



# ANNUAL REPORT



Impact of School of Basketball partnership  
between CashBack and **basketballscotland**.

# 18/19

# KEY STATISTICS



5% of participants identify as having a disability.



6% young people are from an ethnic minority.



5% of pupils in the programme are young carers.

The total number of participants during 2018/19 was:

553



327 225  
Prefer not to answer = 1

During 2018/19, the male:female split narrowed by 8%.



3<sup>OUT OF</sup>4

Participants are from SIMD 1-4, with more than half of those in the top two deciles.

17

Schools are involved in the CashBack School of Basketball Programme, including two ASN schools.

17574 The total attendance figure from the 2018/19 sessions across Scotland.

The total number of sessions delivered by our fully qualified coaches during 2018/19.

1249

# PARTNERSHIP HISTORY

CashBack For Communities and **basketballscotland** have enjoyed a successful and impacting partnership since investment was granted to Scotland's governing body for basketball in 2008.

In previous phases of CashBack for Communities, the investment has centred around providing additional resources to enhance our community basketball initiatives through a regional approach.

In 2017 we were pleased to progress onto Phase 4 of CashBack for Communities. With the new phase and investment, **basketballscotland** was tasked with exclusively supporting disadvantaged young people through the CashBack School of Basketball programme.

By the end of Year 1 of Phase 4, we had six schools running live programmes. These were mainly spread across the central belt of Scotland. We identified a requirement for additional programmes in the North of Scotland. To achieve our Phase 4 targets, we needed an extra 10 schools live for Year 2 of Phase 4, taking the programme total to 16 schools.

We are pleased to report that by the end of Year 2 of Phase 4, we have exceeded our target by having 17 live programmes. These include schools in Inverness, Aberdeen and Dundee. We have also launched two programmes in additional support needs schools.

The new schools in these regions were targeted to support the Scottish Attainment Challenge. The aim is to close the attainment gap which currently exists between those living in Scotland's least and most deprived areas.





# THE PROGRAMME

CashBack School of Basketball



Through the CashBack School of Basketball Programme, we create an environment where sport makes a significant contribution to the development of disadvantaged young people. The programme supports the delivery of the Curriculum for Excellence and plays a central role in the life of the school by engaging disadvantaged young people within their school environment.

CashBack School of Basketball provides a context for learning inside and outside of the classroom. It allows all pupils to experience basketball, helps to improve the fitness and physical literacy of players and contributes to an enhanced educational experience.

The programme is delivered by a coach who ensures that all participants have the opportunity to enjoy curricular and extra-curricular basketball and play basketball at their local community club.

Overall, 553 young people across 17 schools have taken part in the programme in Year 2. Most schools are linked to a local basketball club to provide an outlet for young people to progress in basketball. Due to circumstances out of our control, which included a fire in one of our participating schools, we were only able to fully monitor and evaluate 417 young people.

**“CashBack School of Basketball gives selected pupils aged 11-14 the opportunity to train in a sporting environment daily, including basketball sessions as part of their school week. This programme is designed to not only improve participant’s basketball skills and physical competencies, but to also develop their social skills such as confidence, communication, discipline and respect.”**





for Scotland's mental health



**54% of participants self-perception of mental wellbeing improved**

basketballscotland have been working with SAMH (Scottish Association for Mental Health) for around 12 months and are an early adopter of "Scotland's Mental Health Charter for Physical Activity and Sport".

SAMH is Scotland's largest mental health charity. Around since 1923, they currently operate over 60 services in communities across Scotland providing mental health social care support, homelessness, addictions and employment services, among others.

In our CashBack School of Basketball programme, we have started to utilise SAMH's '5-ways to better mental health' to educate our Coaches and young people. The aim is to stimulate and promote improved wellbeing of the young people in our programme. We utilise this framework to structure conversations

detailing how the young people implement the 'five ways to better mental health' into their everyday lives.

The five elements of this framework include: Connect; Be Active; Take Notice; Learn; and Give. We will aim to increase the hours of education delivered around the 'five ways to better mental health' in the forthcoming year.

We have also utilised a WEMWBS survey to evaluate wellbeing levels in our young people. The Warwick-Edinburgh Mental Wellbeing Scale was developed to enable the monitoring of mental wellbeing in the general population.

**"SCHOOL OF BASKETBALL IS FUN  
AND IT TAKES MY MIND OFF  
THINGS"**





**95%**  
of young people report  
an increase in their  
confidence.

**395**  
young people report  
being able to do new  
things.

# OUTCOME ONE

## Young People Build Their Capacity and Confidence

Being confident means being comfortable with how you look and how you feel. It means feeling good about yourself, your abilities and your thoughts.

Young people who are disadvantaged by living in areas of deprivation, at risk of being excluded from school or at risk of being involved in antisocial behaviour often have life experiences resulting in low confidence levels. This lack of confidence puts them off experiencing and achieving new things.

With 95% of participants reporting increased confidence levels and the ability to do new things, the programme is having a big impression on young people. By providing opportunities for pupils to be part of a team, to interact with a coach, to take responsibility for their attendance and to learn new skills, the programme is helping

them to develop a level of confidence that will have a positive impact on their future.

**"I THOUGHT I WOULD GIVE IT A TRY TO IMPROVE MY SKILLS AND I ENDED UP REALLY LIKING THE PEOPLE I WORKED WITH WHICH GAVE ME CONFIDENCE."**

Through the CashBack School of Basketball programme, we are building confidence in young people. Our sessions allow participants to feel confident in their school setting. We have successfully reached this outcome by asking the young people to self-evaluate. Staff also engage with key stakeholders, such as coaches and teachers, who are able to identify levels of confidence in young people.



417

young people  
completed a DYA  
award.

95%

of young people report  
an increase in their  
personal skills.

## OUTCOME TWO

### Young people develop their personal and/or physical skills

In recent years, unemployment has become a global issue facing young people. Although many young people earn a college education, and even an advanced degree, they struggle to find jobs.

There are many reasons for the rise in unemployment, including a lack of jobs and a growing population. However, many young people can lack other vital skills which are increasingly seen as important to their wider development including working with others, leadership, communication and career planning.

Those who are at risk of exclusion from school subjects are likely to miss out on these essential development experiences. Engaging these young people in the CashBack School of Basketball programme has reconnected young people to these development opportunities through our programme delivery.

The Dynamic Youth Award managed by Youth Scotland has been embedded within our programmed schools. The award peer assesses how young people develop skills for learning, life and work. The Award fully support the aims, values, purpose and implementation of Curriculum for Excellence.

In addition, pupils have undertaken a **basketballscotland** 'Make it Happen' award. This course has developed key leadership and coaching skills which benefit young people for the future.

**"HE HAS SHOWN SIGNIFICANT ENHANCEMENTS IN HIS PERSONAL SKILLS & HAS A DESIRE TO EMBED HIMSELF INTO THE PROGRAMME, DESPITE THE BARRIERS HE FACES."**





**99%**  
of young people report  
increased aspirations.

**80%**  
of stakeholders report  
positive changes in  
pupil's behaviour.

## OUTCOME THREE

### Young people's behaviours and aspirations change positively

Increased aspirations and positive behaviours towards education in young people have shown to correlate with increased educational achievement. Therefore, we aimed to work with participants from deprived backgrounds to increase their aspirations and instill positive behaviours to improve their achievement levels.

We have seen success in this outcome by including and educating young people from deprived backgrounds in alternative but effective curricular methods, utilising basketball as the core tool.

We have measured impact by evaluating the young people themselves and asking how their behaviour has developed. We also asked stakeholders who work with the participants on the programme to assess how they feel the participants behaviour has improved.

*"ONE KID HAS INCREASED HIS PERFORMANCE IN SCHOOL SO MUCH! HE WAS EXPECTED TO BE EXPELLED, BUT AFTER 7 MONTHS IN SCHOOL OF BASKETBALL HE HAS CHANGED QUITE NOTICEABLY."*

The programme setting is increasing the confidence and aspirations for participants. They are surrounded by peers from similar backgrounds and are building relationships with fellow participants. Not only are sporting aspirations increasing but also academic ones.

This is an effective learning platform for these targeted groups of young people and is contributing to closing the poverty-related attainment gap.



82%

of young people reported improved wellbeing.

100%

of other stakeholders reported increase in pupil's wellbeing.

## OUTCOME FOUR

### Young people's wellbeing improves

The programme offers a way for each unique young person to reach their full potential. For this, young people need to have the skills to stimulate positive wellbeing, which we describe through the SHANARRI indicators:

**Safe**- Each young person learns in an environment which they feel comfortable.

**Healthy** – Young people are engaged within a programme which has physical activity through basketball at its core.

**Achieving** – Young people are supported through guidance to achieve accredited learning in a confidence-building environment.

**Nurtured** – We offer a place of nurture where young people feel included, which has been identified as a positive educational environment.

**Active** - Young people now have opportunities to take part in activities which contribute to healthy growth and development.

**Respected** – Young people get a voice in our programmes and develop their leadership skills.

**Responsible** – Young people have opportunities and encouragement to play active and responsible roles within school.

**Included** – Young people overcome social, educational and physical inequalities and are accepted as part of their school.

*"I LIKE THE IDEA OF TAKING PART IN A SPORT THAT HELPS WITH MY FITNESS AND ALLOWS ME TO MAKE NEW FRIENDS"*



**1 in 2**  
young people  
improved their school  
attendance.

**57%**  
of young people  
improved their school  
attainment.

# OUTCOME FIVE

## School attendance and attainment increases

There is unmistakable evidence of a link between poor attendance at school and low levels of achievement. The evidence underlines the fact that every day of attendance at school counts.

Missing school has a significant impact on achieving in the subjects that transform young peoples' lives. The CashBack School of Basketball programme aids in higher school attendance from our participants as they are embedding themselves into the school setting. The participants are attending curricular and extra-curricular school subjects which give them the opportunity to advance their learning and achievement.

To monitor attendance and attainment levels of our participants, we asked schools to share data from their education management system (SEEMiS).

**"[PUPILS ARE] MORE ENGAGED WITH CLASSES, ATTEND MORE AND THEIR RELATIONSHIPS WITH THE TEACHERS ARE BETTER"**

SEEMiS allowed us to gather monthly data which was analysed to assess participant progress.

The secondary schools, prior to their programme starting, work closely with their feeder primary schools to understand and get to know the disadvantaged young people who will be attending their secondary school.

They do this to determine which individuals will benefit most from embedding themselves in an environment which they will thrive in.





100%

of young people have accessed learning.

100%

of young people have progressed to training.

## OUTCOME SIX

### Young people participate in activity which improves their learning, employability and employment options

Young people from deprived backgrounds gaining experience, undertaking training and participating in learning is the primary aim of our programme.

The programme leads to pupils undertaking further learning and voluntary roles. As a result, participants are developing work-based skills and gaining employment opportunities. By utilising the capacity of basketball to transform lives, increase motivation, encourage learning and support personal development, we are achieving this outcome.

The programme is instilling work-based skills and values into each of our participants, which are vital when seeking future employment. Such skills include teamwork, cooperation and leadership, which are taught throughout the programme.

In addition, participants are undertaking new voluntary roles within basketball. These opportunities are further advancing values desired by employers.

The young people in the programme are enhancing their basketball education through officiating and coaching qualifications. Stakeholder feedback suggests the young people are then advancing their employment skills by volunteering at regular weekend basketball events outside of school.

**"IT ALLOWED ME TO BECOME MORE CONFIDENT IN MYSELF AND I'M RELIEVED TO KNOW THAT I NOW HAVE MORE SKILLS TO OFFER FUTURE EMPLOYERS."**



# OUTCOME SEVEN

79%

of young people are new to the activity.

100%

of young people participate in positive activity.

## Young people participate in positive activity

We have demonstrated that the CashBack School of Basketball programme is a positive experience for participants.

The programme structure is new to most of our young people who have not had an engaging educational outlet like this before. This emphasises the importance of the CashBack School of Basketball programme to our participating schools.

Our inspiring case studies demonstrate the positive experiences gained from the programme. For example, a young person within our programme has several disabilities, which leads to him struggling to write with a pencil and, at times, feel excluded from his peers and the educational programme delivered.

Despite these disabilities, the young

**"I HAVE MADE SOME NEW FRIENDS DURING OUR BASKETBALL WHO I HANG OUT WITH INSIDE AND OUTSIDE OF SCHOOL. BASKETBALL IS KEEPING ME FIT BECAUSE IT CAN BE VERY HARD, BUT KIERAN MAKES IT FUN."**

person does not let this get in the way of his attendance and has an impressive attitude towards the CashBack School of Basketball programme. This positive behaviour has led to many benefits in his mental and physical wellbeing. He has developed his social skills and he now has the confidence to involve himself in new programmes out of school where he can meet new people.



## CASE STUDY

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# Jaylee Baigan (1/2)



The second year of our CashBack School of Basketball programme at Wester Hailes Education Centre (WHEC) has seen us work with an engaging and energetic group of young people, who have been very dedicated to the programme. There has been great progress towards achieving the CashBack School of Basketball outcomes and the programme has brought wider personal benefits to the young people, especially within the S2 group.

Coach of the group, **basketballscotland's** Kieran Lynch, and P.E. teacher Lucy Brown, have noticed substantial improvement in one particular participant. Jaylee Baigan, a 13-year-old young man from Wester Hailes, has shown significant enhancements in his personal skills and has a great desire to embed himself in a new programme, despite the barriers he faces.

Jaylee has Pierre-Robin Sequence, Dyspraxia, Dyslexia, High Frequency Hearing Loss, Developmental Co-ordination Disorder and is visually impaired. Jaylee finds it very hard and painful to write with a pen or pencil. Due to this, the staff at WHEC have issued him with an iPad. This allows him to stay up to speed with the classroom work.

Having one disability is challenging enough, nevermind several, but Jaylee does not let this get in the way of his attendance and positive attitude towards the CashBack School of Basketball programme. This positive behaviour has led to many benefits in Jaylee's wellbeing.

A sociable 13-year-old, Jaylee loves being out with his friends. The CashBack School of Basketball programme has given him

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## CASE STUDY

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# Jaylee Baigan (2/2)



the confidence to be on his bike or play the PlayStation with his friends. Outside of school he has started attending the '22 troop Army Cadets, which has assisted him in growing more confident. Jaylee is now part of two programmes which have given him confidence to put himself in social settings that he thrives in.

When speaking to Jaylee, he revealed that he has made new friends through our CashBack School of Basketball programme. He has found more people who he can confide in around any issues he may be having.

"I have made some new friends during our basketball who I hang out with inside and outside of school. Basketball is keeping me fit because it can be very hard, but Kieran makes it fun."

This support is vital for Jaylee. He describes himself as "never being left out". This gives him motivation and energy. This has translated into a strong passion for the CashBack School of Basketball programme. Within and outwith the programme, it is clear he now has a growing passion for learning and challenging himself.

Jaylee "wants to prove doubters wrong". Despite sometimes finding the basketball aspect of the programme "confusing and difficult to understand", Jaylee has taken it upon himself to learn more about the game. He is a great example of how the CashBack School of Basketball programme can turn a disadvantaged participant into a thriving young learner.

## CASE STUDY

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# Josh Manson (1/2)



Josh Manson is 19 years old and is a CashBack School of Basketball Coach delivering sessions to both of our Additional Support Need schools.

Josh was born with cerebral palsy and as a result found taking part in mainstream activities very difficult. Interacting with his peers at school was a challenge but it was his experience in Physical Education at school that left Josh with low confidence levels and self-esteem. He was restricted from taking part in activities with his classmates due to his disability and was often stuck in the corner and “used as the coat rack” during P.E. classes.

In 2011, after being referred to Scottish Disability Sport, Josh attended a Parasport Festival. It was here that he was first introduced to wheelchair basketball and through the sport

that his confidence levels began to grow. Being able to compete and perform in wheelchair basketball gave him the courage to challenge perceptions and take part in P.E. classes alongside his peers.

After a few years of playing the sport and working his way up the National Team system, Josh was introduced to coaching by **basketballscotland**’s Disability Talent & Pathways Manager, Tina Gordon. Upon completion of his Level 1 Wheelchair Basketball Coaching Qualification, Josh left high school at the end of his 4th year and began studying Sports Coaching and Development at Edinburgh College.

Josh’s experience coaching for Scottish club Lothian Phoenix and completing first his

## CASE STUDY

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# Josh Manson (2/2)



HNC and then HND, put Josh in a strong position to begin looking for employment. **basketballscotland** decided to hire Josh as a Modern Apprentice under the job title of ASN & Wheelchair Basketball Development Officer.

In this role, Josh delivers the Woodlands ASN CashBack School of Basketball, the first of its kind in the programme. Josh has loved his time coaching the group and is learning a lot: “It was a nice challenge getting to take on a task that not a lot of people have experience or confidence in. As each child’s needs are so unique, there is no one clear route on how you should coach each individual.”

With the success of the first ASN CashBack School of Basketball, **basketballscotland** decided to adopt another ASN school, Pilrig Park, into

the programme. Josh will deliver these sessions alongside continuing at Woodlands.

Speaking about his role with **basketballscotland**, Josh said: “I am very thankful for the opportunity that the CashBack programme has offered me and how it has allowed me to work and do something I love at the same time. The skills I have picked up and developed will help me in the future, which for me is priceless. Networking opportunities in schools give me a stronger platform to find jobs in the future. For example, being lead coach on the after schools programme at Pilrig Park School has allowed me to become more confident in myself across the board and it gives me a relieved feeling, as I now know that I have more skills and relevant experience to offer any potential future employers.”



# EXTERNAL EVALUATION

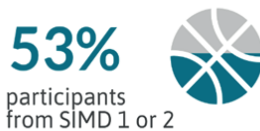
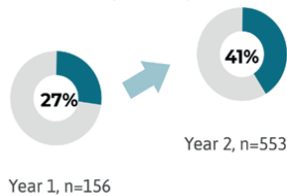
**basketballscotland** have been working with Blake Stevenson - who provide high quality insight, research and developmental support to organisations - in order for the programme to be externally evaluated. Both organisations have been liaising closely throughout the Phase 4 CashBack for Communities period, with a summary of the findings from the external evaluation presented below:

Through Schools of Basketball, the sport is used to engage pupils to develop physical skills alongside social skills. The programme has continued to achieve positive outcomes in Year 2, successfully expanding from 6 schools to 17 schools, and delivering activities to 553 pupils.

There have been increases in the proportion of female participants and in the percentage of young people from areas of deprivation, but the proportion of individuals from Black and Minority Ethnic (BME) communities and young carers has decreased.

## Participant profile

### Female participation



5% have a disability



6% from BME backgrounds



5% have caring responsibilities



Expansion from 6 to 17 schools

## Impact

The programme has met or exceeded all but three targets. All schools identified positive benefits against their outputs as a result of engaging in the programme, and all stakeholders provided highly favourable feedback.

Outcome	Targets met?
1. Capacity and confidence	✓
2. Physical and personal skills	✓
3. Behaviours and aspirations	✓
4. Wellbeing	✓
5. Attendance and attainment	✗
6. Learning and employability	— 2/3 targets met
7. Positive activity	✓

## Participants reported

- increased overall wellbeing
- improved concentration and focus during classes
- enhanced skills
- more confidence and aspirations





# STAFF

During Phase 4 of this year, the **basketballscotland** staff responsible for the delivery, monitoring and reporting of the CashBack School of Basketball programme were:

- Adam Szymoszowskyj
- Amy Kirkhouse

During October 2018, our Digital Communications Officer left. He was replaced in early 2019 by our new Digital Communications Officer, **Dom Gall**.

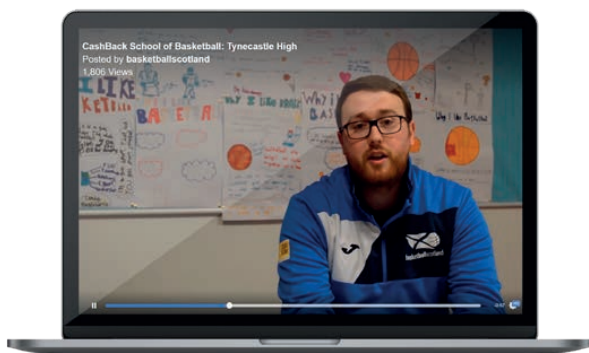
The sessions in schools are delivered by a host of qualified coaches across Scotland:

- Toni Carvill
- Eoghann Dover
- Dave Evans
- Tom Griffin
- John Kerray
- Chris Kindlen
- Rebecca Lonsdale
- Kieran Lynch
- Finlay Malcolm
- Josh Manson
- Laura Nisbet
- Anita Reca
- Caitlin Robbie
- Adam Stephen
- Liam Stevenson
- William Whitehead





# COMMUNICATIONS



The 'CashBack School of Basketball: Tynecastle High' video, posted across **basketballscotland** channels on May 9th, achieved the following statistics within 24 hours of going live:

**5937** reach  
**3003** views  
**351** engagements  
**19** shares

## Photos

Photography was utilised throughout the year to help raise awareness of the programme and highlight key outcomes, such as enjoyment, in a simple and eye-catching way.

## Infographics

Simple infographics were shared to emphasise key performance indicators, such as percentage of participants with increased attendance, to **basketballscotland**'s digital audience.

## Videos

Towards the end of the year, videos were introduced to help tell the story of the programme, its purpose and the results it has achieved in each school.

# PLANS FOR THE NEXT 12 MONTHS

# 19/20



## Strengthening Programmes

By the end of this year we had 17 live CashBack Schools of Basketball. We started this year with six CashBack School of Basketball. A lot of time and effort was put in place to start the extra 11 programmes this year.

We will focus more of our time to ensure the established programmes have the support to continue as they have been doing and offer more resources to these programmes where required.



## SAMH Partnership

We aim for our programme to have a positive impact on the young people's physical and mental health. We believe that through our partnership with SAMH (Scottish Association for Mental Health), we are giving young people the skills to positively impact their mental wellbeing.

We will aim to increase the work we do around mental health awareness and skills in our 17 CashBack Schools of Basketball.



## Digital Content

During the latter part of the year, we focused on strengthening our programme's social media and web presence. We will aim to expand this further through **basketballscotland's** digital channels.

Plans for 2019/20 include increasing video output, covering more school visits and developing a section on the **basketballscotland** website for CashBack case studies.



### Project Activity 2018/19

Salaries and Expenses	£86,815
Programme Delivery SoB Lead Coach	£39,233
Programme Delivery Regional Equipment	£900
Programme Delivery Education and Training	£4,420
Management and Marketing	£15,955
External Evaluation	£15,965
Total Other Project Costs	£24,295

### Spend and activity numbers by local authority area - 18/19

Area	Total	Participants
Aberdeen	£11,028	18
Dundee	£33,084	51
Edinburgh	£55,135	163
Falkirk	£11,028	53
Glasgow	£33,084	107
Highland	£11,028	73
North Ayrshire	£11,028	27
North Lanarkshire	£11,029	23
West Dunbartonshire	£11,029	38
<b>Total</b>	<b>£187,473</b>	



# PHASE FOUR: TAGRETS vs OUTCOMES

	Year 2 Target	Year 2 Actual	Actual %*
	1 378 YP demonstrate increased confidence	397	95%
	1 513 YP will report they are able to do new things	395	95%
	1 216 YP go on to do new things after initial involvement	64**	58%
	2 324 YP will gain accreditation for skills development	417	100%
	2 513 YP will demonstrate increased skills	395	95%
	2 378 YP will demonstrate increased physical skills	311	75%
	3 378 YP report increased aspirations	411	99%
Outcome	3 324 YP report positive changes in behaviour	328	79%
	4 378 YP will make positive comments	341	82%
	5 432 YP will improve attendance	161	48%
	5 324 YP attainment improves	192	57%
	6 540 YP will access training	417	100%
	6 324 YP will access learning (inc. staying on at school)	417	100%
	6 216 YP will be involved in volunteering	34**	31%
	7 540 YP participating in the activity	417	100%
	7 54 YP are new to the activity	128	31%

\* Based on actual number of 417 pupils surveyed

\*\* Only S2 (111 pupils) surveyed on this question