



IMPACT REPORT

22/23

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WELCOME

basketballscotland has been working in partnership with CashBack for Communities since 2008 through all phases of the funding, and we were delighted to continue that partnership into Phase 5 over the past 3 years.

This report aims to share the impact our programme, CashBack Schools of Basketball, has made throughout year 3 of the programme, as well as providing a summary of the wider impact of the Phase 5 funding as a whole and our plans as we move into Phase 6.

During this phase we changed our approach and narrowed our focus from a geographically and numerically wider programme to a more focused and resource heavy one. We have seen deep and significant impact during this phase with the young people we have been supporting as a result of this change. We believe that this approach is allowing us to have a lasting impact on the lives and futures of these young people.

ABOUT BASKETBALLSCOTLAND

As the Governing Body for Basketball in Scotland, we exist to lead and support the basketball community to deliver positive experiences for all, in every area of the game. The key focus of our current strategy is to increase the number of people finding positive experiences through basketball which grows a life long love of the game, and more widely a long lasting desire for individuals to be physically active, surrounded by a supportive network of people and giving back to their local community.

A key priority of our current strategy is Changing Lives through Basketball and the CashBack Schools of Basketball programme is leading the way for us as we deliver Youth Work through basketball in the East End of Glasgow.

Over the coming years we are committed to deepening the impact we have in Glasgow and, in particular the East End, as we take over Easterhouse Sports Centre to create a home for the local community to engage in basketball and wider physical activity. This will mark a real shift as we fully integrate the CashBack programme into our wider plans for basketball in Glasgow and aim to replicate the youth work approach in the work we do through the centre.



ABOUT THE PROJECT

We have refined the project during the current phase of funding in response to identifying a need for our project to be more targeted in approach, both numerically and geographically. As a result the project now runs in 3 high schools in the East End of Glasgow – Lochend Community High School, St Mungo's Academy and St Andrew's RC Secondary School. We have a staff member, Social Impact Officer (SIO), embedded in each school as well as additional coaching support across the 3 schools.

The SIO works in partnership with school teaching, support, pastoral care and senior staff to ensure that there is a full support package around the young people in the programme. Young people who are disengaged in school, at risk of participating in anti-social behaviour, or have experienced trauma, are referred through pastoral care into our programme to work both 1-2-1 with the SIO, and also in a small group setting both on the basketball court and in the classroom. Throughout the course of the programme the young people complete accredited learning, develop a personal plan for their growth, undergo mental health and wellbeing training and support, gain qualifications, participate in volunteering and take part in on court basketball sessions. All of this is underpinned by staff who know the young people well, take an interest in their lives and are available in school as a non-teaching adult who they can trust and confide in.

We work in close partnership with a number of key organisations – Scottish Association for Mental Health (SAMH), Scottish Sports Futures (SSF), Police Scotland, Violence Reduction Unit (VRU), FARE Scotland (FARE), Phoenix Centre Easterhouse (Phoenix) and True Athlete Project (TAP) – in order to deliver our project and the expertise of these partners has been crucial to the project's success over Phase 5.

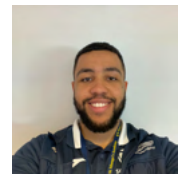
MEET THE TEAM



Karla Fletcher
SIO, Lochend



Reece Barbour
SIO, St Andrews



Luther-Michael Mavunga
SIO, St Mungo's



Jacqueline Anderson
SIO, Community



Jake Sirrell
Basketball Coach



Amy Kirkhouse
Social Impact Lead

“ **[About staff member] They follow him round like he's the piper! And he's always got time for them.** ”

OUR PROGRAMME THIS YEAR

This year we have worked with 30 new young people in S1 and S2 across the 3 high schools as well as continuing our work with 42 young people from last year through 1-2-1 support, basketball coaching and small group classroom sessions.

Young people are referred into the programme through conversations with pastoral care and guidance staff and our SIOs work closely with these departments to ensure the right young people are receiving our support. The core of the programme is support in the classroom, on the basketball court, through 1-2-1s and through additional opportunities outside of school. One of our key pieces of learning during this phase is that having the right member of staff in these positions is crucial. For some young people this could be the only stable adult in their life.

1-2-1s:

- Identifying individual areas for growth/where support is needed
- A space to talk and be heard
- Someone who cares
- Managing emotions - anger, anxiety, sadness
- Managing mental health diagnosis and the impact it has
- Future plans

Classroom:

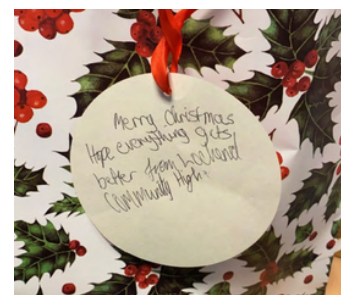
- Accredited learning – DYA
- SAMH Mental Health Awareness training
- Managing emotions
- Online safety
- Healthy living and eating
- First Aid course
- Police Scotland training on drug and alcohol abuse
- Budgeting
- Conflict resolution
- Peer pressure

Basketball court:

- Basic basketball skills – shooting, passing, defending, spacing
- Working as a team
- Communicating – listening and asking
- Leading sessions
- How to coach and officiate
- “Next play mentally” – how to move forward when we fail
- Getting active - benefits of playing sport for a healthy lifestyle

Beyond School:

- Volunteering
- Joining a basketball club
- Friday night basketball
- Employability training – interview preparation and CV skills
- Rage Room visit
- Phoenix centre boxing
- Gladiators pro team games

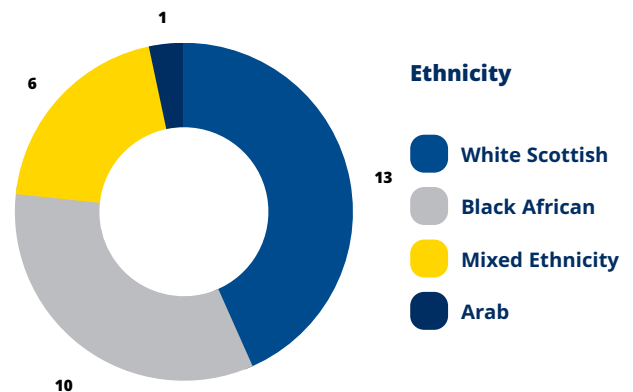
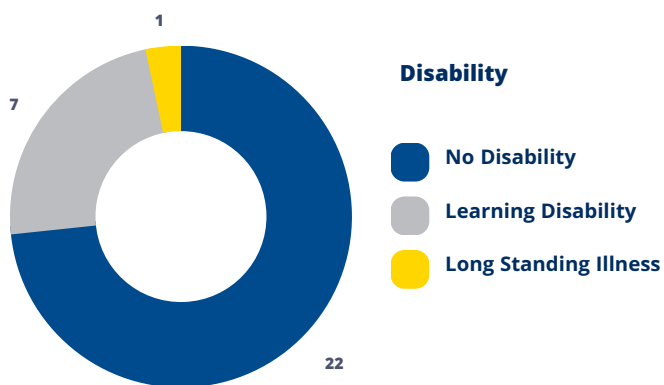
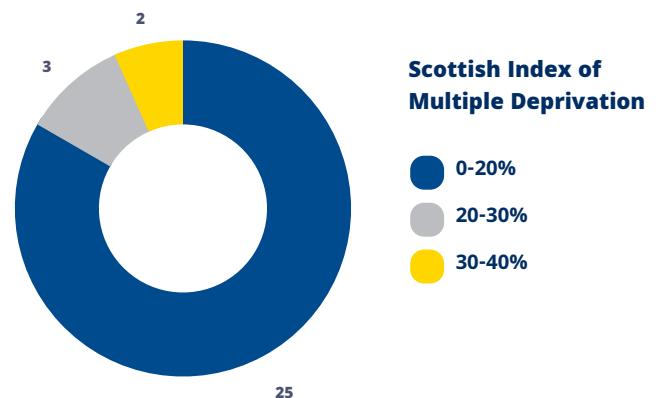
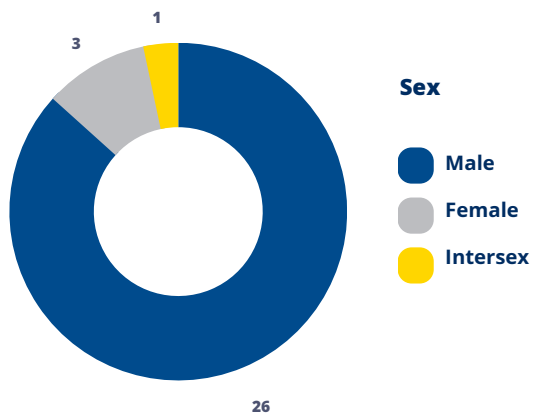


“ This is a lifeline for us as guidance teachers – to be able to refer young people when we can’t access other services. ”

OUR YOUNG PEOPLE

“ I knew I was going to have fun here, and it is fun. ”

Breakdown of equality data for our 30 new young people this year:



30

New young people

60

Classroom sessions

140

Basketball sessions

529

1-2-1s

**“ You think, ‘Thank
God I’ve got
coach’ ”**



CASE STUDY

LUKE'S STORY



Luke* comes from a challenging home background with some difficult family situations. Several fights and exclusions from class early on in school showed that Luke had a difficult time engaging with some of his teachers. He became involved in groups that don't have his best interests in mind and encourage irresponsible behaviour. Ultimately this led to several internal school referrals and frequent discussions with pastoral care, and resulted in him being a perfect candidate for our programme.

Like many in his environment he has adopted a tough exterior to help deal with the challenges he faces on a day to day basis. He has shown over time that he is, in fact, not a "hard man", by showing a very caring and pleasant side to his personality. Since beginning work with our SIO over a year ago, there have been many ups and downs but we are now seeing gradual positive progression. Our SIO has utilised 1-2-1 interventions, weekly basketball sessions, community volunteering and other educational activities to steer Luke in the right direction to reach positive destinations. The impact the programme has had on Luke can be seen in the following words he wrote to our SIO in a Christmas card:

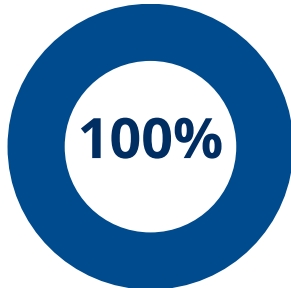
“ Thank you for everything you have done for me this year. You helped me so much when I was making bad decisions, you would always give me good advice and try direct me in the right path. I remember a time that made me happy was when I told you that I signed for Partick Thistle and you were so gassed and happy for me and it made me feel like someone was actually happy and proud of me. ”

This was a massive breakthrough for us and highlights the impact that the programme has had on Luke so far. For Luke to reflect on the support he has received and voluntarily express gratitude for it is a big step in the right direction. Luke continues to be involved in the programme and shows gradual development in both his perceptions towards education and behaviour in school.

*not his real name

OUTCOME 1

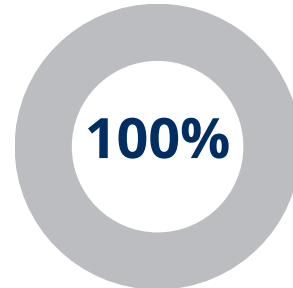
YOUNG PEOPLE BUILD THEIR CAPACITY AND CONFIDENCE



Young people feel more resilient



Young people feel able to do new things



Young people report positive changes in their behaviour

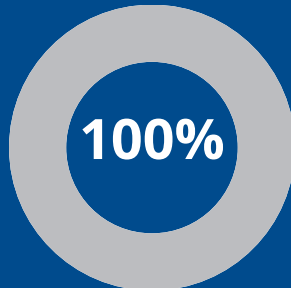
Young people have successfully built their capacity and confidence this year. Our SIOs have worked closely with the young people to grow their confidence, resilience and ability to engage with others around them. Being part of something bigger than themselves, with people who care and want the best for them has given our young people an environment where they can thrive.

“ When I’m more confident, there’s a higher chance of people letting me join in. ”



OUTCOME 2

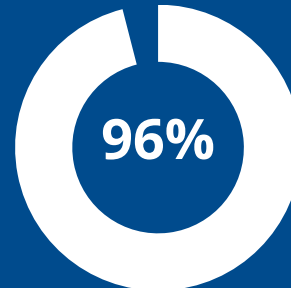
YOUNG PEOPLE DEVELOP THEIR PHYSICAL AND PERSONAL SKILLS



Young people gain
accredited and
unaccredited learning



Young people report their
skills are increasing



Young people have
improved their basketball
skills

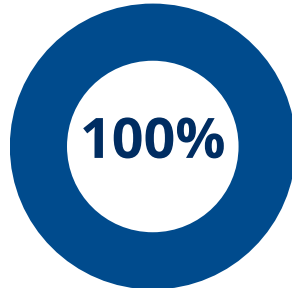
Our young people have gained skills both on and off the court this year. Through accredited learning, unaccredited training and basketball coaching, they have each individually developed their personal and physical skills which is having a wider impact on their engagement in school and how they think about the future.



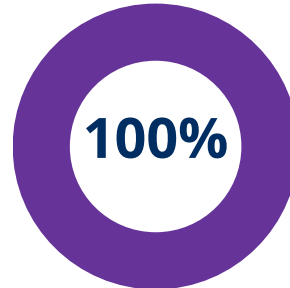
“I listen a lot
more than I did
and I'm more
focused.”

OUTCOME 3

YOUNG PEOPLE'S HEALTH AND WELLBEING IMPROVES



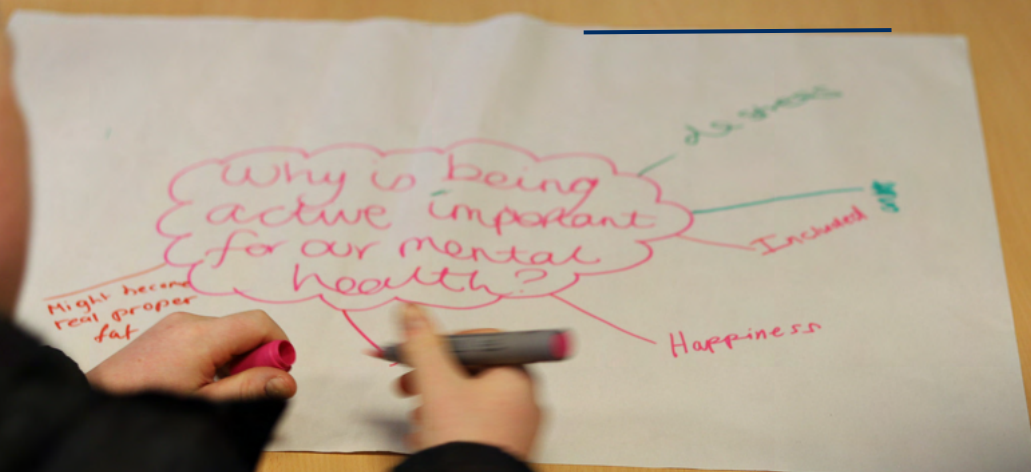
Young people report increases in SHANARRI indicators



Stakeholders report increases in SHANARRI indicators in young people

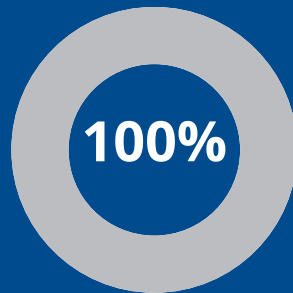
All young people have taken part in basketball or other physical activity and have received mental health and wellbeing training from SAMH this year during the programme. Exploring topics such as anxiety, stress, negative thought patterns and depression, our young people now have language to start understanding and exploring their mental health and to help others do the same. Many of our young people have expressed that being part of the programme has resulted in them eating less sweets, drinking less fizzy drinks and reducing how regularly they vape.

“ Having something I enjoy helps my mental health. ”



OUTCOME 4

YOUNG PEOPLE PARTICIPATE IN ACTIVITY
WHICH IMPROVES THEIR LEARNING,
EMPLOYABILITY AND EMPLOYMENT OPTIONS



Young people's
attendance at school
improves



Young people's
attainment at school
improves

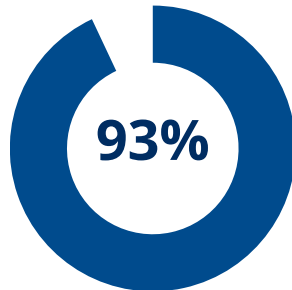
Participation in our programme gives young people a motivation to engage in school. Having structured sessions and 1-2-1 support that they are expected to attend has had a really positive knock on effect on young people's wider attendance, and as a result, attainment. Having a space to explore wider opportunities beyond their time at school and engage in volunteering gives young people a chance to think positively about their future and what it could hold.

**“ I used to hate
coming to
school but now
I like it.”**



OUTCOME 5

YOUNG PEOPLE CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES



Young people have a heightened sense of belonging to a community



Volunteer hours contributed this year from our young people

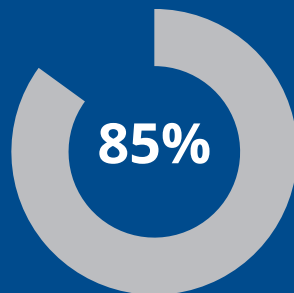
Through the programme, young people are taught about the community around them, both locally and further afield, and given opportunities to positively contribute to it. In one school our young people raised money and collected donations to support the Help the Homeless campaign, following a block of learning on homelessness they did in their classroom sessions. A number of our young people have taken part in volunteering this year and have expressed a desire to continue doing this next year.



“Because you are with all your friends, that makes you happy.”

OUTCOME 6

YOUNG PEOPLE ARE DIVERTED FROM
CRIMINAL BEHAVIOUR OR INVOLVEMENT
WITH THE CRIMINAL JUSTICE SYSTEM



Young people's
participation in anti-social
behaviour has reduced



Young people feel less
inclined to participate in
anti-social behaviour

Diverting young people from involvement with the criminal justice system is hard to measure, however, we believe that through increased attendance at school, improved behaviour, and a deeper understanding of negative influences, we are successfully doing this. We have partnered with Police Scotland to deliver sessions on the negative impacts of drugs and alcohol and our work with SAMH as well as 1-2-1 support from the SIOs provides young people with an alternative space to explore and express difficult emotions.

“ I try taking my
stress and
frustration out
at basketball. ”



**“ I love coming to my 1-2-1s,
I hold in all my thoughts
until I get to you. ”**



IMPACT STORIES

A young person was referred to the programme for 1-2-1 support to work on their confidence. Initially the young person was too nervous to attend her 1-2-1 session alone and had to bring a friend along. This was agreed, with the goal that she works on her confidence with the SIO and attends a session alone as the objective. After a few weeks of being accompanied by another pupil this young person walked straight into the session one day alone and achieved her personal goal. She commented that over the weeks she felt comfortable with the SIO and knew that she would be able to walk in alone now.

A young person was referred to our programme for 1-2-1 support due to poor attendance (below 40%), mental health issues and challenges at home. This young person's session time was arranged for first period on a Friday morning which was a concern that she would struggle to get up in time for the early session. However, she attended the first session and afterwards stated that she was really happy she could talk to someone in school and she feels this will make her look forward to attending on Fridays. This young person has built a great rapport with our SIO, has never missed a session since she has been referred and now tends to stay in school on a Friday. The young person also wanted the SIO involved in her social work review meetings which has been a positive step forward as we seek to provide full support in partnership with other key bodies.

This young person had a difficult period at the end of last year. They were being picked on by a former friend and even reported being threatened with physical violence both in and out of school. The young person reported this to our SIO who provided them with support and directed the young person to the relevant people to speak to about the threats. Since then, the young person has reported that the threats have stopped and was very grateful for the emotional support provided by the SIO during this time.

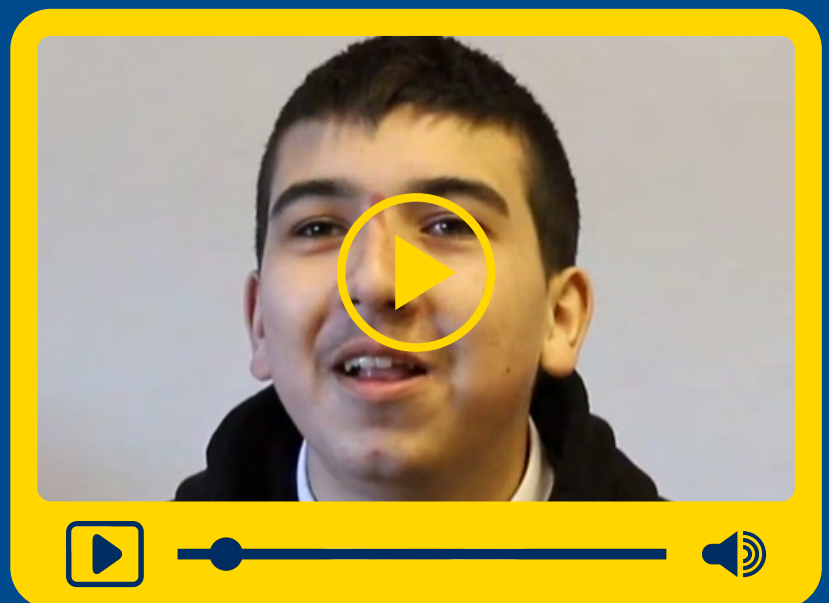
PARTICIPANT TO VOLUNTEER



A big part of our programme is getting young people into positive destinations. Providing opportunities to volunteer through coaching is a great vehicle to build confidence and leadership skills. Hear from two of our young people who have come through the programme as participants and are now giving back as volunteer coaches.

Adam's Story

“I just wanted to really help them.”



Kodie's Story

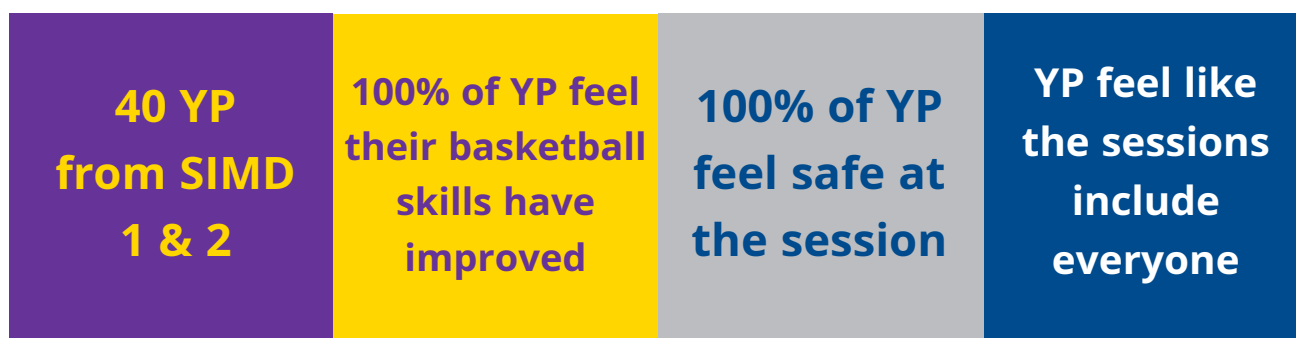
“basketballscotland has definitely changed my life.”



PARTNERSHIP SPOTLIGHT

Easterhouse Community Basketball

In partnership with Connect and SSF, we have been delivering Friday night basketball sessions for young people in Easterhouse through our CashBack staff. This was set up to supplement the work we are doing in schools and provide young people with a safe space to take part in physical activity on a Friday night. We offer open, free sessions for primary and secondary school aged young people where they receive some basketball coaching, access to a youth worker and free food.



SAMH Support & Training

We have been working in partnership with SAMH for a number of years. Hear from our colleagues at SAMH about the impact of their work in our programme this year:

“Commonly, when you talk about self care to boys or young men or men in general, they can close down or think, I don't need to do this. I think using basketball as that driver is really powerful and it makes them engage so much better...Just seeing their behaviour change around mental health discussions and seeing that it's not this big, scary, taboo topic...I've had lots of young people come up to me and ask me about their future – could they maybe get an apprenticeship, because they don't want to stay in school, it's not their thing. So you can see that they actually are thinking about positive destinations...They're a lot more confident and able to seek support but also to give support to their peers and recognise when their peers might also need support.”

OUTCOME PERFORMANCE

Outcome & Indicator	Year 3	Phase 5 Target	Phase 5 Actual
Outcome 1: YP build their capacity and confidence			
YP report increased confidence	30	38	107
YP report they are able to do new things	30	38	103
YP feel more resilient	30	34	107
Other stakeholders report increasing confidence & resilience in YP	100%	70%	100%
YP report positive support networks	30	34%	107
YP report positive changes in their behaviour	30	34%	106
Other stakeholders report perceived positive changes in behaviour of young people	83%	70%	80%
Outcome 2: YP develop their physical and personal skills			
YP increase personal skills, achieving accredited learning	30	38	121
YP report an increase in their skills	30	43	102
Other stakeholders report skills increasing in YP	100%	80%	95%
Recognised SCQF qualifications/accreditations per SCQF database: Level 3	6	0	6
Recognised SCQF qualifications/accreditations per SCQF database: Level 4	24	38	120
Non-SCQF qualifications/accreditations	30	34	78
Outcome 3: YP's health and wellbeing improves			
YP improve wellbeing against SHANARRI indicators	30	34	107
Other stakeholders report perceived increases in SHANARRI indicators	100%	70%	100%
Outcome 4: YP participate in activity which improves their learning, employability and employment options (positive destinations)			
YP will improve school attendance	20	34	84
YP will improve school attainment	18	34	79
Outcome 5: YP contribute positively to their communities			
YP take on a voluntary role	6	38	67
Number of hours of volunteering by YP	414	330	615
YP feel their contribution, links with communities & social interactions are improving	29	34	103
Other stakeholders perceive improvement in YP contributions, links & social interactions	100%	70%	72%
Participants have heightened sense of belonging to a community	28	29	102
Participants have increased motivation to positively influence what happens in their community	27	29	70
Outcome 6: YP are diverted from criminal behaviour or involvement with the criminal justice system			
YP report own participation in anti-social and/or criminal behaviour has reduced	13	24	61
YP feel less inclined to participate in anti-social and/or criminal behaviour	13	29	61

EVALUATION

Evaluation of our project took the form of data gathering and monitoring throughout the year from our SIOs in addition to surveys, interviews and focus groups held towards the end of the year to reflect back on impact.

We were pleased to continue working with our evaluation partners, Social Value Lab, this year. They have been key to us gathering both quantitative data, and stories of the impact the programme has made on participants over the course of the year.

Together we have identified some areas where the programme can develop as we head into the new Phase 6 funding:

- A key piece of learning is that our programme is unique in that it looks to take young people on a journey over the course of the whole funding phase (and hopefully beyond). Therefore we should change the approach to measuring impact to ensure we can capture change over the course of 2-3 years, not just the past year.
- This explains why we have exceeded our targets on the previous slide. We have worked with more young people in this phase than planned due to the fact that many of our young people in year 2 were moving into 4th year this year and therefore out of the core element of the programme and into 1-2-1 support, primarily due to school timetabling challenges. This resulted in us setting up new S1 & S2 core groups to supplement the programme who are the young people reflected in the figures above.
- Moving into Phase 6 we would look to be more consistent with our numbers over the 3 years to ensure we go on a full journey with the young person and that our staff are not stretched.
- We are aware that the number of females on our programme is low. This is reflective of wider evidence that men are 5 times more likely to offend than women, which justifies our high number of male referrals.
- We are, however, committed to creating more opportunities for females to play basketball and access our SIO support where desired.
- In August 2023 we will be re-opening the doors of Easterhouse Sports Centre through a joint partnership to take over the facility. A key strategy of our CashBack programme moving forward will be increasing our usage of spaces outside of school, with Easterhouse Sports Centre being the obvious key space.
- Through the work of Social Value Lab, though, we do recognise the importance our programme has on getting young people into school and engaging in alternative ways. We will ensure a mixed approach is implemented in Phase 6.

FINANCES

PROJECT ACTIVITY	YEAR 3	PHASE 5
Delivery Staff	£111,300	£335,678
Training	£2,200	£19,457
SAMH Support & Delivery	£4,100	£24,500
Kit & Equipment	£0	£3,200
Upshot Licensing	£1,320	£3,960
Additional Services for Young People	£3,600	£7,110
Management & Marketing	£14,000	£44,000
External Evaluation	£7,000	£22,000
Total Expenditure	£143,520*	£459,905*

YEAR 3 AWARD

£143,520

PHASE 5 AWARD

£460,000

*All spend is for Glasgow



“ They’re there to support you, and we know that and we feel safe to go to them. ”
