

street games briefing paper

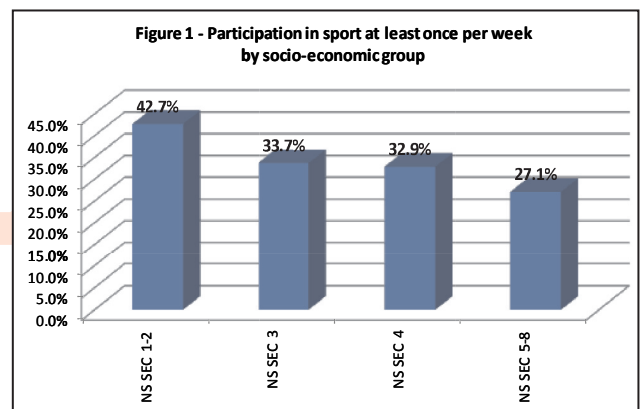
Report Subject: Rugby Union participation and social class

Background

For many years, research has highlighted variations in the levels of sports participation across different socio-economic groups. Active People Survey results (APS6: 2011-12) still illustrate the differential; highlighting that a significantly higher proportion of adults from the highest socio-economic groups (NS-SEC 1-2) take part in regular sport 42.7%, by comparison to those from the lowest socio-economic groups (NS-SEC 5-8), where only 27.1% do so – See Figure 1.

StreetGames

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A national partner of Sport England, StreetGames is creating networks at national and local levels to strengthen the commitment to doorstep sport, as well as seeking significant funding to make the StreetGames projects sustainable. StreetGames' ambition is to link new doorstep sport with sports clubs, National Governing Bodies of Sport programmes, local authority services, and health agencies.

ⁱ Data included within this report has been sourced using Sport England Active People Survey Data (APS 2 and APS 6) plus Sport England Market Segmentation Data Index. StreetGames data included in the report has been sourced from the 2011 – 2012 Quarterly Monitoring reports provided from the 120 projects included within the StreetGames Network.



Rugby Union

Results from the Active People Surveys indicate that in total, the number of adults (16+) who took part in 30 minutes moderate intensity rugby union at least once a week was:

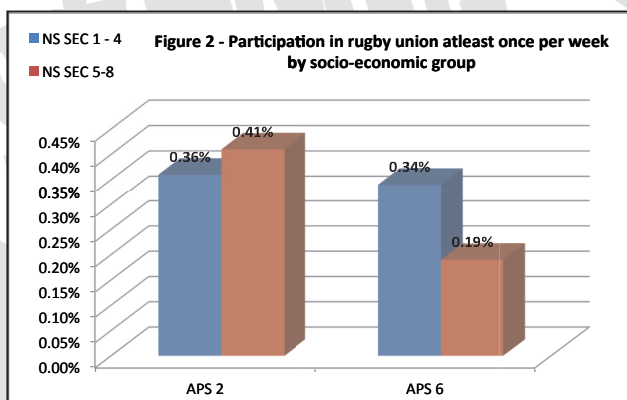
- 230,300 (0.56%) – APS2.
- 183,000 (0.42%) – APS 6.

In terms of social class; as with overall sports participation, there are significantly higher rates of participation in athletics amongst the highest socio-economic groups.

APS 6 results show that whilst 0.34% (50,200) adults from NS-SEC 1-4 participate in rugby union at least once a week only 0.19% (20,300) adults from NS-SEC 5-8 do so

– See Figure 2.

The results indicate overall, a statistically significant decrease in rugby union participation between APS2 and



(The remaining 90,200 rugby union participants were from NS-SEC 9 which mainly includes full-time students and occupations not stated. Rates of participation in rugby union within this group are 1.33%)

APS6; with the decrease evident amongst the lower socio-economic groups.

Market Segmentation

Sport England's Market Segmentation model includes 19 segments in total. The two segments which are particularly relevant to StreetGames comprise:

- Jamie – the 'sports team drinkers'.
- Leanne – the 'supportive single'.

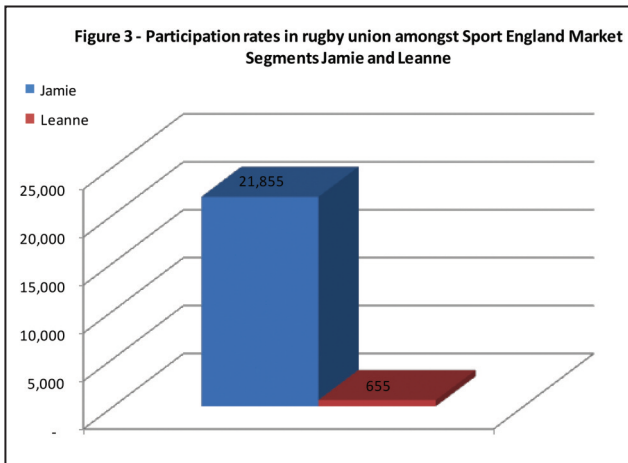
Both groups typically cover the age range 18-25 years and adults from lower socio-economic groups, typically classified as NS-SEC groups 5-8.

Jamie has the second highest participation rate in rugby union, compared to other segments, but rates are lower amongst Leanne segment:

- 1.0% for Jamie.
- 0.6% for Leanne.

These rates of participation translate to circa 22,500 rugby union participants across England from these two segments (circa 22,000 for Jamie and 650 for Leanne).

In addition, there is demand from over 28,000 adults in the Jamie segment and 1,300 in the Leanne segment who 'would like' to participate in rugby union, suggesting that there is some demand for rugby union – particularly amongst the Jamie segment.



Rugby union at StreetGames

During Year 5 (October 2011 – September 2012) StreetGames projects generated over 700 rugby union attendances from over 400. Plus monitoring data indicates that Street Rugby is becoming increasingly popular.

What works well in StreetGames settings

Rugby sessions delivered by StreetGames projects at present, often deliver this sport in the form of Street Rugby - a version of non-contact/touch rugby; and often, it is introduced as part of a multi-sport session. However, there are also examples of projects delivering specific rugby union sessions; as highlighted below.

The key elements of doorstep sport (i.e. right time, right place, right price, right style) are of paramount importance.

Time

- Consultation with young people is essential in the planning stages to ensure that the sessions are provided at a convenient time and place.
- Many projects find that evening slots (including Friday/Saturday evenings) prove popular and later time slots often appeal to older teenagers (8-9.30pm).
- In some areas, sessions are specifically scheduled at times and locations identified by the Police as 'hot spots' for high incidences of youth anti-social behaviour (see *Cresswell example below and also examples provided via the HITZ programme in London which is jointly funded and supported by the Active Communities Network, The Metropolitan Police Service, Premiership Rugby, the Rugby Football Union, Wooden Spoon and the Rugby Football Foundation (RFF)*).

Place

- A key element of doorstep sport is the provision of activities within local neighbourhood facilities; ie within the subjective neighbourhood of the disadvantaged community to negate any reliance on car travel.
- A range of facilities are used to deliver sessions, including: MUGAs, parks, amenity green spaces within housing estates, ATPs, beaches and car parks. As such, coaches and leaders need to be prepared and skilled to deliver sessions within non-traditional sports settings.
- Street Rugby is flexible in terms of rules, to meet the needs of the venue so that it can be played on concrete, grass, in a basketball court or on sand etc. Sessions do not need to take place on a traditional marked pitch.

Background Facts for Doorstep Sport

Cost

- Affordable pricing is essential - sessions often charge a nominal fee (such as 50p or £1 per session) to ensure that a value is attached to the sessions.
- Some sessions may be provided free of charge – with subsidised funding sourced from a range of partners which could include local authorities, the Police, Youth Services and external funding grants.

Style

- Rugby sessions delivered by StreetGames projects at present typically deliver this sport in the form of Street Rugby - a version of non-contact/ touch rugby:
 - Sessions often form part of a multi-sport session – provided in half-hourly blocks with two/three other sports plus a social break in the middle.
 - Sessions will be less formal than traditional skills/drills club based training sessions. Coaches need to find creative ways to teach skills – with a game led approach often proving to be an ideal means.
 - Sessions will also look to develop generic skills such as team work, control and discipline.
 - Some projects include competition opportunities such as local tag festivals or involvement in a StreetGames regional festival or tournaments.
 - Open access sessions have attracted both males and females to take part in mixed gender sessions. The coaches will include specific conditions and rules on the game or certain players to ensure safety and equity

in games that include a mix of ages and gender.

- At present, only a small number of projects provide specific rugby union sessions within their StreetGames programmes. One example includes Sporting Futures in Derbyshire, where rugby specific sessions were set up in Creswell in partnership with the local rugby club:
 - The sessions were aimed at providing 'beginner'/ 'return to' rugby sessions for 13-19 year olds from the local area as part of a wider programme of Friday and Saturday evening sports sessions funded via the Youth Sector Development Fund.
 - The coach initially used posters and flyers to try and attract participants, but found that direct engagement and word of mouth proved to be far more effective.
 - The sessions take place on a playing field on the edge of the village next to a new housing estate with access to changing rooms, toilets and a MUGA on the site; with the coach bringing portable floodlights.
 - The coach, who is the Director of Rugby at Creswell RUFC, plans a different session every week and focuses on skills and game practice. The young people get the opportunity to learn basic rugby skills and games tactics. This includes learning how to tackle, how to kick, how to throw, bag work, pads, running and playing games such as touch and kicking tennis. The session provides a friendly and supportive environment for beginners and helps them to develop their skills and confidence at the same time.



- As the coach is part of Creswell Rugby Club, the coach is able to signpost participants to other opportunities for playing rugby. This includes the opportunity for the older participants to attend the men's Club training sessions and to also play in the club's friendly matches.
- The style of these sessions, proved extremely popular with participants – who were able to learn a new sport, improve their skills, get fitter, make new friends and enjoy themselves.
- More information is provided about this project and RFU inclusion work in good practice case studies provided on the StreetGames website:
<http://www.streetgames.org/www/ngb-support>

Coaches and Volunteers

- The skills of those delivering the sessions are critical. Coaches need to have a good rapport and be able to interact well with participants, as well as having good delivery skills.
- It may be helpful to provide delivery staff with additional support and training beyond their sports coaching qualifications; for example in areas such as managing challenging behaviour, the essentials of working with young people and conflict resolution.
- The engagement and up skilling of local volunteers is extremely important. Not only in terms of the support they provide, but as StreetGames volunteers tend to be recruited internally they act as role models to younger

participants and can relate well to those attending.

Engagement and Retention

- Outreach work is often found to be the most effective means to promote and raise awareness of the sessions – with delivery staff and partner teams going out directly into the communities to engage with the target group. In addition, attracting 'friendship groups' is likely to be a fruitful approach to engaging young people in StreetGames sessions.
- Drop-out rates tends to be highest within the first month; in our experience, once a participant has attended four or more sessions they are far less likely to drop-out. As such, coaches and leaders should be reminded of the importance of welcoming and integrating newcomers. For example; volunteers or established group members may be tasked to 'buddy' the newcomer and ensure they are invited to the next session. It may also be appropriate to consider adapting the game and explain ground rules/boundaries.
- The following factors have been found to be helpful, in terms of retention/minimising drop-out:
 - Personal contact between the coach and participants to build relationships, provide positive feedback about performance, check they are coming to the next session.
 - The provision of competitions, matches and challenges.
 - Recognition – such as player of the week or month.



Background Facts for Doorstep Sport

- The use of incentives such as medals, water bottles and t-shirts.
- Including time within the sessions for participants to socialise and build friendships within the group.
- Provision of varied progression/exit routes – such as project based teams, referral onto local clubs/leagues where appropriate and also into volunteering, leadership and coaching roles.¹

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Recognised by the London 2012 Olympic & Paralympic Games Inspire Mark, StreetGames Legacy Leaders is creating a lasting legacy of doorstep sport in the UK.

