



# ANNUAL REPORT



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

# 19/20

# KEY STATISTICS



9% of participants identify as having a disability.



13% young people are from an ethnic minority.



2% of pupils in the programme are young carers.

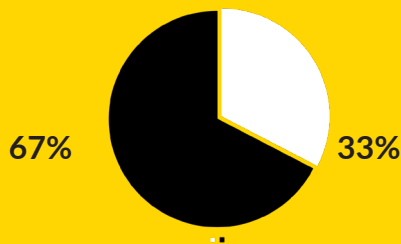
The total number of participants during 2019/20 was:

805



539 261

Prefer not to answer = 5



3<sup>OUT OF</sup>4

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

19

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

18686 The total attendance figure from the 2019/20 sessions across Scotland.

The total number of sessions delivered by our fully qualified coaches during 2019/20.

1201

\*this was negatively impacted due to the COVID-19 pandemic

# PARTNERSHIP HISTORY

**basketball**scotland have had a successful partnership with CashBack for Communities since investment was granted to Scotland's governing body for basketball in 2008.

In 2017, we were pleased to progress onto Phase 4 of CashBack for Communities. With the new phase and investment, **basketball**scotland 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. By the end of Year 2 of Phase 4, we had exceeded our target of 16 by having 17 live programmes. These include schools in Inverness, Aberdeen and Dundee. We had also launched two programmes in additional support needs schools at Woodlands and Pilrig Park schools in Edinburgh.

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.

For the beginning of year 3, and the final year of Phase 4, additional schools reached out to us, seeking to be a part of our programme. We believed this was a positive reflection of our programme. Balwearie High School and Loudon Academy joined our programme for the final year of Phase 4. This took our total to 19 live programmes.

# THE PROGRAMME

## CashBack School of Basketball



The CashBack School of Basketball programme supports the delivery of the Curriculum for Excellence and plays a central role in the life of a disadvantaged young person by engaging them within their school environment.

The programme 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 and/or a designated teacher who ensure all participants can enjoy basketball within their school day and outside of school. Most schools are linked to a local basketball club to provide an outlet for young people to progress in basketball should they have an interest.

The programme is more than basketball, and we have continued to expand our classroom-based content which aims to develop personal and professional skills in young people. This has been advanced by our progressive partnership with

SAMH (Scottish Association for Mental Health).

Overall, 805 young people across 19 schools have taken part in the programme in Year 3. Due to the COVID-19 pandemic and other circumstances out of our control, 620 pupils and 567 coaches completed surveys. Another circumstance was a fire at one of our programme schools at WHEC.

The COVID-19 pandemic brought an abrupt end to our activities in March 2020. This was 3 and a half months before the end of the academic year. This is our key monitoring period which allows us to evidence our programmes impact.

**“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



**60% of participants self-perception of mental wellbeing improved**

**basketballscotland** have been working with SAMH (Scottish Association for Mental Health) for 3 years and during this time, our partnership has progressed rapidly. **basketballscotland** were an early adopter of "Scotland's Mental Health Charter for Physical Activity and Sport" and SAMH have provided several mental health sessions for our staff and coaches.

We were pleased to announce in early 2020 that **basketballscotland** would be a CashBack for Communities Phase 5 partner. Our partnership with SAMH over the next 3 years will advance further and we look forward to presenting these results.

In our CashBack School of Basketball Phase 4 programme, we have applied 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 have advanced this work further over the last 12 months.

We utilise this framework to structure conversations detailing how the young people implement the '5 ways to better mental health' into their everyday lives.

**"Getting healthier has allowed me to feel more comfortable with myself"**



96%

of young people report an increase in their confidence.

590

young people report being able to do new things.

# OUTCOME ONE

## Young People Build Their Capacity and Confidence

Confidence helps people feel ready for life's experiences. When we're confident, we're more likely to move forward with people and opportunities. If things don't work out at first, confidence helps us try again.

It's the opposite when confidence is low. People who are low on confidence might be less likely to try new things or reach out to new people. A lack of confidence can hold people back from reaching their full potential.

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.

With 96% 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.

**“I talk to more people, there are people in the team that I didn't know. Now that I know their names, I can ask for the ball and I have made new friends”**

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.



514

young people demonstrated increased skills.

93%

of young people report an increase in their personal skills.

## OUTCOME TWO

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

Given the COVID-19 pandemic, it is likely there will be long term economic implications. The evidence from past recessions is that young people who are struggling to get into a job are likely to be suffering the consequences throughout their lives. It's not easy to catch up.

Those who are at risk of exclusion from school subjects are likely to miss out on these essential development experiences. Many young people can lack vital skills which are increasingly seen as important to their wider development including working with others, leadership, communication and career planning.

It is more important than ever to give young people the employability skills to succeed, as they move into adulthood, to help them lead happy, healthy and more aspirational lives. This is what we aim to achieve.

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 supports 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.

**"I get asked to do demonstrations by teachers which never used to happen. This makes me feel good that I can do things that others can't"**





**93%**  
of young people report  
increased aspirations.

**79%**  
of stakeholders report  
positive changes in  
pupil's behaviour.

# OUTCOME THREE

## Young people's behaviours and aspirations change positively

Poor behaviour in school is something that is well documented by teachers. While most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class.

For those not engaged in classes, poor behaviour can correlate to negative education attainment. Our programmes aim to provide an environment where disengaged young people can enjoy learning and therefore want to participate in wider school life. This in turn has a ripple effect on their behaviour in other school subjects

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

**“I would love to be an architect and make lots of money. But I need to concentrate at school and be better at maths.”**

participants behaviour has improved.

The programme setting is increasing the confidence and aspirations of 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 attainment gap.



82%

of young people reported improved wellbeing.

## OUTCOME FOUR

### Young people's wellbeing improves

Enhancing both mental and physical wellbeing are core outcomes through the delivery of our programme. As previously detailed, this has advanced through our partnership with SAMH (Scottish Association for Mental Health). We describe wellbeing 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.

**“visually more attentive, is always focused, asks questions, and shows a genuine interest when learning”**



**64%**  
young people  
improved their school  
attendance.

**83%**  
of young people  
improved their school  
attainment.

# OUTCOME FIVE

## School attendance and attainment increases

One of the most important things young people can do to achieve academic success is also one of the most basic: going to school every day. In fact, research has shown that a young person's attendance record may be the biggest factor influencing their academic success.

The participants in our programme are attending curricular and extra-curricular school subjects which give them the opportunity to advance their learning and achievement. Therefore, the CashBack School of Basketball programme is increasing school attendance as young people become much more likely to attend timetabled basketball sessions during the school day and in turn attend their other subjects more regularly too.

To monitor attendance and attainment levels of our participants, we asked schools to share

data from their education management system (SEEMiS). SEEMiS allowed us to gather monthly data which was analysed to assess participant progress.

**“The basketball helps me get through the depressing days which makes me want to come to school more.”**

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

By utilising the capacity of basketball, we are transforming lives, increasing motivation, encouraging learning and supporting personal development. Young people from deprived backgrounds are gaining experience, undertaking training and participating in learning.

Following the programme, pupils are undertaking further learning and are volunteering in their communities. This is resulting in participants developing work-based skills and gaining employment opportunities.

The programme instils 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.

Young people are also getting involved in new voluntary roles within basketball clubs and in events which **basketballscotland** and clubs are providing. 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.

**“The class allow me to have my opinion valued.”**



63%

of young people are new to the activity.

100%

of young people participate in positive activity.

# OUTCOME SEVEN

## Young people participate in positive activity

We have demonstrated that the CashBack School of Basketball programme is a positive experience for participants both in and out of the school environment.

Participation in positive curricular activities has been linked to improvements in academic, preventative and development outcomes, such as school performance, avoidance of drug and alcohol use and anti-social behaviour, and increased self-confidence and self-esteem.

Young people who participate in out of school activity will see more positive future prospects as a result. The CashBack School of Basketball is an engaging extra-curricular activity and involvement in the programme means young people can meet like-minded peers and positive adult role models other than their parents. Interacting and cooperating with other adults,

such as our basketball coaches, encourages young people to see the world in different ways.

**“She radiates confidence which is allowing her to experience new things whilst encouraging others to do the same”**

They provide opportunities for young people to learn and practice social, physical, emotional and intellectual skills; contribute to the community; belong to a socially recognised group; establish supportive social networks of peers and adults; experience and deal with challenges; and enjoy themselves.

## CASE STUDY

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# Adanna Sey (1/2)



A twin sister who is academically flourishing and a younger family member who is struggling in a new school setting in the year below her, it would be understandable if 13 year old Adanna Sey felt a little bit lost in the middle, both academically and personally.

Yet, in her second year of the CashBack School of Basketball (CSoB) programme at Tynecastle High School, Adanna described the CSoB programme as a place she feels 'very comfortable within'. Additionally, one of her teachers has described the impact the programme is having on her as 'thriving in a place to relax and enjoy herself'.

Adanna is a twin. Both attend Tynecastle High School and live in the west of Edinburgh. Growing up wasn't without its bumps along

the way. Dad, who is of Gambian descent, and mum, are no longer together. There was a lot of moving around the city in order to find a better environment for the family. These have included moving around Niddrie, Broomhouse and Saughton. These areas are some of the most economically disadvantaged areas in the city.

Mum is at college, with the aim of developing a health care career. Dad works night shifts and regularly picks up extra shifts. Each are clearly doing their best to give their children a flourishing childhood and to set them up for a successful adulthood. A combination of this approach along with the CashBack School of Basketball setting, seems to be paying off.

Adanna started the CashBack School of Basketball programme at the start of S1. There

# Adanna Sey (2/2)



were some alarming indicators, specifically centred around mental and physical health. However, her involvement in the programme during the first 12 months has seen her physical and mental health scores improve dramatically. She also radiates confidence which is allowing her to experience new things in life.

*“Getting healthier has allowed me to feel more comfortable with myself”* Adanna describes the impact the programme has had on her. We have asked her to describe what ‘more comfortable’ means. Adanna goes on to describe how she channels her aggression in and out of school. *“I don’t growl at people anymore; I am in a better mood and I am less verbally aggressive to other people.”* This is reflected by her school teachers who have seen Adanna’s behaviour and engagement improve. Adanna refers to the programme as ‘helping her get through the

depressing days’ which ‘makes her want to come to school more’.

This reflection of Adanna’s behaviour and attainment seems to reflect her growing confidence. *“I get asked to do demonstrations by teachers which never used to happen. This makes me feel good that I can do things that others can’t”*. This growing self-confidence is allowing Adanna to try new things, including volunteering at different basketball events. *“I now like to referee when I am not playing”*. Asked what she would like to do when she leaves school, Adanna replies *“I would love to be an architect and make lots of money. But I need to concentrate at school and be better at maths”*. Clearly Adanna’s confidence is allowing her to set goals and aspire to a successful career.

# CASE STUDY

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## Eva Finnie (1/2)



The challenge of trying to learn and grow as a person in a large new school at the age of 13 can be daunting for many people. However, through her second year attending the CashBack School of Basketball programme at Lochside Academy, Eva explains how the CSoB classes help to improve her confidence as well as alleviate some of the stresses associated with being a young woman at school.

The team environment associated with the CSoB makes her feel part of something larger than just an everyday school class. As most young people do, Eva reports that she can often get quite stressed about things at school and the CSoB provides an outlet that helps her forget about the struggles of being a student for a while. The support of the young female coach provides Eva with a more relatable point of contact and she

feels that there is now someone she can look to for advice in a safe environment. She explains how both the practical and theoretical aspects of the class allow her to have her “opinion valued” more so than in other academic classes.

Since the restart of the CashBack programme this year, it is clear to see that Eva has developed into a young person that can be easily coached. She is much more open and receptive to constructive feedback. The informal setting of team sports means that she can be more open, without fear that her opinion puts her in jeopardy of being judged. It is likely that the feedback she receives on the court will be applied off it too.

Because of where she lives, Eva states she finds it difficult to take part in activities like



# CASE STUDY

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## Eva Finnie (2/2)



basketball, therefore, having the opportunity within school hours is massive for her sporting and social development. Those who have had any involvement in sport understand how important team comradery, social interactions and achieving goals can be in improving mental and physical health. Through the CSoB Eva is showing strong signs of a young girl who will be determined and focused on achieving her future goals.

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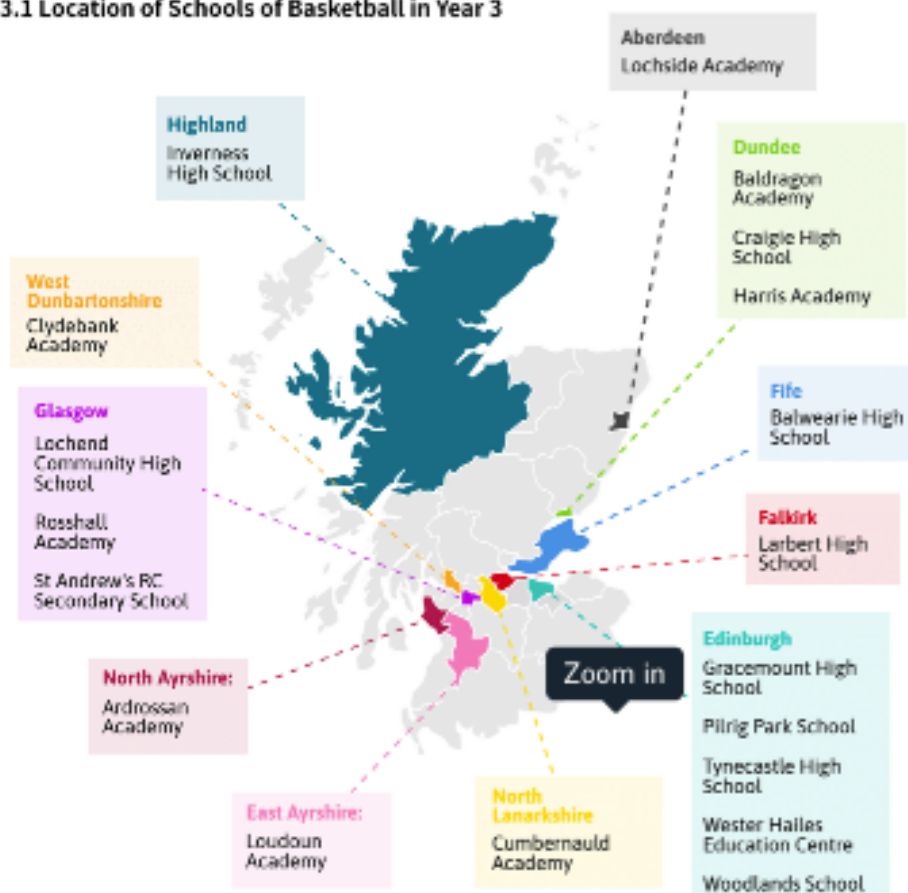
# EXTERNAL EVALUATION

**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.

The Phase 4 **basketballscotland** programme received an award of up to £493,000 to fund the delivery of a restructured and intensive Schools of Basketball programme. In this chapter we discuss the delivery of the programme in Year 3, under the following headings: recruitment of participants, programme and organisational development, views of programme support and delivery, funding, participant profile and comparison against HBSC.

In Year 3, the programme expanded its presence into two additional schools, delivering the programme in a total of 19 schools, including two ASN schools, across Scotland. Figure 3.1 displays the location of the 19 schools.

**Figure 3.1 Location of Schools of Basketball in Year 3**





# 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
- Amy MacLeod

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

- Toni Carvill
- Eoghann Dover
- Tom Griffin
- John Kerray
- Chris Kindlen
- Rebecca Lonsdale
- Kieran Lynch
- Finlay Malcolm
- Josh Manson
- Laura Nisbet
- Glen Honeyman
- Caitlin Robbie
- Adam Stephen
- Liam Stevenson
- William Whitehead
- Gavin Hugh
- Jack McLean





# COMMUNICATIONS



The 'CashBack School of Basketball: Tynecastle High' video, posted across [basketballscotland](#) channels on February 11th 2020, achieved the following statistics since going live:

**7188** reach  
**2488** views  
**215** engagements  
**13** 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

# 20/21



## Phase 5 Launch

In early 2020, **basketballscotland** were pleased to announce that we will continue our partnership with CashBack for Communities for the next 3 years.

Our project for Phase 5 has us working with a smaller group of young people. This allows us to make a positive impact on young people by changing their lives through basketball. We will work with 64 young people at Wester Hailes Community Centre, Craigie High School, Lochend Community Campus and St Andrews RC Secondary School.



## Basketball Social Impact Officers

An integral part to our Phase 5 project, are the Basketball Social Impact Officers who will work from each of our 4 locations. We will launch a recruitment process early in Phase 5 with the aim of having the staff embedded into the school ahead of the 2020/21 academic year.

The Basketball Social Impact Officers will have significantly different roles compared to the Phase 4 staffing structure. The roles will work within the parameters of the 5 core project areas which are, mental health, community engagement, volunteering, individual development plans and basketball.



## Mental Health

During Phase 4, our project had a growing emphasis on the mental health of our young people. This led to a deepening relationship with SAMH and we are pleased that we will be further developing our strong relationship into Phase 5.

Mental health is one of the 5 core project areas. SAMH have agreed to develop our programme curriculum within us for Phase 5. This includes SAMH supporting us to design delivery, train our staff, educate our young people and delivery of the Living Life to the Full programme.



# FINANCES

## Project Activity 2019/20

Salaries and Expenses	£74,006
Programme Delivery SoB Lead Coach	£55,383
Programme Delivery Regional Equipment	£1,000
Programme Delivery Education and Training	£11,120
Management and Marketing	£4,952
External Evaluation	£4,225

## Spend and activity numbers by local authority area - 2019/20

Area	Total	Participants
Aberdeen	£7,369	26
Dundee	£22,105	79
East Ayrshire	£7,368	35
Edinburgh	£36,840	167
Falkirk	£7,368	49
Fife	£7,369	14
Glasgow	£22,105	189
Highland	£7,369	95
North Ayrshire	£7,369	44
North Lanarkshire	£7,369	60
West Dunbartonshire	£7,369	47
<b>Total</b>	<b>£140,000</b>	<b>805</b>

# PHASE FOUR: TARGETS vs OUTCOMES

End of Phase 4 Targets	Target	Reported	% of Target Achieved
YP demonstrate increased confidence	560	544	97%
YP report they are able to do new things	760	590	78%
YP go on to do new things after initial involvement	216	530	245%
Stakeholders report increases of confidence and ability to do new thing in YP	NA	NA	93%
YP will gain accreditation for skills development	324	530	164%
YP will demonstrate increased skills	760	514	68%
Stakeholders will report skills increasing in YP	NA	NA	100%
YP will demonstrate increased physical skills	560	526	94%
YP report increased aspirations	560	579	103%
YP report positive changes in behaviour	480	488	102%
Stakeholders report positive changes in behaviour	NA	NA	67%
YP will make positive comments	560	508	91%
YP will improve attendance	432	219	51%
YP attainment improves	324	232	72%
YP will access training	800	805	101%
YP will access learning (including staying on at school)	480	805	168%
YP will be involved in volunteering	216	112	73%
YP will volunteer following programme completion	160	158	99%
YP participating in the activity	800	805	101%
YP are new to the activity	80	508	635%