

LIFE CLUB

Three-Year Pilot Report (2023–2026)

Prepared by Fruitful Trees Foundation

Overview

Over the 2023–2026 pilot, Fruitful Trees Foundation developed LIFE Club as a school-based mentorship initiative into a structured youth-development platform for boys at Rollington Town Primary School. The work combined weekly mentorship, squad-based accountability, values education, literacy support, leadership formation, service, exposure and emotional support, and football. The pilot shows that consistent structure, positive adult investment and targeted educational support with a strong partnership with the school leadership can produce measurable and visible progress.

21 → 31

boys engaged, Year 1 to Year 3

72% → 91%

of literacy cohort gained 1+ reading level

80+

literacy sessions delivered)

3 phases

establish, expand, integrate

PROGRAMME MODEL

LIFE Club is a structured mentorship and character-development environment. Boys are placed in squads, given roles, held to standards, supported academically and exposed to positive adult voices.

Entity	Role	Development value
Fruitful Trees Foundation	Governing body and programme steward	Continuity, accountability, leadership and a wider philanthropic framework.
LIFE Club	Weekly mentorship, values and leadership platform	Shapes discipline, identity, confidence, academic engagement and emotional maturity.
Mentorship Partners	Support Experts giving talks and encouragement	Strengthens support, practical care and the adult network around the boys.

Core components: weekly meetings (icebreakers, discussions, guest speakers, reflections); squads with leadership roles; literacy and numeracy support; service and welfare support; camps, excursions and fundraising events; and football.

THREE-YEAR RECORD

Year 1 2023–24	Established the club: 21 boys in three squads (Courage, Wisdom, Strength) with weekly meetings. Literacy intervention: 11 boys reading below Grade 4 received 33 sessions over four months; 8 of 11 (72%) improved at least one reading level. Early reports of better attire, less fighting and greater accountability.
Year 2 2024–25	Grew to 30 boys in three squads of ten. Over 50 literacy sessions across five months; 10 of 11 (91%) improved, including one boy who moved from a Grade 1 to Grade 5 reading level and placed 1st in his class. Added an awards ceremony, service to Sunbeam Children’s Home, winter day camp, U.S. Embassy excursion, Labour Day beautification project, media coverage (JIS, TVJ, CVM) and the July 2025 launch of a football program.
Year 3 2025–26	Integration phase: leadership, numeracy, sport, enrichment, welfare and adult mentorship developed together (see page 2). Reporting focuses on activities and support.

EVIDENCE OF IMPACT

- **Literacy (strongest quantitative evidence):** 72% of the Year 1 cohort and 91% of the Year 2 cohort improved by at least one reading level. Gains matter because literacy shapes confidence, class participation and long-term opportunity.
- **Behaviour, discipline and identity:** reports and minutes show sustained emphasis on attire, punctuality, attendance and squad accountability, with reported benefits including improved attire, reduced fighting in some weeks and enthusiastic engagement.
- **Emotional and family support:** Year 3 shows the programme responding to grief, bereavement and practical needs, functioning as a relational support structure around boys and their families.

2025–2026 DEVELOPMENTS

The Year 3 update shows a maturing programme whose work touches seven connected areas: leadership, academics, sport, welfare, exposure, fundraising and adult mentorship.

Area	2025–26 evidence	Significance
Leadership	Leaders Lime; discussion on the Law of Influence	Leadership thinking in a setting that reinforced aspiration.
Academic support	Numeracy camp; textbooks bought for one boy	Support moved beyond literacy into numeracy and specific needs.
Sport	Launch and strengthening of a football programme	Structured extension of mentorship and discipline.
Fundraising and culture	Benefit performance of a pantomime	Fundraising combined with cultural enrichment.
Exposure	Summer camp	Positive experiences that broaden worldview and motivation.
Emotional and family care	Grief counselling for a boy who lost his mother; family visit, drinks and water donated, and boys attending the funeral after another boy lost his sister	Targeted response and community solidarity.
Adult support network	Launch of Mentorship Support Partners	Wider network providing encouragement and support.

PROGRAMME QUALITY

A consistent weekly rhythm: attire checks, the Club pledge, squad activities, a main lesson, reflection, prayer and refreshments. That repeated structure, together with squad commanders, guest speakers and recognition of progress, builds order, belonging and self-belief. Sessions addressed real issues in the boys' lives, including exam anxiety, the dangers of idleness, overcoming poverty and discouragement, and peaceful conflict resolution.

KEY LESSONS

- **Structure works:** routines, squad roles and clear expectations create a disciplined environment.
- **Academic support must be practical:** focused, sustained intervention produces measurable improvement.
- **Sport engages:** encourages discipline, teamwork and mental resilience and physical fitness.
- **Welfare and development are linked:** grief, family loss and unmet needs affect a boy's ability to flourish.
- **Mentoring and exposure matter:** Mentorship support, camps and excursions help boys imagine more for themselves.

CONCLUSION

The pilot has matured from a weekly club into a school-based boys' development platform with a clear identity, a working culture, documented outputs, evidence of academic progress and a widening support network. The combination of school partnership, squad structure, academic support, leadership, sports and welfare care outlines a repeatable model.