

EXTRA TIME EVALUATION REPORT

June 2026



FOOTBALL
FOR THE GOALS

substance.

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Summary of Findings

This report evaluated the delivery and implementation of the Extra Time programme during Phase 3 (April 2025 – March 2026), using a mixed-methods approach combining monitoring data from the Views system with qualitative data from interviews, focus groups, site visits and quarterly club reporting.

During this phase, the programme continued to expand, with 50 clubs delivering Extra Time across 27 local authorities. All clubs delivered after-school provision, with many also offering breakfast clubs and holiday sessions. Delivery remained consistent, typically including a combination of football, food provision and different activities, delivered within school settings or local community venues.

Participation increased steadily across the year, with the number of participants from Views and external records rising from 3,667 in Quarter 1 to 5,025 in Quarter 4. This reflects both continued demand for the programme and expansion through additional clubs.

A key development during Phase 3 was the co-production of a bespoke Theory of Change, alongside the introduction of a Data Capture Plan. Together, these provide a clearer framework for understanding programme outcomes and strengthening the collection of both qualitative and quantitative evidence moving forward.

The evaluation identified several key strengths. Strong partnerships with schools and local stakeholders were central to successful delivery, supporting the identification of participants and ensuring provision met local needs. Consistent and trusted delivery environments were also important in building relationships with children and families. Evidence suggests the programme is contributing to improvements in children's confidence, wellbeing and social development, while in some cases supporting

parents/carers to sustain employment and manage responsibilities outside of the school day. Food provision also plays an important role in addressing food insecurity in a way that reduces stigma and supports equitable access.

A number of challenges were identified, including staffing and recruitment pressures, communication between stakeholders, and high demand for places. While demand demonstrates the value of the programme, it also presents challenges in meeting need within existing capacity. Funding uncertainty and the timing of funding decisions were also highlighted as barriers to longer-term planning.

The case studies further demonstrate the breadth of impacts associated with Extra Time. Evidence shows the programme's role in tackling child poverty, supporting parental employment and providing whole family support, including respite and more holistic engagement with families. The club development findings also indicate that participation in Extra Time has strengthened clubs' capacity, partnerships and role within their communities.

Overall, the findings indicate that Extra Time continues to deliver meaningful impacts for children, families and communities. The introduction of the Theory of Change and Data Capture Plan provides a strong foundation for the next phase of the programme, with a greater focus on capturing and evidencing outcomes to demonstrate its long-term impact.

Summary of Findings

Introduction

The Extra Time programme has been developed through a joint partnership between the Scottish Government and the Scottish Football Association which supports local football clubs and trusts to deliver before school, after school, and holiday activity clubs for targeted primary school children from low-income families.

The Scottish Government's School Age Childcare Programme (which includes the Extra Time Programme) is strongly aligned to supporting the First Minister's key priorities of eradicating child poverty; supporting economic growth; and reducing the cost of living for families. The Extra Time Programme is also providing the Scottish Government with knowledge and key learning which is informing their work to create a more accessible and affordable childcare system in Scotland, that is targeted towards those families who need it most. In addition, the programme builds on the Scottish FA's commitment to use the 'Power of Football' to help support and strengthen its clubs and the communities that they serve and is now entering Phase 4 following effective and impactful delivery through the programme's earlier phases. This follows an initial pilot project with Ayr United Football Club (which was funded through the Scottish Government's 'Access to Childcare Fund' which launched in 2020 and successfully demonstrated how community football clubs and trusts can support families through targeted access to activity.

In late Summer 2023, the Scottish FA invited applications from football clubs and trusts, with a view to testing and gaining an understanding of how organised activity services could support a future school age childcare system which provides greater choice and reduces inequalities of access to activities for children from low-income households, who otherwise may not be able to access or afford these types of services. The football clubs and trusts are also developing an understanding of the role of activity services in promoting wider engagement with local support services; improving outcomes for families on low incomes; and providing families with alternative childcare choices that support their circumstances.

In addition to offering access to a wide range of organised children's activities for targeted families, the programme is focussed on delivering and improving outcomes for families and their communities. Extending the school day through the provision of wraparound activities can offer invaluable support to parents and carers, which in turn, can enable them to enter, sustain and/or increase their working hours, improve employment circumstances, take up training or studying, and facilitate respite opportunities. Extra Time is allowing us to understand how activity clubs can increase the sufficiency of services that support parents to work around the school day and during school holidays.

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

The Extra Time programme focusses on the following specific funding principles:

- **reducing inequalities in access to a range of activities around the school day for children.**
- **reducing barriers to employment by improving access to childcare for targeted families. Improved access to childcare can enable parents or carers to take up, sustain or increase their hours of work or to take up study, or training opportunities.**
- **improving outcomes for children and families by providing access to life enhancing experiences.**
- **improving family health and wellbeing by supporting and increasing access to integrated childcare, food, activities (and respite for parents and carers).**



Programme Timeline

Recognising the success of the Programme, the reach of football and the role of clubs as trusted anchor organisations to support their local communities, it was confirmed in early 2025 that the Extra Time programme would have a continued investment for a third Phase.

Phase 3 funding enabled the continuation of delivery of the existing 30 clubs who had delivered in the previous phases. A targeted investment approach was undertaken to develop activity in local authorities which had no Extra Time representation. A further 20 new pilot clubs were supported, bringing the total number of Extra Time projects in Phase 3 to 50, across 27 local authorities (an increase on the 18 local authorities covered in Phase 2). The Scottish FA's regional staffing structure was vital to the identification of clubs, with support offered to these new clubs through the sharing of best practice – a key element of the programme's success.



Aims

As part of the ongoing evaluation of the Extra Time programme, this report has been commissioned to provide a combined process and impact evaluation. The report aims to develop further understanding of how the programme is being delivered in practice, alongside the outcomes and changes it is generating for children and parents/carers.

Building on key themes and findings from the previously published in the Extra Time Annual Impact Report 2025 and Extra Time Annual Impact Report 2024, this report brings together a range of evidence and insight to assess the programme's contribution to its core funding principles. In doing so, it identifies key strengths, challenges and areas for development, providing learnings to support the continued evolution of the programme.

The report outlines the methods and analysis approaches used during Phase 3 (April 2025-March 2026) of the evaluation, including the development of a Theory of Change (ToC) and a refined data capture plan

to strengthen outcome measurement. It also presents an overview of programme delivery, including participation and attendance, the range of activities and provision, and insights into successes, challenges, and emerging outcomes.

In addition, the report includes a series of thematic case studies, on topics that were developed in collaboration with the Extra Time Research Steering Group (including the Scottish FA, Scottish Government, Substance and academic partners), which provide deeper insight into key outcome areas and the lived experiences of participants.



Evaluation Methods and Analysis

Substance adopted a mixed-methods approach to assess the extent to which the programme was achieving its key aims. This approach drew primarily on data from the Extra Time quarterly club reporting survey, alongside interviews and focus groups, enabling both a broad overview of delivery and a more in-depth exploration of outcomes and experiences.

The table below summarises the research approach, the methods used, and the specific research questions each method was designed to address.

RESEARCH APPROACH	METHOD COMPONENT	RESEARCH QUESTION(S) ADDRESSED
Quantitative data	Review of existing Scottish FA data	How has the Extra Time programme been delivered by clubs?
Case studies	Three thematic case studies on: <ul style="list-style-type: none"> • Child poverty • Whole family support • Club development (including interviews/focus groups with club staff members and families) Site visits with clubs to understand in depth the importance of Extra Time to the communities they serve	How has Extra Time improved mental health and wellbeing for parents/carers How has Extra Time improved food provision for families How has Extra Time improved employment opportunities for parents/carers How has Extra Time improved access to respite for parents/carers
Qualitative data	Review of questions in the Views reporting survey Interviews with stakeholders involved with Extra Time Interviews with families that participate in Extra Time	How has the Extra Time programme been delivered by clubs? What successes have clubs' Extra Time programmes had and what facilitated those successes? What challenges and barriers have clubs faced with their Extra Time programmes? What lessons have been learned to support improvements to the delivery of Extra Time and the programme going forwards?

Table 1: Type of methods used for this Evaluation report and research questions they aim to address.

Quantitative and Qualitative data

Monitoring and evaluation data was collected through the Views software in Phase 3. The online platform allows clubs to input individual participants and their demographics

Understanding of their family situation and outcomes achieved from attending Extra Time. Monitoring data is supplemented with the completion of a quarterly form that all 50 clubs are required to complete. The quarterly form provides additional detail on the following topics:

1. Overview of the club's delivery of Extra Time
2. How clubs cater for families and target new participants for the programme
3. Key successes and challenges of delivery
4. Overview of stakeholder engagement
5. Further understanding of impacts and how they are captured

Club staff members are currently required to complete this form through Views on a quarterly basis. The below table highlights the qualitative questions currently in Views which relate to each of the research questions.

Qualitative responses and interview data were examined using a thematic analysis grounded in an inductive coding approach, facilitating the systematic identification of recurring patterns, key themes, and insights emerging from the data.



RESEARCH QUESTIONS	QUARTERLY REPORTING VIEWS QUESTIONS
How has the Extra Time programme been delivered?	Brief overview of what the club is delivering to children, including summary of times/days you are providing childcare, highlighting any changes from the previous quarter's delivery
What successes have clubs' Extra Time programmes had and what facilitated those successes?	<p>Please describe any challenges or successes in engaging with stakeholders?</p> <p>From your learning over this quarter, please set out what clubs need to be able to deliver activity provision successfully.</p> <p>Please detail any key success the club has had this quarter</p>
What challenges have clubs had and what are the barriers they have faced with their Extra Time programmes?	<p>Please describe any challenges or successes in engaging with stakeholders?</p> <p>Please detail any risks that you/the club identified throughout the quarter</p> <p>Please describe how you have been managing, or plan to manage, the risks identified</p> <p>Please detail any unexpected challenges you faced during this quarter. This should include any problems you encountered that slowed progress, got in the way of the outcomes being achieved, or resulted in changes to your plans.</p>
What lessons have been learned to support improvements to the delivery of Extra Time and the programme going forwards?	<p>What are your lessons learned/key findings from this quarter of the project?</p> <p>Have you, or will you have to make any changes to the activity provision? [yes/no]</p> <p>If answered yes above, please detail actions/activities that have been adapted or not delivered, what changes have been made, and why</p>

Table 2: Research questions of this Evaluation Report and how they relate to question the quarterly club reporting survey.



Case Studies

Overall, Substance conducted 30 interviews, two site visits and one focus group, which involved a total of 17 different families across 11 clubs, and 13 stakeholders across 7 clubs ranging from club staff members, headteachers and school coordinators.

Deep dive case studies have been conducted to collect data around three themes that emerged from the previous Extra Time Annual Impact report (child poverty, family support and club development).

These themes had been identified from reviewing previous monitoring and evaluation data and were also of particular interest to the Scottish Government, reflecting both the strategic priorities of the Extra Time programme and wider Scottish Government policy objectives. In consultation with the Scottish FA and Scottish Government, clubs were selected for inclusion in the case study research where they had previously provided evidence relating to these thematic areas or indicated that they are a focus of their Extra Time programme. In addition, the sample sought to include a mix of clubs to reflect variation across the programme, including differences in geography, stage of programme delivery (e.g. newer and more established clubs), and organisational capacity (e.g. staffing levels and available funding).

While this approach enabled the evaluation to explore areas of recognised strategic relevance in greater depth, it also introduced sampling limitations, which are discussed below. Given the variation in clubs' areas of focus and the differing scope of each case study, a tailored mix of methods was used across the thematic strands:

- **Tackling child poverty** - Completed through interviewing families, talking to participants at site visits and reviewing mini case studies submitted by clubs. This case study topic looks at changes to the health and wellbeing of children and parents/carers.
- **Whole family support** - Conducted through in-depth interviews with parents/carers whose children attend Extra Time, looking at the holistic support the programme has provided them, including changes to employment and access to organised activity.

- **Club development** - A focus group with three representatives from three clubs looking at process of delivered Extra Time, partnerships developed and training delivering to upskill staff.

To strengthen the independence and credibility of the evaluation, Substance researchers led all interviews and focus groups directly. The use of semi-structured topic guides ensured that data collection remained focused on the core themes of the evaluation, while still allowing club staff to reflect openly on their experiences of delivering Extra Time. With participants' consent, all interviews and focus groups were recorded and transcribed, providing a robust qualitative dataset for subsequent analysis. The research team also reflected on how their prior experience of evaluating Extra Time and other sport-based programmes, alongside their existing knowledge of the delivery context may have shaped data collection and interpretation. This was mitigated using consistent topic guides, collaborative analysis across the team and a conscious effort to remain open to perspectives that challenged initial assumptions.

This evidence base was further enriched through interviews with parents and carers of children involved in Extra Time, enabling the evaluation to incorporate family perspectives alongside those of delivery staff. Families were identified with support from club staff, which helped facilitate access to relevant participants, although this may also have influenced the profile of those included. To support participation, Substance offered parents and carers a £10 online voucher, helping to reduce barriers to engagement and strengthen the breadth of insight gathered.



Data Limitations

Substance recognises several limitations in the available data sources. As noted above, the qualitative evidence relies largely on quarterly reporting submitted through Views by club staff and is therefore self-reported. While this provides valuable insight into delivery and perceived outcomes, it also introduces limitations in terms of consistency, verification and potential reporting bias.

The case study evidence is also subject to important constraints. Given the relatively small sample size, the case study material cannot be used in isolation to support generalisable conclusions about the programme as a whole. Recruitment to the whole family support and child poverty case studies proved particularly challenging, reflecting a combination of factors, for example difficulties arranging participation outside working hours, and the limited initial pool of relevant cases in relation to the overall scale of the programme. In response, Substance undertook additional interviews with families, staff members and school headteachers outside the formal case study framework, in order to

capture a wider range of first-hand perspectives and strengthen the contextual understanding of survey findings.

It is also important to note that the evaluation used a purposive sampling approach, meaning that those interviewed cannot be assumed to be representative of the full range of experiences across the Extra Time programme. This reflects three key considerations. First, clubs were selected based on having previously provided evidence of positive impact in the thematic areas of interest, namely child poverty, family support and club development. Second, families were identified with support from clubs, which may have increased the likelihood of participants reflecting stronger or more favourable examples of delivery. Third, the sample remained relatively small when set against the breadth of the programme. Taken together, these factors mean that the qualitative findings should be understood as illustrative and exploratory, rather than representative of the programme in its entirety.

Theory of Change

In October 2025, Substance co-produced a bespoke Theory of Change (ToC) for the Extra Time programme. This involved several phases of work:

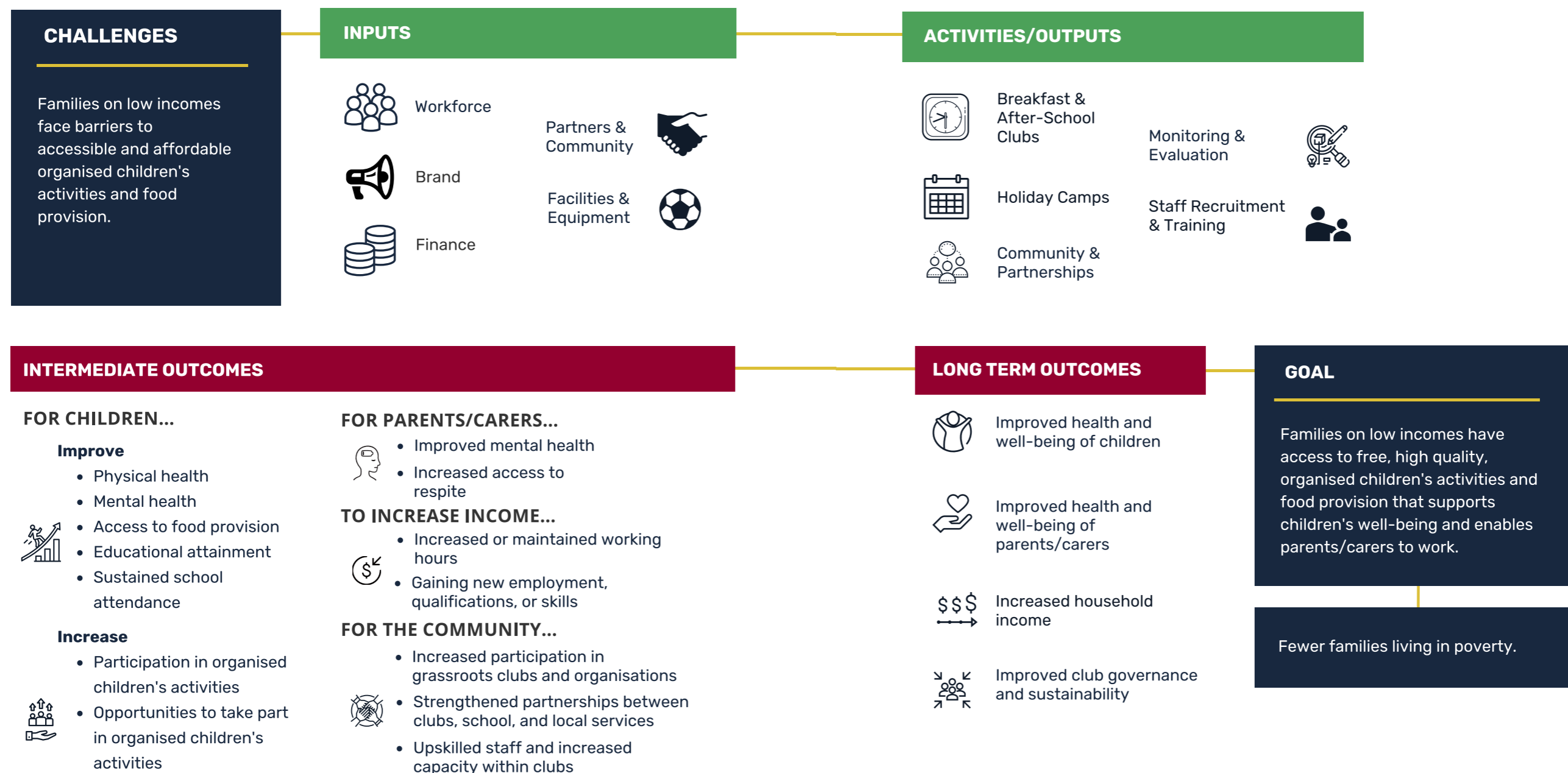
1. Desk-based scoping review of previous Extra Time reports and data submitted by clubs.
2. In September 2025, Substance led a collaborative session with partners from across the Extra Time programme to develop a ToC. This included attendance from the Scottish FA, Scottish Government and clubs involved in the Extra Time programme.
3. Substance worked collaboratively with the Scottish FA and Scottish Government to co-develop and finalise the ToC model, incorporating and synthesising feedback from all partners

A summary version of the ToC is provided below in Figure 1:

A full detailed model of the Theory of Change is included in the report as Appendix A.

The ToC model acts as a basis for explaining what the Extra Time programme is and how it intends to cause change. The ToC models were shared with all participating clubs of the programme and form a framework for data capture and measuring progress moving forward.

Figure 1: Summary version of Extra Time Theory of Change



Data Capture Plan

During this phase of the Extra Time programme, Substance undertook a comprehensive review of current data capture methods and the type of data collected.

The review resulted in the formation of a data capture plan which looked to:

- **Review and evaluate** current data collection methods and assess how they align with the outcomes identified in the ToC.
- **Recommend improvements** to ensure future data capture provides high-quality, consistent, and outcome-focused information.
- **Provide practical guidance** for clubs and delivery partners on how to collect, record, and report data effectively using the Views system.
- **Ensure compliance** with best practice in ethics, safeguarding, and data protection (GDPR).

Specifically, the data capture plan contains the following sections:

- **Audit** – Review of existing data collection practices, the level of evidence they provide, and their alignment with the ToC.
- **Changes and Considerations** – Recommendations for refining data capture tools, including data types, frequency, and reporting formats.
- **Tools** – Guidance on how clubs can best capture, manage, and feedback information through the Views platform and other mechanisms.
- **Ethics** – Framework for ethical data processing, safeguarding participants, and ensuring GDPR compliance.

The data capture plan aimed to strengthen the quality and consistency of monitoring across the Extra Time programme, ensuring that the evidence collected robustly demonstrates the programme's impact and aligns to the ToC. For more detailed information on each element of the data capture plan, please see Appendix B.



Extra Time Delivery

How Extra Time is Delivered

The Scottish FA provided Substance with administration information indicating where, how, and what each club delivers as part of the Extra Time programme. Clubs deliver breakfast clubs and after school sessions over the regular term time, as well as sessions over the holiday period. The sessions are delivered weekly, creating stability for participants, parents, carers, teachers and other partners.

All activity delivered is in line with Minimum Delivery Criteria which relates to frequency, duration and timings of sessions, along with other elements, to ensure clubs offer sessions that meet the scope of the Extra Time programme. Furthermore, clubs also adhere to Minimum Operating Requirements which outlines standards relating to staff/child ratios, staff/volunteer qualifications and other wellbeing and protection areas. Both Minimum Delivery Criteria and Minimum Operating Requirements are available to clubs for reference in the Extra Time Good Practice Guide.

Out of the fifty clubs delivering Extra Time, all clubs delivered after school sessions during regular term time, twenty-two of these also offer breakfast clubs. To support the offer of breakfast provision, Extra Time clubs were also directed towards Scottish Government's Bright Start Breakfast fund which provides grants for eligible organisations to deliver breakfast club provision. As a result of this, 6 Extra Time clubs received additional funding (on top of their Extra Time investment) to either increase their existing offer of Extra Time breakfast clubs or add new breakfast clubs to support their local partner schools. During school holiday periods, thirty-seven clubs offer holiday provision in line with Extra Time programme guidelines, which includes bespoke Extra Time holiday camps/sessions as well as clubs providing funded places to their existing holiday activity programmes for Extra Time participants. The number of clubs offering holiday provision being less than the total number of clubs is due to the pilot projects being delivered by clubs newly introduced in Phase 3, where the requirement was to offer term time activity as a necessity and holiday activity as an optional offer where capacity allowed.

Healthy food provision is central to both the breakfast clubs and after school sessions. If the afterschool

sessions are not held within the school, some clubs offer transport to the children to take them to the secondary location, where normally a healthy snack or hot meal is provided. Activities during term time often include football or other multi-sport activities. Other activities which are provided include arts and crafts, quizzes, and other games and seasonal activities. From those listed, while football is the priority activity, clubs aim to offer a varied range of activities to keep attending children engaged. Several clubs include children in the design and development of their activity schedules to ensure that sessions suit the interests of those participating.

During the school holidays, the children attending the sessions may receive breakfast, lunch and, in some cases, a takeaway meal each day. These holiday camps normally involve a variety of physical activity, while offering sustenance and transport for participants.

Several families participating in the Extra Time programme have been identified and/or referred by the schools who work in tandem with the clubs organising the sessions. Each Extra Time club has developed their own referral process with provision being targeted for families who are represented by the six priority family types, as outlined in the Scottish Government's 'Bringing Hope, Building Futures: Tackling child poverty delivery plan 2026-2031'¹.

Extra Time clubs also have discretion to support a wider range of families who may benefit from accessing the service, such as care experienced, those impacted by bereavement or refugees. Clubs engage directly with local partners and organisations to ensure those families who live in the most deprived communities and who are most of risk at living in poverty are informed about the Programme and are able to access a place.

Headline Attendance Numbers

	Q1 (Apr-Jun)	Q2 (Jul-Sep)	Q3 (Oct-Dec)	Q4 (Jan-Mar)
Unique Participants (Term Time)	1,745	2,421	3,419	4,079
Unique Participants (Holiday Time)	680	1112	666	516
Unique Participants (Overall)	2,403	3,335	3,865	4,458
Number of Clubs	30	30	50	50

Table 3: Attendance numbers of children.

The above table shows the number of children attending Extra Time during each quarter in term time and in holiday time. It is important to note that this is not the count of unique participants in term time and in holiday time share an overlap and are not distinct from each other, the true count of total unique participants per quarter are shown in the Unique Participants (Overall) row. This data was collected via club submission into Views.

The table represents the number of unique participants accessing the Extra Time programme, as recorded by the clubs during each session delivered.

For a comprehensive view of participants across quarters, the following table also outlines information on clubs' participants gathered outside of Views. However, the higher number of participants in the second row on the table below (Views + External Records) should be considered with caution: as the additional number on participants were not recorded on Views, there is no sure way to confirm the number is indeed total unique participants.



¹ Bringing Hope, Building Futures: Tackling child poverty delivery plan 2026-2031 - gov.scot

Extra Time Delivery

Headline Attendance Numbers

		Q1 (Apr-Jun)	Q2 (Jul-Sep)	Q3 (Oct-Dec)	Q4 (Jan-Mar)
Total Unique Participants	Views	2,403	3,335	3,865	4,458
	Views + External Records	3,667	4,096	4,630	5,025

Table 4

The reasons for the discrepancies differ across quarters and were dealt by direct contact to confirm with clubs their participation numbers:

In Q1, it was the first instance where Views was the requirement for reporting, therefore several clubs faced issues with adding participants to the system. Many clubs therefore gave participant numbers over email.

Additionally, many clubs relied on other stakeholders (schools, active schools etc.) to record participant data and many clubs had issues getting this data from stakeholders initially. This improved throughout the phase when clubs had a clearer understanding of what was required to capture.

In Q2, new clubs were introduced, however due to the timing of being added they were not required to use Views and data was captured separately.

In Q3, some clubs had participant numbers that were lower than expected and were contacted to confirm. Motherwell and Edinburgh South indicated their "true" number was higher than what was on Views at the time of reporting and were due to update this. St Mirren were also due to add more participants once they had the data from partners.

In Q4, clubs who had not added data to Views have been contacted to confirm participation numbers.



Views

During Phase 2 of the Extra Time programme, all clubs were given access to the Views software platform for monitoring and evaluation purposes.

All clubs who have been using the software, continued using Views in Phase 3. Halfway through Phase 3, an additional set of clubs were added onto use Views. The total number of clubs using Views to date is now 49, using the advantages of Views as the size of the project has increased has meant for less issues when reporting on the project each quarter. This has also further reduced known issues such as double counting attendance figures and has helped the team keep on track of which club is missing data. The number of clubs using Views will increase to the full cohort of 50 in Phase 4, as the current number does not include a newly added club who delivered a pilot in Phase 3 and reported separately, however at the time of the publication of this report this club are being onboarded to Views.

During Phase 3 a further eight Views training sessions were provided to clubs, and further support has been made available through online videos and a support helpline. Attendance to each Views training session has ranged from ten to fifteen clubs, due to the clubs from phase two being used to the system. All 50 clubs have logged on to Views to record Extra Time data, which has increased from 30 in the previous phase. At the end of each quarter, Substance are able to detail the number of unique children attending the Extra Time programme over a given time period. Substance will continue to provide the Scottish FA and clubs with support regarding the use of Views moving forward, including onboarding any potential new clubs and providing additional support where necessary.

Extra Time Delivery

Successes

This section outlines the successes clubs have had in delivering Extra Time programmes through a quarterly club survey, supplemented by insights from family and stakeholder interviews. Across all three datasets, several consistent themes have emerged.

Strong stakeholder partnerships

A key success across the programme is the strength of relationships between clubs, schools and wider partners. These partnerships enable effective identification of families, and support delivery that reflects local needs.

"The key strength of our stakeholder's engagement is the relationships developed with both community hubs, the key workers, care workers and youth workers."
Club staff member, Survey

"Working with the schools has been a great success they have provided as much information as they possibly can"
Club staff member, Survey

This was reinforced by stakeholders who highlighted the role of schools in identifying families:

"We rely quite heavily on the schools to [select] the appropriate families."
Stakeholder, Interview

"We share data between each other [the school and the club] as to who's going along. We help target the right pupils and we flag up any concerns."
Stakeholder Interview

Taken together, this evidence highlights the central role of partnerships in underpinning delivery, with strong relationships between clubs, schools and local stakeholders enabling effective targeting, information sharing and provision that is responsive to local need.



Increased delivery, consistent delivery and inclusive engagement

Consistency in staffing, delivery and structure was perceived as a strength of the Extra Time programme. Clubs reported improvements in attendance and engagement over time, which stakeholders linked directly to building trust and providing a safe space.

"We now have a consistency with the attendance of participants, and their engagement has increased over this quarter"
Club staff member, Survey

Stakeholders strongly echoed this:

"Consistent staff, consistent delivery, consistent care."
Stakeholder, Interview

"The big thing here is that they're safe. Parents have trust because they're safe when they're here."
Stakeholder, Interview

Clubs reported increased attendance and sustained engagement, which they attributed to a combination of effective partnerships, accessible and tailored delivery.

"Attendance has drastically improved, we have about 26 children regularly attending"
Club staff member, Survey

Stakeholders and families linked this increased attendance and sustained engagement to the accessibility and inclusive nature of the provision:

"It's given opportunities to children that might not necessarily have the opportunities... it's free physical activity at the end of the school day."
Stakeholder Interview

Families reinforced how inclusive and engaging the sessions feel in practice, highlighting the role of staff in creating a welcoming and supportive environment:

"They're really quite inclusive, we're a community club and that's reflected in the Extra Time sessions. The staff are brilliant... they're always interacting with all the kids."
Parent/carer, Interview

Clubs also emphasised the importance of adapting provision to meet different needs, with engagement sustained through ongoing refinement and adaption to feedback:

"[We are] continually refining the programmes to better meet the individual needs of participants."
Club staff member, Survey

Many clubs mentioned how they have an adaptive approach on delivery, based on conversations they have with parents/carers and participants. This can include flexibility in pick up or drop off times and widening the range of activities offered:

"Provision is very much family dependent... we're also a bit more flexible with attendance and pick up or drop off times"
Club staff member, Survey

This suggests that increased attendance and sustained engagement are driven not by a single factor, but by the combination of consistent delivery, inclusive practice and clubs' ability to adapt provision to meet the needs of families.

Extra Time Delivery

Successes

Positive impact on children and parents/carers

Across all datasets, there is lots of qualitative evidence that Extra Time is having a wide-ranging impact on children and parents/carers. This includes improved wellbeing, enhanced social skills, access to respite, food provision, and wider impacts on household finances, employment and access to opportunities.

"The food provision is working well... supporting families at home who may struggle with providing this on a daily basis."
Club staff member, Survey

Stakeholders and club staff members emphasised the programme's role in supporting employment and reducing financial pressures:

"The mum has used it [Extra Time sessions] to get to appointments and try get work. She's now working and has been able to get a car"
Club staff member, Interview

"It's free for families and at the minute that's a huge thing for a lot of families with the cost of living crisis."
Stakeholder, Interview

Multiple family interviews reinforced this, with parents highlighting how the programme enables them to sustain or extend working hours and reduces financial strain:

"It's been a real lifesaver... it means I can continue working and not having to take an awful lot of time away from my work."
Parent/carer, Interview

"Obviously just the kids getting picked up from the school, that's a huge advantage because both myself and my wife, we both work."
Parent/carer, Interview

Parents also identified wider cost-of-living benefits, including the value of free provision and reduced household costs:

"It helps with costs as well, because it's all free."
Parent/carer, Interview

Alongside direct financial benefits, the programme contributes to improved household wellbeing and reduced stress, with parents describing the impact on their day-to-day lives:

"It's just taking that pressure off... it's a weight off their mind."
Stakeholder, Interview

In addition, there is evidence that Extra Time supports pathways into employment and longer-term financial stability. For example, case study evidence highlights how the provision can enable parents to access work and wider support services:

"[She] used it as a respite... to try and get work, and she's now working."
Club staff member, Case study

For children, the programme plays a significant role in reducing inequalities in access to activities and life-enhancing experiences. Stakeholders highlighted that it specifically targets those who may otherwise face barriers to participation:

"It's given opportunities to children that might not necessarily have the opportunities... free physical activity at the end of the school day."
Stakeholder, Interview

Parents reinforced this, noting that many of the opportunities and experiences provided would otherwise be inaccessible:

"He's getting an opportunity... to go to a club like that he wouldn't have otherwise."
Parent/carer, Interview

Clubs also highlighted how the programme enables children to access a wider range of activities and experiences, helping to address inequalities:

"Providing safe, structured activity in an area where access to affordable extracurricular opportunities is limited... plays a vital role in tackling inequality."
Club staff member, Survey

In addition, families highlighted perceived improvements in children's confidence, behaviour and relationships:

"He loves getting to interact with other children... it encourages them to build new friendships."
Parent/carer, Interview

"When [name of participant] first started with [name of club] he was a shy little boy, his confidence has grown so much in the past two years and I do truly believe that is down to the effort and kindness of the coaches who support the programme but also the consistency and initiative of the programme to help support families. He's made so many friends along the way, and this summer was no different, he came home talking about new people of similar age he had never met before who he really bonded with."
Parent/carer, Interview

This was further emphasised by families who detailed how their children had made new friendships and improved their communication skills:

"My wee girl, she was really quite shy. And now there's a few wee girls that go to the after-school session that she's now become friends with at the after school."
Parent/carer, Interview

"He's doing better, communicating with other folk and building up these friendships. [Name of child] is quite an outgoing wee boy but sometimes they can kind of lack some confidence in himself but I feel attending this wee club because as I say it's not just his own age group there's older children as well yeah and they all play together which is really nice so it does I have seen a big difference in his confidence"
Parent/carer, Interview

This evidence demonstrates that Extra Time helps provide practical support and meaningful, wide-ranging benefits for families, including enabling employment, reducing financial pressures and inequalities, and increasing access to activities and experiences. These impacts are explored further in the case study section.

This suggests the Extra Time programme is helping to support children's participation in organised activity and support social development.

Extra Time Delivery Challenges

Clubs, stakeholders and families identified several challenges associated with the delivery of Extra Time. Many of these reflect the increasing demand for the programme and the broader complexity of meeting diverse needs at scale.

Staffing, recruitment and capacity pressures

Staffing challenges, including recruitment delays and training needs, continue to affect delivery capacity.

"Coach recruitment has been slow"

Club staff member, Survey

"Recruitment slowed down the process to increase our provision..."

Club staff member, Survey

Family feedback also highlighted the importance of staff confidence and capability in managing groups with diverse needs:

"Maybe for some of the other staff... it can be a bit daunting you've got all these kids in one room."

Parent/carer, Interview

These findings suggest that workforce capacity and development remain key considerations for maintaining quality delivery of the Extra Time programme.



Communication and coordination challenges

Communication between clubs, schools and families was identified as a challenge, particularly around co-ordination, information sharing and logistics.

"Schools can be difficult... staff do not communicate with one another"

Club staff member, Survey

"What could be better... possibly communication at times."

Stakeholder, Interview

Families also highlighted specific practical issues:

"A wee bit more communication... about the kind of snacks we'd be getting"

Parent/carer, Interview

"Pick up times... everybody was getting a bit confused... but that's all been fixed"

Parent/carer, Interview

While some improvements have been made, these findings suggest that clear and consistent communication remains an important area for ongoing development to support effective delivery.



High demand and limited capacity

Demand for Extra Time provision continues to exceed available capacity in some areas. While this reflects the perceived value and need for the programme, it also presents challenges in terms of access and allocation of places:

"It becomes difficult to select which pupils should be allocated a space"

Club staff member, Survey

Stakeholders and families also highlighted demand for expansion:

"Yeah, we could definitely reach more people."

Stakeholder, Interview

"More spaces for extra days... to build his social skills."

Parent/carer, Interview

This indicates a need to balance demand with available resources while exploring opportunities for expansion. Clubs' capacity to support waiting lists is impacted by certain factors, including

having appropriate staff - child ratios as directed by the Scottish FA's wellbeing and protection guidance and in line with Extra Time Minimum Operating Standards, however where a club works with children with additional support needs they require higher numbers of staff/ volunteers per child, which can limit the number of children supported. Referral processes are used by clubs to ensure that children most in need of Extra Time provision are identified, which are led collaboratively by clubs, schools and partners, and where the number of children identified is higher than the number that clubs can support, waiting lists are implemented. Currently 33% of clubs delivering the Extra Time programme self-reported that they have a waiting list. Across the whole Extra Time programme, there are at least 560 children on waiting lists.

Clubs reflect on delivery, capacity and waiting lists throughout the development and delivery of Extra Time activity, and where possible will aim to support those on waiting lists either when capacity increases or spaces open up within their sessions.

Extra Time Delivery

Challenges

Funding and sustainability

Stakeholders and clubs highlighted funding as a key factor in ensuring sustainability and long-term impact, with particular challenges linked to short-term and annual funding cycles:

"It comes down to money... the funding of it [Extra Time]."
Stakeholder, Interview

Several stakeholders noted that year-by-year funding creates uncertainty for staffing, planning and delivery:

"A year-by-year budget is very difficult to manage... you're putting people in jobs and then it could suddenly stop."
Stakeholder, Interview

Delays in future funding were highlighted by several clubs as a barrier to forward planning, with staff noting that earlier clarity on funding decisions would enable more consistent and proactive programme delivery:

"Due to the delay in funding, we have learned to hold off on confirming further sessions with the schools/pupils."
Club staff members, Survey

In response, some clubs have taken steps to mitigate these risks by leveraging additional funding sources and are using programme data to secure wider support. For example, stakeholders highlighted how evidence from the programme has been used to attract further investment:

"We've been able to leverage extra funding... I can show another funder this is why you need to put some of your funding in."
Stakeholder, Interview

There is also evidence that clubs are beginning to embed the programme within wider local partnerships to support longer-term sustainability and access to additional resources:

"We're now part of the health and wellbeing partnership... that's a way to bring in other funding, bring in other staffing."
Club staff member, Case study

However, despite these mitigating actions, reliance on short-term funding remains a key challenge across the programme, with ongoing uncertainty impacting workforce planning, recruitment and the ability to scale delivery.



Behaviour

Managing behaviour continues to be a key challenge that was reported by club staff members, particularly in the context of working with children who may have additional or complex needs:

"There have been some challenges with some of the behaviour with the children"
Club staff members, Survey

Club staff members stated that behaviour needs to be understood within the wider context of children's lives, including challenging home environments and experiences of trauma or stress:

"The majority of kids we work with are in difficult home environments, so your approach has to be different."
Club staff members, Survey

In response, clubs have developed a range of approaches to support children effectively and manage behaviour within sessions. This includes investing in staff training and workforce development and increasing staffing levels:

"We put our coaches through mental health training... conflict resolution."
Stakeholder, Interview

"The programme now operates at an approximate ratio of one staff member to every five children... allowing for more individualised support."
Club staff member, Survey

Family feedback suggests that behaviour is typically well managed in practice:

"If there's ever been an issue, they've picked it up fast and dealt with it instantly."
Parent/carer, Interview

This highlights the importance of having skilled staff and correct process to respond to behaviour issues appropriately.

Overall, behaviour challenges appear closely linked to the complex needs of participants, reinforcing the importance of skilled staff, appropriate training and responsive delivery models.



Extra Time Delivery

Improvements

Clubs, stakeholders and families identified several areas for improvement, often building on existing strengths and learning from delivery to date. These improvements include development areas at an individual project level as well as a wider reflection on the overall programme.

Strengthening communication and engagement

Improving communication between clubs, schools and families remains a key priority, with stakeholders and families highlighting the importance of consistent and clear information sharing. This includes clearer information sharing on attendance, programme activity and day-to-day arrangements:

"Communicating regularly is so important"
Club staff member, Survey

"It can be quite difficult to get information... who's been attending..."
Stakeholder, Interview

Family feedback highlights opportunities for clearer communication:

"Maybe just a wee bit more communication"
Parent/carer, Interview

This suggests that improving communication offers a clear opportunity to enhance the experience of families and strengthen coordination between delivery partners.

Expanding provision and increasing access

There is a perceived desire to expand provision to meet demand and improve access for more families.

"We are now providing... 4 days a week"
Club staff member, Survey

"Yeah, we could definitely reach more people."
Stakeholder, Interview

Families also suggested widening access geographically:

"It would be a really good thing to roll out more... kids from other schools be able to join it."
Parent/carer, Interview

In addition, informal feedback collected from families at site visits suggests there is potential to extend Extra Time provision to a wider age range, particularly for older children transitioning into secondary school. This reflects a perceived ongoing need for organised activity beyond the current target groups.

Together, these findings highlight both the strength of demand for Extra Time and the potential to expand provision to increase its reach.

Enhancing workforce development

Continued investment in staffing, training and workforce stability is needed to meet increasing demand and support complex needs.

"Additional training requirements..."
Club staff member, Survey

"Still upskilling staff so they can jump into any session in which they are needed to do so."
Club staff member, Survey

This includes both recruitment and ongoing training to ensure staff feel confident and supported in their roles.

In particular, a number of clubs highlighted the need for training that enables staff to respond to a range of complex needs within sessions. This includes supporting children with additional support needs, as well as managing behaviour. As a result, training in areas such as mental health awareness and conflict resolution was identified as important to support staff in responding effectively to these needs, as reflected by one club staff member below.

"We put our coaches through mental health training... [and] conflict resolution."
Club staff member, Survey

Overall, continued investment in workforce development will be essential to ensure staff are equipped to meet increasing demand and support children with a wide range of needs.



Case Studies

Tackling child poverty

The following section showcases three thematic case studies on topics that emerged from reviewing previous monitoring and evaluation data and in consultation with the Scottish FA and Scottish Government. The three themes related to tackling child poverty, whole family support, club development, draw on evidence from family interviews, stakeholder interviews, site visits, club submitted case stories and focus groups with club staff leads.

Food provision

Evidence from interviews suggests that Extra Time's approach to tackling child poverty extends beyond the food itself, to include how support is delivered. Clubs adopt approaches that combine practical assistance with sensitivity to stigma, enabling families to access support in ways that feel discreet, inclusive and embedded within children's participation.

"They'll find a way to give food provision to that family without having a stigma around about it... The food poverty thing is massive, but you forget there's so many quiet people there. They don't want to seem to be supported, so you find a gentler way to support their families."

Stakeholder, Interview

"They bring along the food at night, so the kids have hot food...There's been such a big variety and it's probably a lot of food that the kids maybe wouldn't get to try, but it's also options that they know that they'll like. There's always something there for her to eat."

Parent/carer, Interview

This approach appears particularly valuable in areas where need is high but not always visible, and where families may be reluctant to engage with more formal or targeted support:

"We actually make up food parcels... give them to the school... they get parents coming in who need a wee bit of support. It's difficult, people didn't like walking out with a bag, so we provide a voucher."

Stakeholder Interview

"When stuff's left over, the kids can take it home as well. They're really good, like providing food, water and snacks serving for them."

Parent/carer, Interview

Clubs further highlighted the importance of universal approaches to provision, which avoid singling out children and help reduce stigma:

"We treat everyone the same to try and remove the fear of food poverty."

Club staff member, Focus group

Overall, this suggests that the effectiveness of Extra Time in addressing food insecurity lies not only in the provision itself, but in the way it is delivered, normalising support and embedding it within everyday activity.

The below case study example showcases how engagement with the Extra Time programme has helped alleviate issues surrounding food insecurity and wider family pressures:



Reducing food insecurity through the Extra Time programme

The Extra Time programme delivered by participating community football club shows the important role football clubs can play in addressing social challenges around food poverty. The club has submitted the following case study within the Quarterly Reporting Forms in Views.

Club staff member, Survey

"Our afterschool provision ... also provides a hot meal each day."

Club staff member, Survey

"This is often the most substantial meal of the day especially when food at home is limited."

Club staff member, Survey

Beyond the immediate success, the shift reflects a sustainable change in behaviour:

"(the child) is seeing other children eat different foods, so he is now asking for new food."

Club staff member, Survey

Additionally, ET also reduces pressure on parents, offering both financial relief and respite:

"The afterschool meal also gives his parents at home some respite as they don't need to deal with the stresses of trying to provide a meal that he may not eat."

Club staff member, Survey

From the child's perspective, the immediate impact is meaningful:

"It's wonderful filling food. It's so good when I am tired from playing football and to eat it hot."

Child, Survey

This example from a club demonstrates how Extra Time can achieve its aim to reduce food poverty and improve children's wellbeing and resilience.

"One of his parents recently lost their job and is now unemployed so there is a greater burden on the household's income to afford essentials for a family of four."

Club staff member, Survey

The child's relationship with food was also extra challenging for the family:

"He doesn't eat full stop. He refuses to eat at home and school and never complains he is hungry. Sometimes this causes arguments at home, and it can be very difficult at times when trying to put food on the table."

Parent/carer, Survey

Extra Time directly alleviated these pressures by providing consistent access to meals:

"At [name of clubs] we ensure that the children get at least two reliable meals each day. This is especially important for children like [name of child] who may not know when their next meal will be."

Club staff member, Survey

"At [name of clubs] a healthy breakfast and some physical activity in the mornings... helps (the child) start the day on a positive note."

Case Studies

Tackling child poverty

Employment

Interviews with parents and stakeholder indicate that Extra Time can support parental/carer employment and training.

“Childcare looks totally different for each individual family and parents, etc., but for us it’s probably about employment so the childcare helps families get employment, and, in some cases, it helps them get respite”
Stakeholder, Interview

Those working across clubs and schools highlighted that provision aligned with the school day helps reduce logistical barriers often associated with traditional after-school activities, such as transport or additional pick-up arrangements. By extending the school day within a familiar setting, Extra Time increases the accessibility and practicality of out of school provision for families.

“Extra working hours has been a big thing that’s come back and for a lot of after school clubs and things like that, quite often they’ve got to pick them up to take them to another venue, whereas we’ve cut that out. We’re just extending the school day by two hours.”
Stakeholder, Interview

Parent/carer accounts further demonstrate the practical significance of this in everyday life, particularly in enabling more flexible working patterns and additional income opportunities:

“Well, I’m able to pick up overtime. I work night shift quite a lot, so if my night shift falls on the days he’s there, it’s a lot easier because I could get like my aunt’s/granddad to pick him up or I don’t need to worry as much.”

Parent/carer, Interview

“It has helped financially by allowing me to work extra hours per week which is a great boost of income at the end of the month.”

Parent/carer, Interview

These findings suggest that the value of Extra Time extends beyond children’s participation, contributing to wider family outcomes. By providing reliable and accessible organised activity aligned with the school day, the programme can support families to sustain employment, take on additional hours, and reduce reliance on informal care arrangements.



Access to respite

A consistent theme across stakeholder and family interviews is the role Extra Time plays in providing meaningful respite for parents and carers. While the programme is centred on delivering structured activity for children, its wider impact extends to improving parental wellbeing and supporting day-to-day family functioning.

For many families, a small amount of structured respite can make a substantial difference. As one stakeholder explained, the additional time created by the Extra Time sessions helps parents/carers manage competing demands:

“That extra two hours respite can be key for them. They’ve had so much to do, they’ve maybe got a baby even in the house that they’ve managed to get to sleep. They’ve got that two hours respite before they’re thinking about dinner, homework, bedtime and bath time... the respite part is very important for the wider family’s health and wellbeing.”

Stakeholder, Interview

This access to regular, predictable respite allows parents to rest, manage household responsibilities, or take time for themselves, something that can be particularly challenging for families with complex needs.

The inclusive nature of Extra Time further strengthens its value for families. From data submitted, there was evidence that some clubs enable multiple siblings to attend where appropriate:

“They do try to take in siblings... if there’s two or three from the same family, they’ll all go. From my own parent point of view, I would kill for an extra couple of hours... especially if it’s free of charge.”

Stakeholder, Interview

This flexibility enables families to use the time in ways that best suit their circumstances, whether that involves working, running errands or taking a break.

Parents themselves emphasised how this time has improved daily routines and reduced stress within the home. For some, it has created opportunities to spend quality time with their other children:

“So I have I have another child, an older girl, but it actually gives us some time together. I don’t usually get much time with just me and her... She’s going to go into secondary school, so she’s trying to get ready and prepared for all that. I’m managing to sit down with her and explain everything to her and do stuff for her that I wasn’t able to do before.”

It gives me that little bit of extra time...I used to rush around at school time by getting them, coming home, making their food. Now when they come in, I can have everything prepared, ready to go. So mentally, yes, it definitely helped me as well.”

Parent/carer, Interview

Others highlighted practical benefits, including being able to complete everyday tasks and better manage family life:

“It definitely does help out with me, especially with work and childcare. I’ve done my work, she’s at Extra Time, I’ve got an extra hour to go and grab the shopping. We’ve got a little one as well, so it gives him a bit of time with mum and dad without her. It’s worked really well for us as a family and helps us to manage our daily living. And it’s a positive that she enjoys going as well.”

Parent/carer, Interview

Overall, these findings suggest that Extra Time may contribute to improved family wellbeing by providing reliable respite, reducing stress, and enabling more manageable daily routines.

Whole family support

Connection to other services

Alongside the delivery of Extra Time sessions for participating children, many clubs on the programme aim to offer wider family support across a number of areas. The Extra Time programme benefits from the large network of partners linked to clubs, developed not just to support the Extra Time programme but also clubs' wider offer.

Through this, clubs are able to signpost families to relevant support services including health and wellbeing services such as NHS Health Improvement teams and Health and Social Care Partnerships (HSCPs), as well as links to local foodbanks, organisations providing clothing and essential items, Citizens Advice Bureaus and Jobcentre Plus. Many clubs have also partnered with Home Energy Scotland in the form of resource sharing and workshops for families of Extra Time participants and the wider community.

Programme reporting has also shown how clubs react to the specific needs and challenges of the demographics that they work with, with an example of this being a

number of clubs offering links to ESOL support, with several clubs also participating in health and wellbeing networks and community forums/working groups and feeding into work offering wider community support.

With an outcome of the Extra Time programme focussing on increasing employment opportunities for families, multiple clubs offer workshops in this area, linking with organisations such as Skills Development Scotland to offer CV building and employability support.

This demonstrates the role of Extra Time as a gateway to wider support, with clubs using their local networks to connect families to services that address a range of needs.



How Extra Time Helped Sustain a Local Care Placement

This case study highlights how the Extra Time programme helped secure a stable care placement for a child by providing essential after-school support. It shows the wider impact of the programme in helping children remain connected to their school, relationships and community.

"During this quarter we have worked with the city's social services team to support carers and a child with a change of placement that was dependant on after school provision to be a viable fit. We were contacted by the Head Teacher at one of our partner schools to see if we could support a child who was due to be moved from the placement, she was currently living in. There was another carer locally who was able to take the child however, due to working commitments, it would mean that after school provision would be required and unless this was found the child would have to be removed and placed in the care of a carer outside of the city. This would have meant the child moving school and losing all the relationships and stability she had in education.

The club were quick to act to see if we would be a fit to support all parties and thankfully, we were able to offer the child a place. We held a meeting with the school, social services and carer to outline what Extra Time involved and what we do, and they were blown away with the support that we could offer both term and non-term time moving forward. With Extra Time being a physical activity provision, it met the needs of the child and as we cover a variety of sports it was

easy to see the child would enjoy her evenings and holidays with us.

We also made the carer aware of the additional spaces funding that was available and since starting the child has attended successfully the dance sessions that we run in the dance studio in one of the facilities we hire. The child has excelled at Extra Time and has quickly formed friendships with different children from her school and from our partner schools. The child has also been very keen to help our younger participants and shows willingness to learn new skills in particular cooking which is something again we have encouraged and she has been able to spend time with our cook and help with the preparation of meals on occasion with other children. The relationship the child has with the coaches & staff is built on trust and this is something we tried to build very quickly given the history of placements and adult relationships breaking down in the past.

I feel this case study shows the effect that the Extra Time programme has to the children, families, care givers and service providers in our local community. Without the help of the Extra Time programme the outcome for this child may have been very different. It would certainly have added to the trauma that she has already suffered and the lack of trust she has with the people who try to help her the most. The impact she has on the Extra Time group has been great and is becoming a real role model for the children around her."

Whole family support

Holistic support

Evidence suggests that Extra Time's impact extends beyond activity provision, supporting families in a more holistic way. Clubs are increasingly acting as trusted partners, helping to address a range of challenges faced by children and their families. The following case study highlights how this support is delivered in practice:

A parent's perspective on the impact of Extra Time support

The following case study highlights the impact of Extra Time and holistic support provided on a child with additional support needs, school disengagement and a change in home environment.

Following a move to a new area, the transition proved particularly difficult for one child in the family:

"It was a very big transition obviously to move house, but then to go to another school as well. It was very difficult for him... he lost a lot of his confidence."

Parent/carer, Interview

At the same time, the parent was managing the needs of multiple children, including others with additional support needs, and described reaching a point of crisis:

"I had basically just felt like I had nowhere to turn to."

Parent/carer, Interview

The family's introduction to the Extra Time programme came through strong partnership working with the local school. This enabled early identification of need and immediate support:

"[name of club staff member] overheard a conversation and she said I think I could help here. She first met us as parents then met [name of child]."

Parent/carer, Interview

From the outset, support extended beyond the child, with a strong focus on building trust with the whole family and understanding their wider circumstances:

"There was a high communication level with us from the very, very beginning... they were very open and honest about how [name] was and took time to get to know him."

Parent/carer, Interview

While the programme provided structured activities, food and transport, its impact went significantly further, supporting the family across multiple areas of their lives. The parent reflected:

"It wasn't just about a community programme; it became wider for us... it actually became life changing for our little boy."

Parent/carer, Interview

This included practical support within the education system:

"[name of club staff member] was actually able to put a member of staff into the school... trying to get [him] to school was horrendous... kicking and screaming."

Parent/carer, Interview

Over time, this contributed to improved school engagement:

"We don't have that now, the difference on coming into class is amazing."

Parent/carer, Interview

The programme also acted as a trusted advocate for the family, supporting them in addressing safety concerns within their local environment:

"[name of club] were able to give us a family support letter for the council... because it wasn't safe where we lived."

Parent/carer, Interview

Crucially, the support model recognised the pressures on parents and carers and actively worked to improve their wellbeing:

"They don't just work with the kids; they work with the parents... they've always asked me if I'm struggling."

Parent/carer, Interview

The parent was supported to access additional services and peer networks:

"[name of club staff member] was able to refer me on to a carer's programme to meet other parents... it's really good to share experiences."

Parent/carer, Interview

The sessions themselves also provided valuable respite and improved the overall functioning of the household:

"It does give me that little bit of time as well for myself, but it also gives his siblings a rest from him... it's less stressful and chaotic in the house."

Parent/carer, Interview

Alongside these wider impacts, the child's confidence and wellbeing improved significantly through consistent engagement:

"Within a matter of weeks, you start seeing a difference... he's in a much, much better place."

Parent/carer, Interview

"People like me, I can be me and people can still like me."

Parent/carer, Interview

Overall, the programme delivered meaningful, sustained change not only for the child but for the entire family unit:

"It's not just been like we've managed to get [him] going to school regularly... it's been wider than that."

Parent/carer, Interview

"It was 100% life changing."

Parent/carer, Interview

Overall, this evidence highlights how Extra Time can act as a catalyst for wider family support, contributing to perceived improvements in wellbeing and engagement.



Whole family support

Club development

There is evidence to suggest that the Extra Time programme has had an impact on the football clubs themselves who are delivering the sessions. The programme appears to expand their reach, capacity, and impact, while also developing their role within the community.

To identify the impact on club development, a focus group was held with a blend of community development, coaching, and programme leadership roles, as well as interviewing several stakeholders such as head teachers and local authorities to gather insight.

Notably, football clubs appear to be uniquely placed to deliver Extra Time:

"Clubs are really well placed to do this kind of work. I think you've already got that kind of buy-in for the community...and the kids always look up to you."

Club staff member, Focus group

"We find people that listen to it more often than with educational officers or council workers...then we can get into areas that other people can't."

Club staff member, Focus group

"(The club) is located like geographically very close to the schools... So, they're able to kind of really get that kind of community feel to it. Nothing is forced upon them. It's not like you've got to take part in football sessions for two hours."

Stakeholder, Interview

A core aspect of Extra Time is the ability to engage priority groups. Clubs are targeting families who experience multiple types of inequality:

"We work closely with local councils [...] single parent households, families with three or more children, or ASN children."

Club staff member, Focus group



"We rely quite heavily on the schools ... the head teachers ... [select] the appropriate families ..."

Club staff member, Focus group

"[They know] the ones who genuinely need the childcare, for employment, for education, for the food poverty."

Club staff member, Focus group

"All the schools are located in areas of multiple deprivation [high SIMD] ...we are focusing on families that might have social work involvement."

Club staff member, Focus group

"Some children come from families with really low income and we're also targeting people that would be classed as being in work poverty."

Club staff member, Focus group

One of the most prominent impacts of Extra Time on club development is the role it has had in improving the relationship between clubs, schools, and partner organisations.

Staff emphasised that early-stage challenges often were related to the limited understanding of school systems and communication channels in relation to Extra Time:

"It was like pulling teeth, getting it off the ground... there was a bit of resistance from some of the schools."

Club staff member, Focus group

"Trying to communicate through multiple channels is a struggle... local authority, multiple schools, multiple teachers."

Club staff member, Focus group

Over time, clubs realised the importance of relationship with schools, not only with teaching staff but also with non-teaching roles that are essential for day-to-day delivery:

"Just having that constant communication [with teachers] to understand the children and what their needs are"

Club staff member, Focus group

"[having that relationships with] janitors, cleaners, everybody on the ground is massive because if you got a good relationship with them, they help you with things. When the weather's terrible, they will open up the gym hall for us to go out and use that because they know us now."

Club staff member, Focus group

This learning reflects a shift in club capacity, whereby they are no longer just delivering sessions, but have also become embedded partners in the school ecosystem:

"Because of Extra Time, the schools are now bringing us in to do more."

Club staff member, Focus group

"I never really thought at the start of the programme we would work so hand in hand with the schools."

Club staff member, Focus group

"The views and the data is phenomenal. It's genuinely been a game changer. We had 94% attendance rates. Initially, there was a survey monkey form and that was really hard for everybody I think involved. It was hard for the clubs; it was hard for us to then deal with that data but then since Views it's just easier. You just do it while you're there and sign everybody in. It's a game changer."

Stakeholder, Interview

Club development is also shown in the ways in which delivery has evolved beyond the traditional football offer into a more holistic support model, whereby clubs are now delivering tailored activities:

"We've added a couple more things depending on the needs of the school."

Club staff member, Focus group



"We can offer families really bespoke support."

Club staff member, Focus group

"We treat everyone the same to try and remove the fear of food poverty."

Club staff member, Focus group

"Adding the arts and crafts and STEM stuff... attracting a bigger group of children."

Club staff member, Focus group

Extra Time has also allowed clubs to increase their staffing numbers in order to deliver the programme:

"When I started off, it was me. I'd say that Extra Time programme has allowed me to revolutionise the community club. It was just myself on week one and week two, and now I can call on 11 different members of staff".

Club staff member, Focus group

"We've obviously created additional employment opportunities for local people. We're paying above the real living wage, so it's a good opportunity. It's not just an entry-level wage that people are getting a salary. It's created a lot of sessional posts as well to help cover".

Club staff member, Focus group

Extra Time has enhanced the workforce skills within the clubs, beyond coaching:

"They've all done their mental health, their child and wellbeing [workshops], they've all got emergency first aid at work now. Also done autism awareness workshops... because obviously with the high number of ASN children that helps."

Club staff member, Focus group

"We've done a workshop... leadership and communication... how they communicate with children [...is] especially important because the majority of the kids we work with are working in a chronic stress or close to a chronic stress environment, so managing emotions in those states as well will probably help."

Club staff member, Focus group

"We work with [name of partner university]. We get a psychology master student placements so it's part of the program. I'll ask the students to create some sort of template to help support the coaches."

Club staff member, Focus group

Extra Time has enabled clubs to reposition themselves:

"From a football club delivering football sessions to a football club ... developing the community."

Club staff member, Focus group

Overall, these findings suggest that Extra Time strengthens the capacity and role of clubs as community anchor organisations, enabling them to deliver more holistic and responsive support within their local areas.

Conclusion

To conclude, from the clubs self-reporting on the number of children accessing the Monitoring data captured through the Views system shows an increase in participation across Phase 3 of the Extra Time programme. Clubs reported that the total number of participants from Views and external records rose from 3,667 in Quarter 1 to 5,025 in Quarter 4, demonstrating continued growth in the programme, supported in part by the expansion to new clubs delivering Extra Time.

The use of Views has also strengthened the quality of data capture, enabling more accurate reporting of attendance, demographics and engagement over time. All 50 participating clubs are now using the system, supported by ongoing training and guidance. Continued investment in monitoring and evaluation processes, including further support for clubs in using Views, will be important to ensure that data can robustly evidence the programme's impact moving forward.

The Extra Time programme continues to be primarily delivered through breakfast clubs and after-school sessions, alongside holiday provision, offering a consistent and accessible form of organised activity that aligns with the school day. While football remains a central component of delivery, clubs are increasingly providing a diverse range of activities, including multi-sport sessions, arts and crafts and wider enrichment activities.

Evidence gathered through club survey reporting, family and stakeholder interviews, highlights several key strengths in the delivery of Extra Time. These include strong partnerships with schools and local stakeholders, consistent and trusted delivery environments, and perceived positive impacts on children and families. In particular, evidence collected provides examples of where the Extra Time programme is supporting parents and carers to sustain employment and manage family responsibilities outside of the school day, while also providing opportunities for children to build relationships, improve confidence and engage in physical activity. The ability of clubs to adapt provision to meet local needs, alongside their role as trusted community organisations, remains central to the programme's success.

At the same time, a few challenges persist. These include staffing and capacity pressures, particularly in the context of increased demand, as well as communication challenges between clubs, schools and families. High demand for places was consistently reported across

datasets, reinforcing both the value of the programme and the challenge of meeting need at scale. Funding uncertainty and delays were also identified as barriers to forward planning, although continued programme investment has provided greater stability in delivery. Addressing these challenges will be important to ensure consistency and sustainability as the programme continues to grow.

The three thematic case studies presented in this report provide further insight into the breadth of impacts associated with Extra Time. Evidence demonstrates that the programme contributes to supporting families living in poverty through both food provision and a stigma-sensitive delivery model, while also supporting parental employment. Findings relating to whole family support highlight the importance of the programme in connecting to other local services, alongside more holistic support that extends to engagement with wider services. In addition, the club development case study illustrates how participation in Extra Time has upskilled and increased the capacity of clubs, enabling them to expand their role as community anchors and deliver more tailored and responsive provision.

Looking ahead, clubs identified a number of areas for improvement, including strengthening communication processes, expanding provision to meet demand and continuing to invest in workforce development. There was also anecdotal feedback suggesting demand to extend provision to older age groups, particularly children transitioning into secondary school.

Overall, the evidence from Phase 3 indicates that Extra Time continues to deliver meaningful impacts for children, parents/carers and communities. Through its focus on accessibility, partnership working and holistic support, the data shows the programmes value as both an organised activity intervention and a wider community support model.



Next Steps

Evaluation

Looking ahead, the next phase of the programme will place a greater emphasis on capturing both qualitative and quantitative outcomes to more effectively evidence the impact of Extra Time. Building on work undertaken during Phase 3, including the development of a Theory of Change and a revised data capture plan, these approaches will be implemented to strengthen monitoring and evaluation processes moving forward.

Programme

Following the end of the Extra Time programme's 3rd Phase, confirmation of an extension of funding was given by the Scottish Government to enable a 4th Phase. Phase 4 will see the funding period increased to two years, covering financial years 1st April 2026 – 31st March 2027 and 1st April 2027 – March 31st, 2028 (subject to the outcome of any Scottish Government

spending review and approval of the annual Budget Bills by the Scottish Government). This allows 50 clubs who have previously delivered Extra Time activity to continue through this period, therefore maintaining and increasing the programme impact to families and communities across Scotland. Findings in this report and ongoing evaluation and monitoring process will continue to aid the development of Extra Time delivery models ensuring that projects are as impactful as possible, achieve high value for investment, and act as a replicable framework.

The Scottish FA, Scottish Government and Substance will continue to work in partnership to identify key priority areas for programme monitoring and evaluation to ensure that not only are the impacts being highlighted, but that a data driven approach is utilised to continuously improve and develop the Extra Time programme and individual club projects, building on the success of the previous phases.



Appendix A

SFA Extra Time Programme – Full Theory of Change

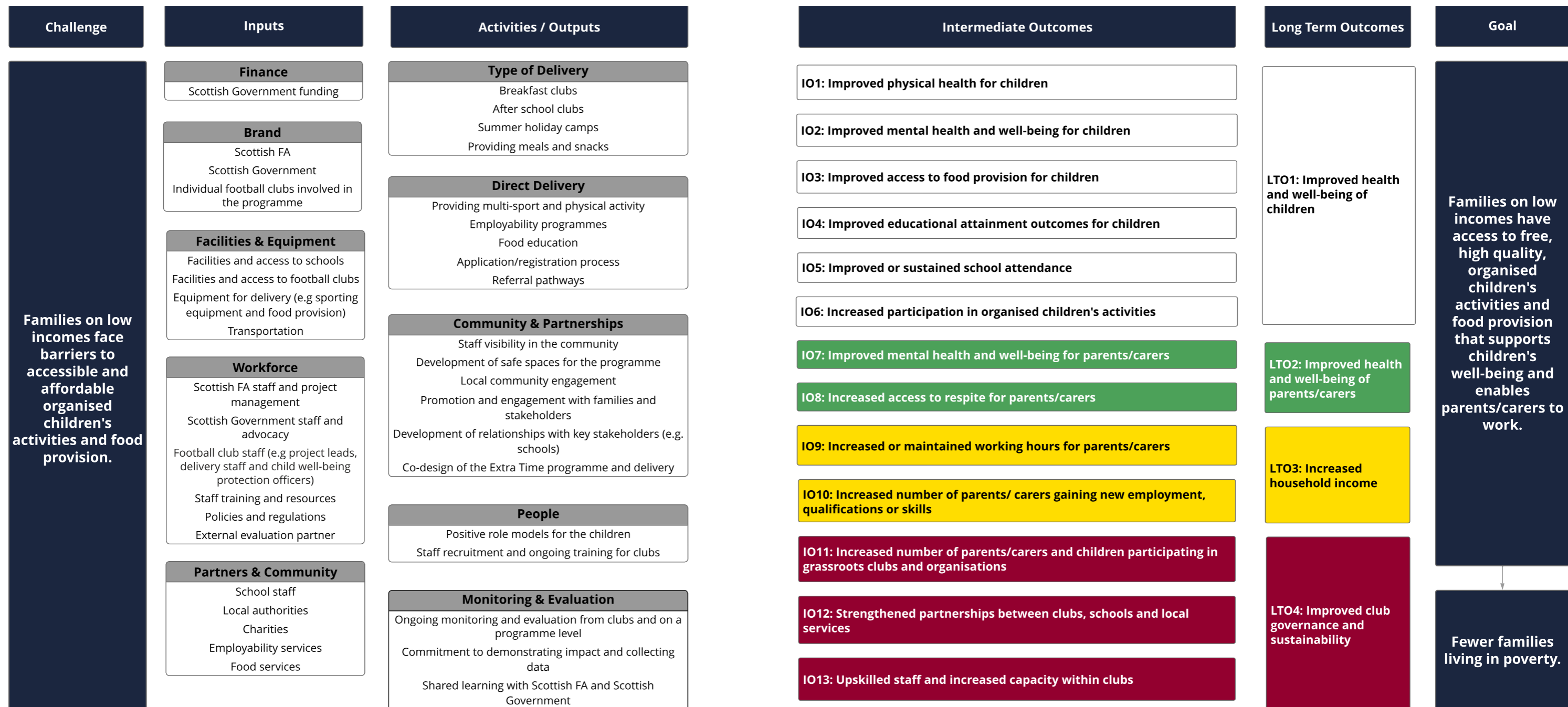


Figure 2: Extra Time Programme - full Theory of Change

Appendix B

Data capture plan

Introduction

Substance recognises that data capture and reporting within the **Scottish FA Extra Time programme** has evolved over time. Initially, clubs reported attendance and outcome information through a quarterly online SurveyMonkey form (see Appendix B); this process has since been streamlined through the implementation of the **Views monitoring software**, enabling a centralised and secure data management system.

Recently a **programme-wide Theory of Change (ToC)** (see Appendix A) was developed for Extra Time. It is essential that the data collection framework reflects the aims and outcomes outlined in the ToC. The ToC provides a shared understanding of how activities lead to improved outcomes for children, parents/carers, and communities. This Data Capture Plan ensures that monitoring and reporting processes are directly aligned with those outcomes and that the evidence gathered is both meaningful and proportionate.

The purpose of this **Data Capture Plan** is to:

- **Review and evaluate** current data collection methods and assess how they align with the outcomes identified in the ToC.
- **Recommend improvements** to ensure future data capture provides high-quality, consistent, and outcome-focused information.
- **Provide practical guidance** for clubs and delivery partners on how to collect, record, and report data effectively using the Views system.
- **Ensure compliance** with best practice in ethics, safeguarding, and data protection (GDPR).

Specifically, this document contains the following sections:

- **Audit** – Review of existing data collection practices, the level of evidence they provide, and their alignment with the ToC.
- **Changes and Considerations** – Recommendations for refining data capture tools, including data types, frequency, and reporting formats.

- **Tools** – Guidance on how clubs can best capture, manage, and feedback information through the Views platform and other mechanisms.
- **Ethics** – Framework for ethical data processing, safeguarding participants, and ensuring GDPR compliance.

Ultimately, this Data Capture Plan aims to strengthen the quality and consistency of monitoring across the Extra Time programme, ensuring that the evidence collected robustly demonstrates the programme's impact.

Audit

An audit of data capture was conducted based on clubs most recent data submission (Q2: July-September 2025). Currently, clubs are required to continuously use the Views software to record:

- Number of participants
- Number of sessions
- Gender of participants
- Ethnicity
- Age
- Disability
- Number of families
- Profile of families
- Delivery type
- Participant and parent/carer outcomes
- Case studies

Additionally, every quarter, clubs are required to fill out a predominantly qualitative form to give further context and detail about their stats and delivery during that quarter. The form contains information about:

- Further detail on family types
- Other parent/carer impacts reported
- How target children/families are identified
- How new families are identified
- Stakeholder engagement that has occurred
- Risks and challenges

- Key successes and lessons learned
- Any changes to delivery
- Detail on how outcomes are measured

Appendix B details what data is collected in relation to the intermediate outcomes of the ToC. The table goes into detail on where each intermediate outcome is collected, who collects it, the type of data, how they collect it, frequency of data collection and the completeness of data.

Findings from the audit showed most intermediate outcomes were collected in the current form of data capture however it was not clear what methods clubs used to capture this information. From previous data entries, we are aware clubs have their own surveys, interview/focus group questions, ways of recording anecdotal feedback but this varies for each club.

Data for intermediate outcomes was mostly incomplete or partially incomplete; this was expected due to the recent transition to using the Views software as clubs are becoming familiar with this way of data entry.

Changes and Considerations

When developing changes and considerations for data capture, Substance reviewed previous Extra Time programme data and evaluation reports. These findings informed subsequent ideas and discussions held with the Extra Time Monitoring and Evaluation (M&E) Steering Group, which included representatives from Substance, Scottish FA, Scottish Government and academic partners.

Quarterly Form

To ensure the quality of future data, Substance suggests the following changes to the quarterly form. The aim being to simplify the questions asked to club staff members and avoid ambiguity:



Appendix B

Data capture plan

QUESTION	RATIONALE	RECOMMENDED ACTION
Please describe any challenges or successes in engaging with stakeholders?	This question asks two different things at the same time, making it difficult answer and analyse	Split question into two: <ul style="list-style-type: none"> Please describe any challenges in engaging with stakeholders [open text box] Please describe any successes in engaging with stakeholders [open text box]
Please detail any risks that you/the club identified throughout the quarter	Question is vague, specifically as to the definition of "risk"	Simplify questions and flow: <ul style="list-style-type: none"> Please detail any key success the club has had this quarter [open text box] Please detail any challenges the club has faced this quarter [open text box] Please detail how you have managed or plan to manage the challenges you have identified [open text box]
Please describe how you have been managing, or plan to manage, the risks identified	Question is vague, specifically as to the definition of "risk"	
Please detail any unexpected challenges you faced during this quarter	Sounds similar to the first question in the table and unclear if this relates to the individual or the club	
Please detail any key success the club has had this quarter	Sounds similar to the first question in the table	
What are your lessons learned/key findings from this quarter of the project?	Sounds and answered similar to the question above	

Table 2: Quarterly form questions from data capture plan

The data audit revealed that the following outcomes were not currently captured:

- IO12: Strengthened partnerships between clubs, schools, and local services
- IO13: Upskilled staff and increased capacity within clubs

Although there was self-reported data on the engagement of support services or other stakeholders, the strength of these partnerships is yet to be explored. Therefore, to ensure appropriate data is collected for these outcomes, Substance advise that the following questions be added to the quarterly form:

INTERMEDIATE OUTCOME	RECOMMENDED ACTION
IO12: Strengthened partnership between clubs, schools, and local services;	Addition of the below question located after clubs are asked about their engagement with stakeholders: How have these partnerships changed or developed from the previous quarter? [open text box]
IO13: Upskilled staff and increased capacity within clubs;	Addition of the below questions: Have you or any member of staff received training this quarter that relates to your Extra Time programme? [Yes; No] If yes, please describe the training received. [open text box]

Table 3: Intermediate outcomes and how they are answered in quarterly form

To determine if capacity has increased with clubs, Substance will work with the SFA to understand if data on the number and type of staff members (e.g. paid or voluntary) at clubs is collected at the application/ grant award phase. If data is not currently collected, Substance will create a form within the Views software that's available to clubs when signing up each member of staff to the system. This form will collect name, starting date, ending date (if applicable), role, and whether the staff member is paid or voluntary. The data will be then stored within Views, and it will allow us to have an accurate representation of capacity within clubs across quarters.

Changes to Views

Clubs currently store outcomes data on Views at a binary level (e.g. the number of children achieving that specific outcome in that quarter). The methods that clubs capture outcome data from children and parents/carers will be detailed in the 'tools' section.

Substance proposes to change the descriptions of the current outcomes on Views, so that they now align with the new ToC. Appendix 5 shows these outcomes, alongside a description and example indicators.

The Views software is designed so club staff members can store individual participants and session data. When entering participants, club staff members input their demographic information, which includes age, gender, ethnicity, family situation and disability. It was raised at the M&E Steering Group that Additional Support Needs (ASN) should be recorded instead of disability, with a definition provided so club staff members understand what this means. Following discussions with the SFA and Scottish Government, the below definition will now be added to Views and circulated to clubs:

"A child is considered to have ASN if they need extra or different help to benefit from activity provision compared to other children of the same age in their local area. This can be short-term or long-term and may arise from a range of factors, such as medical conditions or disabilities, family, or home circumstances (including care experience), and social or emotional issues.

ASN may include (but is not limited to) learning and cognition (e.g. dyslexia, ADHD etc.), social, mental health (e.g. anxiety, depression etc.), physical or sensory needs, health related needs or family circumstances."

Appendix B

Data capture plan

Frequency of Data Collection

Clubs currently record attendance monitoring and session data on an ongoing basis through the Views system. Substance advice that clubs continue to regularly input attendance data which can then be accessed by the SFA on demand.

Clubs are also required to complete a quarterly form which gives mostly qualitative insights on how Extra Time programmes are running and the successes/ challenges they have faced. Substance recommend that the form is continually completed quarterly and that all clubs involved with Extra Time complete it to the best of their knowledge. The form will continue to be hosted on the Views software for ease of completion and storage.

At present, clubs collect and report on outcomes data on a quarterly basis by using their own methodological approaches. To ensure that outcomes reporting is proportionate, robust and focused on allowing time for change to occur, it is proposed that outcomes data collection moves towards a biannual (twice a year) cycle. This approach is intended to reduce reporting burden while supporting higher-quality outcomes evidence that can be used for programme learning, accountability and understanding programmes impact. This approach also aligns with the annual report that is produced for the Extra Time programme.

The below image shows the proposed data capture flow over the course of a year:

Club staff members play an important role in the collection of all aspects of the monitoring and evaluation of the programme due to their trusted relationships with stakeholders, children and parents/carers who participate in Extra Time. As previously mentioned, club staff members are expected to input attendance and session information on Views, submit a quarterly form (including case studies) and collect outcomes data. Substance believes this is the right approach given the structure and scale of the Extra Time programme. However, like previous phases of Extra Time, future research into the programme should continue to have external evaluation components, such as family interviews, stakeholder interviews and case studies. This reduces the dependence on self-reported information and provides an independent perspective into how the programme operates and the impact it may be having.

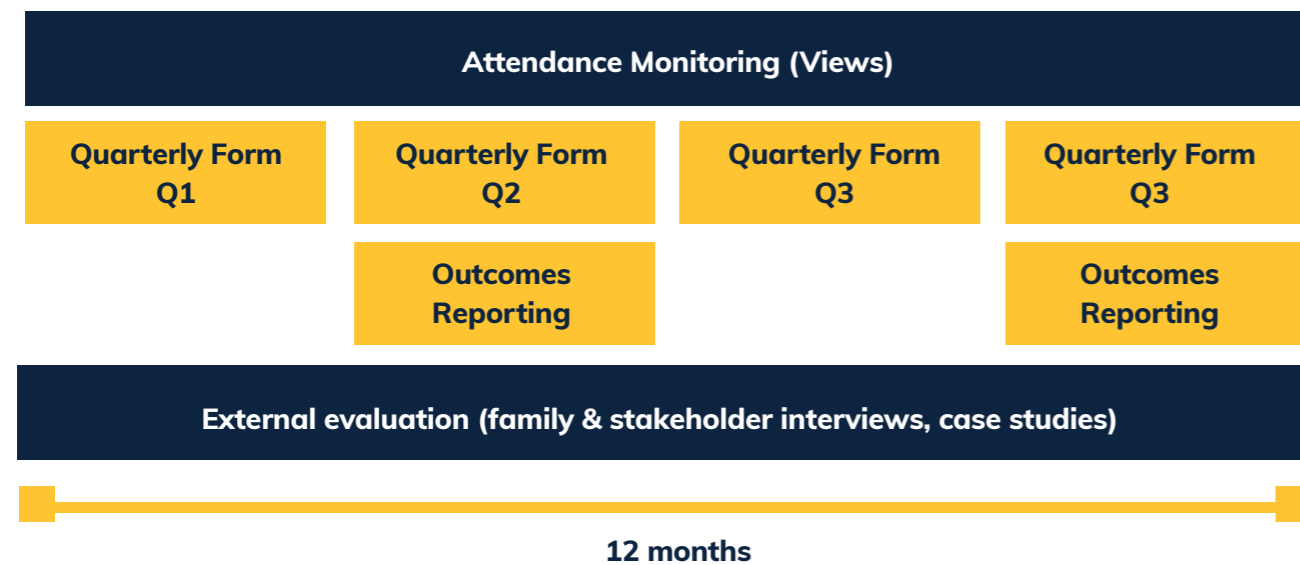


Figure 3: Data capture plan process

Proportionate Monitoring and Evaluation

Following discussions with the Extra Time M&E Steering Group, it is advised that a proportionate approach to monitoring and evaluation be adopted across the Extra Time programme. It would be expected that all clubs funded through Extra Time complete a core set of monitoring requirements, including the ongoing collection of attendance data, completion of a quarterly reporting form, and participation in outcomes measurement. To ensure the approach remains proportionate to funding received and capacity, clubs with greater staffing and evaluation capability may be asked to contribute additional evidence, such as further outcomes data, case studies and support elements of the programme's external evaluation where appropriate. This approach is intended to support consistent programme-wide data capture while recognising differences in club capacity and minimise reporting burden.

Timescale and Support to Clubs

When altering the data collection process, considerations need to be given on how clubs are best supported with changes. To support clubs, Substance proposes to:

- Provide ongoing training webinars and guides to support the continued use of the Views platform.
- Discuss proposed changes of data capture with the M&E club steering group, which contains a mixture of staff members from different clubs.
- Inform all Extra Time clubs in advance of any changes to monitoring and evaluation.
- Advocate the importance of monitoring and evaluation, providing rationale for why changes are being made.

As the above will take time to implement, it is advised that the recommended changes to data capture be implemented for the next phase of Extra Time.

Tools

To support consistent outcomes data collection across the Extra Time programme, Substance will provide clubs with a set of core tools designed to capture information from children and parents/carers in relation to the programme's outcomes. The two tools described in the sections below (participant and parent/carer survey) have been designed to collect data in relation to outcomes identified in the ToC.

These bespoke tools are intended to support clubs however flexibility will be given on how club staff members collect this information. For example, it may be more appropriate to turn participant survey questions into a game to collect feedback from children or provide parents/carers survey questions that they can complete outside the session.

The tools suggested below will be created within the Views platform so clubs can easily input and store information. The tools have been designed to strike an appropriate balance between collecting meaningful information on the ToC outcomes and reflective of the context of the programme and the audiences it engages.

The questions are bespoke to Extra Time and reflect the community-based nature of delivery, ensuring they are accessible and appropriate for children and parents/carers. While the use of more academically validated pre-post measures were discussed at the M&E Steering Group, we suggest that such approaches may result in a small amount of outcomes data collected. Instead, the proposed tools prioritise relevance, feasibility, while still enabling outcomes to be monitored in line with the ToC.



Participant (Child) Survey

Introduction

We want to know what you think about Extra Time. There are no right or wrong answers.

1. What is your name?
2. What is the name of your Extra Time club?

At Extra Time:

3. I feel happy • Yes, a lot • Sometimes • Not much • Not at all
4. I feel good about myself • Yes, a lot • Sometimes • Not much • Not at all
5. I feel confident trying new things • Yes, a lot • Sometimes • Not much • Not at all
6. I get to play or exercise more • Yes, a lot • Sometimes • Not much • Not at all
7. Do you eat a snack at Extra Time? (Yes; No)
8. Do you eat a meal at Extra Time? (Yes; No)
9. Does Extra Time help you learn about healthy lifestyles (such as balanced eating, physical activity, and mental wellbeing) (Yes; No)
10. Have you made any friends at Extra Time? (Yes; No)
11. Is there anything else you want to say about Extra Time? (open text box)
12. Anything else you want to say about Extra Time? (open text box)

Thank you!

Parent/Carer Survey

Introduction

We are asking for feedback to understand how Extra Time supports children and families. All responses are confidential.

1. What is your name?
2. What is your child's name?
3. What is your child's age?
4. What is the name of your Extra Time club?
5. How long has your child been attending the programme?

Since attending Extra Time sessions, how much do you agree with the following statements?
Where 0 is not at all and 10 is absolutely.

6. My child does more exercise or physical activity
7. My child knows more about nutrition
8. My child's mood has improved
9. My child is more confident
10. My child's behaviour has improved
11. My child is happier
12. My child looks forward to going to school
13. My child has more access to food
14. My child has more access to organised activities to participate in

Please do the same for the following questions:

15. I feel less stressed
16. My mood has improved
17. My diet has improved
18. My physical activity level
19. I feel I have more personal time
20. I have a break from looking after the child(ren)
21. Since attending Extra Time sessions, have you been able to gain new employment? (Yes; No)
22. If yes, please explain (including any changes to your income)
23. Since attending Extra Time sessions, have you been able to maintain or increase your working hours? (I've increased my working hours; I've maintained my current working hours; My working hours have reduced; N/A)
24. Since attending Extra Time sessions, have you been able to gain new qualifications? (Yes; No; N/A)
25. If yes, please detail: (open text box)
26. Since attending Extra Time sessions, have you been able to participate in training or employability schemes? (Yes; No)
27. If yes, please detail: (open text box)
28. After attending Extra Time sessions, have your child(ren) attended other clubs/organisations/activities outside of school? (Yes; No)
29. If yes, please detail: (open text box)
30. What do you like about Extra Time sessions? (open text box)
31. What could be improved? (open text box)
32. Do you want to see Extra Time sessions continue? (Yes; No; N/A)
33. Would you be willing to contribute to the cost of sessions in the future? (If no, what would be the challenges/barriers that would be prohibitive)

Thank you for completing this survey!

Appendix B

Data capture plan

Ethics

Roles and Responsibilities for Data Collection

Clubs are primarily responsible for collecting accurate attendance and outcome data. Programme managers oversee compliance and quality assurance. The SFA and Substance provide guidance, training, and monitoring through the Views platform.

Data Controllers:

Clubs and Programme Managers act as data controllers because they determine the purpose and means of processing personal data (e.g., deciding what data to collect, why it's collected, and how it will be used for reporting and outcomes).

Data Processors:

The SFA and Substance act as data processors when they process data on behalf of the clubs and programme managers. For example, they provide the Views platform, training, and monitoring but do not decide the fundamental purpose of the data collection. Although Substance can see data submitted to Views, this is only for processing purposes. The SFA can only see aggregated data to monitor the programme.

Key Roles:

- Club Delivery Staff: Collect attendance and participant data at sessions.
- Club Administrators: Enter data into Views and ensure completeness.
- Programme Managers: Monitor data quality and provide support.
- SFA & Substance: Provide templates, training, and conduct audits.

Ethical Considerations and GDPR Compliance

Clubs must adhere to GDPR and ethical principles when collecting and processing data. This includes informed consent, secure storage and anonymisation where appropriate.

Clubs must follow GDPR and ethical principles when collecting and processing data. Below are key principles with examples:

- Informed Consent: Explain why data is needed and provide a consent form. Example: 'We collect attendance data to monitor programme success.'
- Secure Storage: Store data in password-protected systems like Views. Example: Do not leave printed sheets in public areas.
- Voluntary Participation: Surveys should be optional. Example: 'You can skip any question you're not comfortable answering.'
- Anonymisation: Remove names in reports. Example: Use 'Parent A' instead of full names.
- Right to Withdraw: Allow participants to withdraw data anytime. Example: 'Email us to delete your information.'
- Special Category Data: Sensitive data (e.g., health, ethnicity) requires explicit consent and extra safeguards. Example: Use separate consent forms and encrypted storage.
- Transparency and Accountability: Provide a privacy notice explaining how data is used. Example: Share a one-page notice during registration.
- Safeguarding and Vulnerable Groups: Extra care for children and vulnerable adults. Example: Collect data in presence of a parent/carer.
- Ethical Use of Data: Data must only be used for agreed purposes, never for marketing without consent. Example: Do not send promotional emails unless opted in.



Template Privacy Notice for Clubs

Clubs can use this template to comply with GDPR and reassure participants about data handling:

Privacy Notice

- Purpose of Data Collection: We collect data to monitor attendance, measure programme impact, and improve services for families.
- What Data We Collect: Names, contact details, attendance records, and feedback on wellbeing and experiences.
- How We Use Your Data: Data is used for reporting to funders, improving programme delivery, and creating anonymised case studies.
- Storage and Security: Your data is stored securely on the Views platform and protected by encryption and password access.
- Your Rights: You can request to see your data, correct it, or ask us to delete it at any time.
- Contact Details: If you have questions, contact [Club Name] at [email address] or speak to a staff member.

Using the Views Platform for Data Capture

Views is a secure, configurable software platform provided by Substance to help organisations monitor, evaluate and report on their activities. It is the central tool for capturing data for the Extra Time programme.

Key Features:

- Secure and GDPR-compliant data storage.
- Configurable forms for attendance, outcomes, and feedback.
- Real-time dashboards for monitoring progress.
- Automated reporting tools for quarterly submissions.

Practical Steps for Clubs:

- Ensure all staff are trained on Views before data entry.
- Bookmark the Views login page for quick access.
- Update data at every session to maintain accuracy.
- Use standard templates provided within Views.
- Contact the Views support team for additional support.
- Explore dashboards – they're great for spotting trends.
- Join Views webinars for extra tips and tricks.

Why Roles Matter:

Each role ensures data is accurate and timely. For example, if delivery staff forget to record attendance, it affects reporting and funding decisions. Everyone plays a part in the bigger picture!

Scenario: Imagine a parent asks about their child's attendance record for school purposes. If data is missing, it reflects poorly on the programme and can be a safeguarding issue. Keeping records up to date avoids these issues.

GDPR Made Simple:

Think of GDPR as protecting people's trust. Here's a quick checklist:

- Always ask for consent before collecting personal data.
- Explain why you need the data in plain language.
- Store data securely (password-protected systems).
- Never share data outside authorised channels.
- Delete data when it's no longer needed.

Appendix B

Data capture plan

Guidance on Collecting Parental/Guardian Consent and Child Assent

Purpose:

To ensure compliance with safeguarding standards and data protection laws when involving children in football activities, clubs must obtain informed consent from parents/guardians and assent from the child.

1. Parental/Guardian Consent

- Who: Must be obtained from a parent or legal guardian for any child under 18.
- What to include:
 - o Activity details: Explain what the child will be doing, where, and when.
 - o Risks and benefits: Outline any potential risks and how they are managed.
 - o Data use: Specify what personal data will be collected, why, and how it will be stored.
 - o Withdrawal rights: State that consent can be withdrawn at any time without penalty.
- Format: Written consent is preferred (digital or paper). Keep records securely.

2. Child Assent

- Why: Children should understand and agree to participate voluntarily.
- How to obtain:
 - o Use age-appropriate language to explain the activity.
 - o Confirm the child understands they can say "no" or stop at any time.
 - o Ask for verbal or written assent (e.g., a simple tick box or signature).
- Note: Assent does not replace parental consent; both are required.

3. Key Principles

- Transparency: Be clear and honest about what participation involves.
- Respect: Never pressure a child to take part.
- Safeguarding: Follow FA and local safeguarding policies at all times.



CITATION

Williams, J. Lockett-Cooke, E. Capparelli, L. Crabbe, T. Edgar, K. (2025).
Scottish FA Extra Time Evaluation Report. Substance Ltd, Manchester.

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**FOOTBALL
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