

IMPACT REPORT

2024-2025

CashBack Community of
Basketball



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WELCOME

It has been fantastic this year to see some deep and hopefully long-lasting impact during our programme. Across all 3 high schools our Social Impact Officers have built strong, trusting relationships with the young people in their programme and have covered a variety of topics from mental health and wellbeing to knife crime, impact of drug use, online safety, sectarianism, peer pressure and much more. Additionally all our young people are taking part in weekly basketball sessions where they are improving their health, confidence and ability to work with others.



Amy Kirkhouse
Social Impact Lead

There is a growing strength of community in the programme, both within groups in the schools as well as across the whole programme. Increasingly our young people are seeing beyond themselves and finding purpose and pride in being part of something bigger.

This year we have had a number of young people graduate from the programme and move into volunteer roles where they can help coach basketball and give back. The sense of belonging and ownership of the programme that exists in these young people is high and we are proud of the journey these young people have been on to get to this point in their lives. Partnership working continued to be a key component of our programme this year. We have again worked very closely with Scottish Action for Mental Health (SAMH) who have delivered in all 3 high schools and a number of our feeder primaries this year. We have also continued to work closely with Scottish Sport Futures (SSF) who have supported us with education and training for both staff and young people. Partnerships within the high schools with Campus Police Officers and FARE have flourished this year and we have increased the amount of work we are doing outside of schools at Easterhouse Sports Centre as well.

Over the course of this year we have continued to work with a number of young people from year 1 whilst starting work with new groups of young people across all 3 high schools. The report will demonstrate impact across both groups of young people, however it is worth noting that the figures shown against outcomes are for young people new to the programme this year only. This interim report aims to share the impact of year 2, building on the work of year 1 and looking forward to continued opportunities in year 3.

I hope you enjoy reading the stories of our young people in this report and seeing the way lives are being changed through the CashBack for Communities fund.



basketballscotland

As the Governing Body for Basketball in Scotland, we exist to lead and support the basketball community to deliver positive experiences for all, in every area of the game. The key focus of our current strategy is to increase the number of people finding positive experiences through basketball which grows a life long love of the game, and more widely, a long lasting desire for individuals to be physically active, surrounded by a supportive network of people and giving back to their local community. A key priority of our current strategy is Changing Lives through Basketball, and the CashBack Community of Basketball programme is leading the way for us as we deliver Youth Work through basketball in the East End of Glasgow.

As a governing body we are committed to this area of Glasgow and have invested heavily in both time and resource into the reopening of Easterhouse Sports Centre through partnership working over the past 2 years. The centre is now a thriving community space for basketball and much more, including other sports, youth work and food provision.

basketballscotland has been working in partnership with CashBack for Communities since 2008 through all phases of the funding. We were delighted to receive funding for Phase 6 and continue that partnership for another 3 years. This report aims to share the impact our programme, CashBack Schools and Communities of Basketball, has made throughout year 2 of the Phase 6 programme.



OUR PROJECT

Our project, CashBack Community of Basketball, is focused on contributing to the development of a community of young people who, by engaging in activities that improve their physical, mental and social health, build resilience against antisocial behaviour and involvement in the justice system. Our project takes place exclusively in the East End of Glasgow, an area with one of the highest deprivation rates in Scotland. Our project takes two approaches. Firstly, a “Youth Work through Sport” approach designed to engage a core group of targeted young people with adverse childhood experiences in each of our three partner schools – Lochend Community High School, St Andrews Secondary School and St Mungo’s Academy. We have a Social Impact Officer based in each school who, alongside basketball coaches, supports this group by providing:

- 1-2-1 and small group support
- Personal development planning
- Engagement in positive sport and physical activities
- Increased understanding of mental health and wellbeing and how to positively impact this
- Attainment of additional qualifications to support progress to positive destinations
- Support to engage in positive alternatives to anti-social behaviour outside of school

Secondly, we work with a wider group of young people in our partner high schools and their feeder primary schools to deliver positive basketball activity with embedded mental wellbeing messaging, designed to improve emotional literacy.

YEAR 2 IN NUMBERS

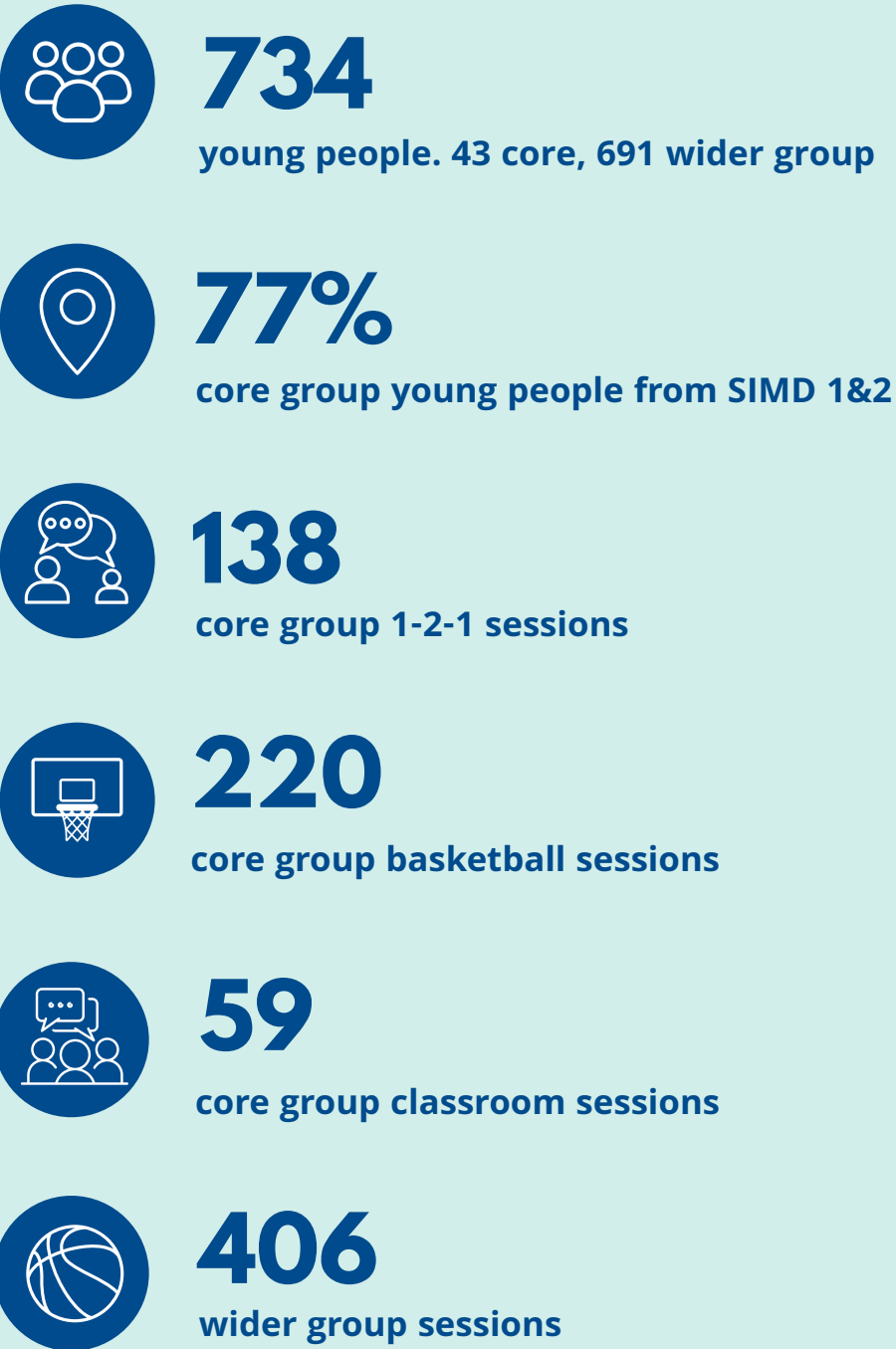


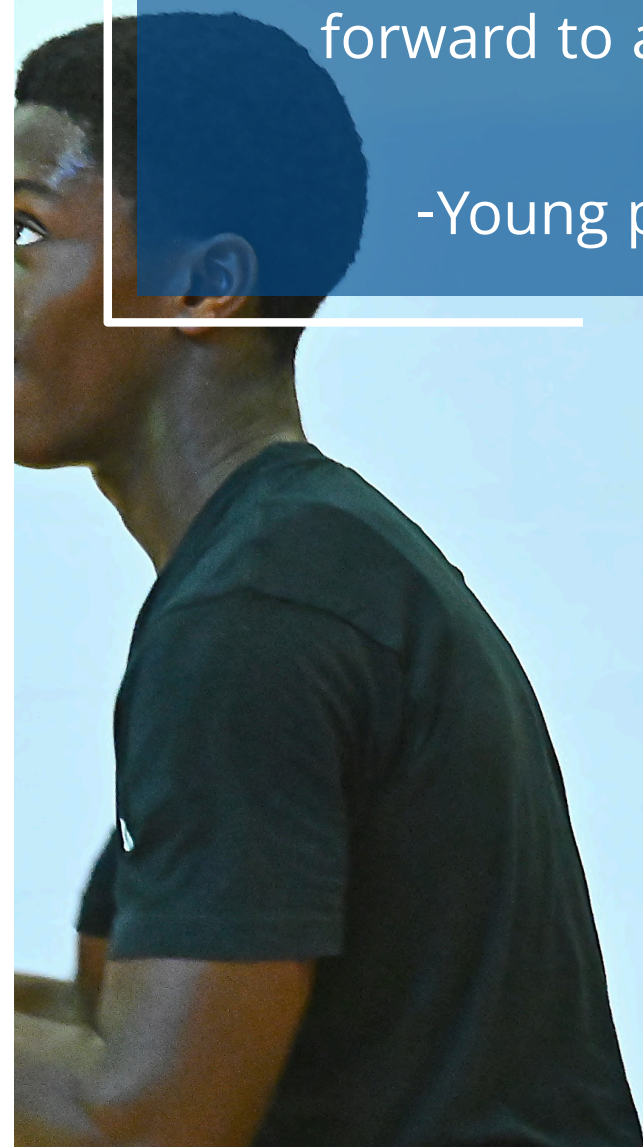
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“

I love coming to basketball each week. My sessions with the Social Impact Officer make school so much easier for me. It's helped with my attendance because it's given me something to look forward to at school.

-Young person

”



MEET OUR TEAM



Reece Barbour

Social Impact Officer & Basketball Coach
St Andrews RC Secondary School

“Aye, Reece is sound.” - young person



Karla Fletcher

Social Impact Officer
Lochend Community High School

“She helps everyone with their problems and she doesn’t give up trying.” - young person



Calvin Maclean

Social Impact Officer & Basketball Coach
St Mungos Academy

“He helps with my mental health and stuff.” - young person



Bantu Burroughs

Basketball Coach

Bantu coaches at St Andrews and Lochend.



Morgan Graham

Basketball Coach

Morgan coaches in the feeder primary schools for Lochend and St Andrews.



Josh McAlpine

Basketball Coach

Josh coaches in St Mungos and its feeder primary schools.

In year 2 of our programme

734

young people
reported positive changes in
their behaviour

OUR IMPACT AT A GLANCE



95%

core group young people feel less inclined to participate in anti-social behaviour



100%

core group young people gain an SCQF accreditation



627

young people report increase in feelings against SHANARRI



194

hours of volunteering completed by core group young people



91%

core group young people report feeling more resilient



658

young people report their confidence has increased



SOMEONE TO TRUST

Across year 1 and now year 2 in particular we are seeing the importance of a trusted adult in the lives of our young people. For many of the young people nominated into our programme, home life can be chaotic and they might struggle to trust teachers when they are in school. Having someone safe who they can trust both in the school environment and the community setting, through our Social Impact Officers (SIO), is proving highly significant in their development. When asked what benefit they got from having a Social Impact Officer in their school, one young person answered:

“Being able to speak out loud”

Our Social Impact Officers are both counsellors and friends. They get alongside the young people, providing them a safe space to be when they feel overwhelmed, when they are struggling to manage their emotions or when they feel alone.

“She helps everyone with their problems and she doesn’t give up with trying to help us”

Loneliness is a real problem in the lives of young people today and our programme provides community in the form of the Social Impact Officers and also in the wider groups that form as part of the programme. When asked if the programme had impacted their connections with others, **97%** of young people answered that it had, particularly with friends, school and family.

“It helps people who don’t have friends and have social anxiety”

The importance of being part of something cannot be underestimated for young people, and for that something to be a positive and safe environment. Boredom can have a huge impact on young people’s involvement in anti-social behaviour, as it is just something to do.¹ Through our programme we are providing connection and activity in a bid to combat potential boredom.

“You have somewhere to go and be part of something”

It can sometimes be hard to measure young people’s contribution to communities in outcome 4 due to the ambiguity of the word ‘community’. At its most basic form though community is something shared with others, often tied to a sense of belonging. Our programme is providing this for young people who might otherwise have left school, been isolated and quite possibly become involved in criminal activity. Instead they are safe, nurtured and listened to, finding a sense of belonging and purpose in the CashBack Community of Basketball programme.





OVERCOMING ANGER

A difficult home life had left Adam* feeling like he wasn't good enough. School was proving a hard place to be and outbursts of anger felt like the only way to control his situation.

At home his stepmother was constantly making judgemental comments about him, comparing him to his stepbrother and calling him lazy by comparison. **This caused a lot of frustration and resentment within Adam and these emotions would often present themselves in angry outbursts towards authoritative figures.** Another area of Adam's life that was impacted by this unsettled home life was his self-esteem. Adam often felt down and lacked motivation to do anything due to the way he was being treated.

Adam was nominated to the programme predominantly as a place to deal with his anger. During Adam's time in the programme, he has shown an eagerness to participate in activities and a desire to learn and improve. Often, he will ask for basketball skills to be broken down and explained, followed by asking for feedback on how to improve. It has been encouraging to see this side of his personality and interestingly these basketball sessions have facilitated some great conversations between Adam and the Social Impact Officer. **Discussions around toxic masculinity have been particularly pertinent, and the Social Impact Officer has been able to challenge Adam's idea of the behaviours of a 'real man'.** Adam, despite initially not being too responsive to being challenged on these ideas, no longer shuts these conversations down and participates openly.

Over the course of the year, subtle shifts in Adam's attitude have been noticed, gradually building up to a significant turning point. This moment occurred during a session when he and another boy sneaked into a different PE class, resulting in both boys being shouted at and disciplined. In this instance, Adam fully acknowledged his mistake, apologised to the teacher, and accepted responsibility for disrupting the class. In contrast, the other boy reacted with anger, shouting at the teacher and refusing to take accountability. What happened next was unexpected: **Adam took the other boy aside and said, "Look, man, calm down. You and I both know we shouldn't have done that."**

Alongside Adam's changes in attitude and general maturity, now having a far greater ability to keep calm and composed, he is also eager to do well at school and expressed interest in attending University. Through conversations it seems his motivation to do this is somewhat fuelled by his desire to prove his stepmother wrong, that he is not 'worthless' or 'lazy'. **Previously he has also discussed his pride in telling his dad about good grades and seeing his positive reaction in his achievements.** The activities and 1-2-1 sessions have facilitated many great discussions, during which Adam has been encouraged to work hard for the things he wants in life and reassured of his value as a person.

*Case study: name used in this case study is a pseudonym and the accompanying photo is representative. It does not feature the individual described.

“
Before I was shy, introverted, I didn't really speak to people...the programme has really boosted my confidence, I became just a better person, it's really benefited me altogether...it does make school enjoyable so yeh I want to go more now.
”



Photo is representative and does not feature the individual quoted

FINDING A FUTURE

Jane* was struggling, getting into trouble and spending most evenings on the streets with her friends. Her attendance at school was poor and she was experiencing verbal bullying and online abuse.

All this left Jane believing she could not achieve anything with her life and anger issues started to take hold. She was nominated to participate in the programme and work with the Social Impact Officer. She took part in weekly classroom and on-court sessions and was put through qualifications to ensure she gained something from her time in school.

During 1-2-1 meetings with the Social Impact Officer Jane thrived, saying they gave her “emotional support to rant about everything in life.” Jane adopted techniques to deal with anger and difficult emotions which gave her new motivation to increase her attendance at school. Sessions with SAMH were invaluable in helping her develop mindfulness based practices to manage her anger.

As Jane approached leaving school she regularly worked with the Social Impact Officer to look at potential career options. Due to her passion for sports, she explored careers and college options in the sports sector. Having a goal and clarity of what grades she would require, Jane went on to get 3 A’s at National 5.

“I was a bit of a windup merchant in school and never took school seriously, but thanks to the support I received, now I know what I need to do to actually get somewhere in life.”

Jane’s improved focus and attainment in school and her passion for sport led her to apply for a programme with Rangers football club. Jane has recently graduated from the “CashBack for Communities Towards New Futures” programme and gained a National 5 in the process. She also completed a first aid and mental health qualification.

Since completing the programme Jane is now working full time as she waits to start a college course in football studies.

“The qualifications I’ve completed have been really important...completing this course has set me up to go ahead and do something that I want to do. I’m glad I started to take myself a bit more seriously and am doing something I want to do in sports.”

Overall Jane’s progress has been significant and, through the support of the programme she has learned techniques to manage her anger issues and receive emotional support. She has reached positive destinations and achieved multiple qualifications in the process. Jane spends her evenings productively and in safe spaces, having joined a local boxing group. Jane is also learning to drive and has just passed her theory test first time.

She recently came back to school to give thanks to the Social Impact Officer and also to thank SAMH for the sessions they delivered with her. Jane also reported that her Mum and her Head of Year are delighted with the progress she has made.

“They never saw me turning out like this.”



*Case study: name used in this case study is a pseudonym and the accompanying photo is representative. It does not feature the individual described.

SAFE SPACES

Key to the development of our programme this year has been building on the work we started in year 1 to improve young peoples links with their local community, giving them safe spaces outside of school and providing opportunities for them to volunteer. Through our strong links with Easterhouse Sports Centre we have been able to address these key areas.

Easterhouse Sports Centre

The sports centre provides a space for young people to go outside school hours to play basketball but also to connect with others, get fed and be safe. Sessions run every day of the week but a Friday is a particularly busy day with youth club basketball running all afternoon and evening from 3:30-9:30pm. We regularly have over 30 14+ year old young people on a Friday night. Many of the older young people who come in the evening arrive early to help with the younger sessions. Kevin Martin, CEO of Easterhouse Hernosis, said:

“I think the CashBack programme has been crucial to the development of Easterhouse Sports Centre. We’ve been able to link in with these schools, develop programmes, develop issue based workshops at night time. So the Social Impact Officers are working with these kids during the day and it means we can do some really good youth work at night time with them. Kids want to come and play basketball, take part in physical activity. I think this programme is so crucial for their future, their soft skills, their confidence building.”

We asked a young person about the change he had experienced. When he first started working with the Social Impact Officer he was socially isolated and did not attend any clubs due to gang territorial issues. He said he hated the area he lived in. Since being part of the programme he has gradually started to build trust and try new things, including joining the Friday night basketball. He is now able to take part in something positive in his local area without needing to cross territorial boundaries, and is starting to see his local community as one that holds opportunity.



Cross School Collaboration

Building community within schools and across them has also been a priority this year. Helping our young people to look beyond themselves and realise they are part of something bigger. This has worked particularly well between St Andrews and St Mungos where the groups have joined together to take part in a charity 5k where they raised money for MacMillan Cancer Research. They also played a friendly game against each other which built positive (and competitive!) relationships between the young people. During the school holidays they joined up to run trips together, including one to Lost Shore, the new surfing facility in Edinburgh where young people got to try surfing for the first time. One school staff member commented:

“Young people have also been supported through trips funded through the programme and with other schools, and for some of our pupils, many of whom come from some of the most deprived areas in the city, these experiences are the highlight of their time at school.”



Photo is representative and does not feature the individual quoted



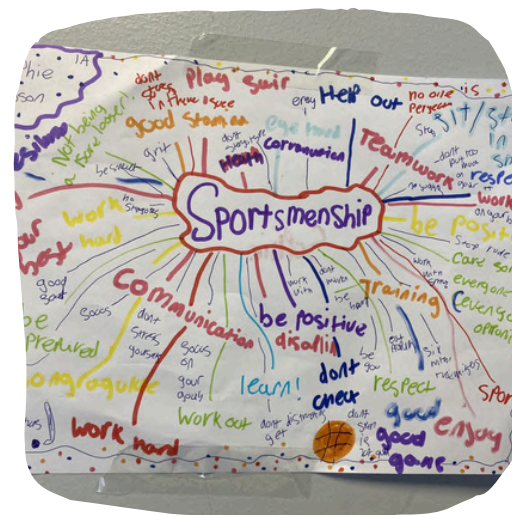
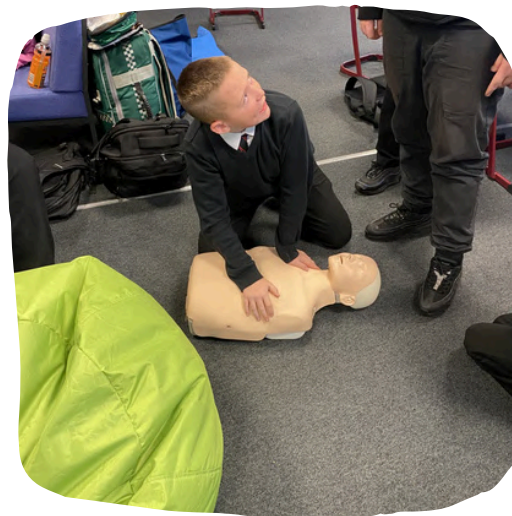
“ I feel like I’ve changed a lot as a person, developed and grown, I’ve made a load of new pals, new connections, it really kind of flipped my life around. My favourite thing ever now is basketball...before I was playing I had confidence issues, I didn’t really want to do much and I had been off school for a while so it really impacted me in a positive way...now I want to be a part of helping young people in the situation I was in. I’ve had lots of volunteer opportunities, at primary schools and here [Easterhouse Sports Centre], I’ve reffed and kept score for tournaments and I think it’s a great opportunity for young people to get into this sort of thing. I love it, it’s my favourite thing. My next step is hopefully getting paid work or running a wee session on a Friday or Saturday night where I can just help people with whatever issues they’ve got, through sports. On and off the court. Off the court stuff’s just as important as on and I feel like I want to impact people the way I’ve been impacted.”

SKILL DEVELOPMENT

Over the course of the year our young people have completed a number of workshops, covering topics such as:

- Knife crime
- Drug and alcohol awareness
- Sexting
- Vaping awareness
- Sectarianism
- Peer Pressure
- Understanding my community
- Managing emotions
- Online harm
- Anti-bullying

They also completed a 6 week programme with SAMH (more on p15). Partnerships with campus Police Officers, local paramedics and the Violence Reduction Unit allowed for these sessions to be completed by professionals and people with lived experience. The impact of this on the young people was profound, particularly when the police were involved. Building positive relationships between the young people and local police is an important step in diverting young people from involvement in criminal activity or anti-social behaviour.



ACCREDITED LEARNING



100%

**of core group young people gained
SCQF 4 & 5 accreditations in
Communication and Conflict
Resolution**

Through our partnership with Scottish Sport Futures (SSF)



“ I’ve been taught a lot on how to control my anger and speak about it instead of just going off on one

Our CashBack staff all completed SSF's **Trauma Informed Sport and Physical Activity** module this year. As a result our staff are more trauma informed and trauma responsive, able to better support our young people by offering trust, safety, empowerment, collaboration and choice. We hope to have our wider staff team complete trauma informed training during year 3 of our programme.

PARTNER PROFILE



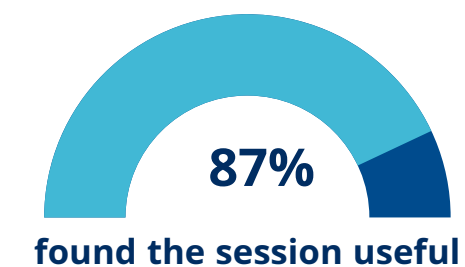
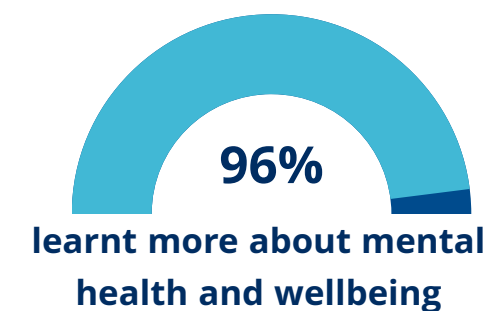
Our partnership with Scottish Action for Mental Health (SAMH) has continued to thrive this year with all the young people in our core group completing sessions with SAMH staff on the following topics:

- 5 Ways to Wellbeing (Connect, Be Active, Take Notice. Give and Learn)
- Understanding Stress
- Boundaries
- Building Healthy Relationships
- Managing Emotions
- Managing Anger
- Self Harm
- Social Media

Throughout the year our young people have had open conversations about mental health and wellbeing and have been given tools to better understand and engage with their own mental health. They have gone on a journey of realising and accepting that everyone has mental health, to better exploring the emotions they are experiencing and how to manage these in effective ways. Our young people are even starting to have awareness of other people's mental health, with one young person saying:

“I told my dad he needs to do more box breathing”

Mental health and wellbeing can be a difficult thing for anyone to discuss, particularly young people, so key to the partnership is building a trusting relationship with the SAMH facilitator at the beginning of the year. Using basketball as a common language brought the content to life and made it easier for the young people to connect to. By the end of the block, young people trusted the SAMH facilitator and each other and were willing to share honestly about their experiences of mental health and wellbeing. The significance of this should not be overlooked, particularly for young people who often struggle to trust others because of previous bad experiences.




“I need to look after my mental health like my physical health”

“I like having a team sheet for my self care”

“Everyone who has a brain has mental health”





“ The Social Impact Officer’s relentless passion in supporting young people has resulted in young people having increased confidence and engagement in school and also in supporting their wider community. The support has also ensured improved attendance and more positive behaviours with targeted groups of young people. This has all resulted in more positive physical and mental wellbeing amongst our young people. - Head Teacher

”

POLICY ALIGNMENT

Fair Work Framework²

We are proud to comply with the Fair Work First criteria. We comply with the following:

- **Payment of the Real Living Wage** - we are an accredited living wage employer
- **Investment in workforce development** – we have an internal staff coaching programme, quarterly team days, access to sportscotland learning and development opportunities and are encouraged to use 4 hours of our working week on personal development
- **Action to tackle the gender pay gap and create a more diverse and inclusive workplace** – salary is calculated dependent on the role not the person. We try to advertise jobs as widely as possible to encourage a diverse range of applications. We work with Enable to offer modern apprenticeships to individuals with additional barriers to employment
- **Oppose the use of fire and rehire practices**
- **Offer flexible and family friendly working practices for all workers from day one of their employment** – flexible working is available to all. This includes place of work and hours of work. In addition we promote getting outside for at least 30mins during the working day and permit the use of a “wellbeing day” which is an additional day(s) annual leave if someone needs some time to themselves
- **Appropriate channels for effective voice, such as trade union recognition** – staff complete annual project reviews, quarterly wellbeing surveys and fortnightly feedback forms to ensure we are continually hearing the voice of our staff
- **No inappropriate use of zero hours contracts**

United Nations Convention on the Rights of the Child³

We are committed to increasing awareness about the United Nations Convention on the Rights of the Child (UNCRC) as an organisation and specifically within our CashBack programme. Some ways we are doing this are:

- All staff, including CashBack staff, have completed UNCRC training⁴
- We have completed a Child Rights and Wellbeing Impact Assessment ([CRWIA](#)) for our CashBack programme
- UNCRC training and information has been shared with our member clubs and is available on our website

- All core group young people have completed evaluation forms sharing their experience, ideas and feedback on their involvement in the programme
- Wider group participants have taken part in informal feedback at our tournaments, both written and verbal
- We complete an annual standards health check to Children 1st which includes evidencing how we give opportunities to hear the views of young people in our programmes and how this has changed practice

Best Start, Bright Futures⁵

Our programme contributes to the child poverty delivery plan in a number of ways but particularly in “Part C: Supporting the next generation to thrive”. All schools involved in our programme are located in the most deprived decile and 77% of our core group young people are from SIMD 0-20%. We have contributed most effectively in the following areas:

Next Generation

- Support, space, resources and tools to allow young people to positively impact their own mental health and wellbeing e.g. SAMH programme of delivery (see p15)
- Using staff as role models to show young people what is possible and increase aspiration. Also opportunities like attending professional basketball games
- Creating opportunities for young people to engage in positive activities and become leaders in their community e.g. young people volunteering and going into primary schools to coach basketball

Person-centred Support

- Embedding the GIRFEC principle through an individualised youth work approach with each young person impacting across SHANARRI indicators

Employability and Skills

- Engaging young people in school and wider learning. Those in the programme are more likely to attend school because they want to come to basketball sessions
- Delivery of additional qualifications aimed at improving employability prospects (see p14)

Connectivity and Child Care

- Creating safe spaces for young people to build connections and social networks both in and outside of school
- Providing holiday activities to support working parents e.g. camps at Easterhouse Sports Centre



Climate Change Plan⁶

We are committed to the UN’s sustainable development goals and have already taken steps towards positive climate action, although we are aware we have much room for growth. Some areas we are already contributing to are:

Active Travel

- We encourage staff and young people to walk where possible, particularly as our project is focused in a small geographical area
- We are part of the Bike to Work scheme and encourage staff to cycle or walk to their place of work or meetings where possible. Our travel expenses policy reflects this
- We try, where possible, to employ local people in this programme to reduce the need to travel

Public Transport

- Our Social Impact Officers have worked with young people in the programme to ensure they know how to get a bus and which buses they can access to get to school and our activities at Easterhouse Sports Centre
- We encourage our young people to take up concessionary tickets for bus travel
- We encourage our staff to use public transport where possible and make every effort to locate our office and meeting spaces near strong public transport links

What we Buy

- We have encouraged recycling of basketballs, shoes and other gear within our CashBack programme and in Easterhouse Sports Centre

Travel by Car

- We support a hybrid blend of remote and office working which has reduced car mileage significantly in the past few years
- We are part of Wyre’s salary sacrifice scheme giving staff access to cheaper electric cars

Nature and the Outdoors

- We are using some off court sessions to increase awareness of the climate emergency and the impact that young people can make in their day to day lives

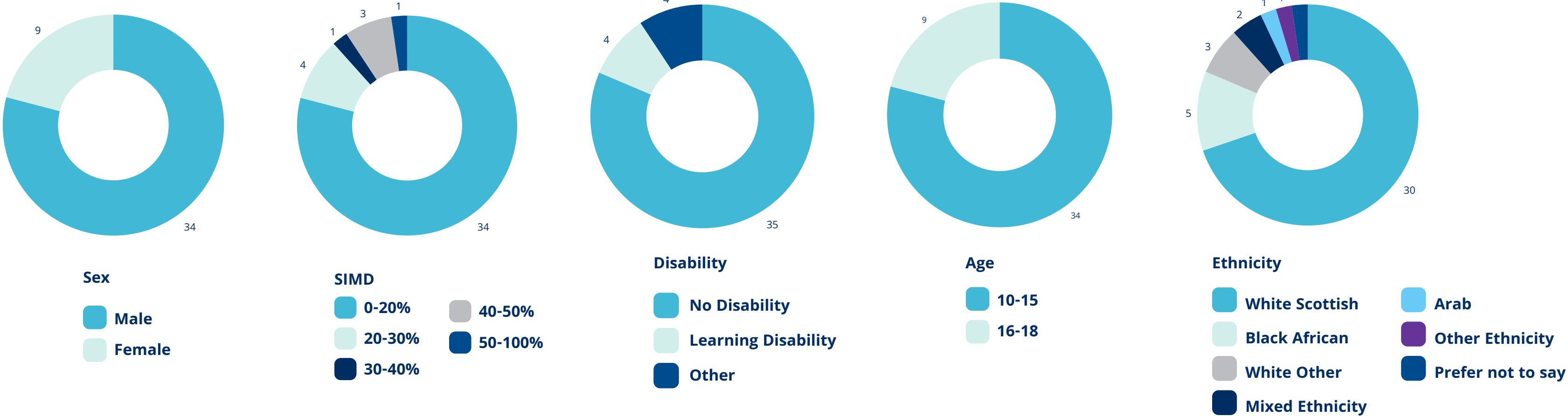
Food

- We are educating our young people on how to minimise food waste, eliminate single use packaging and regularly recycle
- Through Easterhouse Sports Centre we are supporting FareShare in their effort to fight hunger and tackle food waste, feeding 40 families and 35 young people every week

Energy and Buildings

- We have completed an energy audit with Business Energy Scotland for Easterhouse Sports Centre
- We are exploring renewable energy solutions for the centre
- We have applied for funding for building fabric improvements for the centre

OUR YOUNG PEOPLE*



*core group of 43 young people



OUTCOMES

We have seen particular success this year in outcomes 2-5 where young people (YP) are growing in confidence, resilience, awareness and school engagement.

It is worth noting that where we have over-performed by a high number in outcomes 3 and 5, is a reflection of lower numbers for these indicators during year 1, as we had not completed evaluation by the time of the year 1 report due to alignment with the school year. We adjusted this for year 2 and have captured both numbers here.

Discussing attitudes and experiences of antisocial behaviour and criminality with young participants in our core age range of 11–14 can be challenging and even counter-productive which impacts on our reporting against outcome 1. Positively though, 95% of core group young people felt less inclined to participate in antisocial behaviour due to their involvement in the CashBack Community of Basketball, evidencing our strong success as an early intervention programme. We also seek to gather data from external stakeholders to evidence reduced participation in antisocial or criminal behaviour. The score here reflects the availability of data in this reporting period and not necessarily the views of our young people. We will continue to work in year 3 to increase the availability of this data.

The 4th column, ‘Year 2 % of Surveyed’ (in yellow) is a percentage taken from the total number who were surveyed against the question and does not represent a percentage of the target.

Outcome 1: Diversion from Justice System

YP report own participation in antisocial and/or criminal behaviour has reduced
YP feel less inclined to participate in antisocial and/or criminal behaviour

Outcome 2: Positive Destinations

YP gain an accreditation for a new skill
YP report an improved relationship with their school
YP’s attendance at school improves
Progression outcomes after completion of the programme: Volunteering

Outcome 3: Improving Health and Wellbeing


YP report an increase in feelings against SHANARRI indicators
YP report their mental health has improved and they have a more positive outlook on life
YP report they are more aware of the risks and impact of harmful substance use
YP report they are less inclined to engage in harmful drug and/or alcohol use
YP report their confidence has increased
YP report evidence of participation in physical and sporting activities

Outcome 4: Contributing to Communities

YP report their perception of their neighbourhood improves
YP report a heightened sense of belonging to a community
YP report feeling their contribution, links with communities and social interactions are improving
Hours of volunteering contributed by participants

Outcome 5: Building Skills and Resilience

YP report feeling more resilient
YP report positive, supportive networks
YP report increased access to appropriate services
YP report positive changes in their behaviour

Impact Report 24-25				
Year 1 Actual	Year 2 Target	Year 2 Actual	Year 2 % of Surveyed	
2	11	0	0%	
31	11	41	95%	
21	11	43	100%	
49	11	38	88%	
43	11	34	79%	
5	3	5	71%	
167	302	627	85%	
51	11	41	95%	
52	11	43	100%	
52	11	43	100%	
167	302	658	90%	
901	432	734	100%	
39	11	26	60%	
59	53	83	100%	
23	11	37	86%	
302	99	194	NA	
52	11	39	91%	
52	11	38	88%	
52	16	43	100%	
52	302	734	100%	

FINANCES

Project Activity	Year 2 Spend*	Year 2 Budget
Delivery Staff	£130,987	£130,987
Training	£2,000	£2,000
SAMH Delivery	£14,000	£14,000
Diversionary Activity Outwith Schools	£3,850	£3,850
Pupil Support Costs	£9,000	£9,000
Project Management	£4,000	£4,000
Total Expenditure	£161,837	£161,837

*All spend is for Glasgow

Year 2 Award	£161,837
Year 2 Variance	£0
Phase 6 Award	£475,000
Phase 6 Claimed to Date	£318,738





YEAR 3 PRIORITIES

- As per this year, we would like to continue trying to find solutions for reporting against outcome 1. This was something we hoped to achieve this year but struggled with. We will prioritise continuing to work with schools and police to get better data and will also reach out to other projects to learn from their approaches.
- We have a number of young leaders who have come through our programme and have been volunteering over the past year. We are preparing them to move into paid part time coaching roles in primary schools and Easterhouse sports centre so a key priority will be progressing this and ensuring the young people are well trained and supported.
- We will review our nomination routes across all 3 high schools to ensure we are continuing to reach the right young people in year 3, and make any necessary changes.
- We will prioritise the transition of young people in and out of the programme in year 3, ensuring those who leave the core programme continue as part of the community and those who join feel safe and valued.
- We have a staff member moving roles within the programme to cover a maternity leave so we will look to ensure this is a smooth transition for the young people and that the staff member has the appropriate support to succeed.
- We will look to expand on the cross school collaboration that has been started this year and explore ways to do this both on and off the basketball court.
- Staff will be upskilled in storytelling and how to share impact.
- We will commit to strengthening relationships across the portfolio.

Appendix

1 Miller, J. (2024). Killing Time: The Role of Boredom in Glasgow Gangs. The British Journal of Criminology. 64(6), pp.1445-1461

2 <https://www.fairworkconvention.scot/the-fair-work-framework/>

3 <https://www.gov.scot/publications/united-nations-convention-rights-child-incorporation-scotland-bill-leaflet/>

4 <https://learn.nes.nhs.scot/75341/childrens-rights-uncrc/introduction-to-children-s-rights>

5 <https://www.gov.scot/publications/securing-green-recovery-path-net-zero-update-climate-change-plan-20182032/>

6 <https://www.gov.scot/publications/best-start-bright-futures-tackling-child-poverty-delivery-plan-2022-26/>

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