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An Evaluation of The Hunslet Club, a Leeds-based Youth Organisation

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Executive Summary

A research team from Leeds Beckett University were asked to assess the impact and reach of The Hunslet Club, to explore their model of working and how The Club's independence and self-sufficiency affect service delivery.

This evaluation included a questionnaire for children/young people who use The Hunslet Club; interviews with trustees, staff, volunteers, partner organisations, parents/carers, children and young people; and monitoring data and financial records from The Hunslet Club.

Key Findings

The Model

- The Hunslet Club gives young people structure, purpose and opportunities that they would otherwise not have.
- Their approach is inclusive, empowering and respectful of the young people who attend.
- Views of The Hunslet Club are overwhelmingly positive, from parents, children and young people, staff, trustees and partners.
- All measures in the young people questionnaire were very positive, for example:
 - 100% said The Hunslet Club was a place to have fun
 - 99% said it was good for the local community
 - 96% would recommend it to a friend
- The Hunslet Club has a sustainable funding model, with multiple sources of funding.
- Funding comes from delivering alternative day-time education for young people, plus entrepreneurial activities from providing leisure facilities, catering, renovating/renting out houses and delivering sport in schools. The Club also receives grants and donations.
- Additional funding would allow The Hunslet Club to expand their activities further.

Provision and Activities

- The Hunslet Club offers a wide range of diverse activities at very low cost, including team-based/individual sports and many different types of dance and games.
- Free youth clubs are provided every weekday evening, plus holiday camps.
- During the daytime, The Hunslet Club provides alternative education for young people in year 10/11. They are taught vocational/practical skills alongside academic subjects, in small class sizes.
- A Monday evening club, open to all young people, teaches a range of vocational and practical skills.
- All young people attending alternative education provision said it was "suitable for me", and that it was a place to meet people and get support and advice.
- The suitability of activities and clubs was rated higher by males than females in the questionnaire.

Reach and Barriers

- The Hunslet Club has approximately 3600 registered members with around 2500 active monthly members.
 - Approximately 2/3 of active monthly members are male, 1/3 female.
 - In terms of ethnicity: 55% are White, 19% Black, 7% Mixed and 5% Asian.
 - 40% live within The Hunslet Club postcode, 50% come from further afield.
- There were over 33,000 visits from children and young people in a six-month period.
- Questionnaire data showed that most young people attend once a week or more.
- Over 2/3 of questionnaire respondents have been visiting for more than a year, half for more than two years.
- Interviews data showed that The Club aims to be welcoming and inclusive to all. Many are from low-income backgrounds. The diversity of The Club has increased over time.
- Perceived barriers to coming to The Hunslet Club include: difficulty getting there, the busy environment, a lack of awareness/misconceptions of what they do and, for some, cost.

Impact

Questionnaire data found that attending The Hunslet Club led to children and young people:

- Having an increased number of people to talk to
- Learning new things
- Feeling more confident
- Having more friends and feeling happier.

Key benefits for the children and young people attending, identified in interviews, included:

- Improved physical health, mental health and wellbeing
- Improved social interactions – including more friends, from different backgrounds
- Better emotional skills and behaviour
- Greater attainment, achievement and opportunities, including qualifications
- Increased practical skills
- Higher aspirations and inspiration
- Prevention of a negative pathway – improving outcomes for the young people and reducing anti-social behaviour in the community
- Reassurance for parents that their children were somewhere safe.

Success factors

The success of The Club is considered a result of:

- High quality staff (who are caring, committed and professional) and facilities.
- Being able to build trusting relationships with the children and young people, their parents and the community.
- Providing a wide range of diverse and affordable activities.
- Creating an atmosphere that is warm, welcoming, safe, inclusive and fun.
- Effective partnership working with other organisations and sectors.
- Strong, capable, visionary leadership.

Social Return on Investment (SROI)

Social Return on Investment (SROI) allows an organisation to quantify the value they are providing for the communities they work with. The SROI tool provides guidance for allocating a financial value to a wide range of outcomes, such as improved social connections and increased confidence.

The SROI for The Hunslet Club, with the appropriate adjustments in place, is shown below. It represents the social value for every £1 spent.

- **All provision:** the estimate of Social Return on Investment is **between £66 and £174** of social value returned for every £1 invested, per year.
- For those **only attending voluntary activities:** the estimate of SROI is **at least £66** of social value returned for every £1 invested, per year.
- For those attending **alternative education provision:** the estimate of SROI is **at least £7** of social value returned for every £1 invested, per year.

Recommendations

- Increase awareness of The Hunslet Club amongst children, young people and their families. Address any potential misconceptions by communicating the breadth of activity that takes place. Share positive stories externally that the community will be proud of.
- Consider ways to expand the reach of The Hunslet Club, particularly among under-represented demographics, and to improve the suitability of activities for different groups (particularly girls/young women).
- Consider how community members can input into decisions about what The Club does and how it grows/develops.
- Communicate the value and success of The Club more broadly – to funders and other key stakeholders. Consider using creative methods involving the young people to do this.
- Consider the use of youth ambassadors within the community to potentially help reach new members, increase confidence of young people and address stigma.
- Consider how the benefits experienced by the children and young people could be continued into their adult/working lives. Could this be done by partnership working with, for example, businesses and/or other voluntary organisations? Or a continuing relationship with The Club?
- Network with other similar types of organisations regionally and nationally to share learning and encourage advocacy.
- Ensure growth and development occur – but in a way that ensures continued high-quality staff and delivery.

1. Introduction

1.1 Background

The Hunslet Club is a long-standing youth organisation founded in 1940. Originally set up as a boys' club, The Club now aims to reach children and young people from a diverse range of backgrounds. The Club is located in Hunslet, South Leeds, and situated within a lower super output area ranked amongst the 10% most deprived nationally (Ministry of Housing, Communities and Local Government, 2019).

The mission of The Hunslet Club is *“to support young people in developing new skills, confidence and self-esteem and to do all we can to help them achieve their potential”*. It aims to support children and young people by providing a wide range of activities and the highest standards of youth provision, delivered by highly motivated staff and volunteers, in a quality space where children and young people can be safe, have fun, be happy and thrive. In addition to the delivery of youth provision, The Hunslet Club offers alternative education provision in for young people aged 14 to 16 years.

The Hunslet Club aims to meet their mission by working to a set of standards, which include:

- Delivering excellent youth work and activities which are accessible to all, regardless of economic or social circumstances and inclusive of abilities and interests
- Providing the best facilities in a creative safe space
- Always expecting excellence and enthusiasm from staff and volunteers
- Listening to young people and supporting their needs and ideas
- Always striving for the best in every activity and event delivered
- Working with partners to provide the best youth centre in Leeds and surrounding areas

The Hunslet Club is a registered charity and supported by a Board of Trustees. Income is generated through multiple avenues (explained further in Section 3.1) to ensure its continued financial viability and long-term sustainability.

1.2 Evaluation aims

The aim of this evaluation was to assess the impact and acceptability of The Hunslet Club.

The following objectives underpinned the evaluation:

- Examine the impact and reach of The Hunslet Club on young people that use the Club, staff and volunteers, and the community, including a Social Return on Investment (SROI) analysis.
- Explore the model of The Hunslet Club and how it is perceived from the perspectives of multiple stakeholders (including, trustees, staff, volunteers, external partners and stakeholders, and young people and their families).
- Understand how The Club's independence and self-sufficiency affect service delivery, if at all.

2 Methodology

2.1 Evaluation approach/design

The data collection for this mixed-method case study comprised of three main elements:

1. Impact questionnaire for those who attend The Hunslet Club (quantitative and qualitative data).
2. Monitoring data and financial records from The Hunslet Club (quantitative data).
3. Interviews with a range of stakeholders, including trustees, staff, volunteers, partner organisations, parents/carers, children and young people (qualitative data).

Data collection took place between October 2023 and March 2024.

2.2 Impact questionnaire

The questionnaire was designed to retrospectively measure the impact of The Hunslet Club. It was composed of the following sections: 'Visiting The Hunslet Club', 'What do you think about The Hunslet Club' and 'About you'. Questions were designed to align with The Hunslet Club's aims and objectives and also included indicators from the Short Warwick-Edinburgh Mental Well-Being Scale¹, The Children's Society Good Index Guidance (2023)² and the National Study of Health and Wellbeing: Children and Young People³. The suitability of the questionnaire for the sample was checked by The Hunslet Club staff. See Appendix 1.

The questionnaire was hosted by the online platform Qualtrics and available for children and young people to complete online. A paper copy of the questionnaire was available to complete on request. All children and young people aged 8 to 18 years who attend The Hunslet Club were invited to complete the questionnaire. Staff at The Hunslet Club facilitated parental consent (for those under 16 years) and completion of the questionnaire as needed.

In total, 85 questionnaires were completed (all online). Of the 85 respondents, 51.8% identified as male, 88.2% were under 16 years old (mean age=12.5 years, standard deviation (SD)=2.5), 8.2% identified as disabled, 23.8% reported having a learning difficulty and 81.2% were White. Overall, 51.8% of respondents resided in LS10, the same postcode district as The Hunslet Club, and 21.2% in the neighbouring postcode district LS11. A further 10.6% lived in other areas of Leeds (LS12, LS15, LS16, LS25, LS26, LS27), 9.4% lived in Wakefield and 7.1% did not give postcode data. A full breakdown of demographics can be found in Table 1.

¹ <https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

² <https://www.childrensociety.org.uk/information/professionals/good-childhood-index>

³ <https://www.ons.gov.uk/surveys/informationforhouseholdsandindividuals/householdandindividualsurveys/the-national-study-of-health-and-well-being-children-and-young-people-2020>

Table 1. Demographics of questionnaire respondents

	Frequency	Percentage
<i>Gender</i>		
Female	36	42.4
Male	44	51.8
Missing data	5	5.9
<i>Age</i>		
Under 16 years	75	88.2
16 years and over	3	3.5
Missing data	7	8.2
<i>Disability</i>		
Yes	7	8.1
No	68	80
Missing data	10	11.8
<i>Learning disability</i>		
Yes	20	23.8
No	52	61.2
Missing data	13	15.3
<i>Ethnicity</i>		
Asian	5	5.9
Black	1	1.2
Mixed	4	4.7
Other ethnic group	1	1.2
White	69	81.2
Missing data	5	5.9

Data have been analysed by the sample as a whole and by type of attendance and gender. Type of attendance has been split into two groups: respondents who only attend the voluntary activities and those who attend the alternative education provision (who may also participate in some voluntary activities)⁴.

Data were analysed in IBM SPSS statistical software. Descriptive statistics have been generated for each question. Inferential statistics, including Mann Whitney-U tests were conducted to explore differences between groups. A p value of 0.05 or less was taken to be statistically significant. In some cases, percentages may not add up to exactly 100% due to rounding or because participants could select multiple responses. Data are presented in tables and graphs and written summaries provided. Open questionnaire data was coded thematically and where relevant presented with interview data.

Questionnaire data are also incorporated into the Social Return on Investment (SROI) analysis.

⁴ Voluntary activities include leisure activities children and young people choose to attend. Alternative education provision refers to compulsory education.

2.3 Monitoring and financial data (SROI)

Data provided by The Hunslet Club were summarised to report on activities delivered and population reach, presented in Sections 3.2 and 3.3. Monitoring data and financial records were also drawn on for the SROI, with results in Section 4.

2.4 Interviews

A total of 30 qualitative interviews (with trustees/staff (n=10), partners (n=7), volunteers (n=1), parents (n=4) and children and young people (n=8)) were conducted. The sampling strategy was designed to ensure a diversity of responses.

Interviews took place via Microsoft Teams, telephone, and face-to-face. Two researchers were always present during interviews with children and young people who took part in pairs (apart from two young women who took part individually), at The Hunslet Club. Half of the young people interviewed were attending the alternative education provision (n=4) and half were attending voluntary activities (n=4). Topics covered included: the view of The Club, its model of operation, impact on participants and lessons for the future.

The interviews were recorded and transcribed. Transcriptions and open questionnaire data were analysed thematically (Braun and Clarke, 2006) using NVivo (a software package that helps organise qualitative data) to generate salient emerging themes. Results are organised in sub-themes alongside the quantitative data (where relevant), and findings are illustrated with direct quotations from different stakeholder groups. Quotations are anonymous to protect participants' identities.

Quantitative and qualitative data have been integrated in the summary chapter to corroborate findings and deepen understanding.

2.5 Ethical considerations

Ethical approval for all aspects of the work was obtained from Leeds Beckett University. Information sheets were produced for all participant types and distributed prior to data collection, and informed consent was attained from all participants over the age of 16 years. For those under the age of 16 parental consent was granted before they were invited to take part in the research and assent from the children themselves was sought before they participated.

3 Results

Results are presented in six sections. The Model (Section 3.1), Provision/Activities (Section 3.2) and then Reach, including barriers (Section 3.3). Section 3.4 details the Impact of The Hunslet Club, whilst Section 3.5 describes the Mechanisms for Success (how benefits are achieved). Finally, Section 3.6 describes any issues for the Club and/or suggested improvements. Quantitative and qualitative data are used throughout.

3.1 The Hunslet Club model

Approach and values

The Hunslet Club aims to give young people structure, purpose and the opportunities they would otherwise not have. It seeks to level the playing field so that young people from a disadvantaged area have access to the same sports, activities and opportunities as those from more affluent families.

The work is driven by youth work principles: it is inclusive (no one is turned away), young people are empowered, and they are supported to reach their full potential through an assets-based approach. Children and young people are treated with respect and are expected to treat others in the same way. Young people are not pressurised into taking part in anything, they opt in to whatever interests them.

Equality is a key value and is demonstrated by the matching branded t-shirts and jumpers worn by the young people. Everyone wears the same kit, regardless of whether they are in a successful rugby team or are the only person taking part. This means that one team cannot have an unfair advantage if there is a parent who could fund more expensive clothing.

The Hunslet Club has a 'mixed model' of funding, including various fund-raising activities and enterprises. Profits are reinvested back into The Club and its projects. This allows The Club to be independent and not beholden to funders to deliver programmes in a particular way (see funding/sustainability section later).

Part of The Club's wider mission is to enrich the local area and provide a sense of community.

History and reputation

The Club is very well respected and has a strong reputation in the area and across the City. It has existed since the 1940s, when it was the Hunslet Boys' Club. As such, it has a long history in the area, with generations of families attending.

Originally it had a strong emphasis on sport and has produced many successful sportspeople. Since these early days, it has expanded its offer greatly and is now open all day every day.

Its role as a community hub is now more important than ever, as many other community places are no longer open.

"The Club is the last bit of community in this area, you know, because like I described earlier, people have come to this club through generations." [Staff 7]

The Club now provides educational programmes, events, and has branched out into property development. The number of paid staff has increased from two to over 50. The growth has been organic and gradual which has supported its sustainability.

Views of The Hunslet Club

All groups of research participants were full of praise for The Hunslet Club.

Parents:

“Best place I've ever taken them, you know?” [Parent 3]

“They are brilliant, the staff are absolutely fantastic.” [Parent 4]

A partner:

“An absolute gem. Uh, it's probably one of the single most important third-sector organisations in this entire side of the city. It has a legendary reputation and frankly, we are very lucky to have it.” [Partner 6]

A trustee:

“[it's] a wonderful place.” [Trustee 2]

Staff:

“It's an amazing place. I think it gives great opportunities for children and young people to grow and develop and, kind of, reach their full potential.” [Staff 2]

Volunteers:

“They're quite amazing if I'm honest.” [Volunteer 1]

Children and young people:

“A place where you can make friendships and relationships with people and foster strong connections.” [YP4]

“It is the best place in the whole wide world and it is a really good place to learn new things.” [YP questionnaire respondent]

“The staff are so friendly and they encourage us to always try our hardest.”
[YP questionnaire respondent]

Quantitative data from the questionnaire concurs with the above. Overall, The Hunslet Club was viewed very positively (see Table 2 for an overview of results). All respondents agreed or strongly agreed that *The Hunslet Club is a place to have fun* (strongly agree=75.3%; agree=24.7%). In line with the vision of The Hunslet Club, over 90% of respondents also agreed The Hunslet Club:

- *Is a place that is good for the local area (98.8%)*
- *Is a place to do activities and clubs that are suitable for me (97.7%)*
- *Is a place to meet people (97.6%)*
- *Is a place that helps me to do my best (93%)*
- *Is a place where I feel listened to (91.7%)*

A further 88.2% of respondents felt The Hunslet Club is a place to get support and advice.

Table 2: Views of The Hunslet Club

<i>The Hunslet Club is...</i>	Strongly agree		Agree		Neither		Disagree		Strongly disagree	
	n	%	N	%	N	%	N	%	n	%
Is a place to meet people (n=83)	52	62.7	29	34.9	2	2.4	0	0	0	0
Is a place to have fun (n=85)	64	75.3	21	24.7	0	0	0	0	0	0
Is a place where I feel listened to (n=84)	45	53.6	32	38.1	7	8.3	0	0	0	0
Is a place to do activities and clubs that are suitable for me (n=85)	61	71.8	22	25.9	2	2.4	0	0	0	0
Is a place to do educational courses that are suitable for me (n=84)	27	32.1	25	29.8	28	33.3	4	4.8	0	0
Is a place to get support and advice (n=85)	43	50.6	32	37.6	9	10.6	1	1.2	0	0
Is a place that is good for the local area (n=84)	63	75	20	23.8	1	1.2	0	0	0	0
Is a place that helps me to do my best (n=85)	52	61.2	27	31.8	4	4.7	1	1.2	1	1.2

Providing a ‘safe’ environment for all is an aspiration of The Hunslet Club. This aim has been met with 96.4% of respondents reporting they *feel safe at The Hunslet Club*; with 78.3% always feeling safe and 18.1% often feeling safe (see Section 3.5).

To assess the acceptability of The Hunslet Club, respondents were asked if they would recommend visiting The Club to a friend. More than nine in ten (96.4%) respondents *would* with a further 3.6% stated they would *maybe* refer a friend.

Funding/Sustainability

Funding Model

The importance of financial stability and resilience was repeatedly emphasised by Trustees. The Club is perceived as being a healthy business due to good stewardship over time (from the Trustees, the board and managers), its long-standing reputation with many committed followers and its adoption of a mixed model of funding (described below).

“I think we're in a really good place and I don't mean that arrogantly, but I think that the legacy and heritage of the place is so longstanding that, you know, we got, we got generations of data and generations of followers.” [Trustee 3]

This stability is despite the sector being characterised by financial vulnerability, with other similar organisations struggling. A major reason for this vulnerability is sporadic and declining grant and government funding.

“The sad thing is now I think as a charity, if you are relying on that [donations and grants], the likelihood is you're not going to be around for too long, you know, because funding dries up, it's getting harder and harder to get and you know, you can have some great things going

on in the building, but if you are grant dependent, then I think your life span is fairly short.”
[Staff 7]

The Hunslet Club’s approach over the last 20 years therefore has been to adopt a mixed model of funding, that combines various funding sources (grants, donations etc.) with entrepreneurial activities to raise their own funds. The profit from these subsidises activities that cost The Club money to deliver, such as the youth club.

Such an approach reduces The Club’s reliance on one or two sources of funding, making it more resilient and less dependent on the “*vagaries of grant giving bodies*” [Trustee 3]. It also works as a “*win-win*” as the various entrepreneurial activities fit with The Club’s ethos and benefit the young people and the community in other ways (see below).

Sources of funding

Many different sources of funding were described by interview participants.

Providing **alternative education for young people** who are struggling in mainstream education is a major source of revenue (see Section 3.2). This has grown greatly since 2004 with The Club investing in facilities and staff to expand their capacity. The Club has focused on ensuring that the provision is high quality and provides value to the young people and the education sector.

“We’ve just recruited a... young man called [anonymous], who was the acting principal at [anonymous FE college]. He had a huge job and he’s now joined us to run our education provision and we’re going to grow that, bringing in more and more pupils, which means employing more and more teachers and which will also mean building more classrooms in our current site.” [Trustee 1]

This provision fits closely to The Club’s aims and ethos – that of giving opportunity to disadvantaged young people – whilst also bringing in much needed, stable funds. One challenge is finding good quality staff. The Hunslet Club has managed to do this due to their reputation, vision and stability.

A second source of funding is **grants**. A large lottery grant has just ended, but staff regularly bid for any relevant grants. Whilst The Club does not wish to rely on grants as their main source of funding, (see above) it is seen as important to have some.

Hunslet Leisure is a registered company set up by The Club to raise money. It hires out their facilities (with bars) for social events. This raises money but also brings new people into The Club. The managers of The Hunslet Club are very entrepreneurial and seek to raise income through multiple avenues. Examples of this include having a tuck shop (rather than externally sourced vending machines) and a food truck. These bring money in whilst also offering opportunities for children and young people to volunteer or raise money for trips etc.

“It’s a business, but what it means is every penny they spend goes back to the club... Everything comes back.” [Staff 7]

Hunslet Club Community Homes is an important source of income and financial stability. Over the last eight to nine years, The Club have bought five dilapidated houses using their reserves. With the input of young people, the houses have been renovated and are now rented out at a social rent. The Club therefore gains an income stream, they are an increasing financial asset (as the houses gain value) and the tenants live in a quality home, with a fair rent. Critically, the young people help

renovate the houses, gaining skills and experience and developing their portfolios, thus becoming more employable.

“It's a lovely project because it's a win, win, win because you take a property, often in a state which is an eyesore, and you bring it back to life. You then give young people experiencing by doing all the work that they did need to do, so they get an on-site experience. You then support family on the social rents. We're supporting them all the way through.” [Staff 7]

The only regret regarding this funding source is that they had not bought more houses to renovate and rent out, as originally planned.

The Club also deliver **sporting activities in local schools**. The Club gains an income stream and links to the local schools, that lead to more attendees to their voluntary/leisure activities. One participant (a headteacher) said they were happy to spend their allocated sport funding on The Hunslet Club due to the quality of the staff and the provision. The Club seeks to assist schools where possible, occasionally providing free sessions. Another source of funding is **donations** from individuals and/or companies. One supermarket for example has provided food for the youth club. Some individuals also donate money but, currently, this is not a focus. One staff member said they are holding off until *“the big ask”* when it will have more of an impact.

Families do pay for the activities that they participate in (see next section). But the cost is kept low deliberately to encourage inclusion and therefore does not always cover costs. Plus, as many of the children and young people then stay for the (free) youth club this adds to costs.

Negatives/funding issues

One drawback identified is that they are sometimes perceived by funders as not needing money, as they are too successful and financially stable with reserves and investments. Funds instead go to more struggling organisations. This is concerning as The Club has high overheads that need maintaining, and frustrating, as their success means any funds supplied would go directly to helping young people (rather than, for example, propping up a struggling organisation). In general, participants believed that if they had greater funds, they could do a great deal of good with them.

The Hunslet Club, it was felt, often gets overlooked for donations by wealthy individuals, from other parts of Leeds. One trustee commented that it was far easier to get donations for other causes that have directly affected people's lives. But The Club often misses out as it is seen as not relevant to their lives. Stigma about the area also potentially plays a part.

“But we could do so much more if we had money. What I can't understand why in other areas people will give money, but because it's Hunslet and Middleton and Belle Isle, they don't want to know. I mean, that's probably me being too personal and with a bit of a chip on my shoulder.” [Trustee 1]

There was also some frustration that The Hunslet Club does many tasks traditionally performed by the statutory sector, for example, interventions with troubled young people, yet they receive very limited funding from the various tiers of government.

“Where we've intervened, and we as a children's charity are paying for that ourselves, not the City Council, not the mayor of West Yorkshire, not the UK Government. That is The Hunslet Club who are paying for staff to do 900 interventions.” [Trustee 1]

Future plans

In the future The Hunslet Club hopes to work more directly with the City Council to deliver services for young people. The benefit for the Council is that The Club is trusted by the young people and their families. Specifically, plans are being made to work together with the Council and OnSide (a national youth charity) to build a large new youth facility. See Section 3.6 for further detail.

Summary of The Hunslet Club Model

- The Hunslet Club exists to give young people structure, purpose and opportunities that they would otherwise not have.
- The approach of The Club is inclusive, empowering and respectful of the young people who attend.
- Views of The Hunslet Club are overwhelmingly positive, from parents, children and young people, staff, trustees and partners.
- All measures in the young people survey were very positive. For example:
 - 100% said The Hunslet Club was a place to have fun
 - 99% said it was good for the local community
 - 96% would recommend it to a friend.
- The Hunslet Club has a sustainable funding model, with many different sources of funding.
- Funding comes from delivering daytime education for young people struggling in mainstream education plus entrepreneurial activities including providing leisure facilities, catering, renovating/renting out houses and delivering sport in schools. They also receive grants and donations.
- Additional funding would allow The Hunslet Club to expand their activities further.

3.2 Provision/activities

This section describes what activities and programmes The Hunslet Club provides, along with people’s perceptions of them.

Voluntary Activities – Youth Club, Sports, and Physical Activity

In the evenings, The Club is open to all children and young people for a range of activities and clubs. Over 100 sessions run each week, ranging from sports classes for ‘tots’ aged eighteen months, all the way up to eighteen. Sports include rugby (fourteen teams), football (seventeen teams), cheerleading, tap dancing, gymnastics, boxing, and dodgeball. Some of the activities offered are listed below in Box 1. Some are mainly for fun, while others are more competitive.

The cost for attending each session is kept to a minimum, usually between £1 and £2.

Box. 1. Voluntary activities delivered at The Hunslet Club

Gymnastics 4 Tots	Beginners Boxing (5-8)
Boxing 4 Tots	Boxing Development (9+, 16+)
Ballet 4 Tots	Solitaires
Rugby 4 Tots	Rogues
Football 4 Tots	Boxing Development (9+, 16+)
Dance 4 Tots	Boxing Competing
Beginners dance (3-5, 5-8)	Tap
Flicks & Tricks	Ballet Beginners, Ballet Advanced
Technique Turn	Gymnastics Beginners (5+) Progressive, Intermediate, Advanced
Tik Tok	Football Reception to YR11
Hip Hop Beginners (3-5, 5-8)	Football Girls Reception to YR8
Tiny Pom/ Mini Pom	Rugby Reception to U15's
Junior Hip-hop/ Youth Hip-hop/ Senior Hip-hop	Activity Camp
Youth Pom/ Junior Pom/ Senior Pom	Junior Youth Club, Senior Youth Club
Solitaires	Monday Evening Project
Rogues	

The Hunslet Club also provides free youth clubs for both junior (8-12 years) and senior age groups (12-18 years and up to 25 years for people with disabilities), Monday-Friday. The children and young people can socialise, relax, access the gaming room, play pool, talk with staff, receive a meal, or use the gym. The gaming room is particularly popular, and has all modern equipment, including gaming chairs, consoles, as well as a music room with DJ decks. The sports hall space is also utilised and on occasion adapted for special events such as a roller disco evening for young people. During these times qualified youth workers and intervention staff are on hand to discuss difficult topics the children and young people might be experiencing.

Youth club attendees put on events for other local people, to give back to the community. One example was inviting local pensioners from a care home to The Club for a meal and carol singing. Christmas markets and summer fayres are also held by the youth club. Examples of projects the youth club run were also discussed. One trustee explained how the Royal Horticultural Society funded The Hunslet Club to create a garden area where the children and young people could keep hens and grow vegetables, which they then use to make meals in the kitchens.

A Club trustee said that they would like to open the youth club on Saturdays and Sundays to give children and young people something to do at the weekend, rather than being stuck at home bored. The main barrier to this is the cost of providing staff and food.

Outside term time, free holiday camp places are available. These run every half-term, and last year were even open on Christmas Eve. These provide children and young people with a place to go and activities to do, whilst also giving parents comfort knowing that their children are in a safe space.

Alternative Education Provision (daytime)

In term-time, during the day, The Hunslet Club provides an alternative education service for young people (typically year 10 and 11 students) who are struggling in mainstream education. Schools and local authorities have a duty of care to these young people and must ensure an education is provided. The Hunslet Club has partnered with local schools to provide 12-month contracts to these students, funded by the referring school or education trust.

The Club provides a range of vocational qualifications. These have been designed to appeal to these young people more than the classroom-based education of mainstream schools. It provides courses in joinery, hair and beauty, barbering, vehicle mechanics, catering, sports, and childcare, with English and Maths embedded in all courses.

Staff say that the young people who attend engage more positively than in mainstream school. A trustee expanded on this, saying that the classroom environment of mainstream schools is imposed on all children and young people, but for some, this is not the most appropriate form of education and as a result, some pupils fight against it. The Hunslet Club provides an alternative approach, adapted to students' individual needs. See Section 3.4 for the impact of this on these young people.

The young people who attended this provision spoke highly of The Hunslet Club and staff. Compared to mainstream school, they get more time to do the things that they enjoy and are good at, such as joinery. They praised the practical methods of learning, seeing this as a more interesting way of learning compared to the long periods sat down writing in mainstream school. They also valued the small class sizes because the teachers had more time to speak to each person, compared to mainstream school. Young people feel supported by the staff at the Club and that they were welcome there. See Section 3.5 for more on the mechanisms of success.

Life Skills and Future Development of Work

On a Monday evening, The Hunslet Club runs a project to develop young people's skills, to improve their future training, education, and employment prospects. It is similar to the daytime alternative education provision but is available to all young people, still attending mainstream school.

This service offers young people the chance to learn new skills (such as interviewing, CV writing etc.) and obtain formal qualifications in areas such as catering, mechanics, construction and more. It helps them consider what they are interested in and their potential future training and career paths.

Hunslet Club staff spoke positively about the Monday evening project and how young people give up their free time each week for a couple of hours, demonstrating their commitment.

Other

The Hunslet Club also provides external sports coaching and sessions to local schools. These run during lunchtime, after-school, and during PE sessions, and aim to help children be more active during their schooling day. This service contributes to The Club's financial stability (see Section 3.1).

Community input to provision

Both children and young people and their parents can influence the provision of The Hunslet Club. There are ongoing conversations between staff, volunteers, parents and young people about what is working well, what could be better and what else is needed. Staff pride themselves on being amenable to suggestions because there is a culture of always wanting to grow, adapt and improve.

Examples of acting on young people's requests include: creating a gaming room, providing DJing decks, holding a roller-skating night and TikTok dance sessions. The Youth Ambassador programme also gives young people a way to influence The Club and to design their own volunteering activities.

Parents reported being asked informally if there's anything else they would like to see at the Youth Club. One suggested that they have a survey to find out what people in the area would like to be offered and highlighted more provision for younger children as an area that could be improved (see Section 3.6). As much as parental input is welcome, there is a note of caution that sometimes parents can want to influence things for the benefit of their own child. The Club takes on board any suggestions and requests but acts for the benefit of all members.

Views on the provision

Questionnaire data showed that almost two thirds of all respondents (61.9%) felt The Hunslet Club is a place to do educational courses that are 'suitable for me'.

Notably, all respondents undertaking alternative educational provision felt *The Hunslet Club is a place to do activities and clubs that are suitable for me* (strongly agreed, 61.1%; agreed, 38.9%). For this sample of respondents, 88.3% also felt *The Hunslet Club is a place to meet people*, 83.4% to get *support and advice* and 77.7% also a place they *felt listened to*.

Views regarding the suitability of educational courses offered by the Club differed significantly by those attending alternative education provision and those only attending voluntary activities ($U=925$, $p<0.001$, $r=0.4$). Participants who attend the alternative education were significantly more likely to strongly agree that suitable educational courses are offered by The Hunslet Club in comparison to those who do not attend the alternative education provision (61.1% v 24.2% respectively), suggesting courses offered are suitable for those attending.

Differences in views of The Hunslet Club provision were explored by gender. One significant difference was found; whilst agreement was high that *The Hunslet Club do activities and clubs that are suitable for me*, males were more likely to strongly agree (81.8%) in comparison to females (61.1%) ($U=620$, $p=0.032$, $r=0.2$).

Summary of Provision and Activities

- The Hunslet Club offers a wide range of diverse voluntary/leisure activities, including team-based/individual sports, many different types of dance and games. These are provided at a very low cost.
- Free youth clubs are provided every weekday evening plus holiday camps.
- During the daytime, The Hunslet Club provides alternative education for young people in year 10/11. They are taught vocational/practical skills alongside academic subjects, in small class sizes.
- A Monday evening club, open to all young people, teaches a range of vocational and practical skills.
- Suitability of the provision is high. All young people attending alternative education provision said it was “suitable for me”, and that it was a place to meet people and get support and advice.
- Suitability of activities and clubs was rated higher by males than females in the questionnaire.

3.3 Reach

This section includes information on who attends The Hunslet Club, views on the profile of attendees, along with any cited barriers to attending. Monitoring, questionnaire and interview data are incorporated.

Monitoring data

In September 2023, 3600 children and young people were recorded members of The Hunslet Club. Active membership at The Hunslet Club increased month by month during the evaluation period (November 2023 to February 2024) with figures ranging from 1935 to 2518. During this period, 166 young people attended the alternative education provision.

In February 2024 there were 2518 active memberships, with 65.6% of active members males and 34.4% females. Of these active members, 54.8% identified as White, 19% as Black, 6.5% Mixed, 4.8% Asian and 2.8% Other (12.2% did not report their ethnic background). Whilst 40% of members in February 2024 resided in the postcode district of The Hunslet Club, data shows that its reach extends across and outside of Leeds with 49.8% of members living outside of LS10 (postcode data is unknown for 10.2% of the active members during this period).

Monitoring data also shows that members repeatedly attend The Hunslet Club. In the six-month period September 2023 to February 2024, The Hunslet Club had 33,317 visits from its members.

Questionnaire data

The impact questionnaire provides further data on activities and reach, focusing on how often people attend and reasons for visiting.

Frequency of visits

Questionnaire data highlighted that the vast majority of respondents usually visit The Hunslet Club once a week or more (92.9%). A further 2.4% of children and young people attend about every two weeks, 2.4% about once a month and 1.2% less than once a month. One respondent was unsure. All respondents attending the alternative education provision, and 91% of respondents attending only voluntary activities attend The Hunslet Club at least once a week.

Length of involvement

Just over two thirds of respondents (64.7%) had been attending The Hunslet Club for over 1 year, of whom 49.4% had been attending over 2 years. A further 17.6% had been attending less than 6 months and 12.9% between 6 months and 1 year. Four respondents were unsure how long they had been attending the Club.

Provision attended

Questionnaire respondents cited that the main reasons for attending The Hunslet Club were: the youth club (60%), alternative education provision (21.2%), football (20%), rugby (17.6%) and holiday club (16.5%). A further 8.2% of respondents attended the boxing, 8.2% dance and 4.7% gymnastics. Four respondents attended 'other' activities (see Figure 1). Just over one third of respondents (36.5%) attended multiple activities at The Hunslet Club.

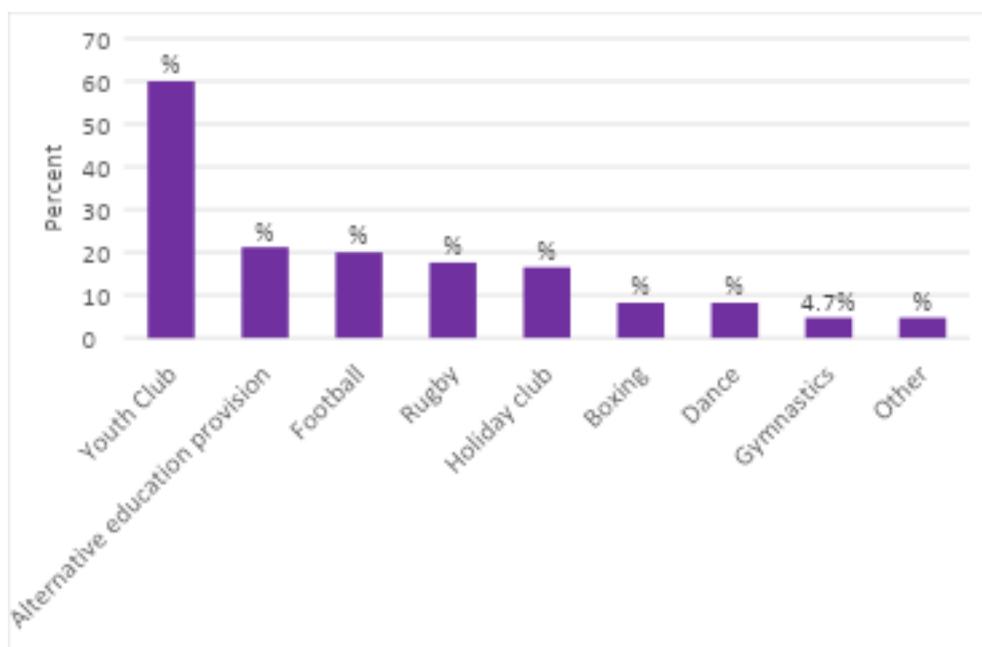


Figure 1. Activities undertaken by questionnaire respondents

Notably, 38.9% of respondents who attended alternative education provision also took part in voluntary activities delivered at The Hunslet Club.

Interview data re attendees

Interview participants were confident that a diverse range of people attended The Club.

Predominantly, attendees were seen to be from working class/low-income backgrounds, but people from more middle class/affluent backgrounds from across the city and neighbouring towns also attend because of the quality of the provision. This encourages mixing across classes – see Section 3.4.

“Our postcode coverage is phenomenal, I think we get 22 postcodes, I think it is that come to our club for football, rugby, boxing, dancing.” [Trustee 1]

The activities attract both girls and boys from age 18 months to 18 years (and occasionally beyond). There were examples of young women taking part in more traditionally male training e.g. mechanics, and individuals from marginalised groups, such as Gypsy and Traveller, attending the boxing sessions.

The environment was described as inclusive to people from any religious, ethnic or socioeconomic background, as well as neurodiverse or disabled children/young people.

“We do try and make sure that we cater to all [...] everybody accesses it and our children with special educational needs, children with behavioural issues. And again, gender-wise, it's a complete spread.” [Partner 2]

The demographics of attendees were thought to have changed over recent years to make The Club more multi-cultural, reflecting the changing demographics of the local area:

“It's certainly much more diverse. [...] 5 and a half years ago, you know, it was still predominantly white British. It's quite clearly diversified and lots more people of African descent, a lot more people of Caribbean descent, a growing number of people from the South Asian communities now attending.” [Partner 6]

Staff described ways they were celebrating the diversity of the centre such as a display to share the heritage of the attendees:

“We're just in the process at the minute and getting a world map downstairs and getting all members to do a little pin and show where they're from, but we've not quite nailed it yet. But yeah, it is massively diverse. There are people from all different cultures, backgrounds, and so it is accessible for everybody.” [Staff 3]

Barriers to Attendance

A number of possible barriers to attendance mentioned by participants are described below. Some were slightly speculative as generally they were not affected personally.

Getting there

Many of those interviewed thought that the lack of public transport was a significant barrier. A lot of the families do not live within walking distance and if parents/carers cannot drive, it is not easy to get to.

For parents who do drive, there is a lack of parking and the lack of space in the carpark was raised as a potential risk for accidents at peak times when parents are dropping off and picking up their children.

“It just doesn't have enough parking capacity for the number of people are coming. It needs to be on the mains bus route, which is again, something the Club has plans for and hopefully will be resolved.” [Partner 6]

Another proposal was to add a secure bike hub to encourage young people to go by bike.

Parents may also be too busy to take/collect children from activities due to work, caring responsibilities or other commitments.

Cost

Cost as a potential barrier to attendance was raised by several partners and staff. Despite efforts to keep costs low, even a small fee may make the activities inaccessible, especially in families with multiple children. The cost-of-living crisis has pushed many families further into poverty meaning they no longer have any disposable income.

The environment and the people

Children may feel overwhelmed by how many people are at The Club or how big it seems, particularly the younger age groups. One partner thought the fact that The Club has reached maximum capacity and needs to be bigger might prevent some people from accessing it.

One parent thought that the ongoing impact from the Covid-19 lockdowns had left some children and/or parents reluctant to mix with others in crowded places. A staff member recognised that some of the young people who attend have challenging behaviour and this may be off-putting to other children or parents.

Two young people from the alternative education provision reflected on how others may feel about attending The Hunslet Club in the day. They thought they may have preconceptions about it, or not understand what it was, and that would be particularly reluctant if they believed it to be like school:

“P2: They might feel intimidated maybe, by everyone.

P1: If they didn't want to come.

P2: I was horrified because I didn't know what people would be like.

P1: I didn't even know stuff like this existed, I thought a school is a school. When I first pulled up I thought I don't know if I want to come here or not.” [YP 5 & 6]

Lack of awareness

Despite its popularity, some staff and partners thought that some people that could benefit from The Hunslet Club may not be aware of what they offer, even those living close by. There is therefore a need to promote their work more. Parents who do not have English as their first language might not be aware of the in-school activities on offer if they do not understand letters sent home with their children.

“The only negative I have and I've said this from day one when I joined, The Hunslet Club is the best-kept secret and that's wrong.” [Trustee 1]

Misconceptions about The Club could also deter people from attending. For example, strong associations with rugby, football and/or boxing may put some people off because they do not see themselves as included in that world. One person gave a hypothetical example of a South Asian family with daughters, who may not see The Club as somewhere for them.

Outreach in the local area could help to spread the word and counter misinformation and interview participants suggested they share the stories of the well-known people who attended there as a means of promotion.

Religious commitments

The fact that attending after school activities can clash with Muslim children's commitment to attend the mosque was mentioned by one partner.

Summary of Reach and Barriers

- The Hunslet Club has approximately 3600 registered members with approximately 2500 active monthly members.
 - Approximately 2/3 are male, 1/3 female.
 - In terms of ethnicity, 55% are White, 19% Black, 7% Mixed and 5% Asian.
 - 40% live within The Hunslet Club postcode, 50% come from further afield.
- There were over 33,000 visits in a six-month period
 - Questionnaire data showed that most young people attend once a week or more.
 - Over 2/3 of questionnaire respondents have been visiting for more than a year, half for more than two years.
- Interviews reported that The Club aims to be welcoming and inclusive to all young people. Many are from working class/low-income backgrounds, but the sporting provision brings in those from middle class/more affluent backgrounds. The diversity of The Club has increased over time.
- Perceived barriers to coming to The Hunslet Club include: difficulty getting there, the busy environment, a lack of awareness/misconceptions plus, for some, cost.

3.4 The impact of The Hunslet Club

This section details the impact (i.e. benefits) that come from attending The Hunslet Club. First, quantitative data from the questionnaire of children and young people are reported, before presenting the qualitative (interview) data from a range of participant types.

Current indicators (questionnaire results)

A series of validated measures from national surveys were used in the questionnaire to gain a current indication of life satisfaction, wellbeing, loneliness and self-efficacy from questionnaire respondents.

Life satisfaction

Overall, life satisfaction was high among questionnaire respondents. Data showed high levels of agreement/ disagreement with the following statements:

- 82.1% agreed *my life is going well*
- 78.3% agreed *my life is just right*
- 71.9% disagreed *I wish I had a different kind of life*
- 86.8% agreed *I have a good life*
- 74.6% agreed *I have what I want in life*

See Table 3 for a full breakdown of responses.

Table 3. Life satisfaction ratings

	Strongly agree		Agree		Neither		Disagree		Strongly disagree	
	N	%	N	%	n	%	N	%	n	%
My life is going well (n=84)	39	46.4	30	35.7	13	15.5	2	2.4	0	0
My life is just right (n=83)	31	37.3	34	41	13	15.7	4	4.8	1	1.2
I wish I had a different kind of life (n=82)	4	4.9	7	8.5	12	14.6	27	32.9	32	39
I have a good life (n=83)	40	48.2	32	38.6	9	10.8	2	2.4	0	0
I have what I want in life (n=83)	31	37.3	31	37.3	14	16.9	7	8.4	0	0

A total score for life satisfaction was calculated, that could range from 1 (low) to 25 (high). This was done by combining a selection of questions, with negatively worded statements reverse scored. The average score for life satisfaction was 20.6 (standard deviation=3.7), with scores ranging from 5 to 20.

Whilst life satisfaction ratings did not significantly differ by gender, they did by reason for attending The Hunslet Club ($U=393$, $p=0.039$, $r=0.2$). Notably, the mean rank life satisfaction ratings were significantly higher for those attending voluntary activities (mean=21.1, standard deviation=3.5) compared to those attending alternative education provision (mean=19, standard deviation=4).

Wellbeing

Children and young people were asked seven questions to measure their wellbeing. Responses are listed in Table 4. Overall, respondents' wellbeing was most positive in relation to the following statements:

- I've been feeling close to other people (some/all of the time=78.6%)
- I've been able to make up my own mind about things (some/all of the time=77.4%)
- I've been feeling relaxed (some/all of the time=70.9%)

Conversely, responses to wellbeing statements were least positive for optimism for the future (23.9% feeling optimistic for the future none of the time/rarely).

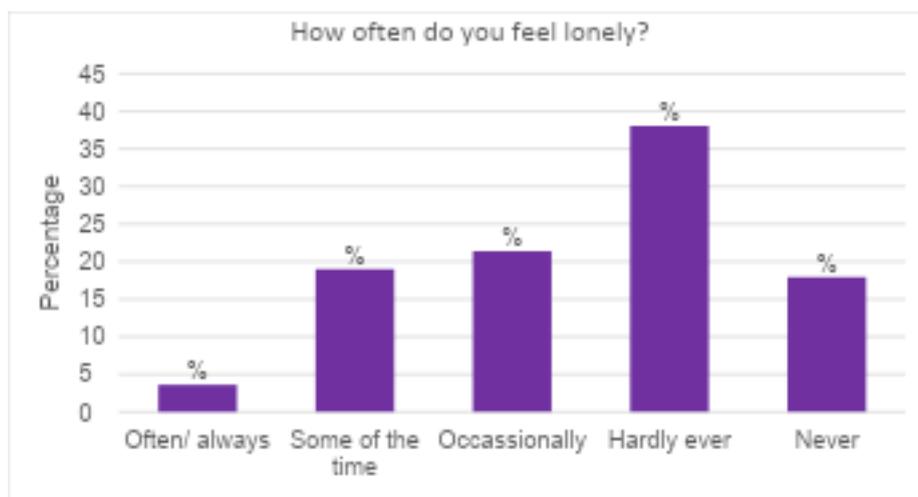
An overall score for wellbeing was calculated (by adding up the responses for each item). Overall, wellbeing scores ranged from 13 to 35 (out of a possible 35). The average wellbeing score for questionnaire respondents was 27 (standard deviation= 5.3). No significant difference by reason for attending or gender were found.

Table 4. Wellbeing responses

	None of the time		Rarely		Some of the time		Often		All of the time	
	n	%	N	%	n	%	N	%	n	%
I've been feeling optimistic about the future (n=84)	5	6	15	17.9	14	16.7	31	36.9	19	22.6
I've been feeling useful (n=84)	5	6	7	8.3	12	14.3	33	39.3	27	32.1
I've been feeling relaxed (n=84)	4	4.8	3	3.6	18	24.1	32	38.1	27	32.8
I've been dealing with my problems well (n=84)	3	3.6	13	15.5	16	19	32	38.1	20	23.8
I've been thinking clearly (n=82)	3	3.7	9	11	17	20.7	28	34.1	25	30.5
I've been feeling close to other people (n=84)	2	2.4	3	3.6	13	15.5	32	38.1	34	40.5
I've been able to make up my own mind about things (n=84)	0	0	6	7.1	13	15.5	29	34.5	36	42.9

Loneliness

For the concept of loneliness, 22.6% of respondents felt lonely often/always (3.6%) or some of the time (19%), and a further 21.4% occasionally felt lonely. Just over half of the sample (56%) of respondents hardly ever (38.1%) or never (17.9%) felt lonely (see Figure 2).

**Figure 2. How often do you feel lonely?**

How often respondents felt lonely did not differ significantly by gender. However, there was a statistically significant difference in the level of loneliness experienced between respondents attending alternative education provision and those only attending voluntary activities ($U=402.5$, $p=0.03$, $r=0.2$), though the effect size was small. Respondents who attended only voluntary leisure activities were significantly less likely to feel lonely in comparison to those participated in alternative education provision (60.6% v 38.9% reported never or hardly ever feeling lonely).

Self-efficacy

Self-efficacy was assessed by asking respondents their level of agreement with the statement 'I feel confident that I can make good decisions about my own life' (see Figure 3). Overall, 79.4% of

respondents agreed (strongly agreed, 36.9%; agreed, 45.2%), a further 15.5% of respondents neither agreed or disagreed and 2.4% disagreed (disagreed, 1.2%; strongly disagreed, 1.2%).

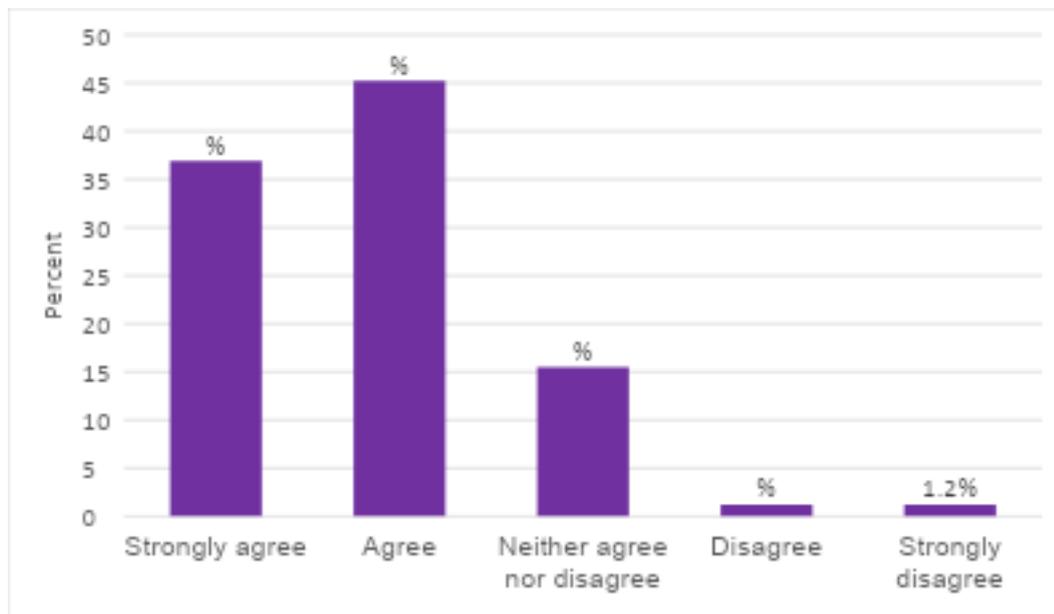


Figure 3. Level of agreement with the statement 'I feel confident I can make good decisions about my own life'.

No statistically significant difference by gender or reasons for attending The Hunslet Club were found.

Indicators of impact (questionnaire results)

Indicators of impact from attending The Hunslet Club were assessed by the questionnaire via a range of statements where level of agreement was sought.

Overall, the majority of respondents considered The Hunslet Club to have had a positive impact on their lives. The impact of The Hunslet Club on social relationships, personal development and wellbeing is most apparent; with agreement highest for *having more people I can talk to* (94%), *feeling more confident* (90.5%), *having more friends* (88.2%) and *learning new things* (88%). The Hunslet Club was also considered to have an impact on *happiness* (85.7%). A full breakdown of results can be found in Table 5.

Table 5. Perceived impact of The Hunslet Club

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	N	%	n	%	N	%	n	%
I have more friends (n=85)	53	62.4	22	25.9	9	10.6	1	1.2	0	0
I am more confident (n=84)	51	60.7	25	29.8	5	6	2	2.4	1	1.2
I have more people I can talk to (n=84)	54	64.3	25	29.8	4	4.8	0	0	1	1.2
I feel happier with my life (n=84)	42	50	30	35.7	10	11.9	2	2.4	0	0
I have learnt new things (n=83)	51	65.1	22	26.5	7	8.4	0	0	0	0

Differences between respondents who attend alternative education provision and voluntary activities were explored. One significant difference was found – respondents who attended only voluntary activities were significantly more likely to agree *since I starting coming to The Hunslet Club I have more friends* compared to those who attend alternative education provision ($U=396$, $p=0.01$, $r=0.3$). Data showed that 92.6% of respondents who attend only voluntary activities agreed (strongly agree or agree) they have more friends since attending The Hunslet Club compared to 72.2% of those who attend alternative education provision. Please see Appendix 2 for a full breakdown of results.

The perceived impact of The Hunslet Club did not significantly differ by gender.

Interview findings

Participants' perceptions of the impact of The Hunslet Club, ascertained by qualitative interviews, are presented below.

Physical health benefits

The wide range of groups children could join that involved regular, enjoyable and inclusive physical activity has a positive impact on young people's health.

"It offers the kids exercise, you know, they can go more, play football, but then there's the opportunity to dance. You know, kids won't recognise that as exercise or stuff like that, but again, it offers that, so the children can do that and it offers a lot to them." [Partner 5]

The facilities allow young people the space to be active that they may not have at home. It helps to address some of the inequalities associated with housing and available outdoor space.

The cooking classes support healthy eating, and they are given information and support to make healthy choices around drugs, alcohol and sex.

Mental health/wellbeing

Mental wellbeing was closely related to the physical activity that boosted mental health and helped young people forget *"a bad day at school"* [Volunteer 1] or other worries and feel happier. The young people said that the environment made them feel calmer and happier:

"I don't know. I think I am just happier. I don't know. I never used to be happy, and I was well depressed, well not depressed, but coming here, I can go to school and deal with that and then come here and be alright." [YP6]

Social Interaction

The social benefits of attending The Hunslet Club were raised repeatedly across the interviews. Children and young people increased their social networks, meeting children from different schools and areas of Leeds, and different cultural backgrounds.

Parents described how their children developed social skills, which was especially important for those who had been born during the Covid-19 lockdowns and had missed out on a lot of socialisation in their early years.

"Sometimes, especially because of lockdowns, they have been stuck inside all the time, and they haven't got the socialisation skills. So, it was to introduce them to other children that could live around here, new experiences." [Parent 4]

For children who are new to the area and/or the country and don't have extended family nearby, The Hunslet Club can give a sense of belonging.

At The Club young people mix, and form friendships, with others with different socioeconomic backgrounds, helping break down prejudice. This is particularly the case in the sports teams, where, by focusing on the game and not on any perceived differences between players, firm friendships are formed, potentially lasting a lifetime.

"Just look at our football and rugby teams and like, you know it's a total mixture of everybody and anybody in classes and where they're from and so on. But watch them hug each other and watch how they are. If they stay together from 5 through to 15 and play together until then, they'll be mates forever and all those nasty things that are out there, it breaks it down. It goes completely. It just disappears." [Staff 7]

Emotional Skills/behaviour

Parents recognised improvements in their children's behaviour and ability to manage their emotions after attending The Hunslet Club. They felt The Club set firm boundaries around behaviour but took more time to explain to children and young people what the rules were and why, unlike the school environment where there isn't generally time to go into the reasons.

"My son, when he first started football, had a lot of anger issues and football for him now is his outlet. Through them working with him, he now no longer has any issues really at all. He understands and he's been able to deal with his anger issues in an appropriate way, opposed to feeling like he's got to punch something. So, for me, The Hunslet Club have been a massive lifeline, especially for my son." [Parent 2]

Partners said that The Club gave young people a lot of chances, but made sure that people respected the rules. They saw that young people develop 'soft skills' that aren't always learnt at home or school. Team sports and activity classes teach skills for working together and respecting each other.

As well as learning from the examples set at The Club, partner organisations provide interventions around a range of issues young people may be facing, for example, drug and alcohol misuse, staying safe on the internet, or hate crimes. The youth work approach means that the young people are often developing skills without being conscious that they are being taught or told what to do.

Young people noticed how they had changed since attending The Club. Participants from the evening activities discussed how they had grown by mixing with different people and getting advice and guidance from the staff. Young people who were in the alternative school provision reflected on how they had matured (for some in quite a short space of time), that they felt calmer and more able to manage their feelings. This had led to a positive change in attitude and behaviour.

"I was all over the place when I came here. I was childish all the time, but here I have become more mature than I was [...] They see it at school because I don't get into trouble anymore, so I get praise for it." [YP 5]

Mixing with a lot of different people, with experienced staff overseeing everything, has helped many young people improve their communication skills.

Safe Space

As discussed more in Section 3.5, The Hunslet Club provides a safe space for children and young people outside of school and the home. They can talk about difficult topics that affect them and the community and learn how to stay safe – both in the real and virtual world.

For those who have difficult situations at home and/or at school, it's somewhere they can go where they are guaranteed some friendly faces, something to eat and an escape where they can be themselves. For children with child protection plans in place, it's somewhere where trusted adults can check on the child's wellbeing.

For parents/families it is reassuring to know that after-school, whilst they are working, their children are somewhere safe with trusted adult and are not home alone. For families struggling with the cost of living, they know their child will be able to access a hot meal.

"... just the knowledge that they know they're in an environment where people want the best for them and that it's a happy healthy, safe place for them. And for a lot of our young people, that's something they've not experienced because their parent's lives are hard." [Partner 6]

Achievement, attainment and opportunity

Children and young people are encouraged to try new things and find what they're good at. The Club supports them to build on their talents and take them to the next level, giving them opportunities they would not otherwise have had – from dancing competitions in the USA to getting the clothing and equipment they need to pursue their talents at other organisations e.g. the Northern Ballet.

As mentioned in Section 3.1, The Club aims to level the playing field – giving the children and young people who attend, the same opportunities as those from more affluent areas. Some of the young people who go to The Club, would not normally get the chance to develop their talents or try new things. Interview participants often spoke about staff members at The Club, from the local area, who had built skills and learning through being part of The Club and then went on to work there to give that back to the community.

The community come together at fundraising events to support talented young people to attend competitions all over the world, which would not be possible for an individual family to afford. Young people also have the chance to volunteer selling food and drinks at sports matches with profits helping fund their trips.

In the alternative education provision, young people are given wider options than those offered at school. This opens up new possibilities that are a good fit for them, and they are therefore not 'written off':

"I think young people got the confidence because at school they felt they were thick, but no they aren't thick, it's just that school isn't for everyone, and they struggled to do it or to read something, but then get them in a mechanics workshop and give them an engine to work on, or give them the sports programme or the catering, or hair and beauty, and their confidence is found because they felt that they can actually do this." [Staff 2]

Practical skills/qualifications

As mentioned in Section 3.2 The Hunslet Club offers children and young people the opportunity to

learn a wide range of practical skills.

In the alternative education provision, the vocational qualifications attained set students up for positive transitions to college and working life. This is particularly important to these young people who have struggled in mainstream schools:

“Because if people struggle in mainstream school, they are going to leave without qualifications or GCSEs, so, I think it helps them get further in life. You leave here with qualifications, you know you are going to leave with something, even if it is one.” [YP 6]

The Monday evening sessions allow more young people the chance to gain certificates and qualifications, while learning practical skills. They choose things out of interest with no one telling them what they must do. This helps them when they leave school as they already have some practical experience, evidence of commitment, and it opens up different avenues for them.

“I don’t know, I think it has changed me in a lot of ways, it has given me more skills, it has made me more academic, because I also do a BTEC level 1 here in catering, and I am just about to finish and stuff like that I wouldn’t have gotten if I hadn’t come here.” [YP 4]

Aspiration and inspiration

By broadening their horizons and showing them what is possible, particularly with the success stories of other well-known members, The Club helps raise aspirations. The young people start to believe in their own potential and become more ambitious about what they can achieve.

“I think it does inspire our children and I think it kind of opens up the world of what they could achieve. They don’t come with high aspirations.” [Partner 2]

Many young people are inspired by the staff and the support they receive to go into coaching or youth work, to give something back.

“You know they have grown-up from being a kid. I’ve got one young girl that comes to mind and she is a 16-year-old girl and she’s started coming to our senior youth club, the beginning of the year. She was very quiet and wouldn’t speak to anybody. She would have her head down and myself and our team would say hi, how are you, it’s lovely to see you again, how has your day been, and then she started giving us a bit of an answer to our questions, and from then on she joined our youth ambassador team and started volunteering with our juniors. We’ve now just given her a little paid role.” [Staff 2]

Having meaningful occupation boosts confidence and makes the young people feel more positive about their future.

Confidence

Increased confidence is one of the most cited examples of impact. Staff, parents, volunteers, partners and young people, all had examples of this. Young people who are listened to, respected, valued, and supported to try new activities and meet new people grow in confidence as they realise what they are capable of. The environment and atmosphere at The Club supports young people to flourish and have the space to find out what they want to do and what they’re good at.

"P5: Yes, because they got me in at college, that gave me some confidence to start new things on my own. I have never done anything like that before, and meeting people, innit. Like when I first came here, I came on my own.

P6: I think it gives anyone confidence coming here." [YP 5&6]

Prevention of a negative pathway

The Hunslet Club actively intervenes with trained workers to support young people facing issues involving abuse, drugs, alcohol or illegal activity.

"One thing we've done in the last few years and with our youth workers, we've got trained intervention officers and I don't have an up-to-date figure, but not long ago, maybe six months ago we had intervened in 900 cases with our members." [Trustee 1]

Going to The Club meant children and young people were not *"hanging around"* on the street, or sitting at home online. This reduced the risk of them being victims of crime or being exploited into committing crime. Many staff, partners, volunteers and the young people themselves believed that The Hunslet Club stopped a lot of young people from *"going off the rails"*.

"I think it's a pathway for young people to be engaged and keep active rather than being out on the streets and at to be getting involved with the wrong groups and doing the wrong thing." [Partner 7]

Staff members gave many examples of young people who had avoided bad outcomes by attending The Hunslet Club, but saw their peers go down a different path. Unfortunately, they also knew of young people who had stopped going to The Club and were hanging out drinking and smoking on the street.

"Well, the other girls will speak about her sometimes, and I know she is now just on the streets drinking and you know, I was 13 once. But apparently, she is going off the rails a bit." [Staff 6]

"You know you have successes and failures as well and I use (named person) as an example of that because there were a couple of lads who were at the same time as (named person) who went the wrong way and went in very wrong way." [Staff 7]

Keeping young people off the street, positively occupied, meant that anti-social behaviour was reduced, thus benefitting the community as a whole.

"I would say it is a place for kids to come and do activities and basically get off the streets and stop causing trouble on the streets. [...] Like their minds are occupied doing so much, but if they are out there, and I don't know, you are easily influenced to do bad stuff on the streets to make yourself look cool or impress others." [YP 3]

For students in the daytime alternative educational programme, they were very clear where they would be without The Hunslet Club: *"I don't think I would be anywhere; I would have been kicked out."* [YP 6]

Summary Impact of The Hunslet Club

Questionnaire data found that attending The Hunslet Club led to children and young people:

- Having an increased number of people to talk to
- Learning new things
- Feeling more confident
- Having more friends and feeling happier.

Key benefits for the children and young people attending, identified by the interview data, included:

- Improved physical health, mental health and wellbeing
- Improved social interactions – including more friends, from different backgrounds
- Better emotional skills and behaviour
- Greater attainment, achievement and opportunities, including qualifications
- Increased practical skills
- Higher aspirations and inspiration
- Prevention of a negative pathway – improving outcomes for the young people and reducing anti-social behaviour in the community
- Reassurance for parents that their children were somewhere safe.

3.5 Mechanisms of success

This section summarises the reasons participants gave for the success of The Hunslet Club. More operational aspects are discussed first (staff, activities, and atmosphere) before moving onto the more strategic aspects of partnerships and leadership. Data comes from the qualitative interviews.

Staff

Having the right staff and volunteers was repeatedly emphasised as the most important factor in The Club's success. Participants felt strongly that it was the people involved that made The Club work so well.

Staff were seen as genuinely caring for the children and young people and being committed to their role and the community. They were frequently described as passionate, enthusiastic and dedicated. Recruitment is based on their inherent personal skills as, unlike other skills, these cannot be taught.

"I think for me, that they are, from the front desk, the people that volunteer, to the people that run the classes, and all the coaching, I just think they're an amazing bunch of people, to be honest". [Parent 2]

This commitment comes from the fact that, for many of the staff, it is more than 'just a job.' Many came to The Club themselves when they were younger or live nearby. For them, The Club is like a family, and this is partly what sets it apart from other youth provision.

"It isn't often you'll get that like family type of environment then everybody wants to come into it. So, to build something like this, you need to have something like that. People try to

copy what we are doing, and they can't because they don't have that teamwork that we have here. [Staff 1]

The consistency of staff is also key. There was a low turnover of employees in most roles, making it easier to build relationships and trust with the young people and parents. The professionalism of staff is also important; they work well as a team and keep any of their own personal issues away from work, so they can focus on the children and young people.

Staff were able to build strong connections with the young people, both those attending in the evening and during the daytime alternative education. Young people said the staff respected them, listened to them and were able to empathise and understand them. They described them as being 'patient', 'calm' and 'caring' but also people they could 'have a laugh with'. A young person attending evening activities said:

"They are people you can go and talk to, and you can seek advice when you need it. They are really nice." [YP 2]

This more informal relationship (compared to school) helped the young people build a positive relationship with the staff. However, they were aware that there were boundaries and consequences if they misbehaved, and they respected this, as they did not want to fall out with the people there.

Staff, especially the male ones, were described as important role models for some of the young people, who may lack other positive male influences in their life.

"I think a lot of the coaches obviously are males for our children seeing a male, and again, they don't have that at home, that kind of male dominant figure that provides them with stability and routine and in a way, boundaries, relationships." [Partner 2]

Parents appreciated having other trusted adults that they could confide in about their children and seek advice from. Trust was a significant theme throughout the interviews. Parents and young people trusted the staff, volunteers and The Club as a whole. They were able to open up to them, as they saw them as being on their side and wanting the best for the community.

Activities

As described in Section 3.2 The Hunslet Club provides a wide range of activities for children and young people. They are encouraged to try new things out, without commitment. This helps parents as siblings can do different things at the same time at the same venue. Other organisations tend to only provide one sport or activity.

The activities provided are diverse. Whilst many involve physical activity (and this is important in an area with a poor physical environment) others are more leisure or skill based (e.g. the youth club/cooking). Some are competitive, others are just for fun. This means there is something for everyone.

The fact it is very affordable is very important for families, especially those with multiple children or financial constraints. Being 'pay-as-you-go' is also key for those who cannot commit long-term.

“And the price, you know, where can you go for £1.50? Where can you go? Some classes are up to an hour, and I have worked it out, and probably, with all three of my children, we probably spend about 15-20 quid, depending on if she goes on a Saturday, and I can’t even take them out for that price for the day.” [Parent 3]

Despite the emphasis on affordability, it is considered important that the quality of coaching staff and facilities remains high. This aspect often surprises visitors who do not expect such high-quality facilities in a poor area.

“It’s just when people come and look at the Club from all around Leeds or maybe outside of Leeds, everybody says the same thing, that they wish they had this in their area.” [Staff 1]

Finally, the children and young people are not pressured into doing activities; if they wish they can just come and ‘chill’ or socialise. This freedom is an important factor in The Club’s popularity.

“If they want to just come and sit and chill, if they want to come and they’ve had a bit of a bad day for whatever reason that may be, they’ve got that safe space.” [Staff 2]

Atmosphere

A third key factor for success is the atmosphere of The Club. It was described as safe, warm and welcoming, fun, inclusive and focused on the young people. Being warm and welcoming is key. Whilst quite an intangible quality, participants regularly described how the staff were smiley, knew everyone’s name and always made everyone feel that they were wanted there. This feeling started at reception and permeated throughout the whole Club.

“When you walk through the doors, it feels like a welcoming space and so you want to go back and I think the dedication and the care of the workers, it is just apparent [...] I don’t know what it is about the place, but something communicates that, and so you would want to go there.” [Partner 3]

The Club, critically, feels safe – both for the young people and their parents (also see questionnaire results presented in Section 3.1). And this is vital for the young people who may feel unsafe at home, school, or on the street. At The Hunslet Club they know they are protected.

“You see kids come in and you don’t know how they even got here, they just walk in on their own, and some of them are young and I would never let my kid go out on the street so young, type of thing, but at least they aren’t out there, and they are here.” [YP 3]

Being inclusive is important. All types of children and young people feel welcome, despite their differences. One described how everybody gets on and this was very different to being at school.

“Maybe because it is a safe space and there are so many people with different abilities, and you see some coming in with disabilities and there is no one that is different in everyone’s eyes. And that is what I mean with school, you try to fit into a group, but everyone here wants the same thing, to chill out, have fun. And everyone is friends. I have never seen a kick off between kids, ever!” [YP 3]

“Everyone gets along well, and nobody dislikes anyone here.” [YP 5]

Being focused on the young people is also central to The Club's success. Whilst parents are welcomed, the priority is for the children and young people to have their own space where they can make noise, have fun and make their own choices.

Strategic success factors

Working in partnership with other organisations benefits The Club and those attending by offering opportunities outside their local area, thus broadening their horizons.

The Club works closely with local schools, delivering sports/activity sessions, gaining income and establishing connections with the pupils, who might then come to The Club outside school hours. The schools gain access to skilled coaches and can access extra-curricular activities at The Club.

The Club works with other services, including the police, drug and alcohol educators, and digital providers, to increase life-skills. They also work with sporting or creative organisations that can offer additional experiences and opportunities for the young people e.g. specialist training or days out. The Club also works with businesses. During one of the research team's visits some young people were working with a fashion brand, gaining experience and potential future opportunities.

The Hunslet Club has traditionally worked fairly independently from the City Council. However, it was perceived by some, that the Council were starting to change their attitude towards The Club, appreciating their skills and contribution more.

Having strong, committed and competent **leadership** was identified as critical to the success of The Club. The trustees include people with good commercial and financial skills that help ensure resilience and financial sustainability. They are also forward-thinking and ambitious for The Club. The management team were universally praised for having a strong, ambitious vision for The Club and the community, and being willing to listen to and embrace new ideas. The fact that many of the management team and trustees were from the area helped bring people together.

"The leadership is absolutely amazing. They listen to the staff, which makes it better for us and makes us happier. It makes us want to do our job more and give more for the kids. So yeah, I don't know if it gets put out there, but a massive thank you to the leadership". [Staff 4]

Summary – Mechanisms of Success

The success of The Hunslet Club is due to the following factors:

- Having staff that are caring, committed and professional.
- Being able to build trusting relationships with the children and young people, their parents and the community.
- Providing a wide range of diverse and affordable activities.
- High quality staff and facilities
- Creating an atmosphere that is warm, welcoming, safe, inclusive and fun
- Effective partnership working with other organisations and sectors
- Strong, capable, visionary leadership

3.6 Issues, potential improvements and future development

This section presents any issues raised by participants, along with their suggestions for improvements and future developments for The Hunslet Club. Please note that the number and severity of issues raised were very minor, with many participants struggling to think of any.

Negatives/Limitations

The most frequently cited limitation was a **lack of space**, given that demand was so high. The existing centre is at capacity and to meet the demand for its services, and to win bigger contracts and funding grants to secure their future, they need a larger building and more facilities. The present building is quite old so interviewees saw the need for a 'revamp' to modernise it.

Some of the staff and trustees referred to funding that had been promised from the Local Authority but took a number of years to materialise, stalling plans for expansion.

The lack of **parking** was suggested as a negative (see Section 3.3) which might impact on local residents, because parents park in the surrounding area. Some speculated that **noise or antisocial behaviour** from young people leaving The Club might disturb people in the neighbouring estate, although one staff member was confident they recognised the value of it:

"Luckily, the housing estate that is just to the left of us, they understand, so they don't really complain. They understand what we offer and that the positive outweighs the negative. They understand that it is them being safe and not causing trouble on the streets and it leads to a safer neighbourhood." [Staff 1]

The number of staff members is another limiting factor. This has meant extra groups could not be created at partner schools because of the number of trained coaches in the team. Similarly, finding volunteers to run all of the different age groups/types of teams is challenging, meaning there may not be the right offer to suit everyone.

Some staff members raised the challenge of a **high turnover of paid staff** in some roles, especially since Covid-19. This might be due to low salaries or the lack of full-time roles, meaning they would need a second job.

One interviewee thought that **partnership working** was an area that could improve but the competitive environment of third sector organisations bidding against each other for funding can make that difficult.

Some parents and partners mentioned **minor issues** that had arisen during the time they have been connected to The Hunslet Club but they were resolved with good communication from staff. For example, one partner was concerned at the high turnover of coaching staff and lack of consistency but once the issue had been raised, it was dealt with straight away.

Improvement plans

The Hunslet Club already has concrete plans for improvement and development. They are going into partnership with OnSide, a national youth charity, and Leeds City Council to build a state-of-the-art Youth Zone in Hunslet. The Club were gifted the land for the new centre and received £150,000 for

the initial feasibility work from Leeds City Council. They aim to secure a further 3- year investment from the council to establish the facility.

They are also going to modernise the current centre and use it solely for education provision, which will contribute to The Club's long-term financial security. Additionally, they will build a 4G pitch with floodlights on land next to it and expand the sessions to include different age groups for football and to offer different sports.

Suggestions for the future

More funding would allow the youth clubs to run at the weekend, as well as on weekdays. Some would like to see this extended to organising trips (e.g. to the theatre or camping) that the young people otherwise would not be able to do.

A need was identified to promote themselves better to funders, such as the Lottery, so they can really appreciate the work that is being done and its impact. More generally, it was felt that The Club could promote their work more to local families and communities, including addressing any misconceptions about The Club (e.g. that it is entirely sports based).

The work being done received high praise from everyone interviewed but the question was raised as to whether the community could be supported to influence the work more:

“When something is as successful as it has been, there can be a tendency to think that you always know best and provide what you think it is people want, and it may be the case on occasion that actually people want something else.” [Trustee 3]

One partner would like to see support and recognition for the staff who deal with a lot of sensitive and challenging issues. They want to ensure they receive professional supervision, fair compensation for their work and potentially added rewards such as a relaxation day to show them how much they are appreciated. A staff member highlighted the importance of developing staff and keeping them all involved with the progress.

One person proposed having a franchise across the city of community centres that use the same model.

Other more operational suggestions/requests included:

- Having any rules clearly outlined at the entrance. One parent, for example, was not aware that they were not allowed to sit in on their children's groups.
- A group to specifically support children with physical and intellectual disabilities, to give them appropriate physical and creative activities.
- More provision for younger children.
- More structure to the youth club.
- Age-appropriate education on issues such as drugs, that is usually targeted at older age groups.
- Some young people requested improved food options with more variety.
- A 'chillout room' for when you are upset or angry and need a break from the main room, was suggested by other young people. It would include *“bean bags, LEDs, blankets, spray paint, PS5s, all of that.”*

- A swimming pool came up several times on the wish list!

4 The Hunslet Club Social Return on Investment (SROI)

4.1 What is an SROI?

Social Return on Investment (SROI) allows an organisation to quantify the value they are providing for the communities they work with. The SROI tool provides guidance for allocating a financial value to a wide range of outcomes even if they were not originally measured in financial terms. SROI calculations are often used to guide strategic direction and open dialogue with potential partners and investors. An SROI calculation is presented as a ratio representing social value for every £1 spent.

4.2 Methods

A full description of methods, including all financial values and alternatives used for social impacts, and adjustments made in the sensitivity analysis, can be found in Appendix 3.

We attempted to calculate the SROI for the activity undertaken by The Hunslet Club, for the community it serves. To do this, we used the potential outcome of future employment for the number of people attending alternative education, and the following outcomes from the cross-sectional survey for all members:

- Number of people with more friends
- Number of people with more social connections (people I can talk to)
- Number of people with improved confidence
- Number of people with increased wellbeing (life satisfaction)
- Number of people who have learned new things

Valuation

Financial proxies for social values were found using other recent relevant SROI reports and the global value exchange tool [Global Value Exchange \(globalvaluexchange.org\)](http://globalvaluexchange.org). The values we have used are listed below, together with any assumptions made.

Volunteer time: We took the number of volunteers (100 total, including 20 young people) from data provided, and made the assumption that on average each volunteer contributes on average 3 hours per week. This is a conservative estimate. We calculated what this represents in terms of paid work using the national minimum wage (£11.44).

Trustee time: From the qualitative interviews, we have been told there are 9 trustees, and each contributes 15 days per year at an equivalent rate of £250 per day (estimated cost of community organisation staff time).

Volunteer social value: For the 20 young people working as volunteers, we took a financial value for wellbeing benefits of volunteering of £13,500 per person per year, based on an existing report, from the Global Value Exchange (GVE).

Made a new friend: We have used a financial value of £15,500 per person per year, taken from a paper on the Global Value Exchange on the monetary value of life satisfaction gained by increased contact with friends, family and neighbours.

Improved social connections (someone to talk to): The social value of £1850 per person per year that we have used for this outcome is from the HACT social value calculator for the outcome 'member of a social group'.

Increased life satisfaction: We have used the HM Treasury definition for a WELLBY⁵ (a wellbeing adjusted life year, defined as one statistical unit of life satisfaction on a scale of 1-10 for one person for one year) of £10,000.

Increased confidence: We used a financial proxy used by a 2010 SROI of the Berkshire Association of Clubs for Young People⁶, of £215 cost for a self-esteem course for young people, inflated to a 2024 equivalent value of £376.

Learning new things: We used a financial proxy from the GVE of the cost of an independent living skills course provided by a local authority of £125 per person in 2013, inflated to 2024 equivalent value of £193.

Gaining qualifications: For the children attending for mandatory alternative education provision, we used a figure from the ONS 2010 report of the average difference between net annual earnings with and without qualifications of £7168, inflated to a 2024 equivalent value of £10,735.

4.3 Assumptions

We have assumed that results for social connections and making a new friend are closely associated, so have included only one of these in the calculation of benefits, with the effects of using one of the other values being included in the sensitivity analysis.

Input/cost: We have assumed that, as the financial figures show that The Hunslet Club is partly balanced in terms of income and expenditure, the total deficit reported for 2023/24 is the only input/cost.

For **numbers**, although it is not possible to measure accurately the numbers of regular attenders to activities in The Hunslet Club, we have taken an estimate of 2518 regular attenders based on the numbers of active memberships reported in monitoring data for February 2024. In the sensitivity analysis we have compared this to the lowest number of active memberships (1935) and the highest (3600).

The number of children attending for alternative education provision is given as 116.

⁵

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1005389/Wellbeing_guidance_for_appraisal_-_background_paper_reviewing_methods_and_approaches.pdf

⁶ https://socialvalueuk.org/wp-content/uploads/2023/05/BACYP_Final-SROI-Report_January-2011.pdf

4.4. Findings

Total inputs = £112,410.66

Benefits:

Volunteer time: 100 volunteers x 3 hours pw for 50 weeks @ £11.44 =	£171,600
Trustee time: 9 trustees x 15 days per year @ £250 =	£33,750
Volunteer wellbeing: 20 @ £13,500 =	£270,000
Social connection: 2221 @ £15,500 =	£34,425,500
Increased confidence: 2279 @ £376 =	£856,904
Improved wellbeing (life satisfaction): 2158 @ £10,000 =	£21,580,000
Learning new things: 2216 @ £193 =	£427,688
<i>(Having qualifications: 116 @ £10,735 =</i>	<i>£1,245,260)</i>
Total benefits =	£59,010,702

SROI = benefits/inputs
= £59,020,702 /£112,410.66
= **£525** social value for every £1 invested (before adjustments)

4.5 Adjustments and sensitivity analysis

Estimates of this kind are inevitably subject to uncertainty (see Appendix 3 for full details of adjustments made). Adjusting for drop-off of 20% reduction in benefits over time; deadweight (17% reduction in total benefits) and attribution (50% reduction in total benefits), brings the SROI to **£174** per £1 invested.

There are also a range of social values that could be applied for impact. We have found two different values for social outcomes. In the analysis we chose the value for “made a new friend”. However, it is very high compared to the more conservative estimate for having more casual social connections. If we replace this estimate with the more conservative estimate, and also remove the value of volunteer time given, the adjusted SROI would be **£85** of social value per £1 invested.

There are also a range of numbers given for active memberships throughout the year. If we take the lowest of these (n=1935), the adjusted SROI is now **£66** of social value per £1 invested.

With all the adjustments in place, the estimate of SROI is between **£66 and £174** of social value returned for every £1 invested.

For the 116 children attending for alternative education provision only, the adjusted estimate of SROI is between **£7 and £11** of social value returned per year for every £1 invested. However, the expected increase in annual earnings would apply across the entire working life, so could potentially be up to 40x this value across a lifetime.

For children and young people attending for voluntary provision only, the adjusted estimate of SROI is **between £83 and £178** of social value returned per year for every £1 invested.

Summary of the SROI

- For **all provision**, with all the adjustments in place, the estimate of SROI is **between £66 and £174** of social value returned for every £1 invested, per year.
- With all the adjustments in place, the estimate of SROI is **at least £66** of social value returned for every £1 invested, per year, for those **only attending voluntary activities**.
- With all the adjustments in place, the estimate of SROI is **at least £7** of social value returned for every £1 invested, per year, for those **attending alternative education provision**.

5 Discussion, conclusion and recommendations

This evaluation set out to assess the impact and acceptability of The Hunslet Club. The objectives were to: examine the impact and reach of The Club on various stakeholders, especially the young people, explore the model of The Club and how it is perceived and understand how The Club's independence and self-sufficiency affected service delivery.

Some **limitations** regarding the evaluation must be acknowledged, including:

- Convenience sampling was used to recruit questionnaire respondents, and limited to eight- to 18-year-olds, and therefore the sample is not representative of all users of The Hunslet Club.
- No baseline data for impact measures were available so impact data is retrospective and subject to recall bias.

Nonetheless consistent evidence was found across data types (increasing validity) and, as shown below, much of the evidence gathered concurs with other previous studies.

Reach and Impact

The Hunslet Club is successful at reaching a wide range of children and young people, who attend regularly and for substantial periods of time. There is diversity in terms of ethnicity and members come from many different neighbourhoods. More boys (2/3) than girls (1/3) attend.

The questionnaire revealed generally high levels of life satisfaction, well-being and self-efficacy amongst respondents. The least positive wellbeing measure related to optimism, with nearly 25% rarely or never feeling optimistic about the future. Again, whilst most respondents did not feel lonely, about a quarter did some or all the time. Those attending alternative education provision had lower levels of life satisfaction and were more likely to feel lonely, compared to those coming to voluntary leisure activities. There were no significant differences by gender.

In terms of **impact**, the evaluation found that The Hunslet Club has a positive effect on the lives of nearly all respondents. It had improved their social connections, their wellbeing and their personal development. Whilst this study was conducted at one point in time, a review of longitudinal studies found the positive outcomes seen in people who attended youth provision can be sustained over decades (SQW, 2024a).

The quantitative and qualitative data collected found strong evidence that attending The Hunslet Club had a positive impact on building **social connections**; 94% had more people they could talk to and 88% had more friends. Again, there were significant differences between groups, with those attending voluntary activities more likely to agree that coming to The Hunslet Club meant they had more friends – compared to those attending the alternative education provision.

The qualitative data revealed **mixing across groups** i.e. different neighbourhoods, social classes and ethnicity and included some examples of friendships lasting long into adulthood. The social support children and young people find through The Hunslet Club is particularly beneficial for those who may not have it in other areas of their lives (Sonneveld et al., 2020).

Interview data show that attending The Hunslet Club can improve **physical and mental health**, with 86% feeling happier. Previous research has shown that going to youth clubs contributes to young people making better decisions regarding their health and engaging in fewer harmful behaviours such as substance or alcohol misuse (Holding et al., 2022). The adolescent period is a time of

transition from childhood to adulthood, and many of the behaviours and habits developed during this time become fixed (Hagell et al., 2015), meaning youth provision can shape healthy, productive behaviours to last a lifetime.

This evaluation found that The Hunslet Club helps children and young people develop their **emotional skills** and improve their **behaviour**. This concurs with a study by Holding et al. (2022) that found youth workers help young people to improve their ability to manage their emotions, solve problems, and empathise with others.

The Hunslet Club supports children and young people to develop **skills** (88% said they had learnt new things) and improve their **confidence** (91% said they were more confident). By raising **aspirations**, it can support them to be successful in the areas that they choose. This is supported by a systematic review of 77 studies that show a strong link between attending youth provision and having improved outcomes in education and employment (SQW, 2024b; Banks, 2010).

A key theme from the qualitative data was that The Hunslet Club helps prevent young people from going down a '**negative pathway**', potentially through involvement in drugs/alcohol, antisocial behaviour and crime. This finding is supported by statistics from areas which have lost youth clubs where low-level crime and recidivism rates for young offenders increased (SQW, 2024c).

As shown above, some of the results indicate that those attending the alternative educational provision are experiencing more challenging circumstances than those attending the voluntary leisure activities. This is not surprising (given they have struggled in mainstream school), but highlights their need for higher levels of support. It also suggests that these young people may benefit from integrating themselves further into The Club's voluntary leisure activities.

The social value of The Hunslet Club can therefore be demonstrated through the positive impact it has on children and young people's friendships, social connections, confidence, wellbeing and learning. The estimate of the SROI is between £66 and £174 of social value returned for every £1 invested (with adjustments in place), per year. The social value is calculated to be greater for voluntary activities than alternative education provision, however this is largely due to higher numbers of children and young people falling into the former category.

Model perceptions

The Hunslet Club aims to give young people the opportunities they would otherwise not have. It does this in an inclusive, empowering and respectful way. A youth work approach runs through all provision, providing children and young people with the support and the informal learning they need to flourish. Perceptions of The Club are extremely positive. Over 90% of participants say it helps them to do their best, they feel listened to and it is somewhere they feel safe.

Important mechanisms of success were identified in this evaluation. Having staff who are committed, passionate and consistent, and with whom young people can build a trusted relationship with is critical. As is providing a wide range of diverse, affordable activities within a safe, welcoming and fun environment. Partnership working and strong leadership provide the sustainability and consistency that allows The Club to grow and meet the needs of its community.

Findings from this evaluation build on evidence that suggests young people who attend alternative education provision are better prepared for future training and employment, because they feel empowered by the support from staff (Paterson-Young & Denny, 2022). The positive relationships with staff and other young people help to increase confidence and self-efficacy and they may feel

less stigmatised (EdClass, 2020), particularly because relationships with staff are less hierarchical than in mainstream schools (Centre for Social Justice, 2022). The smaller class sizes and supportive learning environment of alternative education provisions have been shown to support disengaged mainstream students in achieving positive outcomes (Morris, 2023; Cajic-Seigneur, 2014) as has been reported in this research.

This evaluation found some differences between gender, with girls/young women attending the Club less often and being less likely to agree that the activities and clubs are suitable for them (though measures of impact are not significantly different). This suggests that encouraging more women/girls to attend is an area to focus on.

Independence/self-sufficiency

The Hunslet Club's management has endeavoured to ensure its financial stability, resilience and independence by accessing and combining many different sources of funding. Some of these are entrepreneurial and innovative – for example, buying, renovating and renting out local houses. All however fit with the ethos and values of The Club, offering children and young people opportunities and skills development. The largest source of funding is providing alternative education. The education is high quality and aims to help them develop the skills and confidence they need to succeed in adult life. This portfolio of funds ensures other provision (e.g. youth club) can be provided free of charge. Overall therefore The Hunslet Club has demonstrated that they are innovative, adaptable and resilient – all key success criteria for local, community-based organisations.

State funded youth provision delivers high value for money for the UK taxpayer by positively impacting young people's mental health, well-being, educational attainment, and employment prospects, which in turn have wider societal benefits (UK Youth, 2022), but The Hunslet Club's success has been largely achieved without funding from the City Council. There is a strong argument for work which is having such wide-reaching impact to receive local or national government funding because of its role in reducing inequalities, improving health, and raising economic potential which benefits the wider community and society as a whole.

5.1 Issues for consideration

This report has evaluated and reflected on The Hunslet Club model and its impact. Some areas for consideration are highlighted below, with recommendations following.

- Given the positive impact of The Club, how can it be ensured that they reach all the children and young people that could be benefitting? For example, girls/young women plus any other groups/areas that may be under-represented.
- The Club is clearly able to aid children and young people's personal development and social connections. How might they be able to help them overcome the wider health and socioeconomic inequalities they face, both now and in the future? This could potentially help those not feeling optimistic about the future.
- The Club currently has two broad categories of people attending – those coming to the daytime provision, and those to the leisure/voluntary provision. Is there the potential to improve links between these two groups? Those in the former category could benefit by mixing more with the latter.
- How can The Club ensure their ethos, values and approach are incorporated within the new planned Leeds provision?

- How can The Club use their knowledge and expertise to improve the lives of children and young people across the region – both directly (via the new planned facility) and indirectly (by influencing other potential providers)?

5.2 Key recommendations for The Hunslet Club

- Increase awareness of The Hunslet Club amongst children, young people and their families. Address any potential misconceptions by communicating the breadth of activity that takes place.
- Consider ways to expand reach of The Hunslet Club to facilitate use, particularly among under-represented demographics, and the suitability of activities for different groups (particularly girls/young women).
- Consider how community members can input into decisions about what The Club does and how it grows/develops.
- Communicate the value and success of The Club more broadly – to funders and other key stakeholders. Consider using creative methods involving the young people to do this.
- Communicate positive stories externally that the community will be proud of
- Consider the use of youth ambassadors within the community to potentially help reach new members, increase confidence of young people and address stigma.
- Consider how to encourage/support young people to address the systematic inequalities that affect their communities.
- Ensure growth and development occur – but in a way that ensures continued high-quality staff and delivery.
- Consider how the benefits experienced by the children and young people could be continued into their adult/working lives. Could this be done by partnership working with, for example, businesses and/or other voluntary organisations? Or a continuing relationship with The Club?
- Network with other similar type organisations regionally and nationally to share learning and encourage advocacy.

Future research recommendations

- Development of a Theory of Change and evaluation framework, ensuring systems are in place to collect monitoring, process and impact data (prospectively as well as retrospectively to demonstrate short and long-term impact).
- Evaluation of individual activities delivered by The Hunslet Club (e.g. youth club, alternative education provision) to measure and explain impact.
- Have a case study template that staff can complete to demonstrate the impact of The Hunslet Club on individuals.
- Involve young people in the development of research tools, data collection and analysis as peer researchers.
- Consider a photovoice project to get children/young people to feed into the conversation about what difference The Club makes. This could be displayed at The Club and shared with other city-based stakeholders.

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Appendix 1: Questionnaire completed by children and young people attending The Hunslet Club



What do you think of The Hunslet Club?

Please take your time to complete the questions below. There are no right or wrong answers. What you tell us will be used to make improvements to The Hunslet Club. All your answers will be kept anonymous – that means no one will know what answers you gave. Thank you for taking the time to complete the questions.

Visiting The Hunslet Club

1. How often do you normally visit The Hunslet Club? (please tick one box)

<input type="checkbox"/>	Once a week or more	<input type="checkbox"/>	Less than once a month
<input type="checkbox"/>	About every 2 weeks	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	About once a month		

2. When did you first start coming to The Hunslet Club? (please tick one box)

<input type="checkbox"/>	Less than 6 months ago	<input type="checkbox"/>	Over 2 years ago
<input type="checkbox"/>	Between 6 months and 1 year ago	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Up to 2 years ago		

3. What do you do at The Hunslet Club? (please tick all that activities you attend)

<input type="checkbox"/>	Youth club	<input type="checkbox"/>	Holiday club
<input type="checkbox"/>	Football club/team	<input type="checkbox"/>	Gymnastic club
<input type="checkbox"/>	Boxing club	<input type="checkbox"/>	Educational course (e.g. motor vehicle studies/hair and beauty)
<input type="checkbox"/>	Rugby club/team	<input type="checkbox"/>	Other (please write in).....
<input type="checkbox"/>	Dance class		

4. If you have done/are doing a course, please write in the name of the course(s) below:

.....

.....

.....

What do you think of The Hunslet Club?

5. Below are some statements about The Hunslet Club. Please tick one box for each statement to show how much you agree or disagree.

The Hunslet Club is a place

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
to meet people						
to have fun						
where I feel listened to						
to do activities and clubs that are suitable for me						
to do educational courses that are suitable for me						
to get support and advice						
that is good for the local area						
that helps me to do my best						

6. How safe do you feel at The Hunslet Club? (please tick one box)

- Always feel safe
- Often feel safe
- Sometimes feel unsafe
- Never feel safe
- Prefer not to say

7. Below are some statements about The Hunslet Club. Please tick one box for each statement to show how much you agree or disagree.

Since I started coming to The Hunslet Club.....

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A
I have more friends						
I am more confident						
I have more people I can talk to						
I feel happier with my life						
I have learnt new things						

8. Would you recommend visiting The Hunslet Club to a friend? (please tick one box)

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Maybe

9. Is there anything else you would like to say about The Hunslet Club (e.g. about the facilities, the people, your experience of the club) (please write in your answer)

.....

.....

.....

.....

About you

10. Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks (please tick one box for each statement)

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future					
I've been feeling useful					
I've been feeling relaxed					
I've been dealing with problems well					
I've been thinking clearly					
I've been feeling close to other people					
I've been able to make up my own mind about things					

11. Please tick one box for each statement to show how much you agree or disagree.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
My life is going well						
My life is just right						
I wish I had a different kind of life						
I have a good life						
I have what I want in life						

12. How often do you feel lonely? (please tick one box)

- Often or always
- Some of the time
- Occasionally
- Hardly ever
- Never
- Prefer not to say

13. Please tick one box to show how much you agree or disagree with the following statement:

"I feel confident that I can make good decisions about my own life".

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Personal details

14. What best describes your gender: (please tick one box)

- Male
- Female
- Prefer to self-describe as (*please specify*):.....
- Prefer not to say

15. What is your age: (please tick one box)

- | | | |
|-----------------------------|-----------------------------|--|
| <input type="checkbox"/> 8 | <input type="checkbox"/> 12 | <input type="checkbox"/> 16 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 13 | <input type="checkbox"/> 17 |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 14 | <input type="checkbox"/> 18 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 15 | <input type="checkbox"/> Prefer not to say |

16. Would you say that you have a disability? (please tick one box)

- Yes
- No
- Don't know
- Prefer not to say

17. Would you say that you have difficulties with learning? (please tick one box)

- Yes
- No
- Don't know
- Prefer not to say

18. Please write in the first 4 digits of your postcode (e.g. LS14):.....

19. What is your ethnic group? (please tick one box)

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background (*please write in*):
.....

White

- English, Welsh, Scottish, Northern Irish or British
- Irish
- Gypsy or Irish Traveller
- Roma
- Any other White Background (*please write in*):
.....

Black, Black British, Caribbean or African

- Caribbean
- African
- Any other Black, Black British, Caribbean or African background (*please write in*):
.....

Other ethnic group

- Arab
- Any other ethnic group (*please write in*):
.....

Mixed or multiple ethnic groups

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed or multiple ethnic groups (*please write in*):
.....

- Prefer not to say

If you would like to be entered into the prize draw to win a £25 Love2Shop voucher, please provide your name and contact details below. These details will **ONLY** be used to contact you about the prize draw.

Name:..... Phone Number:.....

Address:.....

Appendix 2: Perceived impact by activity

Table 1. Perceived impact of those attending alternative education provision

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	N	%	n	%	N	%	n	%
I have more friends (n=18)	7	38.9	6	33.3	4	22.2	1	5.6	0	0
I am more confident (n=18)	10	55.6	5	27.8	1	5.6	1	5.6	1	5.6
I have more people I can talk to (n=18)	10	55.6	5	27.8	2	11.1	0	0	1	5.6
I feel happier with my life (n=18)	8	44.4	6	33.3	4	22.2	0	0	0	0
I have learnt new things (n=17)	11	64.7	5	29.4	1	5.6	0	0	0	0

Table 2. Perceived impact of those attending only voluntary leisure activities

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	N	%	n	%	N	%	n	%
I have more friends (n=67)	46	68.7	16	23.9	5	7.5	0	0	0	0
I am more confident (n=66)	41	62.1	20	30.3	4	6.1	1	1.5	0	0
I have more people I can talk to (n=66)	44	66.7	20	30.3	2	3	0	0	0	0
I feel happier with my life (n=66)	34	51.5	24	36.4	6	9.1	2	3	0	0
I have learnt new things (n=66)	43	65.2	17	25.8	6	9.1	0	0	0	0

Appendix 3: SROI methods

The New Economics Foundation⁷ describes the principles of Social Return on Investment as follows:

“Social Return on Investment (SROI) is an outcomes-based measurement tool that helps organisations to understand and quantify the social, environmental and economic value they are creating. Developed from traditional cost-benefit analysis and social accounting, SROI is a participative approach that is able to capture in monetised form the value of a wide range of outcomes, whether these already have a financial value or not. An SROI analysis produces a narrative of how an organisation creates and destroys value in the course of making change in the world, and a ratio that states how much social value (in £) is created for every £1 of investment.”

There are six steps involved in a SROI:

1. Establishing scope and identifying key stakeholders. Clear boundaries about what the SROI will cover, and who will be involved are determined in this first step.
2. Mapping outcomes. Through engaging with stakeholders, an impact map, or theory of change, which shows the relationship between inputs, outputs and outcomes is developed.
3. Evidencing outcomes and giving them a value. This step first involves finding data to show whether outcomes have happened. Then outcomes are monetised – this means putting a financial value on the outcomes, including those that don't have a price attached to them.
4. Establishing impact. Having collected evidence on outcomes and monetised them, those aspects of change that would not have happened anyway (deadweight) or are not as a result of other factors (attribution) are isolated.
5. Calculating the SROI. This step involves adding up all the benefits, subtracting any negatives and comparing them to the investment.
6. Reporting, using and embedding. Easily forgotten, this vital last step involves sharing findings and recommendations with stakeholders, and embedding good outcomes processes within your organisation.

Steps 1 -3 have been covered as part of the wider project. This report covers steps 3-5.

For this study, we attempted to calculate the SROI for the activity undertaken by The Hunslet Club, for the community it serves. To do this, we used the potential outcome of future employment for the number of people attending alternative education, and the following outcomes from the cross-sectional survey:

- i) Outputs (benefits):
 - Number of people with more friends
 - Number of people with more social connections (people I can talk to)
 - Number of people with improved confidence
 - Number of people with increased wellbeing (life satisfaction)

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<https://www.nefconsulting.com/our-services/evaluation-impact-assessment/prove-and-improve-toolkits/sroi/>

- Number of people who have learned new things

Valuation

Financial proxies for social values were found using the global value exchange tool

<http://www.globalvalueexchange.org>

The values we have used are listed below, together with any assumptions made.

Volunteer time: We took the number of volunteers from the data provided, and made the assumption that on average each volunteer contributes on average 3 hours per week. This is a conservative estimate. We calculated what this represents in terms of paid work using the national minimum wage.

Trustee time: We have been told there are 9 trustees, and we have assumed each contributes 15 days per year at an equivalent rate of £250 per day (estimated cost of community organisation staff time).

Volunteer social value: For the 20 young people working as volunteers, we took a financial value for wellbeing benefits of volunteering, based on an existing report, from the Global Value Exchange.

Made a new friend: We took the numbers from responses to the questionnaire. We have used a financial value taken from a paper on the Global Value Exchange on the monetary value of life satisfaction gained by increased contact with friends, family and neighbours.

Increased confidence: We used a financial proxy used by a 2010 SROI of the Berkshire Association of Clubs for Young People⁸, of £215 cost for a self esteem course for young people, inflated to a 2024 equivalent value of £376.

Learning new things: We used a financial proxy from the GVE of the cost of an independent living skills course provided by a local authority of £125 per person in 2013, inflated to 2024 equivalent value of £193.

Improved social connections (someone to talk to): The social value we have used for this outcome is “membership of a social group”, taken from the HACT social value calculator, also used in a recent SROI of a community hub for people with long terms conditions (Jones et al., 2020).

Increased life satisfaction: We have used the HM Treasury definition for a WELLBY (a wellbeing adjusted life year, defined as one statistical unit of life satisfaction on a scale of 1-10 for one person for one year) of £10,000.

Gaining qualifications: For the children attending alternative education provision, we used a figure from the ONS 2010 report of the average difference between net annual earnings with and without qualifications of £7168, inflated to a 2024 equivalent value of £10,735.

⁸ https://socialvalueuk.org/wp-content/uploads/2023/05/BACYP_Final-SROI-Report_January-2011.pdf

Assumptions

We have assumed that results for social connections and making a new friend are closely associated, so have included only one of these in the calculation of benefits, with the effects of using one of the other values being included in the sensitivity analysis.

We have assumed that, as the financial figures show that The Hunslet Club is partly balanced in terms of income and expenditure, the total deficit reported for 2023/24 is the only input/cost.

For **numbers**, although it is not possible to measure accurately the numbers of regular attenders to activities in The Hunslet Club, we have taken an estimate of 2518 regular attenders based on the numbers of active memberships reported in monitoring data for February 2024. The number of children attending for alternative education provision is given as 116.

Table 1 summarises the financial investments made into The Hunslet Club, the outcomes demonstrated by the evaluation, and their costs or the value attributed.

Table 1. Costs and benefits attributed to The Hunslet Club

INPUTS					
Activity		Cost per item	Total cost		
Total deficit after all income is accounted for		£112,410.66	£112,410.66		
TOTAL INPUTS			£112,410.66		
BENEFITS					
Measure	Number	Unit value(s)	Source of unit value(s)	Total value(s)	Selected value
Volunteers – time	100, contributing an average of 3 hours per week	£11.44	National minimum wage	£171,600 (3 hours p.w. for 50 weeks)	£171,600
Trustee time	9, contributing an average of 15 days each per year	£250	Community organisation staff rate	£33,750	£33,750
Wellbeing benefits of volunteering	20 young people	£13,500	Wellbeing and civil society: Estimating the value of volunteering	£270,000	£270,000

to the volunteer			using subjective wellbeing data (Daniel Fujiwara, Paul Oroyemi and Ewen McKinnon) ⁹		
Made a new friend	“I have more friends” Strongly agree or agree n=75/85 = 2221/2518	£15,500 per person per year	BHPS data 1997-2003 as analysed by Nattavudh Powdthavee (2008) Putting a price tag on friends, relatives, and neighbours, Journal of Socio-Economics 37(4), 1459-1480	£ 34,425,500	£34,425,500
Social connections	“I know more people I can talk to” strongly agree or agree n=79/84 = 2369/2518	£1850 per person per year	HACT social value calculator v4: Member of a social group (Jones et al. 2020 ¹⁰)	£ 4,382,650	
Increased confidence	“I am more confident” strongly agree or agree n=76/84 = 2279/2518	£376	2010 SROI of the Berkshire Association of Clubs for Young People ¹¹	£856,904	£856,904
Learning new skills	“I have learnt new things” strongly agree or agree	£193	Cost of an independent living skills course provided by a	£427,688	£427,688

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<https://www.gov.uk/government/publications/wellbeing-and-civil-society-estimating-the-value-of-volunteering-using-subjective-wellbeing-data-wp112>

¹⁰ <https://www.mdpi.com/774704>

¹¹ https://socialvalueuk.org/wp-content/uploads/2023/05/BACYP_Final-SROI-Report_January-2011.pdf

	n=78/83 = 2216/2518		local authority (GVE)		
Improved wellbeing	“I feel more satisfied with my life” strongly agree or agree n=72/84 = 2158/2518	£10,000 WELLBY	HM Treasury WELLBY	£ 21,580,000	£ 21,580,000
Having qualifications	Number of children attending alternative education provision =116	£10,735	ONS 2010 report of the average difference between net annual earnings with and without qualifications	£1,245,260	£1,245,260
TOTAL BENEFITS					£59,010,702

SROI = benefits/ inputs
= £59,020,702 /£112,410.66
= **£525** social value for every £1 invested (before adjustments)

Adjustments

Duration and drop-off

Before the calculation can be finalised, a decision has to be made as to how long the changes produced will last. Some outcomes may last longer than others and may also be dependent on whether the activity is continuing or not. We think that benefits related to friendships and wellbeing are likely to continue if the activity continues.

Outcomes which may continue to have a value in future years cannot be expected to maintain the same level of value, so we assume that the value will reduce or “drop off” each year.

It is difficult to find statistics on volunteer retention rate, but evidence from two studies suggests that it is around 80% (at 6-12 months from recruitment (Pahl et al. 2010; Hall et al., 2016). A recent SROI (Jones et al., 2020) of a community hub for people with long term conditions estimates drop off at 50%, but as visitors to The Hunslet Club do not necessarily have long term conditions, and many are regular attenders, we feel that **20% across all outcomes** is conservative.

Deadweight

A reduction for deadweight reflects the fact that a proportion of an outcome might have happened without any intervention. The craft café SROI evaluation (2011) made an adjustment for **deadweight of 17%**, therefore a similar adjustment is made in the social value here.

Attribution

Attribution takes account of external factors, or the contribution of others, that may have played a part in the changes that are identified. Attribution is difficult to calculate, but as a conservative estimate, **50%** of the benefits could be attributed to the existence of The Hunslet Club. Attribution of 50% has also been used in other recent SROIs of community centred approaches (e.g. Community Champions in Tri-borough Public Health Department¹²; Jones et al., 2020).

Displacement

Displacement applies when one outcome is achieved, but at the expense of another, or another stakeholder is adversely affected. In relation to this project, obvious sources of displacement could have arisen as a result of staff or volunteers being diverted from other interventions. However it is difficult to calculate the effect of this.

Sensitivity analysis

As the previous sections indicate, estimates of this kind are inevitably subject to uncertainty. Adjusting for the issues above (drop-off 20% reduction in all benefits; deadweight 17% reduction and attribution 50% reduction) brings the SROI to **£174** per £1 invested.

There are also a range of social values that could be applied for impact. We have included three different values for social outcomes. The first unit value of £15,500 for “made a new friend”. is from an economic study of the monetary value of life satisfaction gained by an increase in frequency of interaction with friends, relatives and neighbours (Powdthavee 2008). The second and lower unit value for “having someone to talk to” of £1850 is from the HACT social value calculator and represents being a member of a social group (Jones et al., 2020). In the analysis we chose the first value, as we feel it represents a more direct assessment of the social value to individuals of making new friends. However, it is very high compared to the more conservative estimate for having more causal social connections. If we replace this estimate with the more conservative estimate, and remove the value of time given by volunteers and trustees, the most conservative adjusted SROI would be **£85** of social value per £1 invested.

There are also a range of numbers given for active memberships throughout the year. If we take the lowest of these (n=1935), the adjusted SROI is now **£66** of social value per £1 invested.

With all the adjustments in place, the estimate of SROI is between £66 and £174 of social value returned for every £1 invested.

For the 116 children attending for alternative education provision only, the adjusted estimate of SROI is between £7 and £11 of social value returned for every £1 invested.

¹²

https://committees.westminster.gov.uk/documents/s988/08_Item%207a_%20-%20SROIChampionsExecPrint.pdf

For children and young people attending for voluntary provision only, the adjusted estimate of SROI is between £83 and £178 of social value returned for every £1 invested.