

FROM PITCH TO PROFESSION.

A preventative inclusion and engagement programme helping secondary schools improve behaviour, attendance, belonging and student outcomes.

Built to reduce disruption, prevent exclusions and re-engage students.



STUDENTS DON'T DISENGAGE OVERNIGHT. THEY DISCONNECT OVER TIME.

Playing for the Future provides early intervention and preventative support that helps young people stay engaged in mainstream education before behaviour, attendance and wellbeing concerns escalate.

**Years
7-11**

**Embedded
mentoring**



**Whole-school
support**

SCHOOLS ARE BEING ASKED TO **IMPROVE** **OUTCOMES** WHILE STUDENT NEEDS KEEP GROWING.

Persistent absence, disruptive behaviour and exclusions continue to place pressure on schools. Increasingly, the focus is on earlier intervention to keep pupils successfully engaged in mainstream education.

In the West Midlands, some areas are 20% above the national average.

38%

of permanent exclusions linked to persistent disruptive behaviour.

51%

of suspensions linked to behaviour.

SEN/FSM

students disproportionately affected.

THE SCHOOLS SEEING THE GREATEST IMPACT AREN'T JUST MANAGING BEHAVIOUR. **THEY'RE REBUILDING CONNECTION.**

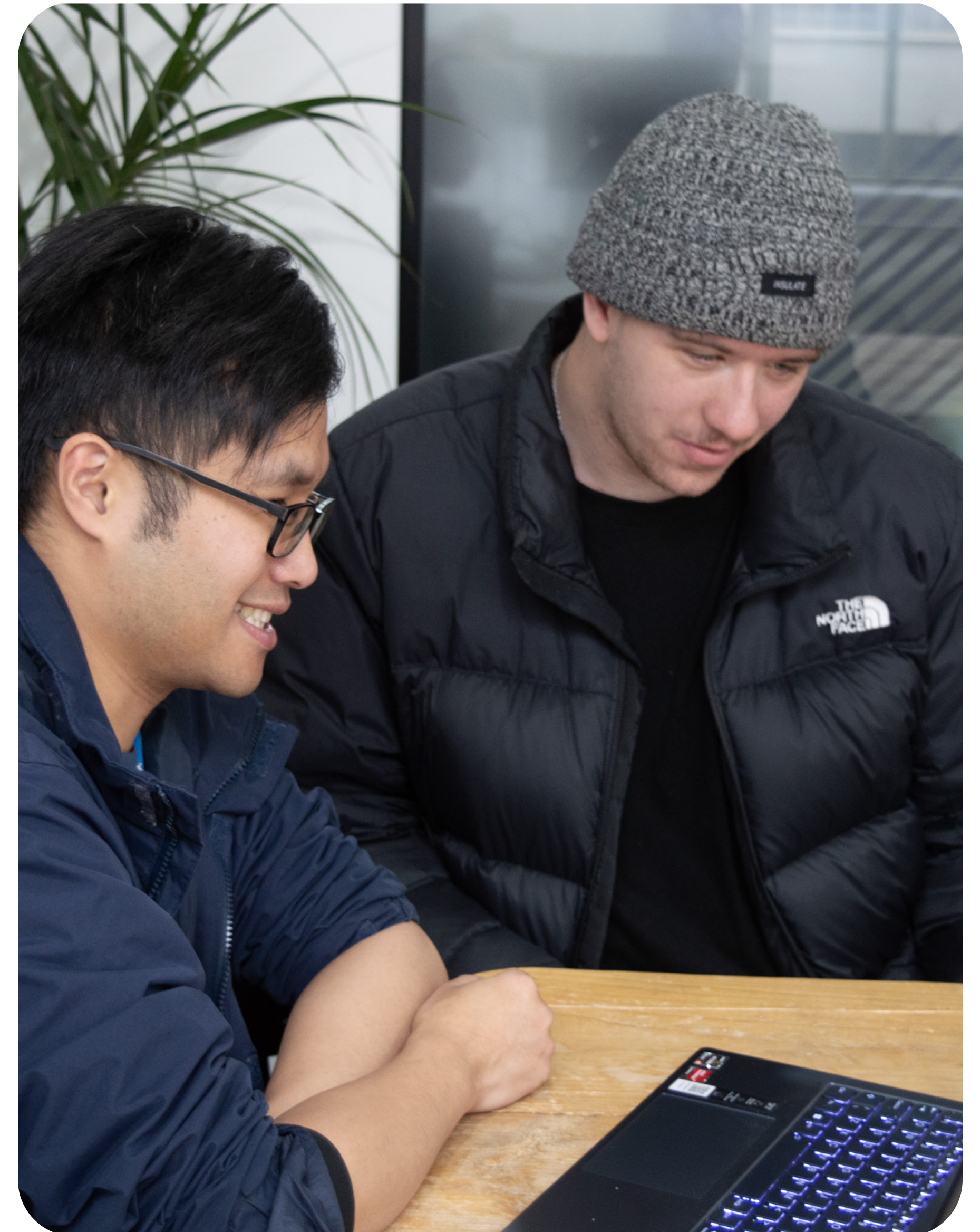
Young people are more likely to attend, engage and succeed when they feel safe, supported and that they belong, with trusted adults helping them stay connected to mainstream school life.



WE DON'T DELIVER SUPPORT IN ISOLATION. WE EMBED INTO SCHOOL LIFE.

Playing for the Future integrates mentoring, social-emotional learning and real-world development into the school day. Creating consistent support where students need it most.

Mentoring • Classroom learning • Sport-based application • Pastoral support



CONSISTENT SUPPORT ACROSS THE **ENTIRE** **SCHOOL DAY.**

Our staff work alongside pastoral teams, teachers and families to provide consistent support, regular communication and targeted support throughout every stage of a young person's journey.

**Identify
students**

**Deliver
embedded
support**

**Family
engagement**

**Maintain
communication**

**Integrate
with pastoral
teams**



EVERY STUDENT NEEDS SOMEONE WHO KNOWS THEM, SUPPORTS THEM AND EXPECTS MORE FROM THEM.

Playing for the Future combines trusted mentoring, structured personal development and future-focused aspiration building.

Trusted Adult Guarantee

Every student works with one consistent mentor throughout the programme, with weekly 1:1 mentoring, regular goal reviews, parent/carer communication and progression planning.

Pitch to Profession Curriculum

Structured personal development helping students build confidence, decision-making and relationship skills while preparing for life beyond school.

Bridge to Industry

Practical experiences connecting school to future pathways, including employer encounters, workplace visits, work experience, college taster days, careers insight, mock interviews and CV/application support.

A SIMPLE MODEL. BUILT AROUND YOUR SCHOOL.

Playing for the Future is designed to fit around your existing school day and pastoral structure, providing consistent support without adding unnecessary pressure to your team.

Your school identifies students

We work with your team to identify the students who would benefit most from targeted support.

Sport 4 life embeds a mentor in school

A dedicated Sport 4 Life mentor is based in school for one day each week, becoming a consistent and trusted presence for students.

Weekly 1:1 mentoring

Up to six one-to-one mentoring sessions are delivered during the day, focused around each student's individual needs, challenges and goals.

Targeted group workshops

Where appropriate for the cohort, students can also take part in group workshops focused on personal development, confidence, relationships and preparation for the future.

Regular reviews with school & families

At the end of each term, we review progress with school staff and, where appropriate, parents and carers to ensure support remains joined-up and responsive.

Impact reporting

Schools receive clear reporting to demonstrate progress and understand the impact of the programme over time.

BETTER ATTENDANCE. FEWER INCIDENTS. STRONGER FUTURES.

4 months

of additional academic progress
can be contributed to social
and emotional learning.

Schools receive regular reporting against the outcomes that matter most, demonstrating measurable improvements in attendance, behaviour, engagement, wellbeing and progression.



SUPPORTING THE AREAS SCHOOLS ARE MEASURED ON MOST.

Playing for the Future aligns with key Ofsted priorities across behaviour, attendance and personal development, while strengthening your wider Inclusion and Early Intervention Strategy.



**Behaviour &
attitudes**



**Student
attendance**



**Personal
development**

ENZO

When Enzo was referred to Sport 4 Life through our mentoring programme at Oldbury Academy, he was at risk of leaving education with limited prospects and low confidence in his future.

Over 10 weeks, Enzo worked closely with Youth Mentor Dan through consistent one-to-one support focused on behaviour, attendance, relationships and self-belief. What began as mentoring quickly became a trusted relationship that helped Enzo re-engage with school and recognise his own potential.

As his confidence grew, Enzo improved his relationships with teachers, peers and family members, reduced truancy and became more engaged in lessons. By the end of Year 11, he had exceeded predicted grades — achieving As and Bs in his GCSEs after previously being expected to achieve Cs and Ds.

Today, Enzo is preparing to study engineering at college after discovering a passion for the industry and gaining early experience in the automotive sector. He now looks ahead with greater confidence, resilience and ambition for the future.

**Improved
attendance**

**Reduced
behaviour
incidents**

**Progressed
into
education**



**“I started believing I had
a future again.”**

Enzo

TRUSTED BY SCHOOLS ACROSS THE WEST MIDLANDS.

Sport 4 Life UK partnered with Heartlands Academy to deliver tailored one-to-one mentoring designed to support students both inside and outside the classroom. Through consistent mentoring, students were given a safe space to talk openly, build confidence and explore their future ambitions.

Working closely with students, mentor Dan created engaging sessions tailored to individual needs, helping young people feel supported while developing important life skills and making more positive decisions. Staff at the academy highlighted the strong relationships built through the programme, with students often looking forward to their mentoring sessions each week.

The partnership has already helped students take important next steps, including exploring college pathways and thinking more positively about life after school. Heartlands Academy described the programme as a valuable source of support that is helping young people grow in confidence, engagement and aspiration.

243

pupils across
26 schools
engaged

2,467

NCS Community
experiences
delivered

5 employability workshops
to **490 pupils**

41 young people gained a sports
leadership qualification

14 NCS Away from Home
programmes to 762 young people

EVERY SCHOOL NEEDS A DIFFERENT LEVEL OF SUPPORT.

Whether supporting individual students, targeted cohorts or whole year groups, Playing for the Future works as part of your wider Inclusion and Early Intervention Strategy, targeting support around your school's priorities and the pupils who need it most.

1:1 mentoring • Workshops • CPD • Parent engagement



**Year
groups**

**Whole-school
support**

**Targeted
cohorts**



THE RIGHT SUPPORT. FOR THE RIGHT LENGTH OF TIME.

Our mentors become part of your school community, providing consistent, embedded support alongside your pastoral team.

1 day per week • Consistent mentor • School & family communication

12 weeks 6 young people

£2,800

Early intervention and targeted support

24 weeks 6 young people

£5,500

Builds trusted relationships and sustained behaviour change

36 weeks 6 young people

£8,250

Long-term preventative support delivering lasting impact and progression planning

MORE TIME TO BUILD TRUST. MORE OPPORTUNITY TO CREATE LASTING CHANGE.

Need support for larger cohorts or whole-year groups? Delivery can be tailored around your school's priorities and budget.

THE QUESTIONS SCHOOL LEADERS **ASK MOST.**

From morning check-ins to reintegration support, our delivery model creates continuous touchpoints throughout the school day.

How are you different?

Unlike one-off workshops or short-term interventions, Playing for the Future is embedded within your school day. Our staff build consistent relationships with students while working alongside your pastoral team to support behaviour, attendance and engagement in real time.

How quickly can we start?

We can typically begin within a short lead time, working with your team to identify students, align delivery and integrate into existing pastoral systems. Our onboarding process is designed to be straightforward and low-disruption.

What's required from staff?

We work alongside your existing team with minimal disruption, helping reduce pressure rather than add to it. Our staff integrate into your current structure while providing regular communication, student support and reintegration assistance throughout the school day.

How do you measure impact?

We track the outcomes that matter most to schools, including attendance, behaviour, engagement and confidence. Regular reporting provides clear evidence of progress over time, supporting both internal monitoring and Ofsted priorities.

THE EARLIER STUDENTS RECEIVE SUPPORT, THE GREATER THE IMPACT.



We're currently partnering with secondary schools planning their early intervention and inclusion strategy for the next academic year. We'd love to explore how Playing for the Future can support your priorities.

Telephone **07584 945 179** or email **sarah.parry@sport4life.org.uk** to discuss your school's priorities and explore how Playing for the Future can support behaviour, attendance and student outcomes.



sport4life.org.uk

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