



BLAKE STEVENSON

basketballscotland Phase 4 Cashback for Communities

FINAL EVALUATION REPORT

JUNE 2020





CONTENTS

CHAPTERS		PAGE
	EXECUTIVE SUMMARY	i
1	INTRODUCTION AND CONTEXT	1
2	APPROACH AND METHODOLOGY	3
3	DELIVERY OF BASKETBALLSCOTLAND'S PHASE 4 PROGRAMME	6
4	PROGRAMME IMPACT AND OUTCOMES	14
5	PARTICIPANTS' VIEWS AND CASE STUDIES	26
6	SUMMARY AND RECOMMENDATIONS	32
APPENDIX 1: LIST OF OUTCOMES AND INDICATORS		
APPENDIX 2: PROFILE OF PARTICIPANTS		

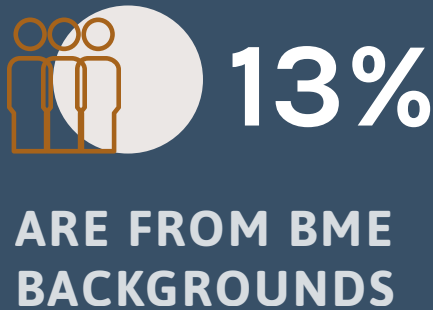
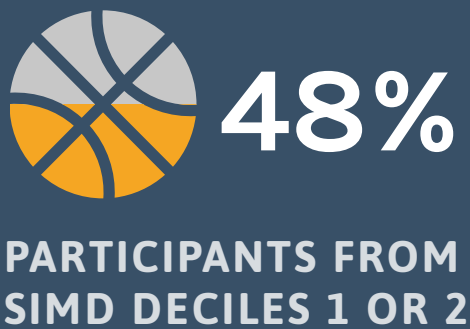
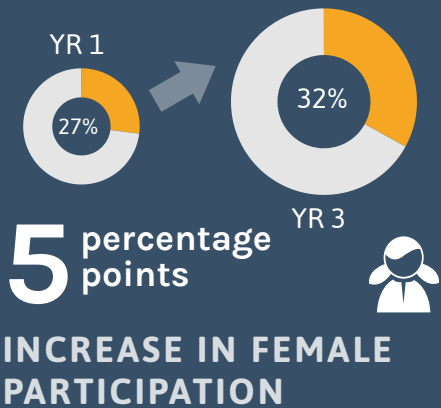
EXECUTIVE SUMMARY



Phase 4 of the **basketballscotland's** School of Basketball continued to bring positive impact to the lives of young people. The programme expanded across each year of Phase 4, from six schools in Year 1 to 19 schools, including two ASN schools for pupils with additional support needs, at the end of Year 3. The School of Basketball engaged a total of 805 pupils in Phase 4, exceeding **basketballscotland's** target of 800.

Phase 4 of the programme continued to engage diverse cohorts of young people, with overall increases across female participation, number of participants from BME backgrounds, as well as almost half of participants coming from the 20% most deprived areas in Scotland. Almost one in ten participants described themselves as having a disability and 70% of participants were new to the sport.

PHASE 4 PARTICIPANT PROFILE

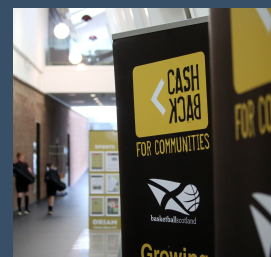


EXPANSION FROM 6 TO 19 SCHOOLS ACROSS SCOTLAND

YEAR 3 IMPACT

In Year 3, the programme met or exceeded all but four targets. Unfortunately, the COVID-19 pandemic impacted the achievement of some targets, e.g. young people participating in volunteering. Similar to Years 1 and 2, all participants provided highly positive feedback about the School of Basketball, and stakeholders reported a multitude of positive benefits for pupils as a result of engaging with the programme.

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



KEY ACHIEVEMENTS



PARTICIPANTS REPORTED INCREASED CONFIDENCE AND IMPROVED WELLBEING

COACHES REPORTED INCREASED FITNESS AND BASKETBALL SKILLS



PARTICIPANTS ACCESSED TRAINING AND ACHIEVED ACCREDITATIONS

PARTICIPANTS REPORTED MORE INTEREST IN SCHOOL AND BETTER FOCUS IN CLASS



RECOMMENDATIONS

Throughout Phase 4, **basketballscotland** made significant progress towards meeting their outcomes and targets. In moving towards Phase 5 and shifting focus to **basketballscotland**'s intention to deliver a more focused and intensive programme on a smaller scale, there are a few recommendations to consider:

- 1 Reduce the number of schools to deliver a more intensive and bespoke programme
- 2 Agree a template with schools for collecting standard data to measure attendance and behaviour
- 3 Discuss other initiatives to raise attainment and reduce inequalities
- 4 Work with Inspiring Scotland or other schools to agree scale for measuring attainment

CHAPTER 1

INTRODUCTION AND CONTEXT

CashBack for Communities and basketballscotland

basketballscotland is the national governing body for basketball in Scotland. It aims to provide players of all ages with the opportunity to play at the level of their ability.

Since 2008, the CashBack for Communities programme has invested funding in community initiatives that aim to improve the quality of life for young people across Scotland. CashBack for Communities has assisted **basketballscotland** in progressing ambitions to embed basketball at a high level in Scotland's sporting landscape, whilst benefiting young people across Scotland through the School of Basketball Programme.

The programme has placed a focus on the positive impact of Sport for Change and the **basketballscotland** programme is funded under this theme. Phase 4 of CashBack (2017-2020), similar to other Scottish Government initiatives, placed a strong focus on addressing inequality in Scotland by raising attainment, ambition and aspirations for disadvantaged young people. The programme embedded basketball within the curriculum for pupils at risk of disengagement or with low aspirations.

Phase 4 delivered a new educational theme based on the concept of 'leading myself so I can lead others' to develop confidence and communication skills to help prepare participants for the future. Across the three years of Phase 4, **basketballscotland** aimed to work with 800 young people aged 11-14 who:

- lived in areas of deprivation;
- were being excluded or at risk of exclusion from school; and/or
- were at risk of being involved in antisocial behaviour, offending or re-offending.

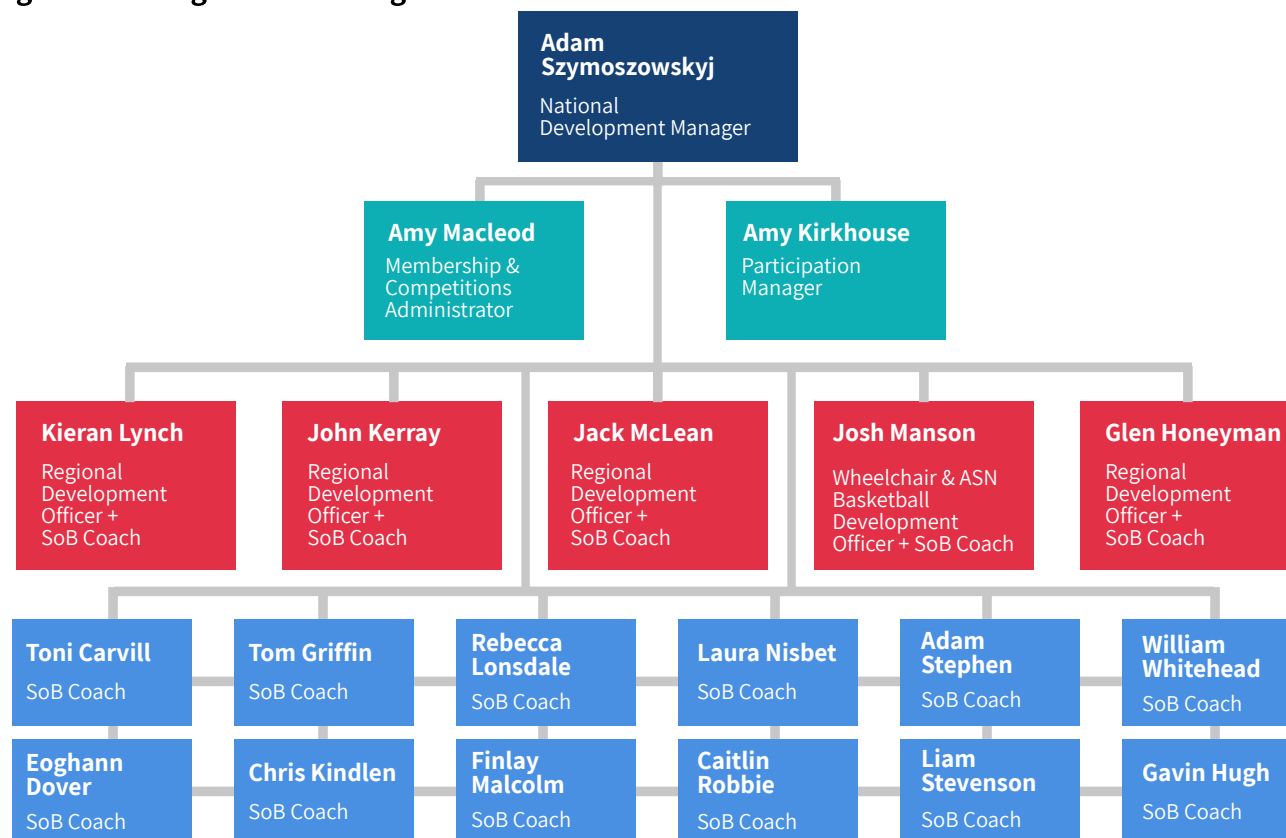
The School of Basketball programme includes a minimum of two basketball sessions during the school week, to develop participants' basketball skills as well as social skills including confidence, communication and respect. In each school, the programme is delivered by a coach, who helps the pupils enjoy curricular and extra-curricular basketball, as well as helping to facilitate a connection to their local basketball community.

In Year 1, 156 young people across six schools in Scotland took part in the programme. In Year 2, the programme successfully expanded to 17 schools across Scotland, including two Additional Support Needs (ASN) schools, working with a total of 553 young people. In Year 3, two more schools introduced the programme, and a few other schools expanded the programme to enable S2 participants moving into S3 to continue participating in the programme. At the end of Phase 4, a total of 805 young people across 19 schools in Scotland had engaged in the School of Basketball programme, exceeding **basketballscotland's** target of 800.

Phase 4 delivery and expenditure

A team of 20 in **basketballscotland** oversees the management of the programme and support the Regional Development Officers, club and school coaches to deliver the programme.

Figure 1.1: Programme management



The activities are delivered in partnership across basketball clubs and schools, engaging players, staff and volunteers. The investments for each area of activity funded through CashBack for Communities 2017-20 are outlined in Table 1.1.

Table 1.1: Phase 4 expenditure

Area of Expenditure	CashBack funding over 3 years
Salary and Expenses	£275,706
Programme Delivery - Lead Coach	£139,197
Programme Delivery - Regional Equipment	£7,417
Programme Delivery - Education and Training	£29,040
Other project costs (including management, marketing and external evaluation)	£41,640
TOTAL	£493,000

CHAPTER 2

APPROACH AND METHODOLOGY

Evaluation aims




In designing the Phase 4 programme, **basketballscotland** identified outcomes and targets, drawn from the CashBack logic model, which its programme could deliver over the three-year funding period. The selected outcomes and targets are listed in Appendix 1. Like other CashBack partners, monitoring and evaluating its delivery and progress amongst participants and schools was a key requirement. This allowed **basketballscotland** to capture achievements made and to reflect on lessons learned and this was also supported by Performance Advisors in Inspiring Scotland.

As an independent social research company, our role was to independently evaluate the progress of the programme in delivering the funded outcomes and to enhance the self-evaluation activity. This was completed through consulting a broad range of participants and stakeholders about the delivery and impact of the programme and reviewing other evidence that showed the effectiveness of the programme.

Methodology

Building on the mixed methods approach used in the first and second years of the evaluation, our activities in Year 3 included further primary research with participants, parents/carers, school staff and coaches, as well as analysing data collected by **basketballscotland** and the findings from the 2018 Health Behaviour in School-aged Children (HBSC) survey. Figure 2.1 provides a summary of the evaluation activities undertaken by the Blake Stevenson team in Year 3.

Figure 2.1: Summary of evaluation activities

	DESK-BASED ACTIVITY
	Analysis of Year 3 survey data collected from participants and coaches by basketballscotland
	FIELDWORK
	Survey of lead contacts at Schools of Basketball, completed by 15 schools
	Survey of parents/carers of participants, receiving 30 responses
	Visits to four schools including in-depth interviews with:
	<ul style="list-style-type: none">• 15 programme participants• 5 school staff• 3 School of Basketball coaches
	ANALYSIS AND REPORTING
	Analysis of all primary and secondary data in preparation for final reporting stage

Desk-based activity

In Year 1, Blake Stevenson used questions from the HBSC survey to develop a survey for participants that included questions related to their wellbeing. **basketballscotland** administered this survey in each year of Phase 4 and we have analysed the results of this survey alongside **basketballscotland**'s surveys of participants and coaches, which are focused on key outcomes including confidence, behaviour and educational attainment.

The wellbeing survey included questions taken from the HBSC survey so that we could compare the responses to those questions from School of Basketball participants with the findings of the HBSC survey, which includes a larger cohort of school children across Scotland.

Our desk-based activity also included analysing SEEMiS data submitted by schools to **basketballscotland** about the behaviour and attendance of School of Basketball participants, as well as data collected by **basketballscotland** related to their outcomes and indicators.

Fieldwork

We undertook a range of fieldwork activities to understand how the programme has impacted participants and schools, and how the programme has evolved over the course of Phase 4. We prioritised interviewing programme participants to analyse whether the positive impacts of the programme found in our Year 1 and 2 reports have maintained their momentum throughout the final year of Phase 4.

In Year 3, we visited four schools:

- Craigie High School, Dundee;
- Lochside Academy, Aberdeen;
- Cumbernauld Academy, North Lanarkshire; and
- Wester Hailes Education Centre, Edinburgh.

We also conducted a survey of school leads to gather insight into the wider impact the programme has had on educational attainment, changes in participants' skills and confidence, as well as the effectiveness of CashBack funding. We received responses from 15 of the 19 schools - a response rate of 79%.

In Year 3, we also conducted an online survey of participants' parents/carers to understand their views of the programme and its impact on young people's behaviours at home and aspirations outside of school. Schools distributed the survey to parents/carers by email, with the incentive of a set of basketballs and tickets to a Women's British Basketball League game for the school that achieved responses from the highest proportion of School of Basketball participants' parents/carers.

Analysis

All survey results from participants, coaches, and School of Basketball leads were analysed using Snap Survey software and MS Excel and we carried out a thematic analysis of all research data. As part of this, our team held a deliberative analysis workshop to examine and discuss the themes that emerged from the data in response to the CashBack outcomes and the aims of the evaluation.

Evaluation challenges

Throughout Phase 4, effectively engaging parents/carers as part of this evaluation was a challenge. School staff acknowledged that most parents/carers were not very involved with the programme itself, which meant that they would be less likely to engage with independent evaluators. In Year 3, we changed the approach to consulting with parents/carers and rather than telephone interviews we used an online survey, distributed by schools. The surveys were due to be issued in mid-March but the closure of schools as a result of the COVID-19 pandemic caused a delay and meant that most schools were unable to distribute the survey. However, we received a total of 30 responses from the four schools that were able to issue the survey during the lockdown period.

basketballscotland asked schools taking part in the programme to provide SEEMiS data about participants' attendance and behaviour to help understand the impact of the programme. However, due to the unexpected and unavoidable COVID-19 pandemic and the closure of schools, which coincided with the timeframe when the schools were due to submit SEEMiS data, **basketballscotland** did not receive a full set of results, although there is data for 70% of participants.

The collection of participants' survey data was also affected. **basketballscotland** worked collaboratively with schools to encourage completion of the survey of participants remotely and received 619 responses from a potential 805. Additionally, there was a shortfall in completion of the survey of coaches. Coaches were asked to complete a survey for each of the participants in their group, and **basketballscotland** received completed surveys from coaches related to 553 of the 805 participants.

The report

This report presents findings from Year 3 and an overall summary of Phase 4 of the Schools of Basketball programme.

It is structured in line with the evaluation reporting requirements of the CashBack for Communities programme and is set out as follows:

- Chapter 3 provides an overview of the delivery of the School of Basketball programme in Year 3;
- Chapter 4 discusses the impact of the programme across Phase 4, broken down by the CashBack for Communities outcomes; and
- Chapter 5 presents summary observations for Phase 4 and final conclusions.

CHAPTER 3

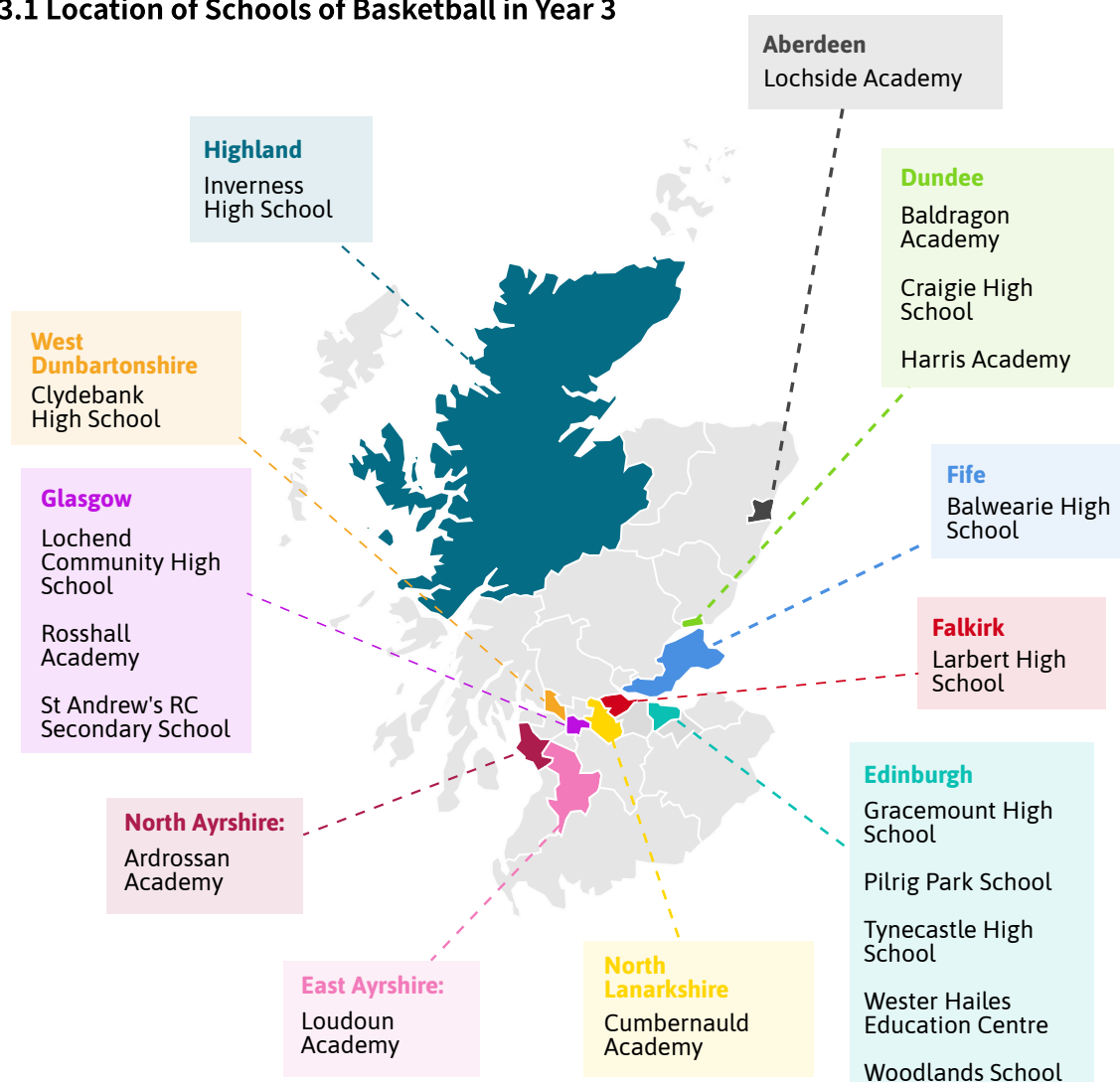
DELIVERY OF BASKETBALLSCOTLAND'S PHASE 4 PROGRAMME

Introduction

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, addressing diversity and equality, 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



Recruitment of participants

basketballscotland achieved its target to work with 800 young people during Phase 4. In 2019-2020, the School of Basketball successfully engaged a total of 805 pupils aged 11-14 across S1, 2 and 3 in the programme.

Our findings in relation to the recruitment of participants within schools were similar across each of the three years of Phase 4. A common method used by schools was to leverage links with feeder primary schools and transition teachers to identify pupils who met the criteria and had an interest in sport. The most common criteria used by schools to select participants included:

- behavioural challenges and risk of exclusion (8, 53%);
- social challenges (8, 53%);
- behavioural issues outside of school (8, 53%);
- deprivation/SIMD profile (7, 47%); and
- health or fitness issues (7, 47%).

When raising awareness and promoting the School of Basketball, the activities delivered by schools included:

- taster sessions (9, 60%);
- extra-curricular basketball sessions (9, 60%); and
- tournaments or festivals (7, 47%).

Schools most commonly reported that they selected pupils by holding practical trials (7, 47%) and through referrals and recommendations from P7 teachers (8, 53%). Other schools stated that they handpicked pupils because they lived in an area of deprivation, had a lack of interest in more academic subjects and/or because they felt the programme would be of benefit to the pupil in terms of, for example, improving their attendance record or physical activity levels.



Building on recommendations from the evaluation earlier in the phase, to engage the primary schools and promote the School of Basketball, many schools noted that they now work more closely with feeder primary schools to raise awareness of the programme and to recruit participants. In Year 3, many schools stated that they delivered presentations and promotional showcase days in feeder primary schools to generate more interest from targeted groups of pupils for future cohorts.

Some schools noted that a majority of their pupils came from disadvantaged areas, that they had limited capacity to take a systematic and targeted approach to recruitment, or that previous attempts at targeted approaches led to insufficient young people for the programme. To combat this, these schools opened up the programme to all S1 pupils which proved to be a successful strategy. Many pupils interviewed stated that they were more motivated to join the programme either together with a group of their friends, or once they found out their friends were involved with or planning to join the programme. The open policy allowed the schools to reach a broader and more diverse range of young people, including many from the target groups, who may have refused to attend the programme if approached as individuals.

In Phase 4, diversity of participants varied across schools. While the gender ratio of participants improved across many schools, some teachers reported that they still experience difficulty in encouraging girls to join or sustain their involvement in the programme. One school explained that they had three girls in a cohort of 24 but all three eventually dropped out of the programme. However, another teacher stated that they had success with peer recruitment where participating girls “then encouraged other girls to join which has increased our overall intake of girls”.

Programme and organisational development

The School of Basketball is delivered by basketball coaches and generally supported by a member of school staff, often the Head of PE in each school. Across Phase 4, school staff have consistently noted the professionalism and competence of School of Basketball coaches, with some school leads noting that the proactive role of the basketball coach has minimised their workload for managing the programme in their school. As can be expected, a few school leads noted that there were teething issues when new coaches came on board and needed to get up to speed with school processes and policies but that these were resolved once the coach became more integrated in the school environment.

The School of Basketball curriculum was based on the Jr NBA curriculum (<https://jr.nba.com/jr-nba-instructional-curriculum>). In Phase 4, the programme introduced ‘Timeout’ sessions, which were delivered as classroom sessions or on the side of the court, with a focus on improving pupils’ personal, social and life skills. The delivery of Timeout sessions in schools consulted in Year 3 was similar to our findings in Year 2 with schools reporting that the sessions successfully explored behaviour and developmental skills such as teamwork and communication with the participants. Some coaches followed up the sessions with reflection exercises to help the pupils to consider how the programme had affected them.

Many school leads stated that they would like the opportunity to expand the programme further in their school, either through additional sessions or taking participants to play more matches against other schools. However, most noted that they do not have the resources, financial or personnel, to do this. This was exemplified by one school that paid for mini bus hire in order to attend a tournament for Schools of Basketball organised by **basketballscotland** at the Oriam National Performance Centre for Sport in Edinburgh. To meet the cost they had to put forward their case to the school to access funding as well as splitting the expense with a neighbouring school. They also stated that they would like to play more games against local schools, however, this would require teachers to drive pupils in their own cars, as volunteer and parental/carers involvement was not strong.



Views of the programme support and delivery

Across Phase 4, school staff consistently provided positive feedback on the delivery of the programme. In Year 3, nearly all schools surveyed (14, 93%) again agreed or strongly agreed that the programme had been delivered to a high standard this year.

Most parents/carers surveyed agreed that the programme was a “great opportunity for all kids” and a valuable resource for improving the wellbeing of their child. Some parents/carers noted that they wanted to see the programme expand to allow more children to participate, as well as increased funding to allow children to continue with the programme beyond S3. Other parents/carers stated that they thought the programme was a great scheme and that it should start earlier in their schooling, i.e. at primary school.

“ My son does not enjoy sports all that much, but during the time of learning basketball, he spoke a lot about his lessons at home.

- Parent/carer

”

The level of support provided by **basketballscotland** to schools has been strong and consistent throughout Phase 4. In Year 3, the majority of schools were satisfied with the support provided; with 10 schools (67%) agreeing or strongly agreeing that **basketballscotland** had been in regular correspondence with school staff.

In Year 3, whilst the majority of schools surveyed (12, 80%) agreed or strongly agreed that the programme fits within their school timetable, in the interviews held during school visits across Phase 4, the picture was different. As we have found across this evaluation and previous evaluations of the other Schools of Sport, finding suitable times to schedule the sessions within the curriculum and the availability of gym halls continued to be a challenge for some schools. To address this, **basketballscotland** assisted some schools in negotiating more flexible coach availability, as well as supplying **basketballscotland** staff in schools to provide additional coach support.

Funding

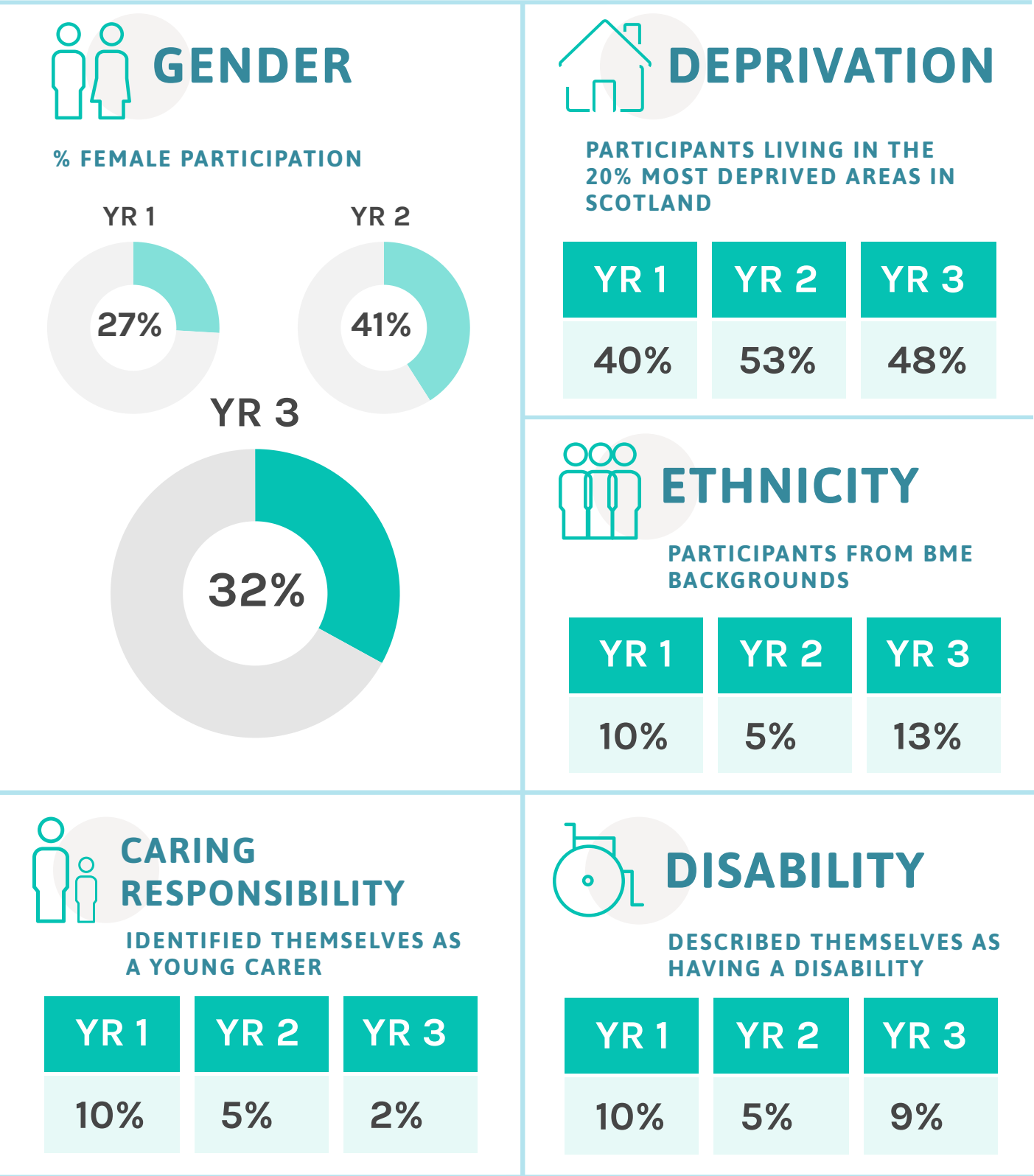
Our evaluation findings throughout Phase 4 have confirmed that CashBack funding is critical to the delivery of the School of Basketball programme. Similar to Year 2, most schools surveyed in Year 3 (12, 80%) reported that they had not accessed any other sources of funding to enhance their School of Basketball and nine schools (60%) stated that they would not be able to continue to facilitate a School of Basketball if CashBack funding was no longer available.



Participant profile

We provide key profile statistics from the School of Basketball participants in Figure 3.2. A more detailed breakdown is included in Appendix 2. Due to the COVID-19 pandemic, participant data from one school, Pilrig Park, was unavailable, so their data is not included in this report.

Figure 3.2 Key profile statistics



Addressing diversity and equality

Across Phase 4, there has been significant improvement in the gender ratio of the programme participants. In Year 1, the majority of participants were male (100, 68%) and 27% (40) were female[1]. In Year 2, overall female participation increased to 41% (225), albeit with variations across the schools. At the end of Phase 4, the proportion of participants that were female fell slightly to 32% (261), mainly due to one new school having all male participants. However, this is still a significant increase compared to Year 1.

Table 3.1 Male and female participants in each school at the end of Phase 4 (n = 805)[2]

SCHOOL	MALE	FEMALE
Ardrossan Academy	35 (80%)	9 (20%)
Baldragon Academy	29 (76%)	9 (24%)
Balwearie High School	10 (71%)	4 (29%)
Clydebank High School	34 (72%)	13 (28%)
Craigie High School	16 (59%)	11 (41%)
Cumbernauld Academy	42 (70%)	18 (30%)
Gracemount High School	32 (74%)	10 (23%)
Harris Academy	11 (79%)	3 (21%)
Inverness High School	40 (42%)	55 (58%)
Larbert High School	39 (80%)	10 (20%)
Lochend Community High School	30 (58%)	22 (42%)
Lochside Academy	16 (62%)	10 (38%)
Loudoun Academy	35 (100%)	0 (0%)
Pilrig Park [3]	N/A	N/A
Rosshall Academy	43 (75%)	14 (25%)
St Andrew's RC Secondary School	43 (54%)	37 (46%)
Tynecastle High School	42 (67%)	21 (33%)
Wester Hailes Education Centre	25 (64%)	10 (26%)
Woodlands School	17 (77%)	5 (23%)
TOTAL	539 (67%)	261 (32%)

The number of participants living in areas of deprivation remains similar to Year 2. Nearly half (385, 48%) of young people in the programme had an address in an area classed as the 20% most deprived areas in Scotland, compared to 53% (293) in Year 2, and 40% (59) in Year 1.

[1] 5% preferred not to say.

[2] Gender data is not available for five participants.

[3] Pilrig Park was unable to provide participant data due to COVID-19.

Comparison against HBSC

The Health Behaviour in School Aged Children (HBSC) survey is an international survey of young people that is conducted every four years and is co-ordinated by the University of St Andrews. More than 10,000 Scottish pupils aged 11-14 completed the 2008 survey. As well as exploring the health behaviour in the young people the survey contains various questions designed to build a detailed profile of the participants' demographic and socio-economic background, which goes beyond the use of their postcode.

As part of our evaluation activity, Blake Stevenson created a series of questions based on the HBSC survey to provide a comparison between programme participants' profiles against young people across Scotland and consider the impact of the programme. This survey was disseminated by **basketballscotland** and gathered detailed profile information to establish details around family affluence and responses about confidence, health and wellbeing, and attitudes and feelings about school. We had intended using a statistical technique called propensity score matching to create a virtual comparator group drawn from HBSC responses who have the same demographic characteristics as those taking part in Schools of Basketball. This has not been possible, but we are still able to review how responses to some questions among School of Basketball participants compare with the overall population.

Again, due to the COVID-19 pandemic, survey answers were received from 210 participants from the Year 3 cohort to consider against the results from the 2018 HBSC Report [4], although not all participants answered each question. Overall, our comparison shows that young people engaged in the School of Basketball are more confident, have higher life satisfaction, have lower levels of perceived wealth, and are generally happier compared to the national average.

	HBSC 2018 Survey		basketballscotland survey	
PERCEIVED WEALTH	Thinks family is very or quite well off* <small>*HBSC 2014 - this question was not asked in the 2018 survey</small>	57%	Thinks family is very or quite well off	46%
CONFIDENCE	Always or often feels confident	51%	Always or often feels confident	58%
MENTAL HEALTH AND WELLBEING	Health is good or excellent	83%	Health is good or excellent	85%
	Feels very happy with their life	36%	Feels very happy with their life	41%
	Has high life satisfaction	85%	Has high life satisfaction	92%
	Completes 60 mins of moderate to vigorous physical activity a day	17%	Physically active for more than 60 mins a day at least 5 days a week	62%
	Often or always feel left out	11%	Often or always feel left out	7%

[4] HBSC 2018 Survey Report https://www.gla.ac.uk/media/Media_707475_smxx.pdf

CHAPTER 4

PROGRAMME IMPACT AND OUTCOMES

Introduction

In this chapter we explore how far the programme met CashBack for Communities funded outcomes and discuss the overall impact of Phase 4 of the School of Basketball programme. Outcomes 1-7 are listed below and the full set of outcomes and indicators are listed in Appendix 1.

- | | | | | | |
|----------|--|---|----------|---|---|
| 1 | Young people build their capacity and confidence |  | 2 | Young people develop their physical and personal skills |  |
| 3 | Young people's behaviours and aspirations change positively |  | 4 | Young people's wellbeing improves |  |
| 5 | Young people's school attendance and attainment increases |  | 6 | Young people participate in activity which improves their learning, employability and employment options |  |
| 7 | Young people participate in positive activity |  | | | |

The analysis is based on a range of evidence collected by **basketballscotland** and Blake Stevenson during Year 3 of the evaluation. This includes data gathered through surveys of players, coaches, teachers and parents/carers, and qualitative information gathered through visits to the Schools of Basketball at Lochside Academy, Wester Hailes Education Centre, Craigie High School, and Cumbernauld Academy.

As noted in Chapter 2, gathering the data related to many of the outcomes in Year 2 was impacted by the COVID-19 pandemic and closure of schools. As a result, although a total of 805 young people took part in the programme in Year 3, the data relating to the targets is based on responses from 619 participants and from coaches' feedback about 553 participants.

Therefore, the analysis of outcomes in this chapter is based on adjusted percentage targets for the number of actual completed surveys received, rather than compared against initial target numbers set by **basketballscotland** (e.g. a target of 70% of participants surveyed reporting increased confidence, as opposed to 560 participants).

Outcome 1: Building capacity and confidence

Taking part in the School of Basketball programme has had a positive effect on participants' confidence, as shown by the indicators in Figure 4.1.

Figure 4.1 Building capacity and confidence



Across the three years of Phase 4, coaches, school staff and young people themselves have consistently reported increases in participant confidence. In Year 3, 88% of participants (544) surveyed reported that they felt more confident as a result of taking part in the programme. Many pupils confirmed that the programme had “helped them in other classes, like taking more leadership in a team and being better at speaking up”.



My child has grown so much in confidence. He adores basketball and has made some great friendships.

- Parent/carers



Coaches also reported that confidence had improved among 98% of participants (544) since engaging with the School of Basketball. A few stated that increased confidence from the programme had a particularly positive effect on young people with additional needs. One coach explained that a young person with Asperger’s who was very shy and experiencing difficulty socialising was able to establish a network of friends as a result of the regular contact and teamwork with the other School of Basketball participants. Another observed increases in the confidence amongst some young people who initially had been reluctant to attend the programme, often missing sessions, but had now become more comfortable with their peers and coach. These individuals now show initiative and arrive to sessions early to get changed and maximise their court time.

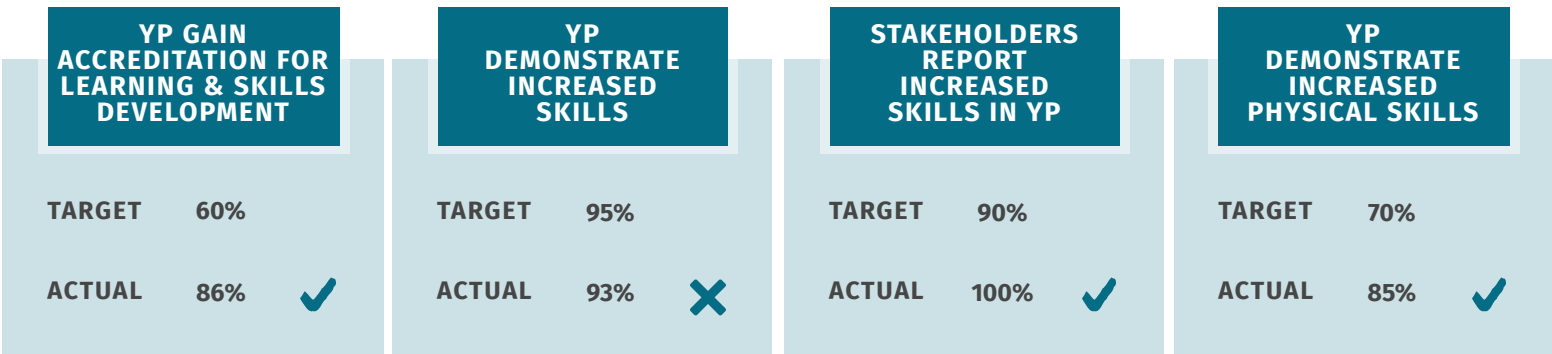
Parents/carers also agreed with the growing confidence amongst some of their children with 47% (14) of parents/carers surveyed stating that they had noticed an increase in self-confidence in their child since taking part in the programme.

School staff echoed this view, with almost all (14, 93%) agreeing or strongly agreeing that the programme had helped to improve participants’ confidence. One teacher stated “we see a lot of them becoming more confident, but also learning new skills not just for playing basketball”.

Outcome 2: Developing physical and personal skills

As shown in Figure 4.2, the School of Basketball programme has helped young people to develop their physical and personal skills.

Figure 4.2 Developing physical and personal skills



Physical skills

The programme consistently delivered positive impact on the fitness and physical health of participants across Phase 4. In Year 3, 78% of participants (481) stated that their physical health had improved since joining the programme and 85% (526) reported improvements in physical skills.

Participants also stated during interviews that they believed the programme had helped them become fitter and healthier, both physically and mentally. One participant stated that his fitness had improved, and that he had “much more energy now since basketball is such a fast-paced sport”.

Coaches were in agreement and reported that 95% of participants (526) improved their physical fitness since being involved in the School of Basketball in Year 3.

The coaches and school staff described participants' improvements in physical skills after attending the programme. Clearly basketball skills developed - all school staff (15, 100%) surveyed agreed or strongly agreed that participants had improved their basketball skills and coaches reported improvements among 93% of participants (514). These improvements were a result of the regular basketball sessions but coaches also reported that the programme increased enthusiasm for other exercise.

Personal skills

Across Phase 4, one of the most notable and consistent outcomes from participation in the School of Basketball has been the development of personal skills. In Year 3, 92% of young people (569) reported that they had learnt new personal skills, with:

- 72% (443) stating that they learnt communication skills; and
- 32% (197) learning leadership skills.

Parents'/carers' responses to the survey echoed this and they stated that their children had improved personal skills such as leadership, co-operation, teamwork, and assertiveness.

School staff recognised the role of the School of Basketball in developing a range of personal skills. One teacher stated that the programme had improved their pupils' "willingness to work with others in a team". Another teacher reported that the programme had "provided pupils with a strong role model in their life through the coach... the consistency of the coach allows the young people to develop skills for life learning and work, while developing their confidence".

“

The programme has had a positive effect in terms of social skills, teamwork, and it definitely ticks the life skills boxes.

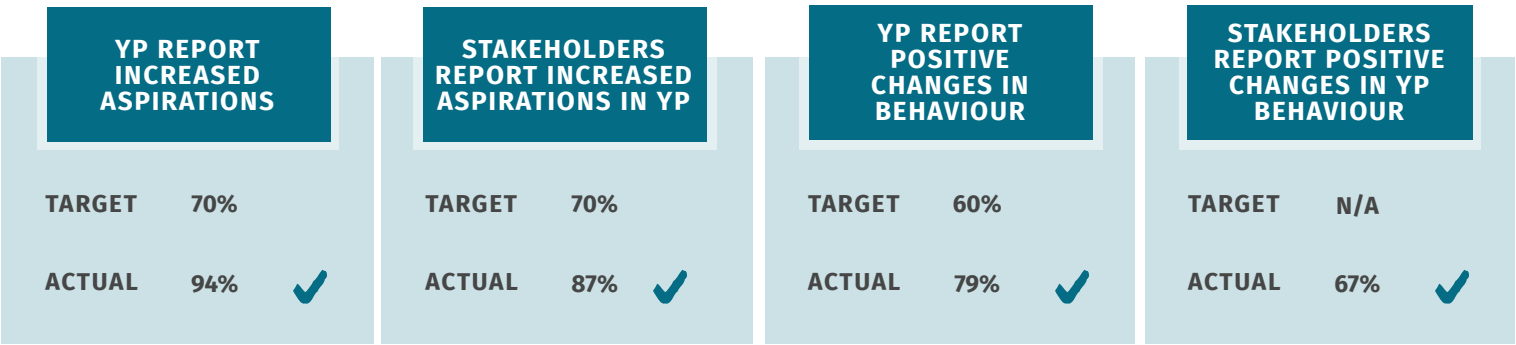
- Head teacher

”

Outcome 3: Changing behaviours and aspirations

Figure 4.3 shows that participants increased aspirations and demonstrated improved behaviour as a result of taking part in the School of Basketball in Phase 4.

Figure 4.3 Changing behaviours and aspirations



Behaviour

The School of Basketball has consistently provided positive impact on participants' behaviours across the past three years. In Year 3, 67% (10) of school staff surveyed agreed or strongly agreed that the programme helped to improve participants' behaviour in school and 79% of participants (488) reported improvements in their behaviour. Many school staff praised the impact of the programme in driving "commitment, consistent behaviour, and awareness of others amongst participants".



The School of Basketball is a key driver in maintaining effort and behaviour across the school.

- School lead



There were examples of improvements in managing emotions, particularly among participants with behavioural issues or additional support needs, which led to better behaviour. For example, one teacher stated that the behavioural issues of a participant with ADHD became less evident when they were fully engaged with the programme. A coach said that a participant with autism who was very anxious when he started the programme, would "throw massive tantrums if he lost the ball", but had become a competent basketball player and "much better at controlling his emotions on the court".

Many parents/carers surveyed agreed that the programme has had a positive impact on their child's behaviours at school and at home especially in terms of following rules and turn-taking. One parent/carer stated that their child had improved behaviour as "he is beginning to realise he is more capable of doing the tasks that are set for him" since participating in the programme. Another parent/carer stated that their child "loves all sports, but the more feedback he receives, the more he achieves".



This year the participants have chosen to be in the programme. They're taking the responsibility to be here, they view it as their personal responsibility to turn up to every session on time, with their kit.

- Head teacher



Aspirations

Phase 4 of the programme positively impacted participants' aspirations in becoming more involved in basketball. Most school staff surveyed (13, 87%) agreed or strongly agreed that participation in the programme resulted in participants becoming more involved in basketball, either through joining a club, playing more or becoming involved in coaching and officiating. One school lead stated that they had noticed a huge difference in their second year of the programme in that the new cohort of participants "actively wanted the opportunity and wanted to be here". They noted that this level of interest had a particularly positive impact on pupils' aspirations in their school, which was one of the most deprived in the area. The lead explained that many of these young people had never left their area before, but the programme provided them with the opportunity to travel to new areas and play against other schools.

“

For the pupils we select for the programme, we're not always interested in how good they are at basketball. It is how it develops them as a person, how it helps build their relationship with people, if they come out as new people, then the programme is working.

- Head teacher

”

It is difficult to fully assess whether Phase 4 of the programme has led to increased involvement in other sports or activities outside of school. Nineteen per cent of participants (116) reported that they have joined a basketball club since starting the School of Basketball, and 54% (337) said that the programme had made them want to get fitter. During our school visits, some school staff reported that the School of Basketball had helped to improve participation in PE classes. One school lead thought that the programme provided pupils with “an incentive to join in PE” and that there was now a 100% attendance rate for PE, compared to only 65% three years ago when he first joined the school.



Outcome 4: Improving wellbeing

As shown in Figure 4.4, the School of Basketball programme met its wellbeing outcomes for participants in Phase 4.

Figure 4.4 Improving wellbeing



Seventy-three per cent of school staff surveyed (11) agreed or strongly agreed that involvement in the programme resulted in improved health and wellbeing in participants. One school lead stated that the health and wellbeing session delivered during a tournament for Schools of Basketball held at the Oriam was hugely beneficial for participants, as “many pupils may not know that it is okay for them to not feel alright, and that they have the option to go speak to someone”.

Participants agreed that the programme was beneficial for their wellbeing, with 82% (508) making positive comments about the impact of the programme on their wellbeing.

Many parents/carers surveyed also stated that they believed the programme was a great way for their children to keep fit and healthy. One parent/carer said that the programme enabled their child to “remain athletic... the sport is a good way of keeping fit... [my child] has made friends and had fun getting to travel to other places to play”.

“

Personally, and as a school, I truly believe in the positive impact the School of Basketball has on young people and the difference that it can make.

- School lead

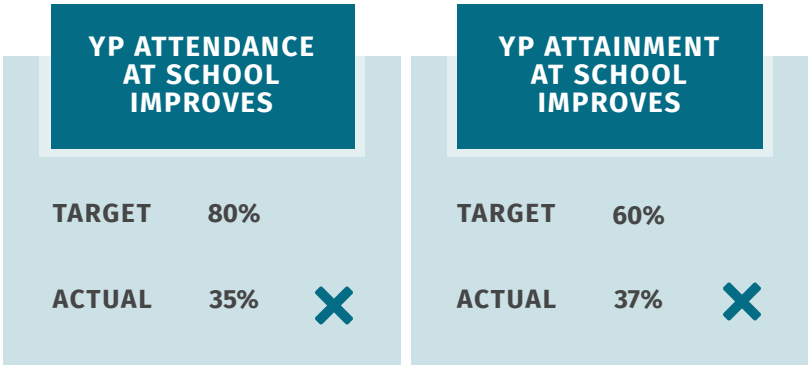
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Outcome 5: Increasing school attendance and attainment

Similar to our findings in the Year 2 evaluation report, it remains difficult to accurately measure the programme’s impact on attainment given the lack of access to formal assessment data for pupils at this stage of secondary school. When asked what information is collected to evidence the link between the School of Basketball and attainment, school staff provided examples such as attendance, merits, exclusions, and pupil questionnaires. However, many respondents noted that they could only answer this question speculatively, as “there are too many factors to attribute certain success to one particular area without baseline stats and control groups”. Participants from S1 are new and there is not a baseline for the school to measure their attendance against, and S2 participants in their second year of the programme have experienced changes in timetables, new friendships, and new priorities. All of these factors impact attendance and behaviour, and it would be unclear what changes in attainment could be attributed to their participation in the School of Basketball.

Figure 4.5 Increasing school attendance and attainment



During interviews, school leads also agreed that it was difficult to evidence how the programme had an impact on attainment. In the absence of robust data to measure against, in one school they used soft metrics such as improvement of skills, pupils bringing their kits, better communication, improved gender mix, and more friendships as indications of the positive impact on pupils that should lead to improved engagement in school.

Across our school visits to various Schools of Basketball and in the survey responses staff were unable to comment on whether the programme had affected learning in other curriculum areas, without data to measure this against.

There was other anecdotal evidence gathered through interviews with school staff and participants that the programme led to improved behaviour and increased engagement in other classes throughout Phase 4. Examples included decreased exclusion rates and increased attendance rates, such as in one school where the head teacher stated that the attendance rate on the day of the School of Basketball was higher than other days of the week.

In addition, a participant reported that the programme had given him the confidence to answer questions in other classes as he has more concentration and can “focus on the learning in basketball, and then take this to my other classes”.

Many parents/carers surveyed stated that the programme had a positive impact on their child’s motivation and attendance at school. Many parents/carers noticed increases in their child’s motivation and engagement at school (10, 33%), improved performance in some other classes (6, 20%), and increased attendance at school (3, 10%). One said that the programme had “really inspired” her daughter “to give her full effort across all subject areas”.

“

This year the participants have chosen to be in the programme. They’re taking the responsibility to be here, they view it as their responsibility to turn up to every session on time, with their kit”

- Head teacher

”

Across Phase 4, all participants in the programme were given the opportunity to gain accreditation from their programme achievements, through the Dynamic Youth Awards at SCQF Level 3, delivered by **basketballscotland** in conjunction with Scottish Sports Futures and Youth Scotland. In Years 1 and 2 of the programme, 122 and 417 participants were accredited with the award respectively, exceeding **basketballscotland**’s target in both years. In Year 3, a total of 530 participants were completing or had completed the Dynamic Youth Award. This has again surpassed **basketballscotland**’s target of 324 participants.

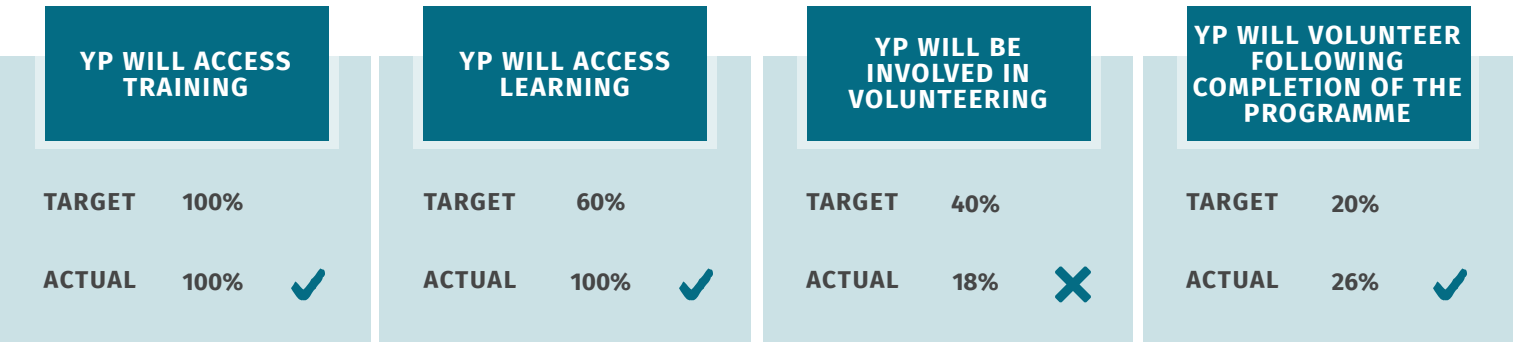


In Year 3, eight participants also achieved the Level 1 Table Official Course accreditation. This accreditation covers basic details of refereeing, violations and fouls, and is aimed at beginner players who want to start officiating games and gain better knowledge of the game. The accredited participants are now able to officiate at school games, youth local leagues and at recreational level.

Outcome 6: Improving learning and employability options

Figure 4.6 shows that the programme met two targets related to improving learning and employability options. In Year 3, the programme did not meet its target for 40% of participants to be involved in volunteering. **Basketball**scotland had planned an event for the end of the academic year at which participants would have the opportunity to volunteer, but this was cancelled due to the COVID-19 pandemic. Alongside the incomplete data set, this has impacted on the achievement of this indicator.

Figure 4.6 Improving learning and employability options



As already discussed, 80% of school staff surveyed (12) agreed or strongly agreed that participants had improved their personal and life skills such as leadership, teamwork, communication, organisation and time management. One head teacher stated “the social aspect has improved, their time keeping has got better and they’re not late to classes anymore”. Parents/carers agreed, with some noting that their child had learned how to organise time more effectively and take responsibility for their own learning, all useful skills for learning and life. One parent/carer stated that through the programme, their child had “made friends with a lot of different young people throughout the school, this has given her confidence”.

One participant stated that they wanted to go to more tournaments with other schools, as “it is good to meet new people because it will prepare you for applying for and starting new jobs in the future”. Another participant stated that the programme had given him the confidence to answer questions in other classes as he has more concentration and can “focus on the learning in basketball, and then take this to my other classes”.

“

It has taught him self-discipline and that if he works hard he can achieve his goals in life.

- Parent/carers

”

Although the target related to volunteering was not met, throughout Phase 4, the programme had a positive impact in encouraging participants to take up volunteering activities. In Year 1, there was insufficient data to measure volunteering involvement. In Year 2, 31% of S2 participants (34) reported that they had engaged in some form of volunteering activity. In Year 3, 18% of participants across S1, S2 and S3 (112) reported that they had engaged in volunteering of some form. Examples of volunteering included many basketball-related activities such as coaching new participant cohorts, coaching primary school pupils, helping at youth clubs, and refereeing for younger pupils. In Year 3, many S2 and S3 pupils also commenced volunteering outside of basketball, including joining the Police Scotland Youth Volunteers and engaging in charity work such as Mary's Meals. Although the number of young people volunteering did not meet **basketballscotland's** target of 40% for Phase 4, the initiative shown by participants commencing volunteer work with non-profit organisations and charities is evidence of the positive impact of the programme.

“

I feel my daughter feels connected in a unique way to her school and learning through her participation in the School of Basketball

- Parent/carers

”

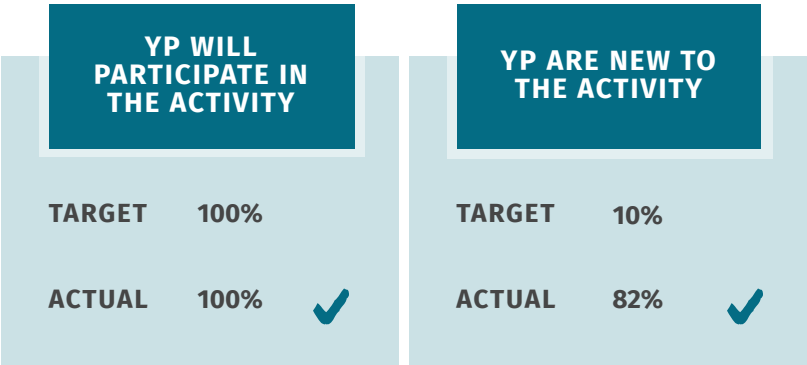


Outcome 7: Increasing participation in positive activity

Year 3 of the programme further introduced the programme in two additional schools, expanding the overall number of participating schools to 19 across Scotland. Some schools in Year 3 also enabled S2 participants moving into S3 to continue participating in the programme. At the end of Phase 4, a total of 805 young people had engaged in the programme. The number of young people involved in playing basketball increased exponentially throughout Phase 4. The programme provided opportunities to these pupils, many of whom were new to the sport, to take part in a positive activity.

Figure 4.7 shows that in Phase 4, the School of Basketball programme exceeded its target percentage for participation in new activity. It achieved its target of 100% participation in positive activity (805), and far exceeded its target of 80 young people (10%) being new to the activity.

Figure 4.7 Increasing participation in positive activity



The majority of school staff surveyed (9, 60%) agreed or strongly agreed that the programme improved participants’ ability to try new activities. Many school leads reported that the programme helped to establish pathways and partnerships with their local basketball club which offered opportunities for many participants to join local clubs and play league games across Scotland. Most parents/carers surveyed (17, 57%) reported that they noticed an increased interest in basketball and other sports in their child.

“ The School of Basketball saw participation in basketball hugely increase in the last two academic years, and club membership has increased through partnership with the local club. ”

- School lead

CHAPTER 5

PARTICIPANTS' VIEWS AND CASE STUDIES

Participants' views of the programme

In Year 3, we visited four Schools of Basketball to speak to participants about their experience of the programme. During our visits to Craigie High School, Cumbernauld Academy, Lochside Academy and Wester Hailes Education Centre, we spoke to all of the participants as a group and asked three key questions to gauge what they liked most and least about the programme.

The following section lists the three questions asked and the most common answers provided by participants.

1

WHAT DO YOU LIKE MOST ABOUT THE PROGRAMME?

- Playing games
- The people
- The opportunity to do something with a disability
- The festival at the Orian
- Games against other teams
- Our coach

2

WHAT WOULD YOU LIKE TO DO MORE OF?

- Opportunities to play against other schools and teams
- Full court games and more games in general
- More tournaments and festivals
- Learning more skills, like layups, shooting, dribbling

3

IS THERE ANYTHING YOU DON'T LIKE?

All participants interviewed stated that they could not think of anything they did not like about the programme

Case studies

Using the data gathered through surveys of players, and qualitative information gathered during our visits to the four Schools of Basketball, we have created case studies of participants in the programme. We have selected young people from different backgrounds whose behaviour, attitude or health and wellbeing have improved as a result of participating in the programme.

In Year 3, we conducted 5 case studies.





BEN
S2
AGED 13

He lives with his
parents in an
area classified as
SIMD decile 1 in
Aberdeen



BEN'S TEACHER SUGGESTED THAT HE JOIN THE SCHOOL OF BASKETBALL

When Ben started S1 he struggled with some anger issues and learning difficulties. Ben's teacher suggested that the School of Basketball may provide him with an outlet so he attended trials. Ben's mother also pushed him to start basketball instead of football as she thought it would help him control his anger.

BEN'S BEHAVIOUR HAS IMPROVED SIGNIFICANTLY SINCE JOINING THE PROGRAMME

When Ben first joined the programme, he had a short temper and was getting into quite a lot of arguments on and off the court. Since he has settled into the programme and slowly become friends with everyone, his anger is a lot more controlled now.

Ben can now recognise when he is getting angry, and knows how to take himself out of situations when he starts becoming frustrated. He has worked together with his coach to come up with techniques to calm down when on court and how to walk away and cool down.

BEN'S EXCLUSION RATE IMPROVED AND IS NOW ZERO

In his second year of the programme, Ben's engagement in school has increased significantly, and his exclusion rate this year is zero. His teachers think that he gets a release through the School of Basketball, and that this has helped him to increase his engagement in his other classes. Ben makes sure to behave better in classes now because he wants to be able to continue attending basketball sessions. He is now friends with everyone in the programme and has learned how to work with his team mates on court.

BEN HAS BECOME FITTER AND HEALTHIER AS A RESULT OF THE PROGRAMME

Ben is now more confident in his abilities, which has also helped his confidence when playing other sports, including football. He believes the programme has made him a better player in both sports and that his leadership skills have improved. After joining the programme, Ben has also joined the Aberdeen Youth basketball team, plays for the school team, and is looking to join a local basketball club.



**CASSIE
S2
AGED 13**

She lives with her parents in an area classified as **SIMD decile 7** in **Dundee**



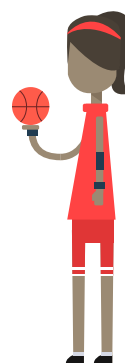
CASSIE HEARD ABOUT THE SCHOOL OF BASKETBALL FROM HER FRIENDS

Cassie decided to join the School of Basketball because she used to play in primary school and really liked it. Her parents gave her a basketball for her birthday and she wanted to learn how to play better. She loves attending School of Basketball "just for the banter".

CASSIE'S FITNESS AND BASKETBALL SKILLS HAVE GREATLY IMPROVED

Cassie did not know how to do a lay-up prior to joining the programme. She can now successfully do them after completing drills set by her coach.

Since joining the programme, she has developed skills in getting into free space. Her friends have started realising how much free space she can get and have started always passing the ball to her.



CASSIE HAS GAINED CONFIDENCE SINCE JOINING THE PROGRAMME

Cassie has become more comfortable on court as she has made friends with everyone in the programme. She thinks that she wouldn't be as close with them if they did not attend School of Basketball together. She likes to go outside with her friends from the programme to practise shooting and playing first to 100. They prefer to go outside when it is cold and raining since there won't be anyone else at the courts and they have the space to themselves.

CASSIE WOULD ENJOY TRAINING SEPARATELY TO THE S1 GROUP

Cassie would like to focus on improving her abilities, rather than only playing for fun. She thinks she would improve quicker if S2s had training separate to the S1 group. If they had two coaches, one coach can teach S1 skills that the S2 group have already developed, allowing S2 to learn new skills. The two groups could then come together at the end of the session for a game.



He lives with his parents in an area classified as **SIMD decile 1** in **Edinburgh**



BRETT HEARD ABOUT THE SCHOOL OF BASKETBALL FROM AFTER SCHOOL CLUB

Brett used to play rugby but is now more interested in basketball. He started playing basketball halfway through S1. It was then that he decided to join the School of Basketball to improve his basketball skills, particularly in handling the ball.

BRETT HAS LEARNT MANY NEW SKILLS SINCE JOINING THE PROGRAMME

Brett has enjoyed the warm ups, shooting drills and games that they play during basketball sessions. He thinks that his teamwork and communication skills have improved and that he is now much more confident. He thinks his decision-making has improved because in basketball he has to make a quick decision on whether to pass or shoot. Brett thinks his fitness has improved and he has more energy now because basketball is so fast-paced.

BRETT'S FAVOURITE PART OF THE PROGRAMME IS WORKING WITH HIS COACH

Brett thinks he has improved greatly as his coach is fair and treats everyone equally. He enjoys that his coach listens when he makes a suggestion or if he asks to go over something again. His coach is always introducing new skills, which Brett finds exciting. Brett also likes that everyone in School of Basketball are friends, and that he never feels uncomfortable as he knows who he is playing with, and all his team mates are his friends.

BRETT WOULD LIKE MORE SCHOOL OF BASKETBALL SESSIONS AND AN ADDITIONAL COACH

When asked what he would improve about the School of Basketball, Brett said that he would like an additional coach. He thinks his current coach is amazing, but if there were two coaches, they would get more individual attention and could work on their skills more closely. Brett said that he really enjoys being a part of the School of Basketball and that he wishes there was more time to do it.



She lives with her parents in an area classified as **SIMD decile 4** in **North Lanarkshire**



LUCY JOINED THE PROGRAMME AFTER HEARING ABOUT IT AT ASSEMBLY

Lucy lives with autism and was not a very sporty person prior to joining the programme. She played a bit of basketball in primary school and liked it as she found it was a great stress reliever. It also gave her some time away from people when she felt uncomfortable.

LUCY THINKS BASKETBALL HELPS HER GREATLY WITH HER MENTAL HEALTH

Lucy is not the most sociable person and can sometimes become stressed when she is around too many people. Since joining the programme she has met lots of new people. As they are all practising together, she has started to enjoy the social aspect of basketball. Lucy said that in the past she used to get pushed to the side of the court and no one in her team would pass to her. This changed once she joined the programme as her coach puts her into a team with people she likes and feels comfortable playing with. Now she is a valued member of her team and enjoys her time on court.

LUCY'S COACH HAS HELPED HER BECOME MORE CONFIDENT

Lucy thinks her coach is really good at helping her feel comfortable during basketball sessions. Her coach will let her stand to the side until teams are formed, then let her choose which team she would prefer to be on. If her coach sees that she is acting strange or different, he will take her aside and check up on her.

Her confidence in her skills has grown. She has learnt how to shoot, which she had never done before. She has also developed good skills in dribbling and teamwork. She also says she now works and behaves better at school.

LUCY WOULD LIKE TO CONTINUE PLAYING BASKETBALL

Lucy would like to work up towards joining a local basketball team. She is still developing her social skills and ability to feel comfortable around new people, and would have to build up more confidence before joining a club. Instead she thinks she might start extra-curricular girl's basketball next year as a first step.



EDDIE
S1
AGED 12

He lives with his
parents in an
area classified as
SIMD decile 8 in
Aberdeen



EDDIE CHOSE SCHOOL OF BASKETBALL OVER FOOTBALL AS IT'S CALMER

Eddie likes that basketball isn't as aggressive as football, and he thought joining the School of Basketball would give him an encouraging environment to develop his skills.

THE PROGRAMME HAS HELPED EDDIE GREATLY IN HIS OTHER CLASSES

Eddie thinks that although he has to miss class to attend the School of Basketball, he is still learning important skills, such as teamwork and leadership. He thinks his confidence has grown since joining and he has increased his interest in other activities. He is now attending engineering workshops, which he hopes to pursue in the future.

Eddie thinks his new found confidence has helped him in other classes. He said he used to always know the answer to questions but was too shy to answer. He now puts his hand up more often in class. Eddie now feels like he should work harder in school and push himself as much as he can to achieve his goals.

EDDIE HAS MADE NEW FRIENDS AND NOW ENJOYS ATTENDING SCHOOL

Eddie is really happy that he joined the School of Basketball and thinks that he would not enjoy school as much as he did now if he had not joined the programme. He said that the programme allows him to get out and play one of his favourite sports, and that without this release he would be dreading classes that he doesn't like. He thinks that everyone should be able to join the programme, as basketball is a great sport.

EDDIE HAS JOINED HIS LOCAL BASKETBALL CLUB AND WILL TAKE ADVANTAGE OF ALL OPPORTUNITIES TO PLAY THE SPORT

Eddie has developed skills in shooting, dribbling and how to do lay-ups. Since joining the programme, he has also been asked to join the local basketball club, as well as participate in the Jr NBA league in Glasgow. He also plays casual games at the local community centre.

CHAPTER 6

SUMMARY AND RECOMMENDATIONS

Summary of Phase 4

The final evaluation activity for Phase 4 continued to find evidence of the positive impact that the School of Basketball programme has had in developing confidence, new skills and improved behaviours in young people. The programme successfully remained within its allocated budget, even with its significant expansion into 17 schools in Year 2, and a total of 19 schools in Year 3.

Overall, the programme made significant progress towards most of its outcomes, even exceeding its targets for many outcomes across each year in Phase 4. Young people provided overwhelmingly positive feedback about their experience of the programme, and its impact in helping them learn new skills, become more confident, and improve their overall wellbeing.

A large majority of the hundreds of young people engaged in the programme across Phase 4 were new to basketball. Phase 4 of the programme continued its legacy in encouraging young people to try new things, and providing them with incentives to attend school. Many of the pupils interviewed across our evaluations in Phase 4 reported that the School of Basketball was a big motivator for them to attend their classes, or made them excited to go to school on basketball days.

All schools consulted across Phase 4 reported that the programme provided positive benefits for participants, with all stakeholders providing positive feedback. School staff widely noted the programme's impact in improving participants' overall health, mental and physical wellbeing, as well as providing them with a new avenue to work towards their goals and aspirations. Across Phase 4, participants demonstrated:

- more awareness and willingness to develop personal skills, such as teamwork and leadership;
- increased confidence, both within and outside of the programme environment;
- more willingness to concentrate and participate in their classes;
- wider interest in extra-curricular activities, such as other sports and joining school clubs;
- improved technical basketball skills and physical fitness;
- expanded social circles with programme participants they otherwise would not have been friends with; and
- increased interest in basketball, with many participants going on to join local basketball clubs and play at league levels.

It was difficult to measure attainment and find accurate indicators to accurately measure the programme's impact on attainment in Phase 4. As the majority of participants in Phase 4 were in S1 and S2, the lack of formal assessments and baseline data for pupils left a vacuum for data that could be used to measure attainment outside of attendance rates. School staff consulted throughout Phase 4 unanimously agreed that attainment is the most difficult indicator to accurately measure. For their own internal school reporting, school staff reported that they used attendance data, and other soft indicators such as merits, exclusions, and pupil questionnaires. School staff also noted that significant changes to these indicators for S2 participants could be impacted by a myriad of factors, such as changes to their schedules, changes in friendships, participation in other extra-curricular activities, and changes in their home life. It was a particular challenge in Phase 4 to measure whether these indicators have impacted attainment, and whether these changes can be attributed to participation in the School of Basketball.

basketballscotland was able to make the most of their Phase 4 CashBack funding of £493,000, stretching it to deliver the programme in 19 schools across Scotland, a significant number of schools to cover with the funding available. This is particularly impressive considering the size of the **basketballscotland** CashBack team, which only consists of 20 team members. This did mean that at some points during the year, the team was stretched in resourcing and providing equal coverage across each School of Basketball.

basketballscotland also noted that delivering the programme on a smaller scale would have benefits in providing more dedicated resourcing across all the Schools of Basketball. They have built in one on one time with the schools in their Phase 5 plan to address this.



Recommendations

1

For Phase 5, based on learning from Phase 4 and in order to use their resources more effectively, **basketballscotland** has reduced the number of schools in the programme. This should enable the delivery of a more intensive, focused and bespoke programme in each school.

2

basketballscotland should invest time at the beginning of Phase 5 to discuss and agree with schools a template for collecting standard data for participants to measure attendance and behaviour. Agreement between **basketballscotland** and schools for data collection at the start of Phase 5 would create a reliable baseline and complete data sets. These data sets will enabling more accurate reporting and allow more detailed comparative analysis of the programme's impact across Phase 5.

3

At the start of Phase 5, **basketballscotland** should consider discussing with schools any other initiatives designed to raise attainment and reduce inequalities that the School of Basketball could be integrated with.

4

basketballscotland should work with Inspiring Scotland or other Schools of Sport to agree the content and scale for measuring attainment for Phase 5. Establishing a clear indicator will allow accurate data collection and a solid baseline to measure how the programme can positively impact attainment.

APPENDIX 1: List of outcomes and indicators

Outcome	Phase 4 Target	Year 1				Year 2				Year 3			
		Qtr 1	Qtr 2	Qtr 3	Qt 4	Qtr 1	Qtr 2	Qtr 3	Qt 4	Qtr 1	Qtr 2	Qtr 3	Qt 4
Outcome 1: Young people build their capacity and confidence	560 (70%) of YP demonstrate increased confidence	0	0	126	126	126	126	378	378	378	378	560	560
	760 (95%) of YP will report they are able to do new things	0	0	171	171	171	171	513	513	513	513	760	760
	320 (40%) of YP go on to do new things after their initial CashBack involvement	0	0	0	72	72	72	72	216	216	216	216	320
	70% of other stakeholders surveyed report perceived increases of confidence and ability to do new things among young people												
Outcome 2: Young people develop their physical and personal skills	480 (60%) of YP will gain accreditation for learning and skills development	0	0	0	108	108	108	108	324	324	324	324	480
	760 (95%) of YP will demonstrate increased skills	0	0	171	171	171	171	513	513	513	513	760	760
	90% of other stakeholders report skills increasing												
	560 (70%) of YP will demonstrate increased physical skills	0	0	126	126	126	126	378	378	378	378	560	560
Outcome 3: Young people's behaviours and aspirations change positively	560 (70%) of YP report increased aspirations	0	0	126	126	126	126	378	378	378	378	560	560
	70% of other stakeholders surveyed report increased aspirations												
	480 (60%) of YP report positive changes in behaviour	0	0	108	108	108	108	324	324	324	324	480	480
	Other stakeholders' report perceived positive changes in behaviour												
Outcome 4: Young people's wellbeing improves	560 (70%) of YP will make positive comments about wellbeing against one of the relevant SHANARRI indicators	0	0	126	126	126	126	378	378	378	378	560	560
Outcome 5: School attendance and attainment increases	640 (80%) of YP will improve attendance	0	0	0	144	144	144	144	432	432	432	432	640
	480 (60%) of YP attainment improves	0	0	0	108	108	108	108	324	324	324	324	480
Outcome 6: Young people participate in activity which improves their learning, employability and employment options (positive destinations)	800 (100%) of YP will access training	0	0	180	180	180	180	540	540	540	540	800	800
	480 (60%) of YP will access learning (including staying on at school)	0	0	108	108	108	108	324	324	324	324	480	480
	320 (40%) of YP will be involved in volunteering	0	0	0	72	72	72	72	216	216	216	216	320
	160 (20%) of YP volunteering following completion of programme	0	0	0	0	0	0	0	0	160	160	160	160
Outcome 7: Young people participate in positive activity	800 (100%) of YP participating in the activity	0	0	180	180	180	180	540	540	540	540	800	800
	80 (10%) of YP are new to the activity (had never done that type of activity before)	0	0	180	180	180	180	540	540	540	540	800	800

APPENDIX 2: Profile of participants

Gender		
Male	539	67%
Female	261	32%
No data	5	1%
TOTAL	805	100%

Ethnicity		
White - British	479	60%
Black	41	5%
Asian	24	3%
White - other	24	3%
Other	7	1%
Mixed/multiple ethnicities	7	1%
No data	223	28%
TOTAL	805	100%

Disability		
Disability	74	9%
No disability	594	74%
No data	137	17%
TOTAL	805	100%

Ethnicity		
SIMD 1	230	29%
SIMD 2	155	19%
SIMD 3	91	11%
SIMD 4	108	13%
SIMD 5	52	6%
SIMD 6	26	3%
SIMD 7	29	4%
SIMD 8	27	3%
SIMD 9	22	3%
SIMD 10	26	3%
No data	39	5%
TOTAL	805	100%

Caring responsibility		
Young carer	18	2%
Not young carer	181	22%
No data	606	75%
TOTAL	805	100%

CONTACT

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