



# CashBack 180

Year 3: External Evaluation Report

June 2023

CONTENTS

CONTENTS .....2

1. Introduction .....1

2. The evaluation methodology .....2

3. Participant profile and outcomes achieved .....3

4. Cashback 180 delivery.....21

5. Conclusions .....24

## 1. Introduction

- 1.1. CashBack for Communities is a Scottish Government programme which funds various projects that help young people who face disadvantages. The Government uses money seized from criminals to support organisations that provide positive opportunities and activities for young people.
- 1.2. In January 2020, it announced £19m of newly funded projects, and the Mayfield and Easthouses Youth 2000 Project (Y2K) received £170,000 of that funding for its CashBack 180 project.

### Y2K and CashBack 180

- 1.3. Based in Mayfield, Y2K was established in 2000 with the support of local businesses to address concerns about young people needing a safe space to hang out or to call their own. Y2K is a small youth-led community organisation that works with disadvantaged young people, providing informal drop-in services, targeted group and one-to-one sessions, and various experiences and activities.
- 1.4. In Phase 5, CashBack 180 funding has enabled Y2K to build on its success in engaging young people who face challenges, utilising the organisation's strong community presence, its well-established referral pathways and existing relationships with local stakeholders. Traditionally working with young people in Midlothian's Mayfield and Easthouses areas, the CashBack 180 programme has extended Y2K's reach into other areas of Midlothian and across a broader range of stakeholders.
- 1.5. The programme supports 11-18 year-olds affected by multiple deprivations across Midlothian<sup>1</sup>, those who face poor life chances or are considered at risk of involvement in anti-social behaviour. Intended programme outcomes include increased confidence, resilience, wellbeing, connections and skills; the tools required by young people on a pathway to a positive future. Two main strands of activity help achieve this objective:
  - **12-week group-based programmes** – covering a range of topics including knife crime, hate crime, consequences and victim empathy, sexual health, personal safety and teamwork. Sessions are delivered in partnership with expert stakeholder organisations and culminate in the achievement of the Dynamic Youth Award
  - **One-to-one support sessions** cover much of the same content as group-based programmes tailored to meet an individual's needs. Young people who participate in one-to-one support can also achieve a Dynamic Youth Award.
- 1.6. This Year 3 report provides findings and commentary on the performance of the full three years of the programme, as well as exploring the performance during year 3 only.

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<sup>1</sup> Midlothian: Mayfield, Easthouses, Woodburn, Dalkeith, Bonnyrigg, Gorebridge, Penicuik

## 2. The evaluation methodology

- 2.1. Y2K commissioned an external evaluator to gather evidence about the programme and report on progress towards programme outcomes<sup>2</sup>, as a condition of receiving Cashback for Communities funding.
- 2.2. It appointed The Lines Between, an independent social research agency, to explore the perceptions and experiences of the programme with a sample of young people and stakeholders, and provide evidence of its impact.
- 2.3. This report focuses on the following evaluation activity carried out throughout Phase 5 of the programme:
  - Focus groups and interviews with 28 young people.
  - Interviews with three Y2K staff members.
  - Interviews with twelve other stakeholders (eight teachers, two youth workers, one social worker, and one parent).
- 2.4. Researchers from The Lines Between also analysed secondary data sources, including Y2K's quarterly reports to Inspiring Scotland and the Scottish Government, and self-evaluation and monitoring data collected directly from young people.
- 2.5. A self-completion survey, aligned to the programme outcomes, was collaboratively developed by Y2K and The Lines Between. A paper copy is given to each young person during their final support session (group and one-to-one) and they return the completed survey to Y2K staff, who enter the data into the scorecard to monitor and track outcome progress.
- 2.6. This approach to outcome data gathering is applied consistently by Y2k support workers across all groups and one-to-one activities.

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<sup>2</sup> Programme outcomes are set out in Appendix 1.

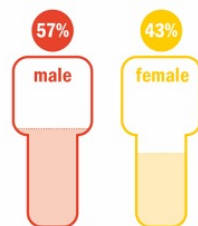
### 3. Participant profile and outcomes achieved

#### Participant profile

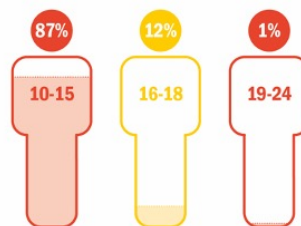
- 3.1. Across the three years of the CashBack 180 programme delivery, 231 young people have been supported through 121 group-based sessions and 527 one-to-one sessions.
- 3.2. The profile of the 231 participants in the CashBack 180 programme is provided in the following infographic.

#### Participant Profile

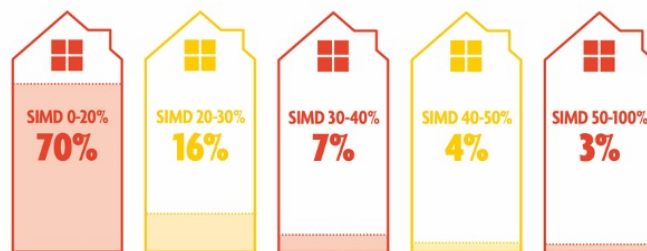
##### Gender:



##### Age:



##### SIMD Decile:



- 3.3. The data shows:
- Most of the young people supported were between 10 and 15 years old (87%), with smaller proportions of 16-18 year-olds (12%) and those aged 19-24 (1%).
  - A slightly higher proportion of males (57%) than females (43%) was engaged.
  - Most (70%) supported young people resided in the bottom 20% of areas in the Social Index of Multiple Deprivation.
- 3.4. Additional monitoring data collected shows that:
- 39% reported some form of disability (n=231), which included social or behavioural issues (30%), learning, understanding or concentration (8%), and mobility (1%).
  - No young people reported that their gender differed from that assigned at birth.
  - Nearly all (96%) described their ethnicity as White Scottish.
  - 88% of young people had no religious beliefs, while 10% reported not knowing.
  - The majority reported being heterosexual (93%), 3% were bisexual, and 1% gay/lesbian.

### Participant outcomes

- 3.5. The rest of this chapter presents the progress of the programme in achieving its target outcomes, drawing on the self-evaluation data from young people and qualitative research findings from case study research carried out by The Lines Between with young people, project staff and other stakeholders.
- 3.6. Findings are structured around the following six programme outcomes agreed between CashBack for Communities and Y2K
- Outcome 1: Young people build their confidence and resilience, benefit from strengthened support networks and reduce risk-taking behaviour
  - Outcome 2: Young people develop their physical and personal skills
  - Outcome 3: Young people's health and wellbeing improves
  - Outcome 4: Young people participate in activity which improves their learning, employability, and employment options (positive destinations)
  - Outcome 5: Young people contribute positively to their communities
  - Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system
- 3.7. The table on the following page provides an overview of key outcome achievement for year three of the programme only.

**Cashback 180 Year 3 outcome achievement**

<b>Outcome 1: Young people build their capacity and confidence</b>		
	<b>Achieved</b>	<b>% of year 3 young people (n=90)</b>
YP report increased confidence	70	77%
YP report they are able to do new things	82	91%
YP feel more resilient	63	70%
YP report positive supportive networks	71	79%
YP report positive changes in their behaviour	72	80%
<b>Outcome 2: Young people develop their physical and personal skills</b>		
	<b>Achieved</b>	<b>% of year 3 young people (n=90)</b>
YP report an increase in their skills	81	90%
YP gain accreditation for learning and skills development	51	57%
<b>Outcome 3: Young people's health and wellbeing improves</b>		
	<b>Achieved</b>	<b>% of year 3 young people (n=90)</b>
YP improve wellbeing against SHANARRI indicators	86	96%
<b>Outcome 4: Young people achieve a positive destination</b>		
	<b>Achieved</b>	<b>% of year 3 young people (n=90)</b>
Young people achieved a positive destination	80	89%
Young people improve school attendance	56	62%
<b>Outcome 5: Positive contribution to communities</b>		
	<b>Achieved</b>	<b>% of year 3 young people (n=90)</b>
YP feel their contribution, links with communities and social interaction are improving	82	91%
Participant's perception of their neighbourhood improves	69	77%
Participants have heightened sense of belonging to a community	67	74%
Participants have increased motivation to positively influence what happens in their community	41	46%
<b>Outcome 6: Diverted from criminal behaviour</b>		
	<b>Achieved</b>	<b>% of year 3 young people (n=90)</b>
YP report own participation in anti-social and/or criminal behaviour has reduced	73	81%
YP feel less inclined to participate in anti-social and/or criminal behaviour	73	81%
Reduction in reported anti-social behaviour and/or criminal behaviour in area	75	83%

- 3.1. The infographic on the following page provides an overview of outcome achievement against targets over the three years of phase 5 of Cashback 180.



## Phase 5 outcome achievement



### Outcome 1: Building confidence and resilience

**181**

YP report increased confidence  
(Target: 136)

**205**

YP report they are able to do new things  
(Target: 153)

**179**

YP feel more resilient  
(Target: 133)

**177**

YP report positive changes in their behaviour  
(Target: 127)

**187**

Positive supportive networks  
(Target: 140)



### Outcome 2: Developing physical and personal skills

**186**

YP demonstrate increased skills  
(Target: 138)

**141**

YP gain accreditation for learning and skills development  
(Target: 99)



### Outcome 3: Improving health and wellbeing

**213**

YP report increases in wellbeing feelings against SHANARRI indicators  
(Target: 161)



### Outcome 4: Positive destinations

**194**

YP achieved a positive destination  
(Target: 145)

**158**

YP improved school attendance  
(Target: 115)

Progressed to:

**10: Employment** (Target: 7)

**175: Education** (Target: 133)

**1: Training** (Target: 0)

**8: Volunteering** (Target: 5)



### Outcome 5: Positive contribution to communities

**190**

Contribution, links with communities and social interaction are improving  
(Target: 143)

**177**

YP perception of neighbourhood improves  
(Target: 131)

**166**

YP have heightened sense of belonging to their community  
(Target: 120)

**121:** YP motivated to positively influence community  
(Target: 79)  
**9:** Community focussed awards gained  
(Target: 3)

**23:** YP have taken on a volunteering role  
(Target: 12)  
**192:** Hours of volunteering  
(Target: 137)



### Outcome 6: Diverted from criminal behaviour

**177**

YP report own participation in anti-social and/or criminal behaviour reduced  
(Target: 127)

**187**

YP less inclined to participate in anti-social and/or criminal behaviour  
(Target: 137)

**190**

Reduced reported anti-social behaviour and/or criminal behaviour in area  
(Target: 140)





### Outcome 1: Building confidence and resilience

**181**

YP report increased confidence  
(Target: 136)

**205**

YP report they are able to do new things  
(Target: 153)

**179**

YP feel more resilient  
(Target: 133)

**177**

YP report positive changes in their behaviour  
(Target: 127)

**187**

Positive supportive networks  
(Target: 140)

### Summary of phase 5 achievement

- 3.8. Y2K has exceeded all their Phase 5 targets for Outcome 1. Participant feedback indicates:
- 78% (181 out of 231) of young people report that their confidence has improved.
  - 89% (205 out of 231) say they are able to try new things.
  - 77% (179 out of 231) of young people feel more resilient as a result of the support they received.
  - 77% (177 out of 231) also reported positive changes in their behaviour.

### Year 3 contribution to phase 5 achievement

- 3.9. Year 3 outcome achievement largely aligns with the overall achievement levels for the Phase 5 programme. The proportion of young people reporting Increased resilience is slightly lower than the programme performance for the whole of phase 5, as shown below:
- 77% (70 out of 90) of young people report that their confidence has improved.
  - 91% (82 out of 231) say they are able to try new things.
  - 70% (63 out of 90) of young people feel more resilient as a result of the support they received.
  - 80% (72 out of 90) also reported positive changes in their behaviour.
- 3.10. Increased confidence levels was a common theme among the young people supported by the CashBack 180 programme. Sometimes alluding to a general sense of feeling more confident, they also included specific examples such as: contributing in class, being strong enough to avoid following the crowd, having more open and honest conversations, and feeling able to seek advice and support.



“And it made my confidence better because I was like I had bad confidence. I never used to like, put my hand up in classes or that” [Young person]

“I wouldn’t have shared as much as I’ve spoken about or about the things that I have done with any of the teachers. So I can talk to [Y2K staff] about something I’ve done, I realise it’s been stupid, and I see that now, and talking it through with them means it doesn’t need to keep getting brought up.” [Young person]

*“It’s really just saying no, that your no daen that. I’m better at that, more confident about saying no to my pals now.” [Young person]*

- 3.11. The CashBack 180 group and one-to-one support sessions allow young people to try new things and includes a trip or activity at the conclusion of support to celebrate young people’s progress and achievements. Y2K also delivers a summer programme that young people who have engaged with Cashback 180 support are able to access and participate in which provides further opportunities for young people to experience a wide range of activities.



*“We went to laser tag and other stuff during the summer. We went kayaking...we done bubble football, it’s like, you’re inside the bubble, an inflatable thing and you’re playing football, trying to score goals and stuff. It was a laugh, and people were all bumping into each other.” [Young person]*

*“The trips are really good. I’ve been to Ryze, a water park place, I’ve done boxing as well and kept going for a while. This place helps me with ma confidence as well.” [Young person]*

*“It gave me something to do every day, like every other summer I would sit and do nothing and be bored, but we had like trips nearly every day or even if it was just different activities we were just having fun doing stuff.” [Young person]*

- 3.12. A robust support network is a core component in strengthening resilience and making managing stressful situations easier. All the young people who participated in the research viewed Y2K Cashback 180 staff as trusted adults they could rely on for support, advice or guidance. They explained why having honest conversations with them was easier than with other adults.



*“I know that she is always there for me. I still go to her if I need to speak about something or if I need help. If I need her, I know she is going to be there for me.” [Young person]*

*“Teachers carry themselves with too much professionalism when it comes to talking about things like sex and stuff, but with [Y2K staff], it’s not that they’re no professional, but you can just talk about it easier.” [Young person]*

*“I wouldn’t have shared as much as I’ve spoken about or about the things that I have done with any of the teachers. So I can talk to [Y2K staff] about something I’ve done, I realise it’s been stupid and I see that now, and talking it through with them means it doesn’t need to keep getting brought up.” [Young person]*

*“I just felt comfortable enough to speak to them (Y2K staff); they just made me feel comfortable enough to tell them. And well, I had to go to court and*

*straight away (Y2K staff member) said that she would help me, that she would take me and support me through it.” [Young person]*

- 3.13. Stakeholders also recognised the positive reputation that Y2K staff had among young people, seeing it as a key strength and critical enabler of young people engaging with the support that they offer.

“*I think in the school, they're sort of viewed as trustworthy adults who pupils can have, I think, really safe conversations about difficult topics. Y2K just have such a strength in building those relationships from the get go.” [Teacher]*

*“[Y2K] Staff are well known to pupils within the school and school community. It provided the best chance of engagement, and the make-up of the group would make it an easy pitch to him. He was open to the offer and keen for support.” [Teacher]*

- 3.14. A visible, positive behaviour change is a common aspirations for stakeholders referring young people to Cashback 180. Recognising this criterion, young people reflected on their behaviour and actions before engaging with support and the resultant impact.

“*Because of the risk, I think we felt that the group itself was just at risk of somebody getting really hurt. And when they reach that point, that's always when Y2K comes into our head, where there is a risk of something, either dangerous or detrimental happening to these young people.” [Teacher]*

*“My behaviour in school and in class, it was pretty disgusting, just being stupid and mucking about.” [Young person]*

*“It makes you more open-minded, just opened my eyes up a bit and shows that I need to start sticking in.” [Young person]*

*“Because it made me think like, it put stuff in my head, like all the videos we done put it in my head and I just like felt like I wanted to change.” [Young person]*



## Outcome 2: Developing physical and personal skills

### 186

YP demonstrate increased skills  
(Target: 138)

### 141

YP gain accreditation for learning  
and skills development  
(Target: 99)

### Summary of phase 5 achievement

- 3.15. During group and one-on-one sessions, almost two thirds of young people (61%, 141 out of 231) who participated in CashBack 180 achieved skills development that was recognised as accredited learning, typically the Dynamic Youth Award.
- 3.16. Three quarters (81% or 186 out of 231) reported benefitting from broader skills improvement, with young people and stakeholders mentioning personal, social and life skills development.

### Year 3 contribution to phase 5 achievement

- 3.17. During year 3, 57% (51 out of 90) young people achieved skills development that was recognised as accredited learning. Overall though, 90% (81 out of 90) reported an increase in their skills due to the support they had received.

### Skills development

- 3.18. Group sessions delivered by partner organisations provide specialist expertise and knowledge. These sessions give young people a better understanding of various risk factors, encouraging them to consider the potential consequences of their actions and allowing them an opportunity to develop a different perspective.



*“The thing where there was like gangsters telling their stories and how they went down the wrong path of drugs and alcohol, gets you thinking, well I don't want my life to turn out like that.” [Young person]*

*“The session on alcohol gave us another perspective on drinking, the dangers, like this could happen, that could happen kinda thing. You just don't think about it.” [Young person]*

- 3.19. Reflecting on how the support they received had helped them to think more about their actions, young people felt better equipped to make smarter choices.



*“It made me realise how easy it is to hurt someone that badly, and that quickly, just a few punches, especially when I'm a lot bigger than a lot of people my age.” [Young person]*

*“As much as I can still be a bit of a \*\*ick, it has helped me to think about my actions, and understand my actions and the consequences.” [Young person]*

*“The videos with the fighting and stuff. There was a video about a boy and his pals and stuff and like started fighting and one of them got stabbed. It made me think back because you don't know who's out there and like, with*

*groups you don't know, one of them could have anything on them. It just made me think, like, all this fighting and I don't know if this boy could have like something in his bag.” [Young person]*

- 3.20. Stakeholders also recognised that young people who engaged with the programme were developing the ability to reflect on their behaviour and actions and could hold more constructive conversations with teaching staff and other adults.

“And what I would say is the boys are much more approachable, I think for key members of staff and much more positive discussions and they're far more ready to be open and honest about what's going on in situations.”

“And therefore, we do have more positive conversations with them.”

But I was really happy with the conversation that we had afterwards, and the conversation that he'd had with his parents about not getting into those situations and how to avoid them in the future.”

- 3.21. Some young people also spoke about developing essential life skills through group-based sessions, one-to-one support, and volunteering opportunities.

“They've helped me learn like life skills, like cooking, I was never able to cook but being here, I've learned how to. I make the food and snacks for the younger ones as part of my role.” [Young person]

“We had the firefighters as well and they told us how to do CPR and stuff like that.” [Young person]



### Outcome 3: Improving health and wellbeing

## 213

YP report increases in wellbeing feelings against SHANARRI indicators

(Target: 161)

#### Summary of phase 5 achievement

- 3.22. 92% (213 out of 231) of young people indicated that their support through CashBack 180 had improved their health and wellbeing (aligned to SHANARRI indicators).

#### Year 3 contribution to phase 5 achievement

- 3.23. Almost all young people (96% or 86 out of 90) reported improved health and wellbeing during year 3 of the Cashback 180 programme.
- 3.24. Engagement with young people throughout evaluation fieldwork highlighted three main areas where they commonly reported improvement in their wellbeing:
- Keeping themselves safe through a better understanding of risk.
  - Improved emotional wellbeing.
  - Understanding healthy behaviours and healthy lifestyle.

#### Improvement in health and wellbeing

- 3.25. All research participants (stakeholders and young people) recognised the benefit of young people having a clearer understanding of risk and making informed risk assessments and safer choices. This comes from the reflections, open discussion, hearing other peoples experiences and developing the skills to think before they act, and give greater consideration to the consequences of their behaviour.



*"I hoped that he would assess risk and think through the consequences of his decision-making. In turn, make good choices to keep himself and his peers safe." [Teacher]*

*"The session on alcohol gave us another perspective on drinking, the dangers, like this could happen, that could happen kinda thing. You just don't think about it." [Young person]*

*"Because of the risk, I think we felt that the group itself was just at risk of somebody getting really hurt. And when they reach that point, that's always when Y2K comes into our head, where there is a risk of something, either dangerous or detrimental happening to these young people." [Teacher]*

*"I was like always fighting, and now all my pals, we just always go out and just like enjoy ourselves and we don't really get in trouble or that." [Young person]*



- 3.26. Stakeholders acknowledged the critical role that CashBack 180 plays in supporting young people with their mental health and emotional wellbeing. Young people also described the emotional support they received and the difference it made to them.



*“If it wasn't for (Y2K staff member), I don't know where she would be, or if she would even be here right now.” [Teacher]*

*“But I think the job gave Emma purpose and a focus in her life, so she had to get up and go to work. She had to be there for [member of staff]. And that helped. Because if that wasn't for those things, she would never have got out her room.”*

*“She (Y2K staff member) was helping me with like emotional stuff, and just like chatting and then the court case was at the end of summer when I went back to school. She would come into school once a week as well to see me I*

*“Well, when I first moved into the new accommodation, they bought me like loads of stuff for ma wee room to help me settle in. It made me feel more comfortable and at home.”*

- 3.27. Health and wellbeing is a consistent thread that runs through the support provided by Cashback 180. This can include providing young people with a hot meal, supporting families to have food in the house, and developing young people's understanding of healthy eating and healthy lifestyle. CashBack 180 also provides opportunities and encourages participation in physical and outdoor activities to promote physical and mental health and can lead to young people making different choices about how they spend their time. Improvements in social connections and making new friend groups is also a contributing factor for some young people.



*“You know, the times that she was volunteering and she was getting a hot meal. She was getting fed, they could keep an eye on her, they could check in with her. And if it wasn't for that, then who looks after her. And although She's 17, she's classed as an adult, but she isn't, she's not. And she needs that adult support, that parental type support that she wasn't getting from home.” [Teacher]*

*“We've done stuff on health and wellbeing, we get taught what is healthy for you and what's not, and exercise and stuff. On Friday, the police came in, and I met the police officer, and they played the Xbox with me, and they done a talk.” [Young person]*

*“They've gave my mum ASDA vouchers before to help us out with food because we didn't have any.” [Young person]*



### Outcome 4: Positive destinations

**194**

YP achieved a positive destination  
(Target: 145)

**158**

YP improved school attendance  
(Target: 115)

Progressed to:

**10: Employment** (Target: 7)

**175: Education** (Target: 133)

**1: Training** (Target: 0)

**8: Volunteering** (Target: 5)

### Summary of phase 5 achievement

- 3.28. Monitoring data captured by CashBack 180 demonstrates the majority (84%, or 194 out of 231) of supported young people achieved a positive destination. This included employment, training or volunteering for a small number of young people, and for most (76%, or 175 out of 231) the young person remaining in or returning to school.
- 3.29. As well as remaining in or returning to school, other improvements and developments related to their learning, employability and employment options included:
- Improved school attendance (68%, 158 out of 231)
  - Improved school attainment (62%, 143 out of 231)

### Year 3 contribution to phase 5 achievement

- 3.30. 89% of young people (80 out of 90) during year 3 of the programme achieved a positive destination. For the majority of young people (83% or 75 out of 90) this related to remaining in or returning to school. Other indicators of achieving a positive destination included:
- Improved school attendance (62%, 56 out of 90)
  - Improved school attainment (54%, 49 out of 90)

### Achieving positive destinations

- 3.31. Schools are an essential partner and a primary referral route for young people accessing Cashback 180 support. Most often, the referral relates to behaviour, attendance or engagement levels at school. It can also relate to their behaviours and actions outside school.



*“With this group, in particular, it was a reduction in violence. You know, we wanted to see less black eyes, to put it bluntly coming in the door. But also, we wanted them to be able to have restorative conversations because we found they had just almost as a double down on this narrative about violence being their way of solving things.” [Teacher]*

*“And in a less important sense, there were some behaviours in school we were concerned about, just silly behaviours that the boys didn't see as serious, you know, daft stuff like running around in the corridors and the way that they were engaging with members of staff.” [Teacher]*

- 3.32. Several young people also acknowledged the role their behaviour and actions had played in their engaging with Cashback 180 support, reflecting on why that had to change.

“

*“My behaviour in school, and in class, it was pretty disgusting, just being stupid and mucking about.” [Young person]*

*“I came along because of my attendance, it’s not good, skipping school and stuff, usually a couple times a week.” [Young person]*

*“When they came in to share their experiences, a lot of them were like ‘I didn’t stick in at school, I was smoking and drinking and daeing this and that’. I didn’t want to end up like how they have in the jail or that, so I need to stick in.” [Young person]*

- 3.33. Positive changes have been which have been observed by stakeholders but also reflected in what the young people described. They recognised the importance of applying themselves in school and how their current choices can have long-lasting implications for their futures.

“

*“Simply put, he has moved from a pupil where there was doubt about his ability to complete the school year to a pupil who we would welcome back into S5. This is a dramatic turnaround, and he has gone from working against the school to working with us. Y2K has played a big role in this.” [Teacher]*

*“Well, I’ve been much better [in school]. I’ve been focusing on like exams and that, tons of prelims coming up and just focus more on school and stuff.” [Young person]*

*“Things would be very different, I wouldn’t have a job, I wouldn’t be going to college. It would just be so different.” [Young person]*

*“I’m going to be doing social sciences, and it was Y2K that helped get me into the college course. They had spoken to the college and then they took me to the interview “ [Young person]*



### Outcome 5: Positive contribution to communities

**190**

Contribution, links with communities and social interaction are improving

(Target:143)

**177**

YP perception of neighbourhood improves

(Target: 131)

**166**

YP have heightened sense of belonging to their community

(Target: 120)

**121:** YP motivated to positively influence community (Target: 79)

**9:** Community focussed awards gained (Target: 3)

**23:** YP have taken on a volunteering role (Target: 12)

**192:** Hours of volunteering (Target: 137)

### Summary of phase 5 achievement

- 3.34.** The CashBack 180 programme exceeded its cumulative target for the number of young people taking on a volunteering role (23 against a target of 12), the number of volunteering hours undertaken (192 against a target of 137), and the number of community focused awards gained by young people (nine against a target of three).
- 3.35.** All other targets for this outcome were also exceeded:
- Young people feel their contribution, links with communities and social interaction are improving (190 against a target of 143).
  - Participants' perceptions of their neighbourhood improves (177 against a target of 131).
  - 166 participants had a heightened sense of belonging to a community (against a target of 120)
  - Increased motivation to positively influence what happens in their community (121 against a target of 79).

### Year 3 contribution to phase 5 achievement

- 3.36.** During year 3 of the programme seven young people took on a volunteering role, which amounted to 12 hours of volunteering being undertaken. No community focussed awards were achieved during this final year. Other achievements include:
- 91% of Young people (82 out of 90) feel their contribution, links with communities and social interaction have improved.
  - 77% of young people (69 out of 90) reported that their perceptions of their neighbourhood improved.
  - 75% of young people (67 out of 90) had a heightened sense of belonging to a community.
  - 46% of young people (41 out of 90) reported Increased motivation to positively influence what happens in their community.

### Contributing to the community

- 3.37.** During discussions with young people and stakeholders, two main aspects of community emerged. The first related to school, and peer groups inside and outside the school community. The second to the staff, volunteers and young people that form part of the Y2K community at their base in Mayfield.

- 3.38. Stakeholders recognised the potential for CashBack 180 support to positively impact the behaviour and actions of young people in their local communities and inside schools. Young people reflected on some of their previous actions and recognised the need for change while showing compassion for their peers.

“There was a real difficulty in engaging the group and having discussions around making more positive choices. And because Y2K have such brilliant relationships and a great standing in the community, the idea was if we could bring them together as a friendship group, in a really safe environment to have open discussions about kind of risky behaviours to see if we could see that positively in the community.” [Teacher]

“It covered racial abuse and stuff and like we were talking about like, like homophobia and stuff and stereotypes. With me and my mates, our banter is like calling each other stuff and like, they might not show their hurt, but you never know they could be hurt from it.”

“I was like always fighting and now all my pals, we just always go out and just like enjoy ourselves and we don't really get in trouble or that.”

- 3.39. Community also extended to the staff, volunteers and other young people engaged with Y2K and the Cashback 180 programme. Stakeholders described young people's high regard for Y2K staff, pointing to the desire not to disappoint them. There were also examples of young people ‘giving back’ through volunteering. Overall though, young people valued the safe space, support, social connection and friendship that is provided through their engagement with Cashback 180 and Y2K more widely.

“I done the full summer programme and then when that finished I started volunteering. It used to be a volunteer role but now it's a paid role. When they do the drop-ins I make all the kids a free meal and then I'll run the tuck shop.”

“But I think the job gave Emma purpose and a focus in her life, so she had to get up and go to work, she had to be there for Natalie. And that helped. Because if that wasn't for those things, she would never have got out her room.”

“I just wannae keep coming here, I just love this place.”

“Now everyone knows me here, I kept coming and been here for ages now. I've met new friends as well.”

“[CashBack 180 staff member] and [another CashBack 180 staff member] are the ones I've known longest. They've known me that long so they know me really well, they know what I'm like, they understand me. They're really good.”

- 3.40. One group of young people also reflected on how other peers in their school community could benefit from Cashback 180 support. They explained how anti-social behaviour is

perpetrated by some young people who would not be expected to need a referral to the programme.



*“Like other people in the school that you hear their stories and what they've done when they've been drunk or they've been in a fight and when you see them in school you just wouldn't expect that, and I reckon there are other people that could come to this and get the same understanding.”*





### Outcome 6: Diverted from criminal behaviour

**177**

YP report own participation in anti-social and/or criminal behaviour reduced  
(Target: 127)

**187**

YP less inclined to participate in anti-social and/or criminal behaviour  
(Target: 137)

**190**

Reduced reported anti-social behaviour and/or criminal behaviour in area  
(Target: 140)

#### Summary of phase 5 achievement

- 3.41. Most young people reported that they are less inclined to participate in anti-social behaviour (77%) and that their own behaviour or criminal activity has reduced (81%).

#### Year 3 contribution to phase 5 achievement

- 3.42. During year 3 of the programme there was a slightly higher proportion of young people reporting they are less inclined to participate in anti-social behaviour compared to the proportion over the three years of the programme (81% compared to 77%). Young people reporting that their own behaviour or criminal activity has reduced was the same during year 3 as it was for the full duration of the programme (81%)

#### Diversion from antisocial and criminal behaviour

- 3.43. Stakeholders acknowledged the effectiveness of a youth work approach in tackling anti-social behaviour and criminal activity concerns and the benefits it generated for the wider community. Young people were able to reflect on the actions that led to their referral, and the need to make change.



*"It's the youth work approach that really works, because they'll get all this information in PSE, but it goes in one ear and out the other [because it's from] a teacher. But when it's the youth work approach and that kind of relationship, then it's embedded more." [Teacher]*

*"There were concerns around gang mentality- it came to a head with exclusion at the start of the school year for a violent incident [Teacher]*

*"All these young people either have had charges or are about to have charges, you know, involved in drug taking, anti-social behaviour." [Teacher]*

*We were all given the option about coming here and we decided to give it a shot, it was a chance for us to change." [Young person]*

*"I just wanted the chance to turn my behaviour around." [Young person]*

- 3.44. Engagement with the Cashback 180 programme encourages young people to give more consideration to their behaviour, and the potential consequences and impact of their actions on others. It helps them make decisions based on a greater understanding of risky situations, and the ability to assess those risks. Combined, these aspects influence positive behavioural change among young people, which stakeholders see and value.

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*“He has a better understanding of his actions and the consequences this can have. He is also more knowledgeable in risk-taking behaviour, for example, in relation to drugs and alcohol. There have been no concerns shared in the local community and no VPDs have been received from Police.” [Teacher]*

*“Because it made me think like, it put stuff in my head, like all the videos we done put it in my head and I just like felt like I wanted to change.” [Young person]*

*“We’ve seen a real difference even now in school, where I’m not getting anywhere near the same amount of referrals. The fact I’ve not had any referrals for these guys for the past four, four and a half weeks. Which is really amazing... And no exclusions. These folk were all at risk of exclusions.” [Teacher]*

*“They’ve also been more open and honest, so, they will say to me about their drug use, of how they’re wanting to try and stop, and they’re trying to help each other, which is a new thing as well. Things haven’t been hidden anymore, which is really helpful.” [Teacher]*

*“It got us all thinking - what we should and shouldn’t do, what’s sensible and what’s not.” [Young person]*

*“I don’t get in any bother now. There’s like 10 of us and we just go on our bikes and we just see how far we can cycle to and just come back.” [Young person]*

## 4. Cashback 180 delivery

- 4.1. This chapter focuses on feedback gathered from CashBack 180 staff and stakeholders. It provides insight into the aspects that contribute to the successes and challenges of the programme.

### Growing need, and changing needs

- 4.2. Schools have often utilised CashBack 180 support to help address anti-social behaviour and criminal activity among its young people, and this has remained consistent throughout the delivery period. However, since the COVID-19 pandemic, there has been a noticeable increase in the numbers of young people who have struggled with the transition to high school, manifesting in low levels of engagement and disruptive behaviour. As a consequence, this has led to increased demand for group and one-to-one sessions, with a more noticeable increase in requests for one-to-one support – a reflection of each young person’s unique needs and the bespoke and tailored support the programme provides. One school commented that it almost maintains a rolling schedule of group sessions with a new one ready to start as another finishes, reflecting the demands placed on Cashback 180 support.
- 4.3. Y2K staff have continued to forge new relationships with other agencies and services. They recently joined the local youth offending management meetings, which will result in a new referral pathway into the Cashback 180 programme. Staff working in the care system, housing and homelessness services are also interested and recognise the value of having this support available. Both examples highlight the growing demand and need for the support provided through Cashback 180 in the local area.

### Getting back to their base

- 4.4. Over this final year, the Cashback 180 have been able to start bringing young people from schools into their centre, which wasn’t possible during the COVID-19 pandemic. This return to its base assists schools, often struggling to accommodate group sessions in a suitable space. Young people benefit too in the relaxed and informal environment.

### A trusted and valued partner

- 4.5. The Cashback 180 programme has enabled Y2K to extend its reach across Midlothian and generate new partnerships and relationships with schools. Over this time, its partnership approach has been viewed positively by stakeholders and partners who see them as responsive, flexible, professional and trustworthy. Stakeholders have observed and acknowledged the positive impact on young people, the school and the wider community, thus highlighting how critical it is to ensure young people access the proper support.
- 4.6. As evidenced in the previous section, statutory agencies and services are keen to collaborate with Y2K and the Cashback 180 programme. They have witnessed the difference the support makes for young people and communities and received positive feedback from others in their networks.

### Going above and beyond

4.7. The group and one-to-one support sessions meet the support needs of most young people referred to the programme. However, there have been several instances where a young person's needs extend beyond the provisions of Cashback180. Ensuring young people get the support they need to achieve the programme outcomes and make positive change requires programme staff to go above and beyond the activity resourced through Cashback 180 funding and has included:

- Attending multi-agency meetings where the support and care needs of young people engaged in the Cashback 180 programme are discussed.
- Supporting and recognising the role of young people's families in reducing the challenges their young person faces.
- Helping young people attend appointments and liaising with other agencies on their behalf.
- Finding alternative accommodation for them, ensuring they have all the basics and settle in comfortably.
- Supporting young people through the youth justice system – for example, attending court with them, liaising with social workers, preparing written testimonials and focussing on the positive changes they have made.
- Engaging them in wider support offered through other programmes and activities.

### Critical success factors

4.8. The following areas have been critical to the programme's success:

- **The positive change they achieve** – Stakeholders and partners who refer young people to the Cashback 180 programme see the positive impact the programme generates and the positive changes in the young people supported through it. They consider the programme an essential component in the wider holistic support they provide to young people and their families, and have the confidence to make referrals continually.
- **Learning and adapting** – While the Cashback 180 programme covers core topic areas and content during the delivery of group or one-to-one sessions, there is always a degree of tailoring required to meet the needs and preferences of young people. Programme staff must reflect and learn from previous delivery to inform adaptations to their approaches and activities to ensure engaging and effective support continues.
- **The youth work approach** – The young people referred to Cashback 180 have often received other forms of in-school or social work support that have not achieved the desired change. Programme stakeholders recognise that the youth work approach employed by Cashback 180 staff is different, quickly establishing trust and gaining young people's confidence. It provides a safe and non-judgmental environment where open and honest discussions can lead to positive change.

- **Reputation among young people** – Y2K staff are highly regarded and have a positive reputation among young people locally. Stakeholders agree this makes discussions with young people about referrals into the programme much easier, and they are generally much more receptive to the offer of support because of it.
- **Partnership working** – Programme staff have developed productive relationships with schools and other agencies. Stakeholders are valued partners who describe the CashBack 180 team as responsive, professional, friendly and approachable. Y2K staff work hard to understand the needs and constraints of their stakeholders and provide support in ways that work for them and their young people.

### Challenges

- 4.9. An increased number of young people have struggled with the transition from primary school to high school, some teachers observing very low engagement and experiencing disruptive behaviour. Although CashBack 180 staff have also had challenges securing the initial engagement of some young people referred to the programme, it has allowed valuable learning for the team and informed adaptations to the delivery approach.
- 4.10. The increased support needs among young people have led to higher demand for Cashback 180 support, particularly its one-to-one sessions. This has created logistical and scheduling challenges for a small team covering a whole local authority area. However, these have been mostly managed through effective planning and coordination.

## 5. Conclusions

- 5.1. The Cashback 180 programme has been a success, positively impacting supported young people and their wider communities. This can be concluded based on the strength of evidence from the outcome data gathered by the programme, and feedback captured from stakeholders and young people during our case study fieldwork.
- 5.2. The positive results generated by the programme are reflected in Y2K's growing reputation among, and involvement with, statutory services and agencies. Programme staff have been invited to join different working groups and multi-agency meetings as stakeholders increasingly recognise the potential for the programme to meet a support gap for local young people.
- 5.3. In Phase 5, Y2K's ability to adapt and respond to a changing operating environment was highlighted during the first year of the CashBack 180 programme when the COVID-19 pandemic restricted access to schools. While this created a challenging environment in which to engage young people, the programme team's flexibility in accommodating and working within the restrictions meant that successful delivery still took place. Since then, the demand for Cashback 180 support has grown, as the needs of young people have become more complex.
- 5.4. The core elements of the programme – group support and one-to-one sessions – can be tailored to meet specific needs. CashBack 180 is committed to continual development and improvement; as its approaches to delivery have evolved its service provision is increasingly effective for young people at various life stages. Programme staff are keen to ensure they meet all the needs of supported young people, sometimes going above and beyond the scope of Cashback 180 support, often generating benefits and outcomes that wouldn't be realised otherwise.
- 5.5. A core aim of the Cashback for Communities fund is to support young people most at risk of being involved in anti-social behaviour or criminal activity. The CashBack 180 programme engages with young people who fit that description. New relationships and partnerships have been established over Phase 5 of the programme and these will further extend Y2K's reach in to and engagement with this target client group, benefitting young people most in need of their support.
- 5.6. Y2K has been awarded Phase 6 programme funding, which will help them build on CashBack 180's successes to date. It can build on the learnings and established good practice embedded throughout Phase 5 and continue to generate positive impacts for young people, stakeholders and communities.