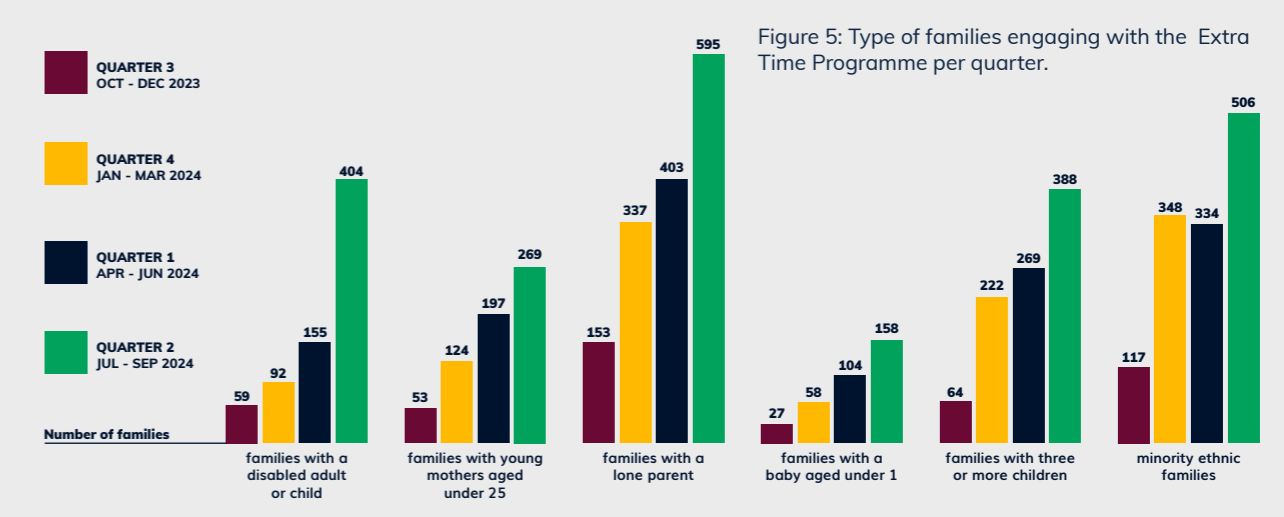
The clubs have been asked to use the six Tackling Child Poverty family type as identified in [Best Start Bright Futures Tackling Child Poverty \(TCP\) Plan](#), as a lens to targeting to ensure they are supporting those children and families most at risk of living in poverty. The six TCP family types are as follows:

- Families with a disabled adult or child
  - Families with young mothers aged under 25
  - Families with a lone parent
- Families with a baby aged under 1
  - Families with three or more children
  - Ethnic minority families

As the clubs know their families and communities well, and through relations with external partners, the clubs may opt to consider wider families in need, for example families in care or families who have experienced abuse or have experienced trauma.

From data provided by clubs, between Q1 to Q2 there has been an average of 65% increase in target family types supported, showing the growth and expansion of the programme.

## Types of families supported



In the last quarter (Q2), there were 590 families that fell under more than one of the above categories and 227 families that fell under more than three categories. In Q2, the highest category of families engaged were those with a lone parent, followed by ethnic minority families. The increase in target families engaged with the Extra Time Programme in Q2, compared to previous quarters shows the growth of the programme. However, the reasons behind this increase require further exploration. It may reflect that clubs are engaging more families from target groups, or it could result from clubs strengthening relationships with families already involved, which has enabled this type of data to be collected.

In Q2, 23 clubs identified families that were from target backgrounds that were not listed in Figure 5. This included families: in care, who have experienced abuse, kinship care, experienced trauma and have complex needs.

# Participation data

Additionally, 33% of clubs in Q2 said they have or are going to make changes to their programmes to cater towards specific family types, based on improved knowledge of participants involved in their programmes. The main themes of these adaptations are listed in the table below, but they range from considering cultural and religious beliefs to supporting children with additional support needs (ASN).

Main Theme	% Of club	Example Quote
Further community support	16%	<p>"We are discussing with partners to increase facility availability in order to create opportunity for more direct access to families in term time."</p> <p>"Over the last quarter, we have strengthened our partnership with local charities."</p>
Cultural and religious	14%	<p>"Given that most of our families come from ethnic minority backgrounds, we actively seek to understand and respect the cultural practices and preferences of the families we serve."</p>
Supporting children with ASN	14%	<p>We are currently supporting a family with a child who has type 1 diabetes. Prior to the programme starting, the child did not attend any after-school activity due to care providers not understanding the management of diabetes. All staff have now attended a training session with the diabetes team to ensure we are aware of what is required from us in the event of any scenarios that may occur. During this process, we have built a very good relationship with the family, and as a group of staff, we have a greater understanding of diabetes itself."</p>
Targeted work in deprived areas	9%	<p>"The club also works hard to tackle poverty and deprivation in our local geographic area... By targeting these participants and families, we can ensure they have more opportunities to access these activities listed previously."</p>

Table 2: Themes surrounding adaptations made to clubs Extra Time Programmes in Q2, to cater towards specific family types and percentage of clubs that mentioned that theme.

## Gender

Throughout the programme, an area that has been highlighted for further analysis is the gender split across the projects. While not reported on during Phase 1, Phase 2 showed a split of 66% male and 34% female participation in term time activity in Q1, with 68% male and 32% female participation in term time activity in Q2. For holiday activity, in Q1 the gender split was 76% male and 24% female, in Q2 was 80% male and 20% female. This shows that there is a greater imbalance during holiday activity compared with term time activity. While this imbalance is below that of the Scottish FA's national participation gender breakdown (83.5% male and 16.5% female) it has been highlighted as an area for deeper evaluation and a focus area of the programme's continued development is to work with clubs to identify factors behind this and address this imbalance.

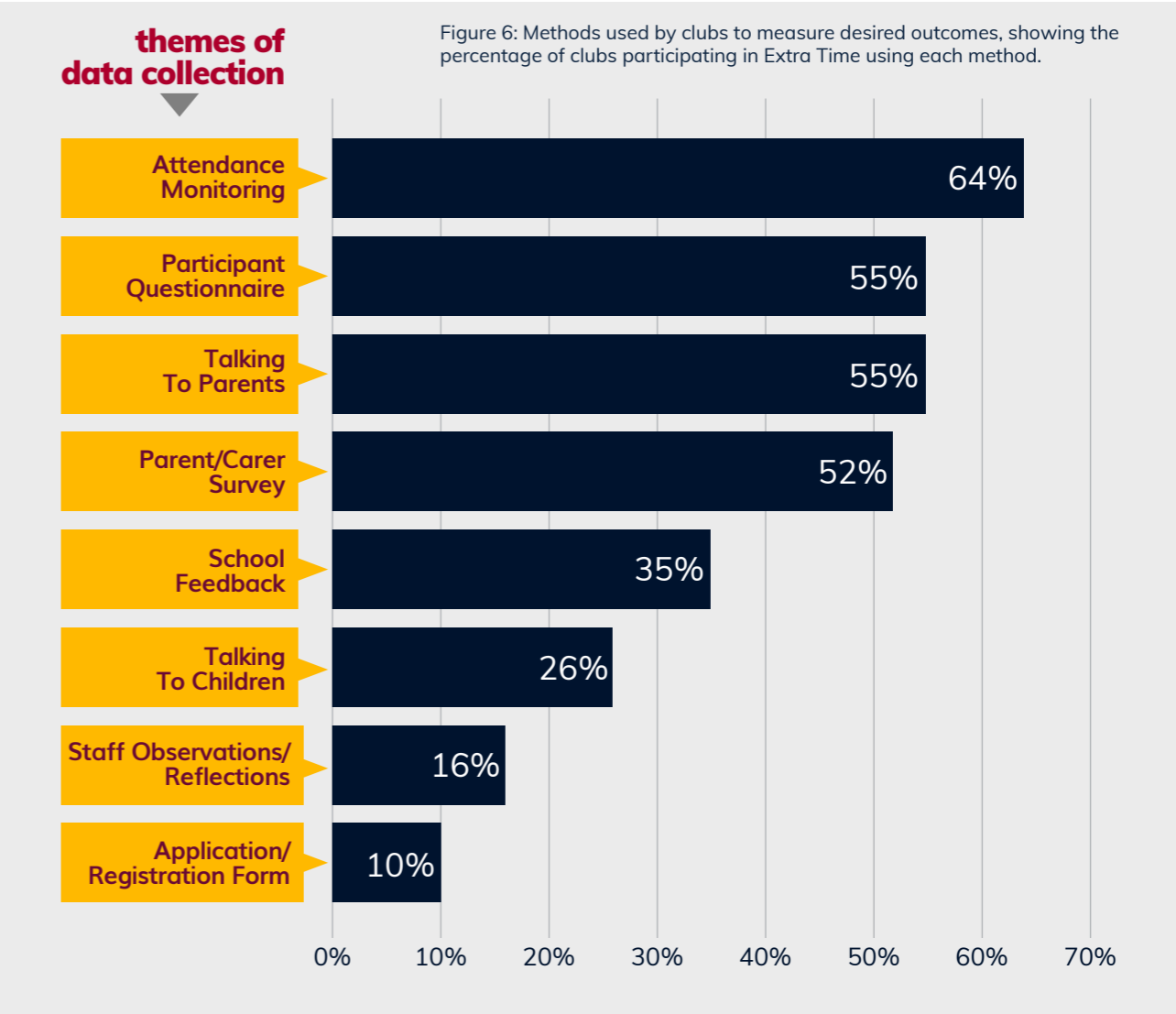
Pie chart showing the gender split of participants for term time activity in Q2.

Gender	Percentage
Boys	68%
Girls	32%

# Impact

To measure impact on desired outcomes, clubs used a variety of methods to collect data. Figure 6 details the main methods that clubs used.

Clubs have developed their own parent/carer surveys and participant questionnaires, which are separate to application/registration forms for new participants. In this context, a participant questionnaire refers to a child who is engaged with Extra Time, filling out a questionnaire that the club have created. Clubs also collected more anecdotal feedback by talking to parents and children, which usually took place at the start (drop-off) and end (pick-up) of sessions.



The following sections detail how clubs have used these methods to evidence impact in the six key outcome areas (accessibility of organised children's activity, tackling food insecurities, maintain or gaining employment, improved mental health and wellbeing, increased engagement in clubs/organisations and additional outcomes), with light touch case studies used to illustrate examples.

# Impact - Accessibility of organised children's activities

Clubs were asked to evidence the impact of providing accessible organised children’s activity to targeted families. Attendance monitoring and parent/carers surveys were the main ways clubs collected this information. More qualitative methods were also used by talking to parents and getting feedback from partner schools.

In terms of impact, the below table showcases some of the main themes in the data:

Main Theme	Frequency of Mentions
Positive effect of consistent and regular activities	8
Participation and physical activity levels increased	7
reducing cost to access activities for families	6
Providing a safe space	5
Ability to engage different audiences	4

Table 3: Main themes related to the impacts of providing accessible organised children's activity through Extra Time.



# Impact - Accessibility of organised children's activities

Many clubs emphasised the positive effect and importance of providing consistent and regular Extra Time sessions. Subsequent reported impact of this varied but generally related to reducing financial pressures on parents/carers and improved social skills of children.

“Increased access to organised children's activities has provided critical support for families who might otherwise face financial barriers to afterschool care, especially those with multiple school-age children. This programme not only relieves financial pressure but also enriches children's development by offering a safe, engaging environment where they can socialise and participate in activities. Families benefit from knowing their children are in a supportive setting, allowing parents and Carers to focus on their own personal or professional development. Our adult participants have spread the word of our club, telling their friends to enrol their children as they see the value of this free and educational offering.” - Club staff member

Through providing accessible organised activity, multiple clubs mentioned how they have seen participation levels increase, with participants becoming more physically active:

“Increased physical activity levels. Less 'inactive' school pupils at each school according to our partner Active Schools.” - Club staff member

Other themes related to the reported impact of organised activity included: the creation of a safe space, the potential to ease the burden of childcare costs and the ability to engage different audiences:

“An increased accessibility of organised children's activities ensures that families in deprived areas such as our local area benefit from the service which allows parents and Carers to relieve the burden of child-care costs, which can sometimes be a barrier to employment to parents living close or below the poverty line.” - Club staff member

“The structured football sessions have fostered resilience, social skills, and emotional well-being, particularly among BME young people, who feel more connected and valued in the community.” - Club staff member

“All individuals are reporting that they are included, feel safe and that the programme offers something that is needed.” - Club staff member

The below case study, showcases the impact of providing accessible organised activities:



## Broxburn United Sports Club

### The impact of organised activity from a parent's perspective

Broxburn United Sports Club conducted their own case studies with parents, teachers and school staff to understand the impact of the activities provided through Extra Time sessions. The following quotes provide an example from one of these case studies, conducted with a parent:

“My son and daughter had the opportunity to join in on the free Extra Time sessions held at [name of school] last year and both really enjoyed it. In fact, my son had continued attending the following terms. The sessions are two hours consisting of one hour doing some in-classroom activities and then an hour of sports. It seems like a good mix of arts and crafts and physical activity. For me getting the opportunity to access two hours of free afterschool activity is amazing. My son was never too keen to attend any after school clubs but since having such a great time at the Extra Time club he has become interested in some of the other after school clubs held at the school.

Following on from this we were given access to some free weeks at the football and multi-sport camps during the school holidays. My son attended the football camp and really enjoyed it. He loved meeting up with his friends over the holiday and playing football. So much so that he has started to attend the school holiday camps regularly. I cannot put into words what it has meant for me to have been offered the free and discounted access to the school holiday camps. Being a single parent, who works part time it would have been difficult for me to afford to send them otherwise even though the clubs are all very reasonably priced. I have seen my son's confidence grow so much since attending both the extra time and the football camps. He really looks forward to them. BUSC is a big part of the local community, and I am certainly very grateful for the part they have played in my son's sport development. He has since started attending the soccer school at BUSC on a Saturday morning and really enjoys it. Both my son and daughter also attend the Run, Jump and Throw sessions every Friday afternoon. They have been going for just over a year now and absolutely love it.”

- Parent of Extra Time participant

# Impact - Tackling food insecurities

Along with participant questionnaires and talking to parents, a number of additional methods were used to look at the tackling food insecurities outcome. They included: recording the number of children eating free meals, recording the number of meals provided and more bespoke methods (e.g. fruit tester cards). Future reporting will look into what clubs are providing for food provision (e.g. snacks, hot meals, packed lunches) and the format of their Extra Time sessions (e.g. breakfast clubs, after school clubs etc).

By providing food at sessions and educating participants in nutrition, clubs reported that children were better nourished, had increased knowledge of nutrition and were making healthier choices.

Main Theme	Frequency of Mentions
Better nourishment	15
Making healthier food choices	12
Increased knowledge of nutrition	11
Referrals to food provision/ collaboration with external organisations	6
Improved school behaviour	6

Table 4: Main themes related to the impacts of providing food through Extra Time.



# Impact - Tackling food insecurities



**For example, clubs detailed how knowledge of nutrition has increased:**

“We have noticed participants have shown an increased knowledge of certain foods and have started to think about what they are fuelling their bodies with. In the current climate some families are not getting adequate amounts of food, so this project enables young people to eat foods which have nutritional value.” - **Club staff member**

“Participants benefit from nutrition and healthy eating education as they start to gain an understanding of how they can live healthier lives.” - **Club staff member**

**On describing the impact of providing food, the below club evidenced how this had improved school behaviour of participants:**

“[Children are] feeling more settled and engaged in class with feeling full with breakfast.” - **Club staff member**

**To tackle food insecurities, a number of clubs referenced how they are working with external organisations and referring families to receive more food provision outside of Extra Time:**

“The partnerships approach with [name of external organisation] will also provide opportunities to provide meals for some children taking part in the Extra Time Programme.” - **Club staff member**

“Worked with partners to ensure those on free school meals and low-income families were the priorities for food hampers and food provision supplies at extracurricular clubs.” - **Club staff member**

The following case study shows how a club are catering for an individual's food needs and how accessing Extra Time provision has improved their social skills and confidence.



## Partick Thistle Charitable Trust

### Improving confidence and catering to food requirements through Extra Time

A club staff member at Partick Thistle Charitable Trust reflects on how Extra Time has impacted a participant's social skills, confidence and motivation:

“A case study for this quarter is [name of participant]. She came into the programme very shy and timid. She also had a considerable list of food she would not eat. Over the last quarter we have spent a significant amount of time with her, and it has been amazing to see her confidence rise week after week. At the start of the quarter, she was very limited in her speech and stayed away from kids from other schools. Now she has made 3 or 4 good friends, which has allowed her to relax and have much more fun at the programme. She also comes to the programme with her younger brother. He is the complete opposite personality and wants to be everybody's friend. It has been great to see their relationship develop at the club, with them joining in with the same activities and making their own games to play before getting picked up by their mum or older brother. We worked specifically with our food vendor to develop a specific meal plan. Our vendor has been fantastic and labelled one meal from each day's delivery "[name of participant]". This meal is edited to reflect her preferences, to ensure she does not go hungry at our programme. This has also had a major impact on her mood and her trust and relationship with our staff. She has been listened to and developed and elected to come onto our holiday plan during the summer. We hope to see more development from [name of participant] in the future.” - **Club staff member**



# Impact - Employment

The survey results give insight on the impact of the Extra Time Programme on parents/carers employment. The clubs were asked to identify the number of parents/carers whose employment may have been impacted in the following ways:



Maintaining current employment or being able to increase working hours due to being able to access an Extra Time place.



Gaining new employment, skills or training due to being able to access an Extra Time place.

The input from the clubs shows an increase in numbers of parents/carers impacted after each quarter. Although more clubs are involved in the Extra Time Programme in Phase 2 (Q1 and Q2) the results still show positive improvement on the number of families able to maintain their current employment or gain new employment.

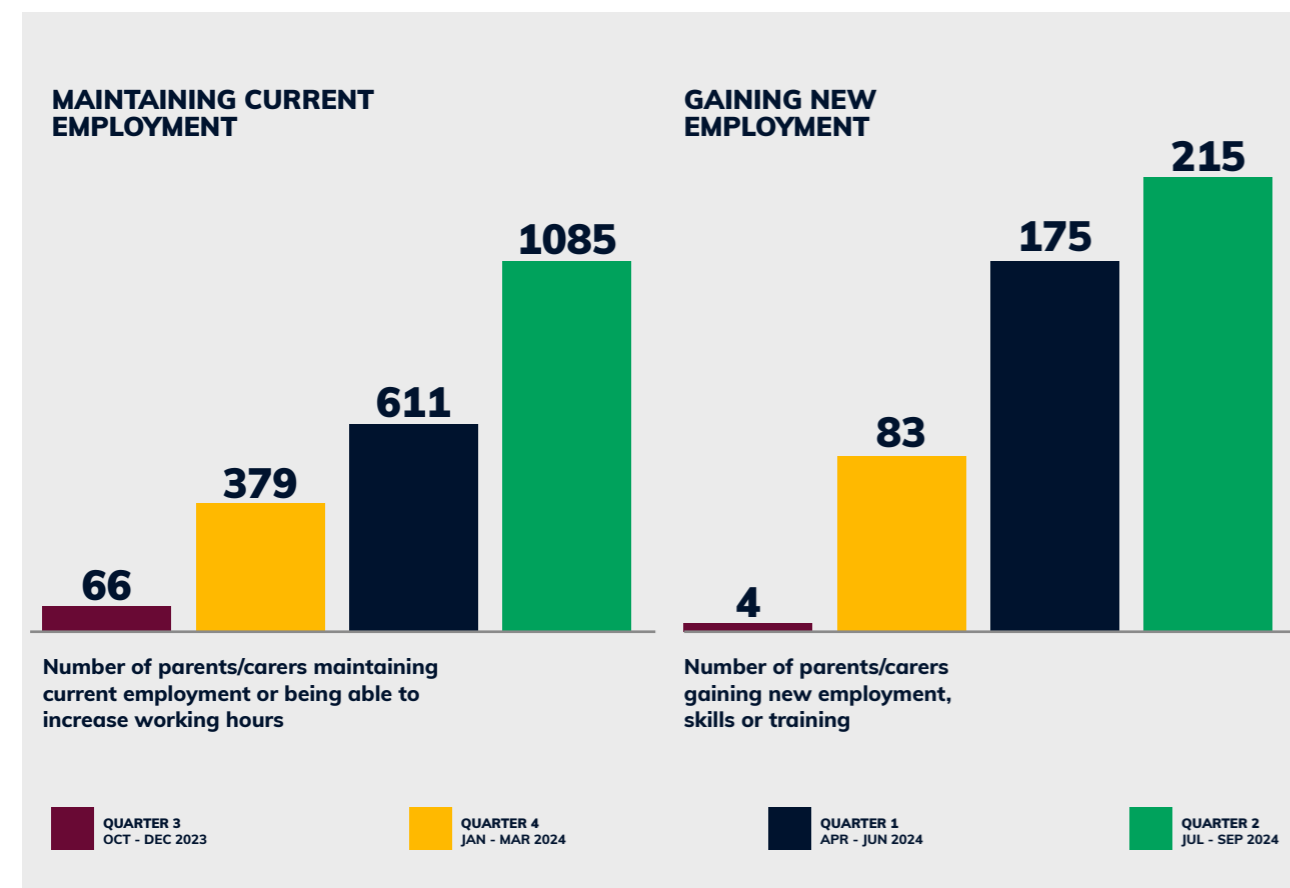


Figure 7 & 8: Number of parents/carers maintaining current employment, increasing working hours or gaining new employment due to access to Extra Time, per quarter.

As shown in the graphs above, the numbers of parents/carers identified by clubs that have been able to maintain current employment or increase working hours due to Extra Time, increased from 611 in Q1 to 1085 in Q2. The number of parents/carers who have gained new employment, skills or training due to accessing Extra Time provision, also grew from 175 in Q1 to 215 in Q2. The increase could be because club's Extra Time programmes are becoming more established, with some delivering organised activity provision for a year. Therefore, impacts have started to emerge, relationships with families have been developed, which has allowed for this type of information to be collected.

# Impact - Employment

The case studies below highlight examples of the impact the Extra Time Programme has had on employment.

## Dundee United Sports Club 1984



Employing new staff as part of the Extra Time Programme

Dundee United Sports Club 1984 highlighted that one of their key successes was hiring a new cook whose children attend the Extra Time Programme:

"A key success from this quarter has been with the hiring of our cook. She is a single parent with 2 children and both children were identified as participants prior to the programme starting. As part of the programme and our offering to families, we had hoped to help mum back into employment and improve her confidence and self-esteem. We then advertised our posts and she applied and then attended an interview and was selected as our successful candidate. Since starting the post she has shared that she is now more financially secure and has allowed her to provide more opportunities for the children. She is also more confident and it has helped with her self-esteem and self-worth. As a club we have seen this a massive success and the employee has been thriving in her role up until this point. This outcome has made a huge impact to this family and a really positive outcome for our project starting out." - Club staff member



## Hibernian Community Foundation



Seeking further employment and completing further education

Hibernian Community Foundation shared an example of the impact of the Extra Time Programme on a parent and participant, in relation to completing further education qualifications and helping a participant's mental health:

"Extra Time has enabled children affected by inequality to participate in football-related activities. Following on from the support provided by Extra Time, this has created opportunities for parents and careers to seek further employment and gain access to further education.

One example of this is an Extra Time participant who attended both term time and holiday time provision, named [name of participant]. Prior to Extra Time, he was becoming a school refuser, had high anxiety and struggled having previously that year been diagnosed with autism. As a result of Extra Time, he engaged in 12 hours of physical activity/youth club set up, was provided 3 hot meals a week and has in this time signed for his local football team, participates in mixed martial arts and has increased his attendance at school.

With the support of Extra Time, there has been less pressure on [name of participant]'s Mum to find childcare and cook in the evenings. His Mum has managed to take on further education opportunities and completed her master's as she had more time to further her education whilst balancing a job.

Thanks to Extra Time, he has regularly attended Men's First Team games, met first team players, and been gifted a shirt by manager David Gray for helping to share his story at the Hibernian Community Foundation Supporters Event, something that he's always excited to tell people." - Club staff member

# Impact - Mental health and wellbeing

Clubs were asked to assess the impact of Extra Time in terms of its effect on parents and/or carers’ ability to access respite as a result of the activity provision.

The results from the quarterly survey clubs completed, shown in the below graph, demonstrate an increase in the number of parents/carers who were able to access respite from care responsibilities from 327 (Q1) to 472 (Q2). With a large number of parents/carers accessing respite, this could have positively impacted their mental health and wellbeing.

Clubs were also asked to measure improvements to mental health and wellbeing for children as well as parents/carers. Participant questionnaires, parent/carers surveys, observations and conversations with parents were the main ways clubs recorded this data. Due to the sensitivity of collecting mental health information, relationship building with families was key to collect data:

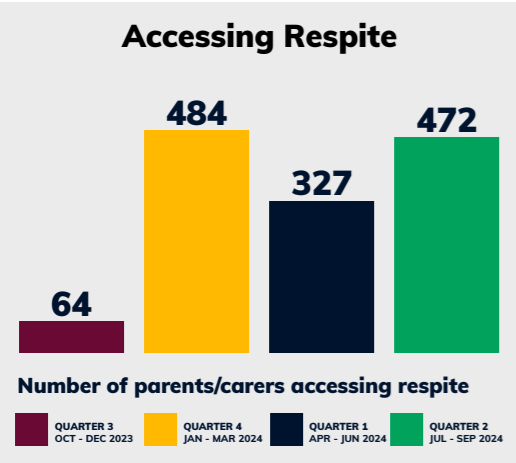


Figure 9: Number of parents/carers accessing respite due to access to Extra Time, per quarter.

Main Themes		Frequency of Mentions
Children	Improved confidence	8
	Improved happiness	7
	Social skills	6
Parents Carers	Reduced stress	5
	Respite from care	4
	Perceived reduced anxiety	6
	Improved wellbeing	5

Table 5: Main themes related to the impacts of Extra Time on the mental health and wellbeing of children and parents/carers.

“This quarter we have once again used informal discussions with participants, parents and Carers as a main method of finding out how they are feeling. As the project has been running well for a year we have built very good relationships with many families. In terms of measuring children’s mental health and wellbeing we have found a lot of children are opening up to coaches and discussing things that are personal to them. This would not happen without building great relationships with our participants. Working closely with the children means we see positive changes in terms of health and wellbeing.”  
- Club staff member

**For example, the below club details how the Extra Time Programme has impacted children’s mental health:**

“The programme’s positive impact on children’s mental health and wellbeing has been clearly observed within the club environment. Children who initially found it challenging to engage in activities, such as physical sessions and snack time, have shown significant growth in confidence. Many now actively participate and take initiative in welcoming new children, helping them adjust to club routines and explore the activities on offer.” - Club staff member

**The data from clubs also gives evidence on the impact of Extra Time on the parents/Carer’s mental health, with examples relating to reduced stress and anxiety:**

“A parent disclosed to us that she had been severely stressed due to the cost of childcare and other personal issues she had going on at home. The parent maintained that the Extra Time project has made her less stressed and has also allowed her to socialise, work more and gain respite.” - Club staff member

“Parents report feeling less anxious and more supported, demonstrating the holistic benefits of these community initiatives on the overall well-being of families involved.” - Club staff member

# Impact - Mental health and wellbeing

The following case study examples, show some of the mental health and wellbeing impacts from engagement with Extra Time:

### Ayr United Football Academy


**The positive impact of Extra Time on mental health**

Ayr United Football Academy conducted their own parental survey and were made aware of a family that had suffered a bereavement. The following quotes show how the club has become a place of respite for their young child:

“He is always looked after really well and made to feel welcome. All staff do a fantastic job with the children and plenty to keep them engaged and entertained. It has given us good insight into how important this type of activity group is in the community and encourages play (not computers) and just be children making memories. It gives my family a break from having my son every day after school and allows me to finish my work without worry.

I work as a [name of job], so this allows me to finish my shift without having to get someone else to collect my son. I can collect him after shift at afterschool club and not worry about him being well looked after. I know that he is being cared for and supported.

This has had a positive impact on him and gives him something to focus on and look forward to, he often looks up to the sky and tells his brother all about the football. His older brother plays football and he just wants to be like his brothers and feel a part of things and make new friends. He also has ongoing assessments for ADHD/ASD (Attention deficit hyperactive disorder and autism spectrum disorder) and struggles to concentrate but this has certainly helped him burn energy and focus and feel included. He is feeling a bit happier especially after losing his brother and he loves the football aspect (he thinks he plays for Ayr united). We as a family are all massive football fans so he shows us new wee skills he is trying to learn. For a while we wanted him to do something for him because he has so much energy to burn but always worried he wouldn't settle or I was anxious because I lost a child...but I am more relaxed with it because I know he is in such good hands”  
- Parent of Extra Time participant



### North Kelvin Community Development


**Extra Time as respite from care and the impact on confidence**


Ayr United Football Academy conducted their own North Kelvin highlight how their Extra Time Programme has allowed one parent to spend time with their child who has additional support needs:

“This has been an amazing project where it has helped with [name of participant]’s independence and confidence. He has enjoyed it every day and loves going to the club. He has 4 siblings, and one of his sisters has special needs, so over the holidays it helped me to concentrate on her while he has been away enjoying the activities, also it made life a bit easier through Ramadan. Nowadays it's too expensive to put your child into activities after school and during holidays can't afford it, but this is all free which is amazing.” - Parent of Extra Time participant

**The above quote also highlights how Extra Time has improved the participants’ independence and confidence. The club staff member below details how important Extra Time is for the parent:**

“Since this feedback we have managed to get 1 other sibling involved in the club. The other 2 siblings aren't in school yet. The parent has told us that the support is extremely important to them and they are seeing developments in the children since joining the Extra Time Project. At the moment this is the only information we have; however we will be keeping track on this situation as this situation is one that we are actively helping and will continue to do so.”  
- Club staff member





# Impact - Increased engagement by clubs/organisations

Clubs were asked to reflect on the impact of Extra Time on community involvement, in the form of engagement with other grassroots clubs and organisations. Clubs mainly used **parent/carer surveys** and **anecdotal conversations with parents** to measure this information. One club identified how they have had discussions with parents/carers at pick-up and drop-off and how they have adapted their own survey to capture follow up engagement:

"Discussions with parents during 'pick up' or 'drop off' has been our early engagement tool with parents. We have added surveys following activity to gather more detailed information however we have found literacy levels have made this a challenge for some. In response to this, we have developed surveys that are much more accessible to parents with limited literacy." - **Club staff member**

**In the last quarter (Q2), three clubs have evidenced how children have gone on to join other sports activities from their involvement in Extra Time:**

"In this quarter we have seen maintained numbers with 21 participants progressing into other activities. 17 are in our football teams and 4 children progressing into our netball team, meaning our participants have a pathway into mainstream sport but also never feel like there is a lack of opportunity for their families. We also have 1 participant parent that volunteers at our football club in the evenings which is a huge success for the club. As a community club we try to ensure all our participants receive support surrounding opportunities in sport, out with our current project." - **Club staff member**

"We currently have 9 participants that take part in grassroots clubs, with a further 3 actively looking to join clubs since starting the programme." - **Club staff member**

**One club detailed how they have been asked to connect families to local football clubs as a result of their attendance to Extra Time sessions:**

"3 families have realised that their son/daughter has a real interest in football and joining a club and has reached out to me to connect them to local clubs in the SW locality to join them to grassroots teams." - **Club staff member**

**Through attending more clubs and/or activities within clubs, there is likely to be an increase in awareness of local activities and an increase in participation numbers, leading to potentially further respite for parents/carers. From a parent/carer perspective, clubs evidenced that 30 parents/carers were now volunteering or completing Scottish FA coaching qualifications (see figure 10) due to their children accessing Extra Time activity in the last quarter (Q2).**

## Volunteering or completing SFA coaching qualifications

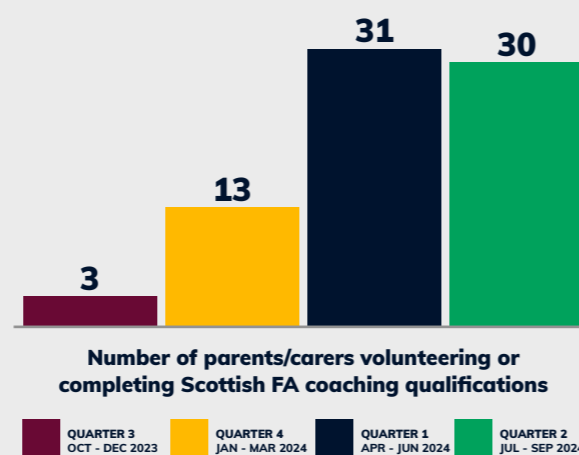


Figure 10: Number of parents/carers volunteering or completing Scottish FA qualifications due to accessing Extra Time provision, per quarter.

## Montrose Community Trust

**Improving household income and joining new clubs due to Extra Time**



**When reporting on the impacts of Extra Time, Montrose Community Trust detailed how a family has benefitted from the programme:**

"A low-income family, 2 part time jobs within the household but living in working poverty. Three children in the household, one of which has severe additional support needs, with the other two unable to access any additional activities due to cost implications. Dad has since found new employment in a local warehouse, a job he never imagined he would be able to get due to lack of qualifications and never working full time before. We were able to work with this family to help the father enhance his CV and interview skills via some employability training. This new job has almost doubled the income to the family household, helping to pay off debts quicker, even allowing them to go on their very first family holiday! The two children are regular attendees at our Extra Time sessions during term time and holiday periods, with one now playing football for one of our community teams, and the other now attending weekly gymnastics sessions at the local sport centre. The newfound confidence the children have found from attending the Extra Time Programme has allowed them to do this." - **Club staff member**

# Impact - Additional Outcomes

Clubs were asked if parents or Carers reported any additional impacts as a result of the Extra Time Programme. They were able to provide quotes or any other relevant information to demonstrate any additional impacts. The chart below shows the distribution of responses in four main themes: **financial savings, stress or guilt reduction** (of parents/carers), **social benefits and physiological benefits** (of participants).

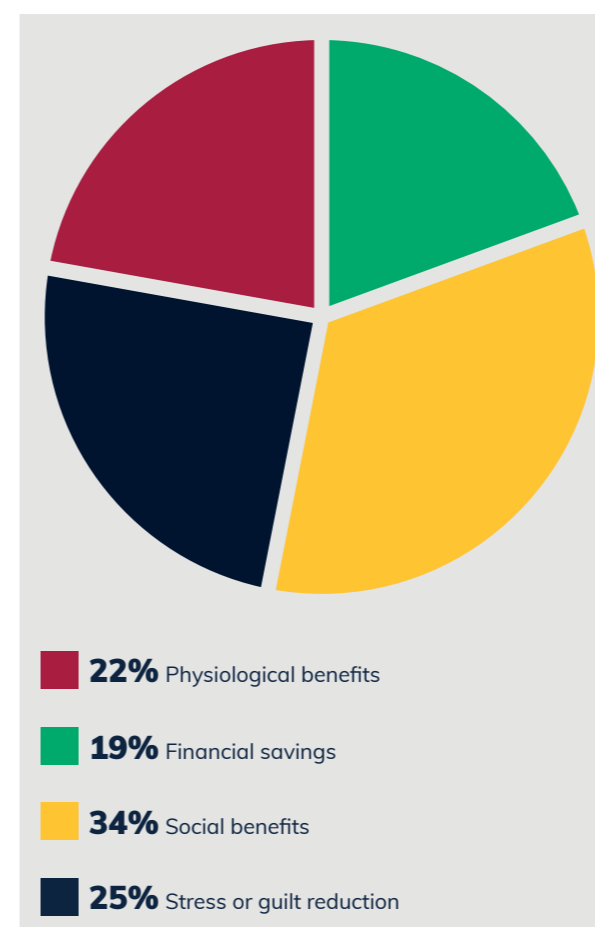


Figure 11: Distribution of responses (96 responses across all four quarters) when clubs were asked to reflect on additional outcomes from the Extra Time Programme.

**The social benefits of Extra Time had the highest distribution of responses that were self-reported by clubs. For example, the below parents highlight how the social aspect of Extra Time has impacted their children:**

"He enjoys the social interactions with other age groups which he doesn't get to play with during a normal school" - **Parent/carer**

"After School Club [Extra Time] gives him some social time with other children. I feel socialising more especially in an eating environment can help with there all round confidence so is an all-round benefit" - **Parent/carer**

**Within the social benefits theme, there were examples of Extra Time improving participants' attitudes towards attending school:**

"This opportunity has given my child more independence and responsibility, especially mornings! As she is now aware of how important early morning starts are! She looks really forward to attending every day. I feel she has built stronger friendships being in a fun environment. Her receiving tea at the club has actually helped me as a parent, it is one less thing on my mind, as our families daily circumstances can be extremely difficult" - **Parent/carer**

**Many clubs also reported how Parents/carers were feeling less guilt or stress:**

"This consistency in childcare has proven to be especially beneficial during holiday periods, where the challenge and cost of finding reliable care can be overwhelming." - **Parent/carer**

"The parent support group has been a lifesaver for me because it's the only thing that I do for myself over the week, allowing me the space and time to relax, have something to eat and a cuppa, as well as having a gab about what's going on in my life. It's good to know that I'm not the only person who goes through hard times and the support that we all gain from each other is so important to us." - **Parent/carer**

**Clubs have also reported the financial savings that families have made from accessing Extra Time provision:**

"This quarter feedback from parents has been positive. Parents have shared that Extra Time has allowed them to be more flexible with their employer and that home life isn't as busy straight after work as we provide meals and snacks to the children parents have found this to be a big help. They have also stated that during school holidays there isn't the same level of stress and anxiety to search for childcare and also eases pressure financially as Extra Time is free of charge. This has allowed them to use this on trips with the children at weekends or treat them whereas before it was just not possible to do so." - **Club staff member**

# Impact - Additional outcomes

“As a result of the Extra Time programme I have been able to increase my working day by 2 hours each day. This additional income has resulted on me having less stress about being able to keep our household running. Some of the advice given has been a godsend. Moving to a new area as a single mum of 2 is very difficult so being signposted to the local Food Hub and gaining access to clothing grants has helped us so much. Having a child with a disability is extremely tough on us as a family, but knowing my son and daughter are being well catered for, whilst having so much fun at the same team makes things so much easier, as it also gives me more time to look after my disabled son without the other two fighting for my attention. Thank you so much.” - Parent/carer

Finally, multiple clubs highlighted that the parents/ carers noticed **their child's physiological changes, for example having more energy to do things and being more alert in the classroom:**

“Since joining the football sessions, my son has been more active, confident, and happier. He’s made friends from different backgrounds, and it has been a great experience for him.” - Parent/carer

“The children who have attended have come in significantly more alert/awake and ready to learn. I have noticed those who usually have extra energy have been able to cope with concentration and settle in quicker for their day” - School teacher

The below case study shows some of the additional social and financial benefits Extra Time has had.

## Celtic FC Foundation

### Cost of living relief due to Extra Time



Celtic FC Foundation highlighted the story of a mother who relocated as a result of conflict in her home country, detailing how Extra Time has supported her in integrating into the community and with managing finances:

“[name of participant]’s mother has moved to the Parkhead area fleeing violence in her own country. She has found the cost of living to be particularly challenging with a baby and [name of participant]. With the school holidays approaching, and as a single parent, she was concerned about feeding her family and shielding them from the cost of living.” - Club staff member

“Walking into the stadium was daunting at first but the staff were very comforting and I have since received much more support from Celtic FC Foundation. I have had help with money for my pre-payment electricity meter and now get meals for Paradise Pit Stop at Celtic Park. [name of participant] now see's Celtic Park as a second home and it has very much helped us feel more at home in Parkhead.” - Parent of Extra Time participant



# Further Information

## Challenges & barriers

Challenges clubs faced mainly related to **staff capacity, engagement and participation issues, logistical challenges and participant behaviour issues**. The table below shows examples of the main challenges identified by club staff members and examples of how they are approaching mitigating them.

Challenge or barriers	Example quote	Mitigation	Example quote
Staff capacity	“During this quarter we had a turnover in some staff who had moved onto other employment of further education. We then had to make recruitment again a priority and ensuring we had the right people to compliment the current staff and children who attend Extra Time.”	Recruitment of staff/volunteers	"As well as our salaried staff we have taken on a bank of coaches who are able to step in with sickness or holiday cover. Also, whilst recruiting our new staff this allowed us time to begin the recruitment process. Having this bank of coaches has been vital ensuring our service runs without disruption."
Engagement and participation issues with specific populations	“Addressing the needs of children with Additional Support Needs (ASN) who may find certain situations overwhelming.”  “Cultural differences and area based territorial disputes between different school groups and families can spill over into organised activities.”	Staff training on mental health  Collaborating with stakeholders (e.g. to create safe spaces)	“In terms of support for coaches we have received CPD training on mental health and wellbeing from the local NHS CAMHS team.”  “Creating closer ties with schools and youth groups and seeking other external support to help create shared safe spaces.”
Logistical challenges	"Managing logistics such as transportation, food preparation, and hygiene standards." “One significant risk arose from using indoor facilities during adverse weather conditions, which were not specifically designed for our activities.”	Walking bus, risk assessments and collecting allergy information	“Walking bus - all routes have been trialled and risk assessed prior to the programme commencing. As part of the risk assessment a staff to child ratio of 1:10 has been identified and strictly adhered to throughout.”  We have planned to make the necessary changes where needed to address the risks and complete a thorough risk assessment for every programme
Participant behaviour issues	“We had a couple of children with very challenging behaviours.”	Implementation or reinforcement of behavioural procedures and polices	"Working closely with the school to understand their behavioural procedures and how they deal with certain individuals." "Code of conduct in place for the children that the parents and child have to sign up to."

Table 6: Examples of main challenges or barriers encountered by clubs delivering the Extra Time Programme. The example quotes and mitigation detail an individual club's response to the main challenge/barrier experienced.

# Further Information

## Challenges & barriers

A total of 53 qualitative responses were provided in Phase 2 (Q1 and Q2 combined) to the question about challenges faced, of which 12 responses related to staff capacity issues. This was less than the 24 responses in Phase 1 (Q3 and Q4 combined). One of the key challenges was **staff turnover** and **maintaining current staffing levels**:

“Staffing has been our main issue and attracting the correct sort of youth worker to deliver a quality service.”  
- Club staff member

“Staff turnover during the quarter was noticeable due to them finishing their studies and moving elsewhere, this required us to take stock of the staff on each of the schools and see if we needed to recruit externally.”  
- Club staff member

Multiple clubs mentioned that due to there being a high demand for the programme and the number of children accessing places, more staff members were needed to be recruited:

“As we transitioned from the holiday camp period to term time, we had a big influx of new participants which meant we required more coaches than previous quarter.”  
- Club staff member

In all quarters, the logistical challenges of securing reliable transportation and facilities were also highlighted as a challenge by many clubs. The poor weather conditions, especially in winter months (Q4) meant a shift to indoor facilities for clubs, which meant additional planning and venue conflicts with schools:

“The challenge has been securing a minibus to transport more of the children to and from the programme.”  
- Club staff member

“Given the time of year, there was a lot of activity in the school halls. Nativity plays, school shows, parents evenings, etc. This caused us to have to move location a few times.” - Club staff member

“Our bus was broken into and was written off as a result. we nearly had to cancel our school collection but after a while we ended up being able to use one of the local community centre buses as a rental.”  
- Club staff member

Clubs identified ways to manage or plan to manage and mitigate the risks identified, these included recruiting more staff/volunteers, staff training and adaptations to delivery. Multiple clubs also highlighted how they would continue to engage in the monitoring and reporting process to help adapt what they do, based off feedback.

“Continuously evaluating and adapting session structures, protocols, and safety measures based on feedback...”  
- Club staff member

A few clubs continuously mentioned in Phase 1 that they had difficulty collecting data and reporting on it:

“Gathering the data required for outcomes in a short time period was challenging, however, now we have a year-long plan for the future of Extra Time this will become easier to set out from the start of the project.”  
- Club staff member

Now that clubs Extra Time programmes are more established and there is further awareness of what reporting is required, with increased support available through guidance and additional tools documents, the number of clubs mentioning reporting difficulties has reduced as Extra Time has moved to Phase 2.

“Data collection continues to be challenging but with the introduction of Views we hope this helps streamline the need for ongoing data collection.” - Club staff member



# Further information

## Successes

Within the reporting survey, clubs are asked to reflect on key successes and findings. Many of the key successes related to the positive feedback they have heard from staff members, parents/carers and participants.

Main theme (successes)	Frequency of mentions	Example quotes (Club staff members)
Sustained and increased attendance	13	“Continued attendance of children registered previously and are still attending the program as well as an even higher number of new participants attending the holiday provision than the previous quarter.”
Community nature of Extra Time	11	“We have enabled intercultural social connection amongst BME families and white local families”
Support provided leading to positive impact on parents/carers	10	“Breakfast club has given both working parents in our household more flexibility in employment and opportunities to progress.”  “50% of our Easter Holiday participants noted that our provision allowed them as parents to work extra hours.”
Social and emotional development of children	11	“Staff have commented that they notice a difference in the confidence levels and mental well-being of the children who regularly attend the afterschool clubs.”  “[from our own Extra Time survey] 90% of young people felt they built their confidence, and 60% felt a stronger sense of belonging in their community.”
Educational and skill development	6	“Our breakfast club provision has grown and supports children’s engagement, providing structured starts to their day.”  “Empowered young people by involving them in the planning and execution of programs, fostering essential leadership skills and a sense of responsibility.”
Physical health and active lifestyles	7	“Successfully organised and maintained weekly football sessions while promoting regular physical activity and healthy lifestyle choices.”  “100% of young people felt they were more physically active because of attending at T.E.A.M.”

Table 7: Main themes related to successes of the Extra Time programme.

# Further information

## Successes

**Sustained and increased attendance** of the programme, was potentially due to **increased trust and building relationships** with families and schools. As a result, clubs are seeing increased awareness of the programme within communities, which they believe is leading to their increased participation numbers.

"We have witnessed increased awareness within the communities we serve, which has translated to a higher number of participants engaging with our programmes."  
- Club staff member

"Continued attendance of children registered previously and are still attending the program as well as an even higher number of New Scots attending the after school and the holiday provision than previous quarter."  
- Club staff member

**Within the theme of sustained and increased attendance, multiple clubs emphasised how they believed that this was due to the accessibility and inclusivity of Extra Time sessions:**

"Another area of success is how diverse the activities are allowing our sessions to be more inclusive and providing opportunities for more individuals." - Club staff member

**Many clubs highlighted how they believe that the provision of Extra Time is successfully supporting families by providing free organised activity: impacting employment, tackling food insecurities and mental wellbeing (as spoken about in the previous impact sections). Multiple clubs have started to collect information from schools and parents/carers about the effect on education, in particular school attendance and behaviour.**

**Notably, many clubs' key successes related to their own processes and procedures, in the following areas:**

- Increased number of staff and staff development
- Preparation and planning
- Monitoring and evaluation processes



**For example, the two clubs below describe how their staff and volunteers have developed a better understanding of the importance and requirements to run a programme like Extra Time:**

"Our staff and volunteers have gained a better understanding of the necessity of programmes such as this one. With this increased understanding differentiation and designing programme adaptations have become more standard and easier to manage." - Club staff member

"The key lessons have been how we structure ourselves internally to optimise our delivery and impact. Bringing in staff with key skills to deliver effective and meaningful programmes for participants, Staff who can engage strategically with our community to develop partnerships, find additional expertise and support us in targeting people who will directly benefit from the Extra Time Programme. ." - Club staff member

**In addition, many clubs emphasised how preparation and preplanning was key to overcome the challenges they face. It also reveals that the clubs' Extra Time programmes are becoming more established.**

"Our preplanning for the quarter has allowed us to overcome most if not all situations that have occurred."  
- Club staff member

"We have learned that quite a lot of planning and coordination time is required in order to plan in detail what we would like to deliver across the community."  
- Club staff member

"Planning is key. Making sure we have a lot of planning time to coordinate activities has become essential to the success of the programme." - Club staff member

**As previously mentioned, some clubs found the level and depth of reporting required to be challenging. However, from actively engaging with the data collection and reporting process, clubs are improving their own monitoring and evaluation capabilities:**

"We are improving our monitoring and evaluation processes and this will be complemented by use of Substances 'Views' software once launched."  
- Club staff member

# Stakeholder Engagement

Engaging and involving relevant stakeholders was seen as a key aspect to the successful implementation of Extra Time. Examples of the importance of stakeholder engagement are outlined in the subsequent sections. The variety of stakeholder engagement carried out by clubs can be seen below:

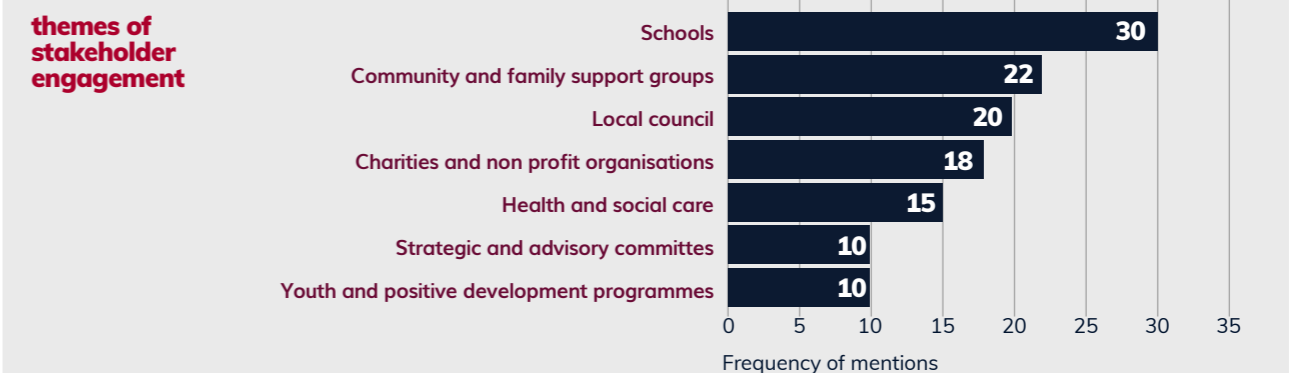


Figure 12: Bar chart showing the variety of stakeholders engaged by clubs delivering Extra Time. Numbers refer to how many times that form of stakeholder engagement was mentioned by clubs in the reporting survey, across all four quarters.

**Many clubs emphasised the importance of strong relationships with schools and how that has continuously developed over time:**

"Relationships between club staff, school staff, and parents significantly improved over this quarter. There was more of a team feel to the project instead of us and them." - Club staff member

"Our links with our stakeholders and partner schools are very strong and are continuing to grow and we engage successfully with each. We have found both schools very collaborative and provide us with any information we need to ensure that the programme can run as effectively as possible. During this quarter we have continued to grow these partnerships and as we look to increase our numbers we have been working very closely with the School and Family Development workers in each school to identify the families who would benefit from Extra Time the most." - Club staff member

**Multiple clubs also highlighted the importance of stakeholder engagement in getting referrals to the Extra Time Programme. For example:**

"The East Ayrshire Health & Social Care Partnership has referred 6 young people who are care experienced and who would benefit most from this programme."  
- Club staff member

**Many clubs have their own unique connections and collaborations with stakeholders, such as charities (e.g. Barnardo's, Empty Kitchen Full Hearts), community groups, and external agencies which**

**enhance the support provided through Extra Time. Clubs also evidenced involvement in committees and consortiums, as well as collaborating with local councils.**

"Once a month through employability pathfinder, we get agencies in to discuss employability and further training options for the parents." - Club staff member

"The impact of the Health & Social Consortium cannot be underplayed: it brings together third-sector organisations which can unearth some families who are outside the system." - Club staff member

"A major success we believe was working with Inverclyde Council and Active Schools Inverclyde to create our Microsoft forms with specific criteria outlining the programme to target specific families."  
- Club staff member

**The main challenges clubs faced with stakeholder engagement, were communication barriers with schools and the time it takes to build trust with stakeholders. This was reported in Phase 1 of delivery but was reported less in Phase 2:**

"One main challenge was getting one of the schools to agree to getting involved with the project. In the beginning, they were very hesitant." - Club staff member

"In the beginning, they were very hesitant to get involved and felt it was more work for the teachers."  
- Club staff member

# Conclusion & Recommendations

In summary, the completion rate of the survey improved from Q1 to Q2. The improvement of survey completion could be due to multiple factors. Firstly, the clubs' Extra Time programmes have become more established, therefore trust is being built up between children, parents/carers and schools, allowing for more and better quality data to be collected. Secondly, clubs are more aware of the reporting requirements. Lastly, the introduction of the guidance, additional tools documents and support training from Substance, which all aimed to clarify questions and help clubs collect impact information.

The overall attendance numbers and families from target groups participating in Extra Time has increased from Q1 to Q2. The increase could partly be due to the growth of the programme or the strengthened relationship with families already engaged, which has allowed more demographic information to be collected. Although attendance data increased, there remain data limitations relating to potential double counting and mixed interpretation of questions.

**Further research should aim to refine the reporting survey and continue to provide support to clubs on sections that were less complete or questions that may be misinterpreted. Future research should explore the potential of collecting individual participant and family data to avoid double counting in quarters and between term and holiday time.**

In terms of impact, clubs mainly used their own parent/carer surveys, talking to parents and participant questionnaires to report on key outcomes. As reported by clubs, the provision of accessible organised children's activities has increased participation rates of the programme and the cost burden has been reduced for parents/carers. Clubs reported that having a regular and safe space to go to, was seen as an important aspect of Extra Time programmes. In turn, this appears to have resulted in many parents/carers maintaining or increasing employment hours and sometimes gaining new employment. Clubs have also increasingly started to collect data on participants joining other clubs or doing volunteering and coaching qualifications, due to their involvement with Extra Time Programme.

Clubs reported that the provision of food at sessions has resulted in participants being better nourished and making healthier food choices due to increased knowledge of nutrition. To tackle food insecurities, some clubs evidenced how they have referred families

to external agencies for further support. Multiple clubs linked the provision of food to improved school behaviour. Many clubs also highlighted benefits to education, particularly in terms of school attendance and behaviour, as an additional impact of the Extra Time Programme. Clubs reported that Extra Time has had mental health benefits for participants (confidence, happiness, social skills) and parents/carers (reduced stress, improved wellbeing).

**Further work should look to dive deeper into some of the stories developing in key outcome areas (e.g. school attendance/attainment, tackling child poverty, improving outcomes for children) through conducting in depth case study research that involves clubs and relevant stakeholders. Future research should also explore the variety of activities that are provided as part of the Extra Time programme as well as the format and type of food provision.**

In terms of stakeholder engagement, clubs emphasised the importance of having strong relationships with schools. The building of trust and strengthening relationships with families and schools was reported as key to the continued development and growth of Extra Time.

Although data collection and reporting were identified as a challenge for clubs, by engaging with the reporting process, clubs evidenced how they have improved their internal processes. This shows an improvement in clubs' evaluative capabilities and skills but should not distract from the need for further reporting assistance.

**By conducting a review of quarterly data, this impact report has identified where further support is needed and provided detail on impact being made in relation to key outcomes areas.**

# Next Steps

## Extra Time Evaluations

The partnership between the Scottish FA and the Scottish Government is continuing throughout Phase 2 of Extra Time, which runs until 31st March 2025. Alongside this, the Scottish FA will continue to work with Substance to effectively evaluate and monitor the programme effects against its funding principles, enabling analysis of direct and indirect impacts. This Annual Impact Report is the first in series of Extra Time publications that will set out key learning and insights into the impacts this programme is having for children and families. In Spring 2025, a process evaluation report will be published, which will provide a more detailed analysis into the emerging themes which have been identified though the Annual Impact Report, with a particular focus on school attendance, tackling child poverty and improved outcomes for children). The process evaluation report will also explore why football clubs have been able to establish valuable services within their local communities so effectively, and it will set out the different service models that are operating across the programme, and what delivery of those looks like. These reports will play a vital role in informing future policy development. This will be done through in-depth case study work with multiple clubs and relevant stakeholders, through focus groups and interviews. The process evaluation report will also explore the implementation of the Views software and review of the current survey data capture method.



# CITATION

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