

Evaluation of CashBack Social Impact Programme and Wellbeing Ambassador Programme 2023-2023 (Year 3)

A Report for basketballscotland



 Social Research

 Service Design & Innovation

 Strategy & Collaboration

 Evaluation Support

 Social Impact Measurement

June 2023



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1. Introduction

This section introduces **basketballscotland**, the **CashBack for Communities programme**, and the **Social Impact Programme** and provides an overview of the research.

Basketballscotland

As the governing body for basketball in Scotland, **Basketballscotland** supports and develops clubs and players across the country and represents the sports across Scotland and the world. Currently **basketballscotland** has around 100 affiliated clubs with more than 8,000 players.

Basketballscotland provides leadership and governance across the sport, supports and challenges clubs, athletes and others, delivers programmes and education and secures investment into the sport.

Basketballscotland has been involved in CashBack since its inception in 2008, putting into practice their belief that basketball and sport in general is a powerful too, to change lives of young people and transform communities. The Social Impact Programme has been devised to meet the outcomes of the CashBack Logic Model.

Social Value Lab

Social Value Lab is the national hub for social impact research, strategy, and evaluation. Our mission is to produce the evidence and ideas that support stronger, more effective projects, programmes and communities in Scotland.

Social Value Lab has been the evaluation partner for three programmes delivered under CashBack for Communities Phase 4 and is evaluation partner for five Phase 5 programmes.

CashBack for Communities

CashBack for Communities, established in 2008, is a Scottish Government initiative that takes money seized from criminals under the proceeds of crime legislation and invests them in programmes and services for young people. £130 million has been invested to date.

Phase 5 of the programme has been completed this year, with £19 million of funding distributed across 24 organisations to improve quality of life for young people across Scotland.

In Phase 5 there were six mandatory outcomes that projects were required to support delivery of:

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- Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour

-
- Outcome 2: Young people develop their physical and personal skills

 - Outcome 3: Young people's health and wellbeing improves

 - Outcome 4: Young people participate in activity which improves their learning, employability and employment options (Positive Destinations)

 - Outcome 5: Young people contribute positively to society

 - Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system
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CashBack Social Impact Programme (SIP)

The Cashback **Social Impact Programme** has been delivered by **basketballscotland** in schools in areas of multiple deprivation across Scotland. In Year 3 of the programme, three schools took part. The aim of the programme was to increase young people's engagement with school, giving them the opportunity to develop their personal and practical skills. The programme was delivered in schools by Basketball Social Impact Officers (SIOs) and consisted of a variety of components, including:

-
- Basketball sessions; participants develop their physical skills and technique, knowledge of the game, and fitness and physical health.

 - Skills development; participants learn skills in relation to SCQF qualifications, and transferrable life skills such as communication, teamwork, and leadership.

 - Community development programme; participants engage positively with their community through events and workshops delivered by local community organisations.

 - Improving mental health and resilience; participants learn about mental health through workshops delivered by SAMH; they develop tools to improve their own mental health; their mental wellbeing is supported by the SIOs and Wellbeing Ambassadors who are recruited and trained by **basketballscotland**.
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The programme also delivers 8-week basketball sessions to a wider group of young people in each

school, with separate CashBack targets for this group (see Section 2).

Research methodology

Research for this evaluation was carried out between February and May 2023. We used a mixed methods approach.

Young People

-
- **Self-evaluation survey** completed by 31 young people on the SIP
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- **Self-evaluation survey** of the Wider Group of young people who take part in basketball sessions with the SIOs, completed by 14 respondents
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- **9 semi-structured interviews** with individuals from 3 different schools.
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- **9 focus groups** with 18 individuals from 3 different schools.
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Other Stakeholders

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- **Survey** for parents/carers, completed by 2 respondents
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- **Survey** for other stakeholders including referral agencies, teachers, coaches and others, completed by 5 respondents
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- **Interviews** with 5 stakeholders from 3 different schools, including Deputy Head, Head of PE, PE staff, and Guidance counsellor.
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- **Interviews** with 2 delivery partners including 1 representative of SAMH, and 1 campus police officer.
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2. Cashbacks Phase 5 Progress to Date

This section outlines the progress towards outcome targets across the three years of Phase 5 delivery. At the end of this Phase, all CashBack targets have been met or exceeded.

Outcomes for Core Group

	Target (Phase 5 overall)		Year 1		Year 2		Year 3		Total number of YP in Phase 5	Target Met
	%	YP	%	YP	%	YP	%	YP		
Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour										
Young people report their confidence increasing	70%	45	100%	29	100%	48	100%	30	107	
Young people feel able to do new things	80%	51	93%	27	95%	36	100%	30	103	
Young people feel more resilient	70%	45	100%	29	100%	48	100%	30	107	
Other stakeholders report perceived increases of confidence and resilience	70%	-	-	-	100%	-	100%	-	-	
Young people report positive, supportive networks	70%	45	100%	29	100%	48	100%	30	107	
Young people report positive changes in their behaviour	70%	45	97%	28	100%	48	100%	30	106	
Other stakeholders report perceived positive changes in the behaviour of young participants	70%	-	-	-	79%	-	83%	-	-	-
Outcome 2: Young people develop their physical and personal skills										
Young people gain accreditation for learning and skills development	80%	51			100%	48 [†]	100%	30	121	

	Target (Phase 5 overall)		Year 1		Year 2		Year 3		Total number of YP in Phase 5	Target Met
	%	YP	%	YP	%	YP	%	YP		
Young people report their skills are increasing	80%	51	100%	29	100%	48	100%	30	102	
Other stakeholders report skills are increasing	80%	-	-	-	93%	-	100%	-	-	-
Young people will improve their basketball skills	90%	58	83%	24	100%	48	96%	29	103	
Young people complete unaccredited training	70%	45			100%	48	100%	30	78	

Outcome 3: Young people's health and well-being improves

Young people report increases in feelings against SHANARRI indicators	70%	45	100%	29	100%	48	100%	30	107	
Other stakeholders report perceived increases in SHANARRI indicators among young people	70%	-	-	-	100%	-	100%	-	-	-

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

Young people report improved attendance at school	70%	45	97%*	28	88%*	36	100%*	20	84	
Young people report improved attainment at school	70%	45	96%*	28	93%*	33	89%*	18	79	

Outcome 5: Young people contribute positively to their communities

Number of participants going on to volunteer, coach, mentor, support or take a leadership role in community organisations	80%	51			85%	41 [†]	20%	6	67	
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	Target (Phase 5 overall)		Year 1		Year 2		Year 3		Total number of YP in Phase 5	Target Met
	%	YP	%	YP	%	YP	%	YP		
Number of hours of volunteering contributed by participants	384				201		414		615	
Other stakeholders perceive that young people's contribution, links and social interaction are improving	70%	-	-	-	64%	-	100%	-	-	-
Participants have a heightened sense of belonging to a community	60%	38	90%	26	100%	48	93%	28	102	
Participants have increased motivation to positively influence what happens in their community	60%	38	86%	25	79%	38	89%	27	70	
Young people feel their contribution, links with communities and social interaction are improving	70%	45	90%	26	100%	48	96%	29	103	

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

Young people report that their own participation in antisocial and/or criminal behaviour has reduced	50%	32	97%*	28	91%*	20	85%*	13	61	
Young people feel less inclined to participate in anti-social and/or criminal behaviour	60%	38	97%*	28	91%*	20	85%*	13	61	

*Excluding those for whom this was not an issue before

† No data for Year 1, figures based on total number of active participants in Year 2 (12 participants active since Year 1 + 36 new participants in Year 2 = 48).

Outcomes for Wider Group

	Target (Phase 5 Overall)	Year 1	Year 2	Year 3
Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour				
Young people report their confidence increasing	70%	No data	88%	100%
Outcome 2: Young people develop their personal and physical skills				
Young people report their skills are increasing (basketball skills)	90%	No data	89%	100%
Other stakeholders (other people involved with the young person e.g. parents, teachers, youth workers etc.) report skills are increasing	80%	No data	93%	100%
Outcome 3: Young people's health and wellbeing improves				
Young people report increases in feelings against SHANARRI indicators	70%	No data	96%	100%

3. Programme Impact

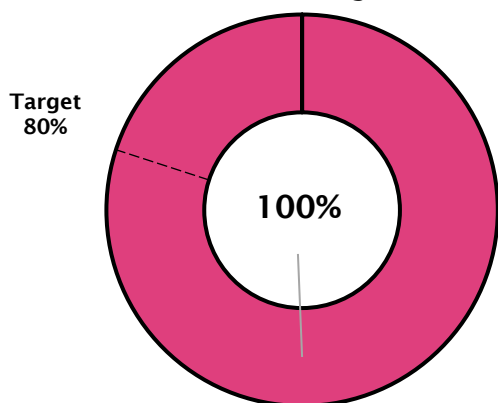
This section describes the impact of the CashBack Social Impact Programme (SIP), delivered by basketballscotland. Data from this section is taken from an online survey and interviews conducted with the young people who participated, and the school staff and coaches who delivered the programme.

Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk taking behaviour

Young people’s confidence increased across a range of factors, surpassing the targets set by Cashback for this outcome.

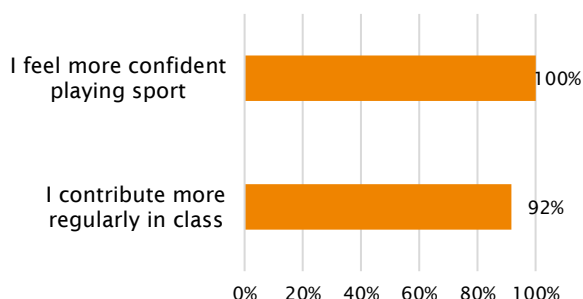
All young people on the SIP reported that the programme had increased their confidence.

Young people report their confidence increasing



This was evident in their confidence on the basketball court, as well as in other areas of their life, including in school.

Indicators of increased confidence



This was apparent in interviews, as young people commented that they felt more confident in general since joining the SIP, and mentioned being more confident at other sports, and finding it easier to talk to new people.

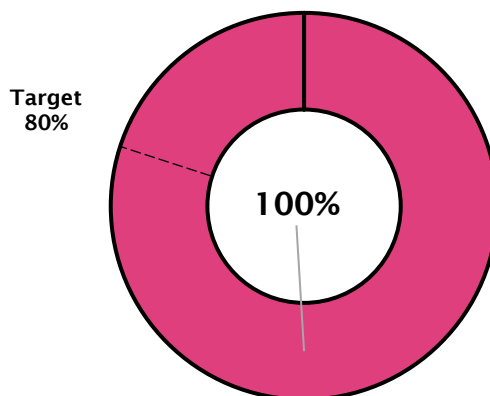
“Sports just overall boosts your confidence.”

“I’ve gained confidence in other sports, too.”

“Before I started I wasn’t really a confident person, but since I’ve started my confidence has just grown bigger and bigger.”

Young people also indicated that they all felt more able to do new things as a result of being on the programme.

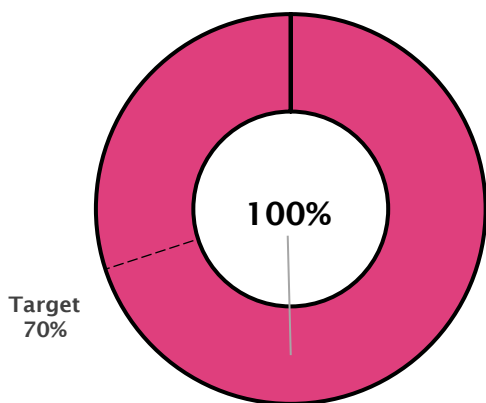
Young people feel able to do new things



Interviews revealed that some participants had tried new sports or stepped out of their comfort zone socially. Others reflected that though they didn’t have an example of a new thing they had tried, they felt that their experiences on the SIP would help them to feel more confident in a new environment in the future.

Young people all indicated that their resilience had increased as a result of the SIP.

Young people feel more resilient



Some of the factors that indicate their greater resilience are displayed in the chart below.

Indicators of increased resilience



Most significantly, all participants saw improvements in their ability to make positive choices, take initiative, and control their emotions. The majority also gained more self-belief (96%) and problem-solving abilities (92%).

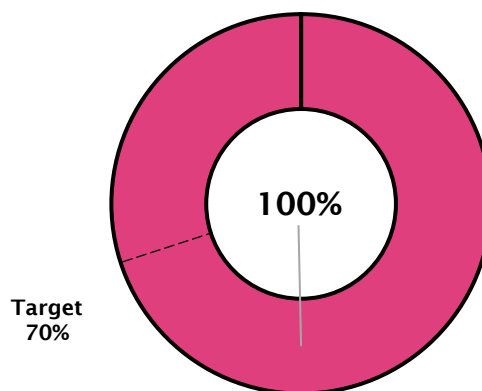
When discussing resilience in interviews, young people described how their experiences of setbacks in basketball helped them to learn about coping with difficulties in general. Encouragement from team members and the coach helped people to get past mistakes, and young people learnt about supporting others as well when they made mistakes.

“Don’t just get upset when things go wrong – don’t blame other people, and just get on with it.”

“When we’re done playing basketball we fist-bump each other and say well done.”

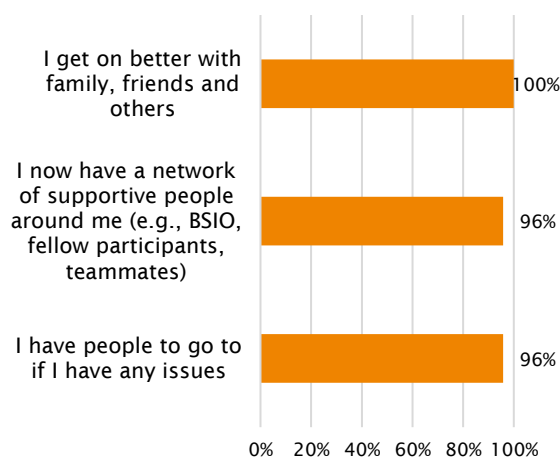
All young people had stronger positive support networks thanks to being on the SIP.

Young people report positive, supportive networks



This was most apparent in young people’s relationships with family, friends and others (100%). The vast majority also reported that adults and young people on the SIP contributed to their support network, and they had people to go to if they needed to (96%).

Indicators of positive, supportive networks



In interviews, young people were emphatically positive about the support networks they had developed through the SIP. They described making friends, getting along well with coaches and other adults, and having people they trust and can turn to.

“You know you can go to them.”

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

Some of the factors that contributed to young people developing trusting relationships and increasing their support network were the regularity of the sessions and their friendly and welcoming atmosphere.

"I work with the same people every day - it helps us to get to know each other."

"I used to get bullied in primary school but now I've learned how to deal with it and it doesn't happen here."

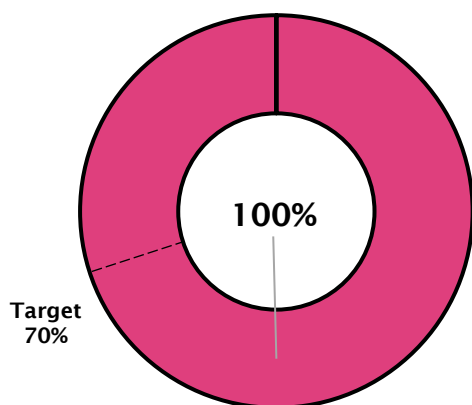
"When I'm more confident, there's a higher chance of people letting me join in."

Specifically, the coaches were seen as more approachable and relatable than other teachers, and they showed a genuine interest in the young people individually.

"It's easier to talk to [coach] than to other teachers. He just understands, he gets it."

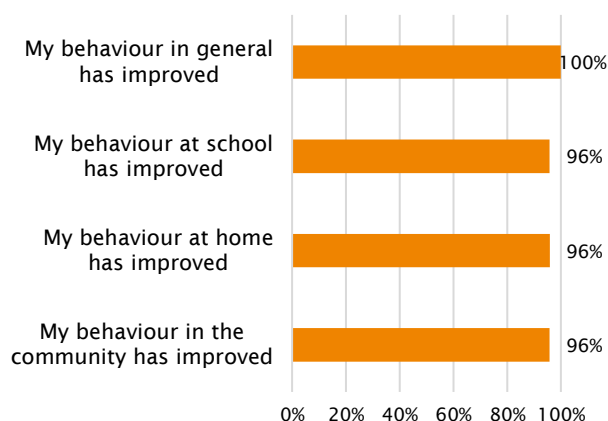
Young people who responded to the survey all reported that their behaviour had improved, exceeding the Cashback target of 70%.

Young people report positive changes in their behaviour



Young people identified a range of contexts in which they'd noticed their behaviour had improved, including school, home, and in the community (96%). For all respondents, this culminated in a general improvement in behaviour (100%).

Indicators of improved behaviour



When discussing their behaviour, young people provided examples of what they should be avoiding, for example swearing, vaping, and messing around, and said that these behaviours had improved in general for themselves or for the SIP group in general.

"It's helped me with not swearing so much."

"It's made me stop vaping."

"Yesterday in English people were tempting me to do something bad like jump on a table, and I was going to do it but then I decided not to."

Discussions also revealed some of the factors that contributed to young people improving their behaviour. They mentioned the topics that they learned about through workshops changed their attitudes towards things like smoking or vaping, and they also learned about how to treat others through the SIP. The reward of playing basketball and the potential to be taken off the course for behaving badly were also powerful incentives towards positive behaviour. Some also mentioned that the opportunity to burn off energy through the basketball sessions helped them to behave more respectfully and calmly in other classes, too.

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

"Everyone did things they weren't supposed to but after [SIO] spoke to them, they've changed."

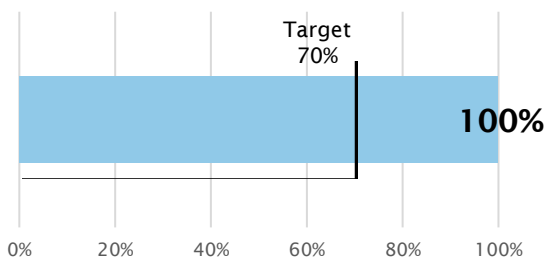
Some participants mentioned that sessions were sometimes disrupted by people talking over each other, not listening, and delaying the activities for their peers. It was suggested that this was an element of the SIP that could be improved.

"It definitely makes you more competitive."

Other Stakeholders

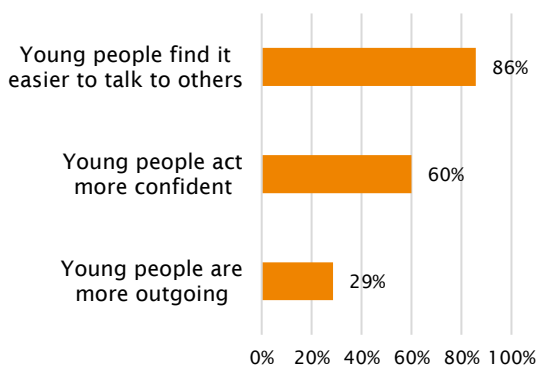
Corroborating the reported changes from young people, all adults indicated that they had seen a positive change in the confidence and resilience of SIP participants.

Other stakeholders report perceived increases of confidence and resilience



Areas in which young people had visibly gained confidence are displayed in the chart below. Most significantly, adult stakeholders saw young people gain confidence in talking to others (86%). They also saw significant differences in their actions (60%) and openness (29%).

Indicators of increased confidence (other stakeholders)



In interviews, stakeholders described how being part of a team, participating in something competitive, and getting positive feedback from teachers all contributed to young people's increased confidence. In most cases, young people referred to the SIP struggle in the school environment and don't have as many opportunities as other pupils to take part in something that makes them feel safe, valued and capable.

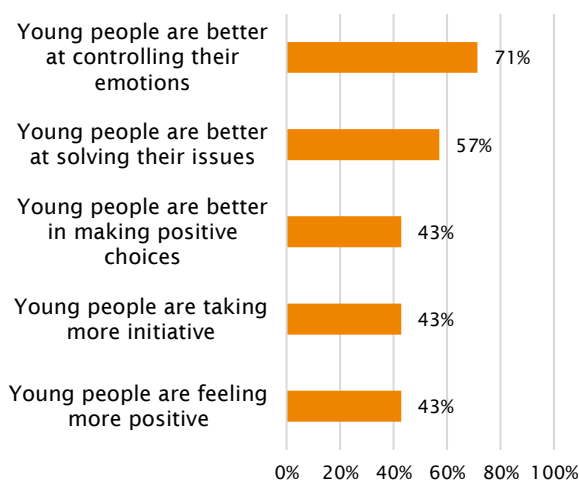
"Having to sit down in secondary classes is very difficult for some of them, so they like

being able to run around, it shakes things up a bit."

Having confidence to leave their neighbourhood was identified as something that young people at the schools targeted for the SIP are lacking. It was suggested that the SIP programme could help address this, by incorporating more inter-school basketball games and trips to other places with the SIO and their SIP peers.

Adults also indicated the areas in which young people's resilience had visibly improved.

Indicators of increased resilience (other stakeholders)



Managing their emotions (71%) and solving problems (57%) were the areas in which stakeholders observed the most significant changes for young people. A significant proportion also recognised that young people improved their ability to make positive choices, take initiative, and that they were feeling more positive in general.

Interviews with school staff and delivery partners revealed the importance of the SIO's relationship with the young people in building their resilience, as young people felt comfortable opening up to the SIOs, and regarded them as positive and relatable role models.

"Young people don't take messages from staff as well as they do from external people like [SIO]"

"They follow [SIO] round like the pied piper! And he's always got time for them."

Stakeholders all regarded the individual SIOs as the right people for the role, and suggested that some of the success factors of the SIP could be attributed to them being a good personal fit, and having the

right skills and attributes to form positive relationships with a group of young people that other adults might have struggled to connect with.

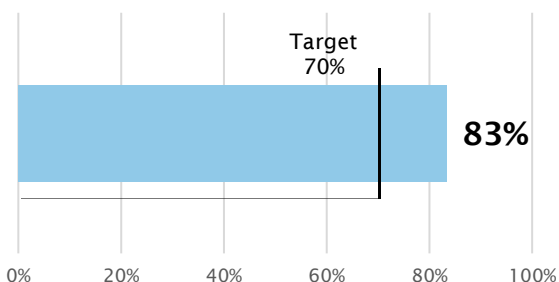
"[SIO] settled in really quickly, despite the young people being hesitant about having a new person."

"[SIO] has developed brilliant relationships with the young people and established trust."

"Having the right person is really important to make this programme effective."

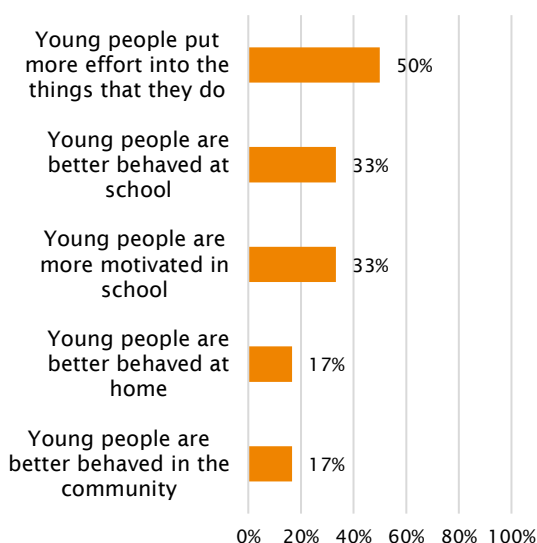
The vast majority (83%) of adults perceived positive changes in the behaviour of young people involved in the SIP.

Other stakeholders report perceived positive changes in the behaviour of young participants



Improvements were apparent across a range of factors, as displayed in the chart below.

Indicators of positive changes in behaviour



Young people were seen to be putting more effort into tasks at school (50%), and showing improved

behaviour and increased motivation (33%). Some stakeholders also reported that young people's behaviour outside of school improved, too (17%). Comments from the survey indicated that those who did not report improvement in young people's behaviour at home or in the community felt unable to comment as this was not something they could observe.

In interviews, the improvements in young people's behaviour were described as one of the primary outcomes from the SIP. Stakeholders described how young people were more reflective, had greater self-awareness of the impact of their behaviour on the people around them, and that this translated into improved behaviour in classes, around school, and in general.

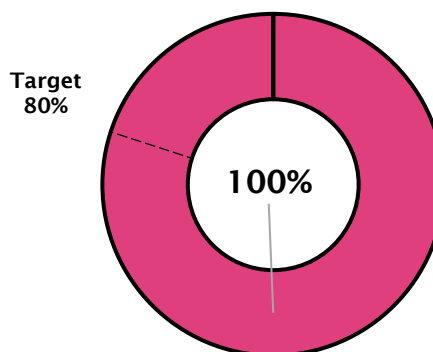
"They have more awareness of their behaviour, how it impacts them and how it impacts the group. You can see the group from last year have come on in leaps and bounds."

Outcome 2: Young people develop their physical and personal skills

Young people increased their physical and practical skills through the SIP. Both young people and stakeholders report improvements that exceed the targets for this outcome.

Young people all reported that they had gained skills through their participation in the SIP.

Young people report their skills are increasing



The areas in which they saw their skills increased are displayed in the chart below.

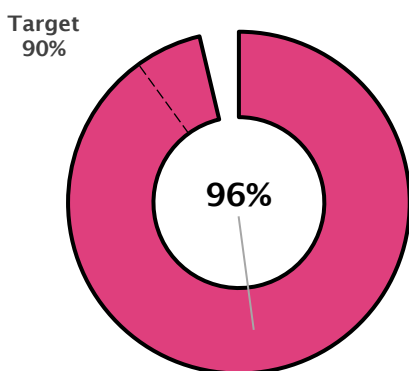
Skills gained through SIP



Young people developed interpersonal skills such as teamwork (100%) and leadership (91%), physical skills such as co-ordination (96%), speed and stamina (96%), and transferrable skills related to employability (91%) and attainment at school (87%).

As shown below, almost all (96%) young people found that their basketball skills increased thanks to the SIP.

Young people report their basketball skills are increasing



This came through in interviews, too. Young people mentioned specific basketball skills that they had learned or developed, such as dribbling, shooting and passing, as well as general sportsmanship skills such as communication and being alert to the rest of your team.

"My overall basketball skills have got a lot better."

"My defending has got a lot better. At first, I didn't know the proper rules of basketball but now I'm learning things like put your head up."

"We make sure that we keep talking to each other and that way we can pass faster."

"My lay-ups are more consistent now, I get them in almost every time."

Reflecting further on the skills they had developed, many interviewees identified personal skills that they learnt through the SIP, which could be applied elsewhere. Most often, young people mentioned that they were better at working alongside other people, and being reflective in their behaviour, skills, and decision making.

"If you don't know how to do something you can just ask your friend and they can show you."

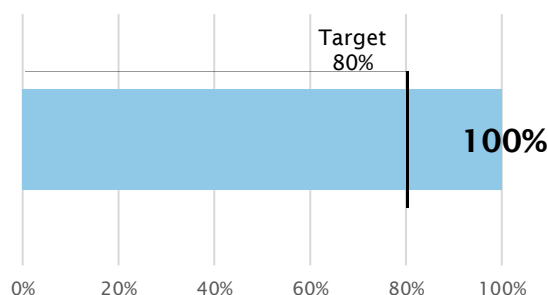
"My social skills have improved a little bit."

Some participants also noted that through the SIP, they had gained experience and accreditation that would go towards Nat. 4 or 5 qualifications, college applications, or work CVs.

Other Stakeholders

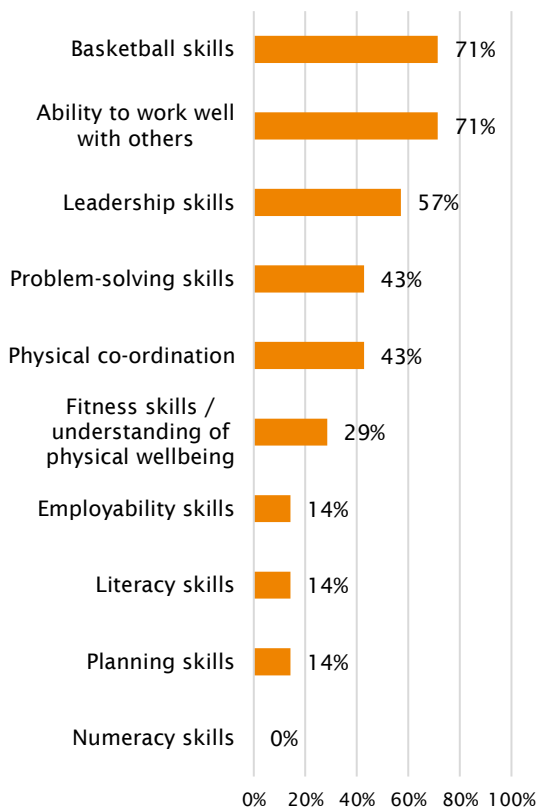
Other stakeholders all reported that young people's skills had improved through the SIP.

Other stakeholders report skills are increasing



Areas in which young people's skills improved are shown in the chart below.

Skills young people gained (other stakeholders)



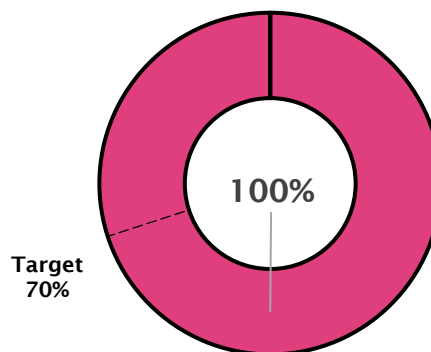
In line with what the young people themselves reported, basketball skills and teamworking skills were the areas in which stakeholders saw the most marked improvements (71%). Stakeholders also observed significant improvements in young people’s leadership (57%), problem-solving (43%) and physical co-ordination (43%). A smaller but still significant proportion of stakeholders indicated that young people’s physical skills (29%) and employability and attainment skills (14%) had increased, specifically in literacy, though not in numeracy.

Outcome 3: Young people’s health and well-being improves

Responses from young people and adult stakeholders indicate significant improvements across all SHANARRI indicators.

All young people saw improvements in their wellbeing, according to SHANARRI indicators.

Young people report increases in feelings against SHANARRI indicators



When looking at individual wellbeing indicators, it is clear that the SIP had a strong positive impact across all factors:

Increases against SHANARRI indicators



Most frequently, young people reflected that having the opportunity to do something fun with their friends boosted their mood.

“Having something I enjoy helps my mental health.”

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

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

"I try taking my stress and frustration out at basketball."

As adult stakeholders also identified, SIP participants' wellbeing benefitted from the relationships they developed with the SIOs, and having someone to talk to about what was causing them stress.

"You get a lot of things off your mind."

"I'll tell [SIO] about my problems and they'll always try to help me sort it."

"I'll just sit and talk about what's bothering me."

"You think, 'Thank God I've got [SIO]'"

Young people also commented on the small changes in their lifestyle and attitudes, which were having a positive impact on their physical health and general wellbeing. This ranged from making dietary changes as a result of discussions they had in SIP sessions about healthy eating, to being more active and involved in the key relationships in their lives.

"I can run faster now and jump higher."

"I try to eat less sweets and more healthy stuff."

"I've stopped drinking a lot of energy drinks."

"I didn't really go outside with my pals but now I do."

"When Mum asked me to do something in the house I couldn't do, but now I can - like I can help her lift the couch."

In interviews, it was clear that young people had learnt about mental health and wellbeing through the sessions, as well as benefitting from the experience of the SIP.

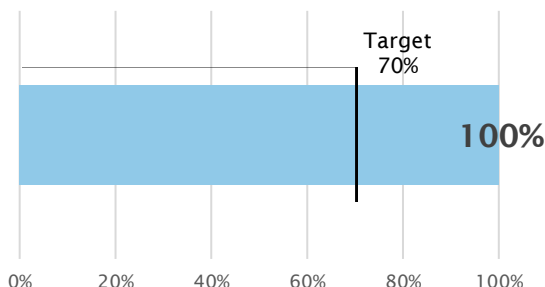
"I learnt that everyone feels anxious at some point."

"There's some stuff [about MH] I didn't understand but after these sessions I think it made sense and I got it."

Other Stakeholders

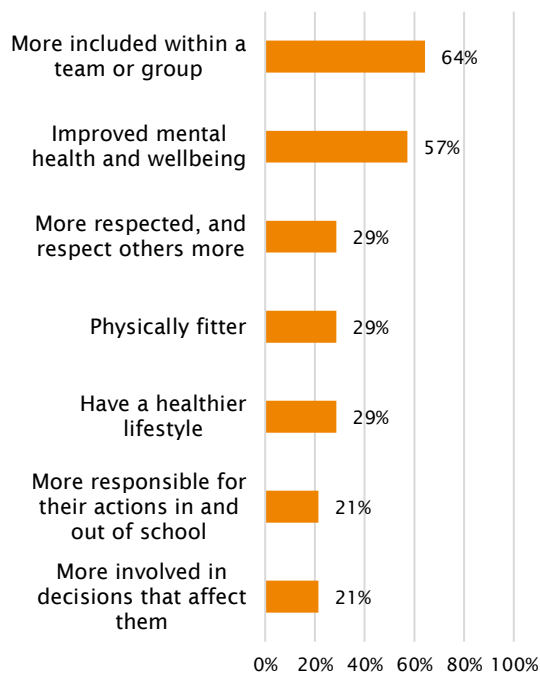
All parents, carers and school staff saw an increase in young people's wellbeing, according to SHANARRI indicators.

Other stakeholders report perceived increases in SHANARRI indicators among young people



The responses from adults indicate a slightly reduced impact compared to the responses from young people, but nonetheless paint a positive picture overall. Given that adults' responses are based on what they have observed, it's likely that the disparity comes from young people feeling a difference in their own wellbeing, which is perhaps not apparent to others. Most significantly, adults perceived the participants to be more included within their peer group as a result of the SIP (64%).

Increases against SHANARRI indicators (other stakeholders)



The difference that the programme makes to young people's wellbeing was a prominent theme in interviews with adults. As in discussions with young people, the effect of having something enjoyable to

do at school was raised as a significant factor contributing to the positive wellbeing outcomes for participants.

“They’re more positive about coming to school because it’s here.”

“They can’t wait to go to basketball on a Friday.”

It was clear to adults that the participants took on learning from the mental health sessions delivered through the SIP, and went on to apply this in their own lives and within their social groups.

“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.”

“Some of them have taken their learning into their actual social group within school and then come back to me like ‘Oh I’ve noticed this in my friend, and I went and got her the support on this helpline.’”

This was especially apparent for pupils – typically boys – who previously did not engage with conversations about mental health.

“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. So it’s been really interesting to use the basketball narrative to get that message through – it’s worked really well.”

“Just seeing their behaviour change around mental health discussions and seeing that it’s not this big, scary, taboo topic.”

Staff also mentioned that without the SIP, these young people would not have access to the mental health support they needed, as other services and programmes were at or beyond capacity, and schools were struggling to provide alternative support because of reduced budgets and increased demand.

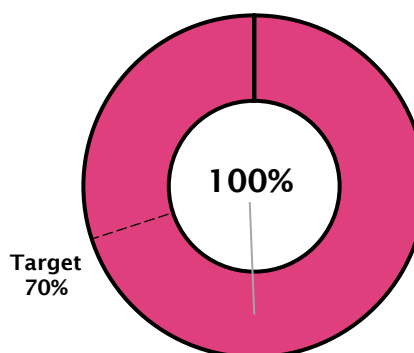
“This is a lifeline for us as guidance teachers – to be able to refer young people when we can’t access other services.”

Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

The SIP programme had a significant impact on the positive destinations of the participants. This can be seen through the difference in their school attendance and attainment, and their engagement with other pathways.

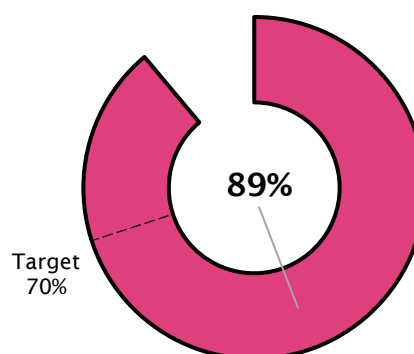
When asked whether their attendance at school had improved since joining the SIP, all respondents indicated that it had, or that this hadn’t been an issue in the past.

Young people will improve their attendance¹



The majority (89%) of respondents also reported that their attainment had improved as a result of their participation in the SIP.

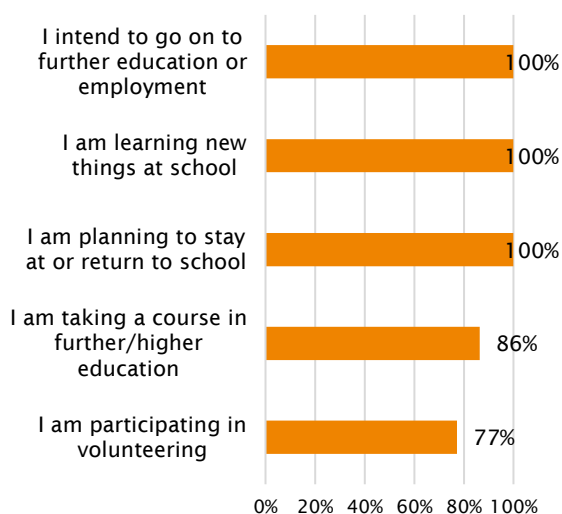
Young people will improve their attainment¹



Young people’s engagement with school and other learning and education options can be seen in the chart below.

¹ Excluding those for whom this was not an issue before

Indicators of positive destinations



Corroborating their responses about attendance, all participants indicated that they intend to stay in education now and in the future. They likewise all reported learning new things at school, with a significant majority indicating that they are already actively engaging with further education (86%) or alternative positive pathways (77%).

Interviews with young people confirmed that the SIP was a good incentive for pupils to come into school.

"I only really come to school for [SIP]."

"I used to hate coming to school but now I like it."

"I used to always want to work on my own when doing a project but now I like doing projects in class with other people."

Some pupils reflected on how the SIP had impacted their ability and willingness to focus in classes. Remaining on the SIP was a good incentive to do well, and the opportunity to release stress or energy helped to improve their engagement in other classes.

"If I don't focus in class, they won't let me do basketball."

"I focus more in class – I used to have a lot energy but now because of basketball on a Monday and Tuesday I don't have as much energy so I don't carry on as much."

"I used to always want to work on my own when doing a project but now I like doing projects in class with other people."

Other Stakeholders

When asked about young people's attendance and attainment, most adult stakeholders we interviewed caveated their responses with the acknowledgement that they didn't have the statistics to demonstrate changes in this area. They nonetheless commented positively on young people's attitudes towards their schoolwork and their future, and noted that basketball was a strong hook for getting pupils 'through the door' and keeping them engaged at school.

"I think using basketball as that driver is really powerful and it makes them engage so much better."

"They're more positive about coming to school because it's there."

School staff discussed how the environment of the SIP being not a classroom helped pupils to gain skills and develop strengths in a context that suits them. This was especially true for pupils who were part of schools' additional support groups.

"One pupil I have used to be a troubled soul in school. She's blossomed and flourished [...] it's kind of saved her."

The enjoyment and the positive experience of achieving and being acknowledged for their achievements helped to change pupils' perception of school in general. The positive and encouraging attitude of the SIOs was seen as a key factor in creating this, as well as the sense that pupils were 'picked' for basketball for positive reasons, rather than referred to a programme because they were struggling.

For some participants, the SIP had introduced them to opportunities for their future that they hadn't known about previously, and this led to them raising their ambitions, as they could see that although they didn't thrive in a school environment there were other options for them to have a positive and high-achieving future.

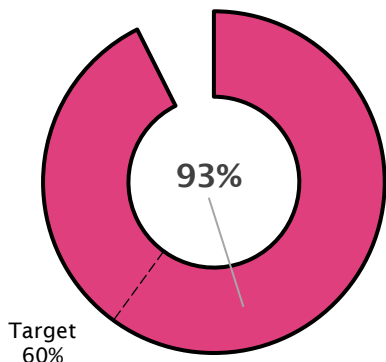
"I've had lots of young people come up to me and ask me about their future – could they maybe get an apprenticeship, because they don't want to stay in school, it's not their thing. So you can see that they actually are thinking about positive destinations."

Outcome 5: Young people contribute positively to their communities

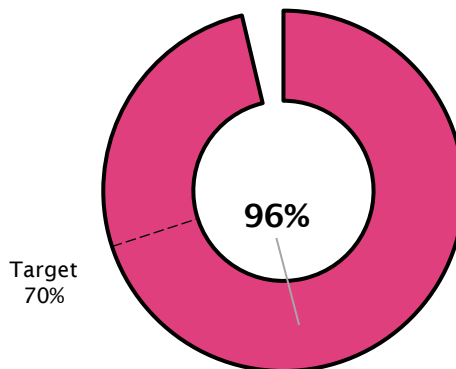
Young people contributed positively to their communities through the SIP.

The vast majority (93%) of participants reported a greater sense of belonging thanks to the SIP, exceeding the target of 60%.

Participants have a heightened sense of belonging to a community



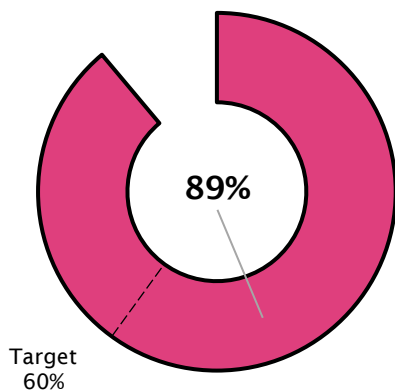
Young people feel their contribution, links with communities and social interaction are improving



Some of the ways in which young people's connections to their community improved can be seen in the chart below.

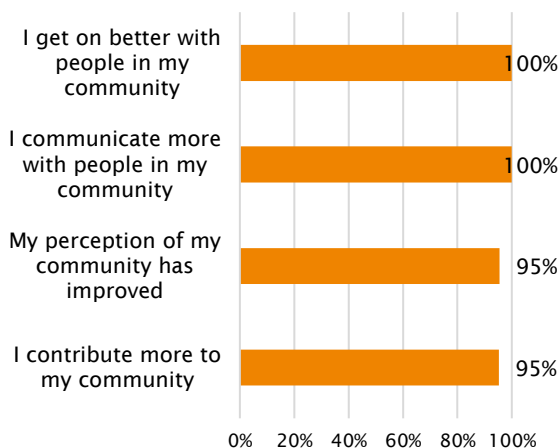
A similarly high proportion (89%) reported that they were more motivated to positively influence their community as a result of their experiences.

Participants have increased motivation to positively influence what happens in their community



Young people also reported that the majority (96%) noticed a positive difference in their own interactions with their community.

Indicators of improved interactions with community



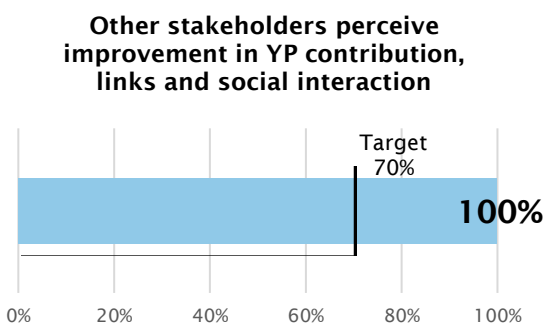
Communication and getting along with people were the areas in which all young people saw an improvement. For the majority (95%), this came with greater contribution and an improved perspective of their own communities, too.

In interviews, young people talked about the school community and the wider community, and reflected that feeling more included in their school as a result of the SIP had a positive impact on the way they perceived school in general and adults they interacted with.

Many also commented that the confidence they had gained through the SIP helped to engage more with people in the community, for instance talking to locals with greater ease, and being more aware of the opportunities in their local area through other programmes or sports clubs.

Other Stakeholders

Adults all saw considerable improvements in young people's interactions with their community.



Some reflected that the inter-agency partnerships that the SIP facilitated helped pupils engage with local programmes such as FARE.

Some schools were able to offer basketball sessions outside of school hours. Pupils who attended these sessions felt that there was more available to them in their local area, and the sessions meant that they were not spending that time causing trouble in the community.

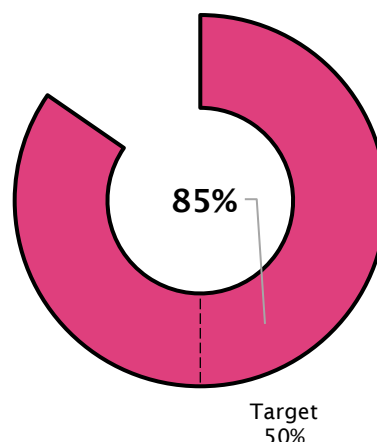
[re: summer holiday basketball sessions]: "SIO has been able to make this work in a way that it hasn't worked before."

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

The SIP has had a positive impact on the behaviour and attitudes of young people who might otherwise be involved in antisocial or criminal behaviour.

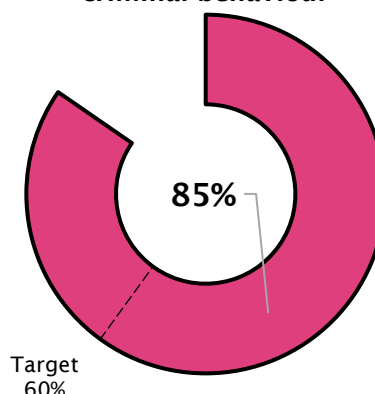
Young people reported that for the majority (85%), their involvement in antisocial behaviour had diminished since joining the SIP programme, far exceeding the CashBack target for this outcome.

Young people report that their own participation in antisocial and/or criminal behaviour has reduced²



A similarly high proportion (85%) indicated that they felt less inclined to engage with this type of behaviour in the future.

Young people feel less inclined to participate in anti-social and/or criminal behaviour²



When asked about this type of behaviour in interviews, many participants reflected that while it hadn't been an issue for them in the past, the SIP nonetheless increased their awareness of what constitutes antisocial behaviour, and the consequences that come with it.

BasketballScotland Support in Schools

All the delivery staff interviewed spoke positively about the support they received from **basketballScotland**. No major issues were apparent, and school staff all expressed a keen

² Excluding those for whom this was not an issue

interest in continuing to run the SIP in subsequent years.

Schools and delivery staff reported being in close communication with **basketballscotland**, which helped to prevent problems from arising or developing. Inevitable challenges were quickly and effectively resolved, and delivery staff felt well supported by **basketballscotland** in their roles.

*"We work really closely with **basketballscotland** and when there have been challenges, we all come together and have a debrief and think, what's our learning and what can we do moving forward? And it's been really supportive."*

This strong communication has been central to the programme's ability to be responsive and adaptable throughout the three-year delivery timeframe. **Basketballscotland** have sought out and listened to the views of SIOs, school staff, and partners, and as a result, those involved feel confident that they have been able to increase the impact of the programme for the pupils involved.

The SIOs themselves were credited with being one of the key success factors of the programme. Their ability to engage with the pupils was attributed to their individual personalities as well as their commitment to and understanding of the role. Delivery staff could see that the SIOs were good role models for the pupils, which was valuable given that some pupils didn't have positive role models outside of school and did not regard teachers as people they could relate to or emulate. School staff reflected that pupils saw the SIOs as different to other teachers, and were more likely to respond to them for that reason.

The SIOs also helped to cement links with a number of different departments in each school, including pastoral staff and additional support hubs. These links lifted some of the burden from the school staff, who were facing particular challenges during this stage of delivery with high demand for additional learning and mental health support for pupils and reduced budgets to enable them to meet this need. At the same time, it meant that more pupils were able to benefit from the SIP, and to become more integrated into the school in general.

"School staff are so appreciative because it means we have another option for young people who are most vulnerable and wouldn't engage."

"It's a crucial service for schools. Programmes like these are essential to meet the needs of the pupils."

In this respect, staff were all confident that the pupils on the SIP were the right people for the programme. Pupils were referred by consensus between pastoral staff and senior management, and in most cases, pupils remained on the programme throughout. All delivery staff were mindful of balancing the need to target the most vulnerable pupils, and making sure that the disruptive behaviour of some didn't impede other pupils from benefitting from the programme. While this was seen as an ongoing challenge, it was one that was not specific to the SIP but applied to all aspects working with pupils who aren't engaging at school, and the SIP team were successful at managing this so that participants were all able to get the most out of the programme.

Future developments

All the stakeholders we spoke to expressed that the SIP was a valuable asset to the school and something that they hoped would continue in the future. When reflecting on improvements that could be made to the programme in its next phase, suggestions tended towards maximising existing benefits, rather than making any significant changes.

In light of the many positive outcomes of the SIP, delivery staff suggested placing greater emphasis on the aspects of the programme that had been most impactful. This included selecting SIOs who were positive role models for the participants. While each school expressed that they were keen to keep their current SIO, they acknowledged that moving on to a new role was perhaps inevitable down the line, and it was crucial that **basketballscotland** selected the right person to replace them. In this respect, staff generally highlighted the importance of SIOs being relatable to the pupils. They mentioned having positive male role models for boys on the programme with behavioural challenges, and positive female role models for girls on the programme who didn't have as many obvious role models in the wider world of sport. Some staff also mentioned that SIOs with lived experience of some of the social or neurodevelopmental challenges that participants experienced, such as poverty, dyslexia, or ADHD, could be an additional benefit.

Developing the opportunities that the programme provided for participants to work on their social skills was also a prominent theme when discussing improvements to the SIP. Throughout Phase 5, there have been limited opportunities for young people to take part in community-based activities, because of Covid restrictions. Stakeholders reflected that lockdowns had caused young people to become isolated and many were daunted by the prospect of leaving their neighbourhood. Chances

to play basketball or take part in workshops at or with other schools through the SIP would give participants a chance to step out of their comfort zone while being supported by their peers and the SIOs. Some stakeholders also suggested the opportunity for SIP participants to create their own basketball team with fixtures, to give them a sense of competition and achievement against other schools.

Stakeholders also reflected on learning points from the past 3 years, including consultations with young people about what they enjoyed and benefitted from in the workshops. The regularity of sessions was deemed important, as it provided young people with the opportunity to digest what they learned, while being regular enough that they didn't forget or lose interest.

The necessity of having the same person deliver workshops throughout the SIP was highlighted. Building relationships with young people is essential for getting them engaged in topics like mental health, and the positive impact of having a familiar face deliver all the SAMH sessions was apparent. In a similar respect, having more capacity for SIOs to spend one-on-one time with the participants was deemed highly beneficial, and something that should be incorporated during Phase 6.

Some practical considerations were also highlighted, including group sizes and making sure the right people were referred. Providing all delivery partners with as much information as possible about each young person before the start of the course would also help them to make most effective use of the time.

The success of the SIP and the impressive achievements of the SIOs led to some school stakeholders proposing that the SIP or basketball-related sessions were incorporated more thoroughly into the school curriculum, or alongside the schools PSE delivery, to allow more pupils to benefit.

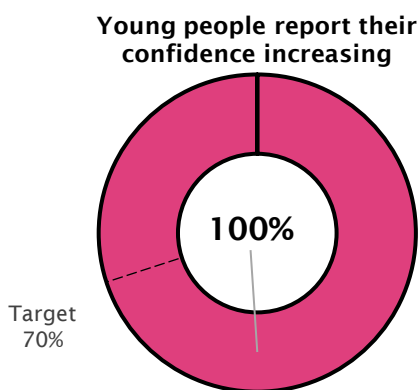
4. Wider Group Impact

This section describes the outcomes for the Wider Group participants. Data in this section comes from a survey completed by participants of the Wider Group basketball sessions.

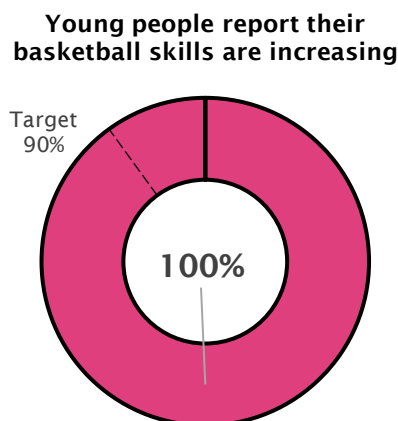
The Wider Group Basketball Sessions

Some pupils took part extra-curricular basketball sessions delivered via the Cashback SIP programme. They surpassed the targets for each outcome.

Participants of wider group basketball sessions all indicated that they felt more confident as a result of their experiences.

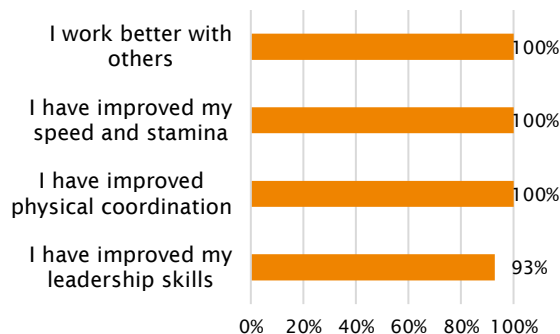


The sessions were focused around developing young people's basketball skills, which was achieved by all participants.



Through their involvement in the programme, participants of the wide group also developed some core transferrable skills.

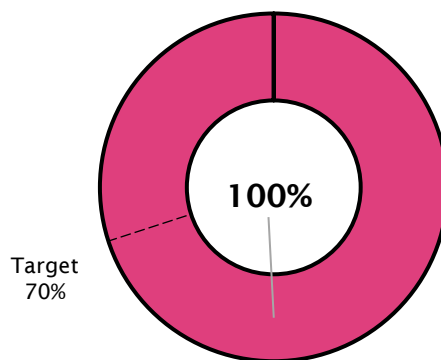
Indicators of increased skills, Wider Group



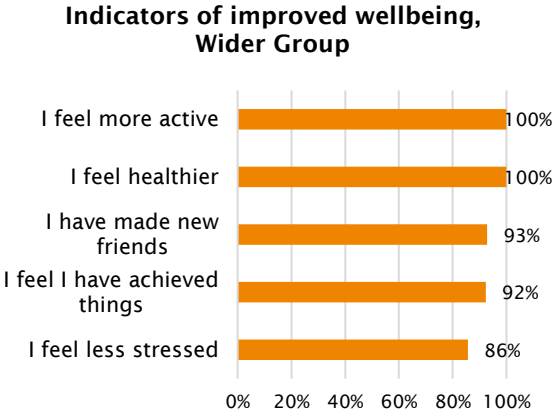
All participants reported that their physical and social skills had improved, and most (93%) also had the opportunity to develop their leadership skills.

When asked about their wellbeing, all participants reported noticeable improvements.

Young people report increases in feelings against SHANARRI indicators



This was most apparent in their health and levels of activity (100%) as shown in the chart below. Most also responded positively to questions about feeling included (93%) and happy (86%), and that they were achieving (92%).



5. Case Study: Young Mentors

This section describes the experience of two young people who took on leadership roles within the SIP in their school.

At Lochend High School, SIP members had the opportunity to become Young Mentors. This entailed supporting the SIO with delivering aspects of the programme, and gaining experience that will help them in the future. Two of the pupils that we spoke to had taken up this opportunity and described their experience and what it had led to for them.

What they did

Young Mentors worked alongside the SIO to deliver basketball sessions as part of the SIP. They managed younger students and planned and led warm-ups, drills and skills training. They assisted in the delivery of the mental health sessions, working alongside the SAMH facilitator to keep younger pupils engaged and focused. Young Mentors also delivered a basketball session in local primary schools, to introduce primary pupils to the sport and develop their skills.

What they gained

The Young Mentors that we spoke to expressed that their **confidence** had changed beyond measure since they took on the role. They had both been involved in the SIP through S1-S3, and had built up some confidence through that experience. Being a Young Mentor augmented the growth in their confidence, such that they felt their old selves were hardly recognisable.

"Before I started, I wasn't really a confident person, but since I've become [a Young Mentor] my confidence has just grown and grown."

For one Young Mentor, taking on this role changed her perspective of herself and what she was capable of. She gained self-belief from the positive feedback of the delivery partners, and the experience of delivering coaching sessions and other tasks successfully.

"Being involved in this has really built me up to be a completely different person and I wouldn't have thought I had it in me."

Their experience has led to them forming strong **support networks** within the school, including with the SIO, the PE department, and other staff members from partner organisations who are involved in the SIP or additional support in the school generally. Young Mentors found that they had more people to go to in the school to ask for support or advice, and expressed that the experience had made them feel seen and recognised for what they were capable of throughout the school. Their place within the school felt more established as a result. They attributed this to the SIO spending time to get to know them, highlighting their individual strengths, and giving them the opportunity to develop them.

The Young Mentors also recognised that they had become part of the support networks that the younger pupils benefitted from, and that this contributed to their own sense of pride and self-worth.

"It feels amazing to know that the younger pupils are looking up to you as a role model – that proud feeling is out of this world."

The Young Mentors described how they responded to the increased responsibility of their roles, and how it helped them to develop maturity, which was reflected in their day-to-day **behaviour** and attitudes.

"I used to be quite a loud kid, but doing this has forced me to be a bit more mature."

They also acquired **skills** related directly to basketball, and more generalisable competencies. They mentioned planning sessions, delivering coaching, and managing groups of young people in a classroom setting. These experiences contributed to their Duke of Edinburgh award, and they both gained coaching **qualifications** as a result of being a Young Mentor.

One of the Young Mentors informed us that this role had led to her **gaining a job** with basketballscotland once she graduates from high school. She reflected that she had applied and been accepted to the army, but after her experiences as

a Young Mentor she considered that she had more potential than would be used in the army, and had set herself different ambitions. Thanks to the support of the SIO, she won a community champion award at the City Chambers.

For both Young Mentors, their interactions and conversations with the SIO had opened their eyes to opportunities that existed which they otherwise wouldn't have known about, at the same time as giving them the skills, experience, motivation and self-confidence to aim for them.

"My family is in construction, but [being a Young Mentor] means I've got another option."

"This is going to take me somewhere."

6. Conclusions

This section summarises the key findings from the evaluation and highlights the key lessons learned.

Conclusions

Year 3 Overall:

1. In Year 3, the Social Impact Programme exceeded all targets set by CashBack.
2. The Wider Group surpassed all CashBack targets in Year 3, with a 100% positive response to all targets.

Social Impact Programme

3. YP saw improvements in their confidence as a result of taking part in the SIP. They were able to take the confidence they gained on the basketball court and apply it in other areas of their life such as school, other sports or new activities, and their social circles.
4. YP on the SIP increased their resilience across a range of areas. They reported improved coping strategies around problem solving and emotional resilience, and having more self-belief. The experience of being supported by their SIOs and teammates when making mistakes or facing setbacks in basketball helped them to develop their resilience.
5. Positive relationships develop between participants of the SIP, and between young people and adults delivering the programme. Increased time spent together, shared experiences, and the opportunity to have fun together all contributed to young people developing supportive and trusting networks.
6. Young people saw improvements in their own behaviour, and reflected on the improved behaviour of the group as a whole. They responded to boundaries and incentives related to the SIP sessions, and learnt things through workshops that helped them change their attitudes towards harmful behaviour. This was reflected in positive changes in their behaviour both in school and at home or in the community.
7. Other stakeholders all noticed increases in participants' confidence, resilience and

behaviour. They saw that young people had good role models in the SIOs and were more reflective and self-aware about their behaviour.

8. All young people have been able to gain new skills or develop existing ones as a result of the SIP. Feedback indicated that the programme gives young people a platform to develop their abilities across a wide range of personal, physical and basketball-specific skills.
9. The SIP contributes to improvements across multiple signifiers of wellbeing for young people. Along with the benefits to their physical health, young people saw that their mental health benefitted from being able to take part in something that they enjoyed and were good at. They also learnt about mental health through workshops and were able to apply this in their own lives and even bring that learning to their wider social networks.
10. The mental health and wellbeing of participants was a primary consideration for other stakeholders, all of whom noted the improvements to young people's wellbeing. They stressed the importance and value of this course in providing mental health support for young people who are struggling, given that resources for schools to do this are scarce.
11. A number of positive destinations were achieved by the young people on the SIP. The programme introduced them to a range of options to pursue learning and careers that they wouldn't have been aware of otherwise, and supported them to gain the skills and experience necessary to take the next steps.
12. For pupils who struggled with attendance and attainment at school, the SIP helped to improve this. Participants all found they had something to look forward to and enjoy at school, which encouraged them to come to school.
13. The programme has been successful in changing young people's perspectives of

- their community. They felt a greater sense of belonging, and were more motivated to make positive contributions to their community. This was reflected in the more positive interactions they had within their community.
14. Community interactions have been limited throughout Phase 5 due to Covid restrictions, and stakeholders all reflected that this would be an important area to expand on in future phases (see point 21)
 15. For almost all of those taking part in the SIP who had previously had issues around anti-social or criminal behaviour, the programme has been influential in reducing their involvement or inclination to get involved in this type of behaviour in the future.
 16. Older pupils have had the opportunity to develop their skills even further through the Young Mentor roles. This experience has had a significant impact on the confidence and future trajectory of the pupils involved.
 22. Having regular sessions delivered by the same person so that young people are working with a familiar adult was one of the key successes that Phase 5 reached in Year 3.
 23. Having smaller group sizes, and giving more consideration to which pupils will work well together, will allow pupils to get more out of the programme.
 24. Similarly, providing delivery staff with as much information as possible about individuals on the programme will allow them to prepare and adapt to the needs of the individuals on the SIP.
 25. Schools were inspired by what SIOs had been able to achieve, and ambitious to integrate the SIP more thoroughly into the school curriculum and their own PSE delivery.

Future Developments

17. All school stakeholders expressed a strong desire to continue running the SIP.
18. Schools had carried out consultations with the young people to find out their thoughts on what was successful about the programme, and what they wanted changed, too.
19. Learning points from the 3 years of Phase 5 were reflected on, and the adaptability of basketballscotland throughout was regarded as a crucial factor in enabling the SIP to successfully achieve the outcomes it has so far.
20. The SIOs were the right people for the roles, and it is vital that any replacements have the right personal attributes to continue their successes, in particular building positive relationships with pupils.
21. Increasing opportunities for young people to develop their social skills, engage with their communities, and step outside their comfort zone will be easier in Phase 6, and all the more important because of the impact of Covid lockdowns.

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