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Individual Business Plan Portfolio

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Part A : Business Plan

This business idea involves delivering a girls-only after-school football session for girls in Year 4 to Year 6. This will be a weekly football session, run directly by myself as a 22-year-old female coach. The unique selling point for this idea is that the sessions are female-led, inclusive, and specifically designed to help young girls build confidence, skill, and enjoyment in football in a safe and supportive environment. The goal is simple; it is to help more girls fall in love with sport.

This idea came from recognising a clear gap in grassroots sport. While football is one of the most popular sports in the UK, participation among girls still drops significantly as they progress through school. Research shows that girls' enjoyment of PE and sport declines substantially from the ages of 7 and 8 to the ages of 14 and 15, with confidence and other barriers contributing to this drop-in activity (Youth Sport Trust, 2023). As well as this, this business idea developed from a personal enjoyment of football, as well as participating and watching football, and often visits to the Swansea City games.

Although the success of teams like the England women's national football team, also known as the Lionesses, has inspired many young girls, access to regular, comfortable, girls-only football opportunities at primary school level is still limited.

Many girls have shown that they feel intimidated playing in mixed-gender sessions. Research shows that concerns about confidence, fear of judgement, and not seeing enough female role models are common barriers that discourage girls from participating in sport (Local Government Association, 2024). As someone who has experienced sport in both mixed and female-only environments, I know how powerful a supportive, all-girls space can be.

This is where this business idea fits. These football sessions will provide a safe environment for the girls, they will have female-led coaching, they will focus on enjoyment, confidence, and skill development, and they will be targeted specifically at Year 4 to Year 6 girls (ages 8–11). This age group is crucial because it is often the stage where girls either stay in sport or drop out.

I believe this business would be successful for several key reasons. Following the UEFA Women's Euros and increased media coverage of women's football, interest in

girls' football has risen significantly. Organisations like the Football Association have even reported a surge in girls wanting to play football and schools increasing access to girls' football in PE and extracurricular sessions. Schools and governing bodies are now actively looking for ways to increase girls' participation in sport to meet equality and physical activity targets (Sky Sports, 2025).

Many after-school football clubs are mixed gender, male-led and are competitive rather than developmental. There are fewer female-led, girls-only sessions at primary school level. This makes this idea differentiated and targeted. The Curriculum for Wales emphasises that schools should promote well-being, equity, and inclusion as central to education. This includes physical, psychological, and social wellbeing (Welsh Government, 2021). The after-school girls only sessions directly support these priorities, making schools more likely to partner with myself. The after-school sessions will not just a football session, they will build confidence, encourage teamwork, improve physical health, and provide positive female role models.

I believe I am the best person to deliver this idea for many reasons. I am 22 years old, meaning I am young enough for the girls to relate to me, but mature enough to be able to lead professionally. As a female coach, I directly represent what is possible for them. I believe that representation matters. I also understand the barriers girls face in sport because I have experienced them myself. I am also very enthusiastic about increasing female participation in football.

In terms of qualifications to be able to run my after-school sessions, I will obtain the relevant qualifications and certificates. I will complete my Introduction to Coaching Football course which will be completed under the Football Association Wales [hereafter FAW] to ensure my practice is fun, safe, and up to date (FAW, 2026). I will also complete safeguarding and child protection training, as I will be responsible for looking after children during these sessions. I currently hold a first aid qualification which I completed previously, and I have an up-to-date enhanced disclosure and barring service (DBS) which I will present to the school before starting these sessions. These qualifications are essential for my business plan (Department for Education, 2026). These qualifications ensure I can deliver sessions safely, professionally, and confidently.

Before developing this idea, I conducted market research by speaking to parents of primary school girls, discussing sports provision with teachers I know, researching participation statistics in girls' grassroots football, and looking at existing after-school club provision in my local area of Swansea, where recent figures showed that women's and girls' football participation has grown rapidly, with strong increases in youth engagement across Wales (FAW, 2025).

My findings showed that parents expressed interest in female-led activities, schools are open to partnerships with independent coaches if safeguarding standards are met and there is growing national investment in girls' football development. While girls' football programmes exist elsewhere, many are club-based and outside school hours. My model is more accessible because it takes place directly on school grounds after school, removing transport barriers.

Marketing strategies for these girls-only after-school sessions would include direct contact with primary schools, consent forms with details of the benefits of my sessions attached sent home with pupils, introductory free taster sessions available and social media presence targeting local parents. Research has shown that having taster sessions available, has allowed girls to sample activities before committing which has helped them feel more comfortable and interested (Jago et al., 2011).

This is a relatively low-cost business to start, which increases its feasibility. In order to get started with my after-school football classes, I need to complete my introduction to coaching football course. The cost for the course is approximately £100. I will need to complete safeguarding and child protection training, which I can do alongside the NSPCC and that costs approximately £100 as well (NSPCC, 2026). I will also need to buy equipment at the start, in order to conduct these sessions. I will need footballs, cones, bibs, and goal nets. In order to collect all of these items, the price will be approximately £300. In planning this business I have also considered safeguarding and risk management. Guidance from Sport Wales makes it clear that sports coaches and clubs delivering activities for children should hold appropriate insurance, including public liability to protect against claims arising from accidents or injuries during sessions, professional indemnity, and personal accident cover (Sport Wales, 2026 a.). All of which demonstrate a professional and safe approach to working with young people. My estimated start-up cost is between £700

to £1000. Due to my sessions taking place on school premises, facility hire costs may be low or included in a partnership agreement.

To help access initial funds, there is the option to apply to the Sport Wales Be Active Wales Fund, which offers grants of £300 to £50,000 to support sports projects that promote physical activity and increase participation (Sport Wales, 2026 b.). It is also possible to contact my local council's sport development team in Swansea for guidance on local sport funding opportunities and support when applying to national grants (Swansea Council Sports Funding, 2024). If needed, I could consider applying for a UK Government-backed Start-Up Loan, which offers funding up to £25,000 specifically for new businesses, with mentoring and support included. This would provide extra flexibility if initial costs exceeded grant funding. (GOV.UK, 2026). Given the relatively low start-up cost, this business does not require substantial external investment.

Looking at how I will make my money back, I need to make sure I charge appropriately for each session. Considering the recent cost of living crisis, by keeping my prices down, parents are more likely to pay. If I charge £3.50 per session per child, and have fifteen participants, per session I will make £52.50. Then, over a 6-week half term it could total £315. Being optimistic and looking forward if I run two schools per week that would be £630 per half term. After initial costs are covered, ongoing expenses are minimal, meaning profit margins increase over time.

The cashflow chart below shows a positive cashflow for this business.

Girls-only After school Football Sessions Cashflow Forecast 2026

	YR1	YR2	YR3	YR4
Income (money coming in)*				
Sales	£3780	£4780	£5780	£6780
Personal Investment	£5,000	£5000	£5000	£5000
TOTAL INCOME	£8780	£9780	£10780	£11780
Costs (money going out)*				
Equipment replacement and consumables	£100	£100	£100	£100
Insurance/OBS/Safeguarding	£100	£130	£150	£170
Marketing	£20	£20	£20	£20
Travel	£0	£0	£0	£0
Initial equipment	£300	£0	£0	£0
Salary	£2520	£2520	£2520	£2520
TOTAL COSTS	£3040	£2770	£2790	£2810
NET CASHFLOW*				
GROSS Cashflow	£5740	£7010	£7990	£8970
Opening Balance*	£0	£5740	£12750	£20750
Closing Balance*	£5740	£12750	£20740	£29,720

As the business grows, I could expand to offering these sessions at multiple schools, offer girls-only holiday camps and train additional female coaches. In the long term, I would like this to become more than just a single after-school club. My vision is to increase girls' participation in grassroots football, create pathways into local clubs and develop leadership opportunities for teenage girls.

Overall, this business idea is simple, realistic, and socially impactful. It addresses a clear need for more inclusive, female-led sporting opportunities for primary school girls. It is financially viable, low risk, and aligned with national and school priorities. Most importantly, it empowers young girls at a crucial age to build confidence, develop skills, and see that football, and sport, is for them. I will not be just delivering football sessions. I am creating a space where girls feel confident, capable, and inspired.

Part B : Your research

The proposed girls-only, female-led after-school football provision for Year 4 to Year 6 pupils (aged 8–11 years) aligns closely with developmental theory, national policy, and practical research relevant to early childhood and middle childhood. Although the term “early years” typically denotes ages 0–7 (Welsh Government, 2021), foundational experiences in physical activity, self-efficacy and social confidence established during the primary phase strongly influence children’s long-term engagement with sport and physical activity. Therefore, this initiative sits at the causal intersection between early developmental priorities and later educational outcomes (Bronfenbrenner, 1996).

Participation in regular physical activity is a key determinant of physical and mental wellbeing for children. The Welsh Government’s Healthy Weight: Healthy Wales strategy (2019) emphasises the importance of increasing daily physical activity to improve health outcomes across all age groups. Yet girls in Wales consistently report lower participation rates in sport compared to boys, particularly by late primary school (Sport Wales, 2023). Structured football sessions can enhance physical literacy, a concept that incorporates balance, coordination, and confidence in movement. This has been linked to sustained participation across the lifespan (Whitehead, 2010).

Fundamental movement skills (FMS) form the basis for sport competence and are best developed through regular, quality movement experiences. An activity such as football supports FMS by integrating locomotion, object control, and dynamic balance. Research explains that when children feel autonomous, competent, and socially connected, essentially when they enjoy activities within supportive environments, they are more likely to be intrinsically motivated and therefore sustain engagement in physical activity. (Lubans et al., 2017). The Girls Active programme evaluation by the Sport Industry Research Centre found increases in girls’ confidence, enjoyment, motivation and engagement in sport and physical activity after participating in girl-focused activities designed to address barriers and suit girls’ preferences (Youth Sport Trust, 2026).

The transition from early to middle childhood marks a pivotal period in social identity formation, self-concept, and peer relationships (Eccles, 1999). Girls often internalise

societal messages about sport competence and belonging, which can lead to declining participation as they grow older (Youth Sport Trust, 2023). Such trends are evident in Wales, where girls' enjoyment of physical education and sports significantly drops by the ages of 10–11, with confidence cited as a key barrier (Sport Wales, 2023).

Bandura's (1997) theory of self-efficacy emphasises the importance of mastery experiences and role models. A female coach aged in her early adulthood offers a relatable role model for primary school girls, providing social proof that sport participation is achievable and valued. In addition, Vygotsky's (1978) concept of scaffolding suggests that skilled guidance within the zone of proximal development enhances learning and confidence. Structured, non-competitive practice, with opportunities for incremental success, can therefore build both competence and positive self-perceptions. A girls-only environment may mitigate fear of judgement and negative peer evaluation, which are documented psychosocial barriers to participation (Local Government Association, 2024). By supporting cooperative learning and teamwork rather than competition, these sessions align with Wales's Curriculum for Wales (2020) emphasis on wellbeing and inclusive educational practice.

The initiative aligns with multiple Welsh policy frameworks. The Curriculum for Wales (2020) positions physical wellbeing as a central tenet of holistic education, highlighting that learners should 'develop physical health and gross and fine motor skills'. A girls-specific provision responds to this directive by addressing a documented participation gap. Likewise, Healthy Weight: Healthy Wales (Welsh Government, 2019) recognises school-based physical activity as a critical opportunity for reducing health inequalities. Additionally, the Equality Act 2010 (UK Government, 2010) underpins the legal imperative for schools to advance equality of opportunity, including gender equality in access to extracurricular activities. National governing bodies in Wales have prioritised the development of girls' football. The Football Association of Wales (FAW) Girls' Strategy outlines commitments to increasing participation, training female coaches, and promoting football pathways for girls (FAW, 2024). This proposal supports these strategic aims by offering community-embedded, school-based delivery that complements rather than replaces club provision.

Despite clear benefits, several barriers require careful consideration. One notable critique, questions whether gender-specific provision may inadvertently reinforce gender separations. Hills (2007) argues that segregated provision, while well-meaning, could risk entrenching the notion that girls require separate spaces rather than advocating for more inclusive mixed opportunities. However, given the documented confidence gap and girls' stated discomfort in mixed settings (Youth Sport Trust, 2023), girls-only football can be justified as a targeted intervention rather than a permanent segregation. Over time, it may function as a transitional platform toward greater inclusivity.

Financial sustainability also presents a challenge. While the initial start-up costs are modest, ongoing sustainability depends on consistent participant numbers. Socioeconomic factors, particularly pronounced in post-industrial areas of Wales such as Swansea, may constrain parental willingness to pay even modest fees (Welsh Government, 2019). Although, securing sustainable funding through bodies such as Sport Wales's Be Active Wales Fund is crucial to reduce financial barriers to participation. Safeguarding and professional development represent additional obligations. The coach's pursuit of FAW coaching qualifications, enhanced DBS certification and child protection training is vital, but ongoing professional development is necessary to maintain best practice. The NSPCC (2024) emphasises that safeguarding and child protection should be assessed and reviewed continually to make sure what you are doing is effective, and that policies and procedures are kept up to date.

Finally, cultural, and social attitudes may influence participation unevenly. Research suggests that parental support and active encouragement strongly influence girls' sport engagement (Jago et al., 2011). In communities where sport is less prioritised for girls, proactive engagement with families will be critical to challenge stereotypes and communicate the intrinsic benefits of participation.

Current practice in Welsh primary schools reflects an increasing recognition of the importance of sport for wellbeing. Sport Wales's Active Young People Survey consistently shows increased intention among girls to participate in regular activity when opportunities are female-focused and socially supportive (Sport Wales, 2023). However, many existing football opportunities remain mixed-gender, competitive and

club-oriented, which may not appeal to all girls at a formative stage of identity development. A 2023 evaluation by the Youth Sport Trust indicated that girls are more likely to enjoy PE and sport when they experience positive relationships with instructors, opportunities for choice and activities that emphasise fun over judgement (Youth Sport Trust, 2023). Female coaches can uniquely contribute to these conditions by modelling inclusive behaviours and focusing on personal progress.

Although designed as a small-scale intervention, this model has potential to scale across Wales. Regional implementation could be achieved through partnerships with Local Authority sport development teams, similar to those operating in Swansea. Scalability would require structured coach recruitment and training pathways to maintain quality and ethos consistency. Further opportunities might include holiday football camps, mentoring programmes linking teenage girls with younger participants, or collaborative pathways with Welsh clubs to sustain engagement beyond primary school. Mixed-method research evaluating the impact of these sessions on self-efficacy, physical competence and long-term participation would provide valuable evidence for policymakers and funders.

Overall, the proposed girls-only, female-led after-school football initiative is deeply grounded in developmental theory, Welsh policy priorities, and empirical evidence. It supports physical literacy, enhances self-efficacy, and aligns with current practice aimed at reducing gender disparities in sport participation.

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