



# IMPACT

# 23 24 REPORT

CashBack Community of Basketball



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# WELCOME

**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 1 of the Phase 6 programme.

There are many similarities in this phase to our Phase 5 programme, however, a key change has been widening the programme beyond just school delivery into more community work. This has been possible due to the acquisition of Easterhouse Sports Centre which we hope will continue to

become a safe space for our young people to be outside of school, particularly during typical anti-social hours. We have seen fantastic growth in our programme this year, especially in the lives of our young people who are building strong social connections, reporting improved understanding of their mental health and wellbeing, and feeling less inclined to engage with harmful substances and in anti-social behaviour. We hope this report will demonstrate some of this impact we have seen.



**Amy Kirkhouse**  
Social Impact Lead  
basketballscotland



“

**We use  
basketball as a  
tool to connect  
them and get  
them engaged at  
school.**



## 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.

Over the coming years we are committed to deepening the impact we have in Glasgow and, in particular the East End. We now have a facility, Easterhouse Sports Centre, where, in partnership with others, we hope to create a home for the local community to engage in basketball and wider physical activity.

# ABOUT 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 two approaches. Firstly, a targeted “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 Youth Worker 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 target high schools and their feeder primary schools to deliver positive basketball activity with embedded mental wellbeing messaging, designed to improve emotional literacy.

Read more about our programme in our theory of change



**It’s more than a service. It’s inspiring young people to be well rounded human beings and to trust in others and believe there is good in the world.**

# WHO WE ARE

Our team is made up of 3 Social Impact Officers and 3 Basketball Coaches. Watch the videos below to learn more about our staff and what they do in their roles.

## Social Impact Officers



**Precious James Miene**  
St Mungo's Academy



**Reece Barbour**  
St Andrews RC Secondary



**Karla Fletcher**  
Lochend Community HS



## Basketball Coaches



**Morgan Graham**



**Josh McAlpine**



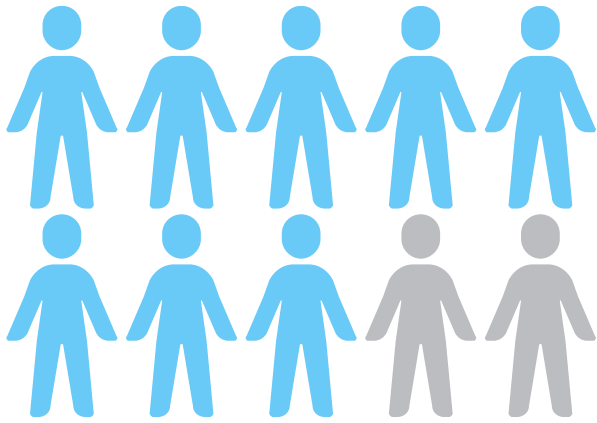
**Bantu Burroughs**

# OUR YEAR IN SUMMARY

We delivered our programme this year to 60 young people as part of the core group, and 842 as part of the wider group.<sup>1</sup>

# 902

## young people



### SIMD Profile:

80% of the young people in our core programme are from SIMD 1 & 2. Our programme takes place predominantly in Easterhouse which ranks amongst the 10% most deprived areas in Scotland.

### Session Delivery:

We have delivered **359** sessions to the core group of 60 young people this year. **150** 1-2-1s, **136** basketball sessions and **73** classroom ones. We have delivered **475** wider group sessions.



# 14

## locations

# JESSICA'S STORY

Jessica has been involved in the programme for a few years now, continuing over from Phase 5 into this current phase of funding. Over the past couple of years she has been struggling with issues at home and has been the target of abuse and bullying, which has led to some involvement with the police. As a result, her attendance rates at school were poor and she was very disengaged.

## A place to talk

Since joining the group, and particularly over this past year, Jessica has had frequent 1-2-1s with the Social Impact Officer and has been able to chat through what has been going on. Jessica found that having someone to listen, who was on her side and wasn't a teacher or family, was so helpful. Since she started working more with the Social Impact Officer and being involved in wider group work, she has fully re-engaged in school. Her attendance has gone up significantly and her grades have improved too. Jessica believes that learning more about different emotions and how they can affect her and others has made a big impact on her wellbeing.



## Giving back

Jessica wanted to give back as a result of the support she has received. Over the past year she has done a fundraiser to give back to Scottish Action for Mental Health (SAMH) for the support they have provided throughout the programme. Further, she is leading an Additional Support Needs basketball session weekly. She loves being able to teach them more about basketball and how to improve, whilst making it enjoyable. Jessica has a positive destination planned once she leaves school this summer. Jessica believes being part of the programme has had a massive impact on her confidence which has grown significantly, and that the experience she has gained coaching the younger pupils has changed the course of her future for the better.



**I've attended school a lot more because of this support and it's helped me to figure out what I want to do in the future.**



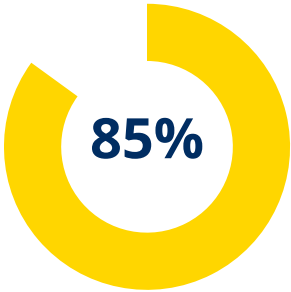


**I hope I give them the ability to enjoy life, to take up a love for something. I ultimately hope that I inspire them to strive to be the best person they can be.**

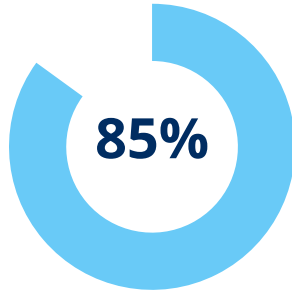


# OUTCOME 1

Young people are diverted from antisocial, criminal behaviour and involvement with the criminal justice system



Young people's participation in antisocial behaviour has reduced



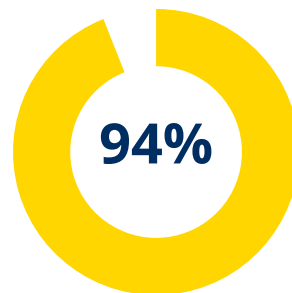
Young people feel less inclined to participate in antisocial behaviour

**21** accreditations were gained this year through our partnership with Scottish Sports Futures (SSF)

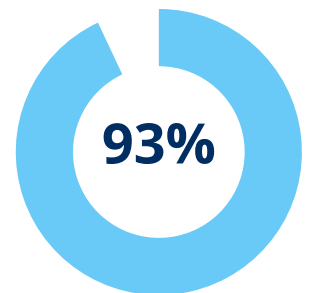


# OUTCOME 2

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



Young people report improved relationship with school



Young people improved attendance at school



I love coming to school now because of basketballscotland, it makes school fun. I want to work as a coach or a Social Impact Officer when I'm older.

# OUTCOME 3

Young people’s health, mental health and wellbeing improves



Young people report increases in SHANARRI indicators



Stakeholders report increases in SHANARRI indicators in young people



All young people participated in SAMH mental health and wellbeing sessions. Staff reported the most common topic covered in 1-2-1 sessions was mental health.



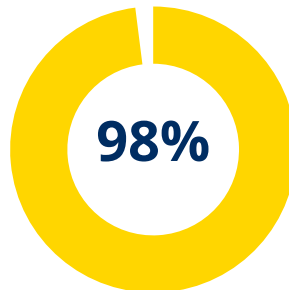
I need to look after my mental health like my physical health.

# OUTCOME 4

Young people contribute positively to their communities

Hours of volunteering completed:

**302**



Young people report a heightened sense of belonging to a community

A large number of our young people are volunteering as basketball coaches, either leading sessions at their school, at Easterhouse Sports Centre or in local primary schools.



# OUTCOME 5

Young people build their personal skills, resilience, and benefit from strengthened support networks and reduce risk taking behaviour



Young people feel more resilient



Young people feel able to do new things



I have gained so many friends and I don't really feel alone anymore.



# BUILDING A COMMUNITY

youth clubs

community sessions

high school academy

primary schools

A key focus of our Phase 6 programme is to widen the community of basketball and offer safe spaces outside of our 3 partner high schools for young people to engage in physical activity, connect with others and build their confidence and resilience.

## Primary Schools

We have delivered regular sessions in **10 feeder primary schools** throughout the year, **reaching 568 young people**, most of whom will come to our 3 partner high schools in the next couple of years. Our primary school programme has been a mix of fun and engaging basketball delivery and some introductory mental health and wellbeing training delivered by SAMH.



## Community Basketball

We have expanded the programme this year and started community basketball sessions. These take place 6 times a week at Easterhouse Sports Centre and cater to a variety of ages. These after school sessions are delivered by our CashBack coaches who are focused on developing their skills, whilst providing a safe environment for the young people to thrive in. Further, we have grown our Friday diversionary activity to 3 different sessions for different ages. Our Social Impact Officers and Basketball Coaches deliver these sessions and the mix of basketball and youth club activity is proving highly popular in creating an environment for young people to thrive. We know that Friday afternoon and evening is a key time for antisocial behaviour and these sessions keep young people off the streets and in a safe and positive activity instead. We are **reaching 124 young people** on average a week through these community and youth club sessions.



# KODIE'S JOURNEY

Kodie starts working with our Social Impact Officer 1-2-1 and identifies that she would enjoy coaching basketball



2021

Kodie starts volunteering at the Friday basketball youth club and gaining experience as a coach



Kodie is accepted into college to do an HND in Sports Coaching. She hopes to continue working for basketballscotland whilst she completes this

2024

Kodie attends a Glasgow Rocks professional basketball game - meeting Kieron Achara and Bantu Burroughs as a young girl



2017

Kodie receives her Level 1 basketball coaching certificate and starts volunteering at CashBack school sessions

2022

Kodie is employed by basketballscotland in a paid sessional coach role - delivering 6 hours of coaching a week during her final year of school



2023

Kodie is now coaching Kieron Achara's son and being mentored by Bantu Burroughs - professional players she watched as a young girl



I am absolutely over the moon. I genuinely never had the qualifications for this course, it just shows that grades don't define you. I already had one foot in the door working with basketballscotland but the personal statement Karla helped me with made the difference! She has worked so hard to help me get where I am today and I am so grateful.

“

**My confidence  
has boosted a  
lot, like  
unbelievable!**



# AIDAN'S STORY

## Socially isolated

Aidan was shy and timid when he first got referred to our programme. He struggled to connect with others and through frequent 1-2-1 chats with the Social Impact Officer started to open up about his anxieties in school. He had moved from another city to Glasgow and was struggling to make friends and feeling a real sense of isolation.

## Belonging through basketball

Aidan started to engage really well in basketball sessions and expressed an interest in trying more. He started to attend community sessions offered at Easterhouse Sports Centre which quickly led to him joining the local basketball club who also use the same facility. Aidan was initially very apprehensive but the Social Impact Officer gently encouraged him, and slowly Aidan began to thrive in the new environment. With his Social Impact Officer, also the coach of his new team, Aidan had the consistency and support he needed to feel at home. Taking part in training and games in his club as well as in the core programme in his high school, Aidan is receiving multiple contact points throughout the week with the Social Impact Officer and the programme, and is feeling a real sense of ownership over his basketball journey. This change has been observed by his PE teacher:

**“He has really come out of his shell the last few months and it is great to see the impact these sessions have on the kids.”**



## Connections and resilience

There has been a huge difference in Aidan's social skills and confidence, both in the classroom and on court. He has started to make friends in the club and school environment and his confidence to work in a team has grown significantly. Aidan's resilience was demonstrated this year as he dealt with the passing of a family member. Aidan was able to confide in the Social Impact Officer and his new friends, as well as accessing the tools he learnt through SAMH sessions to understand and process his feelings.

**“The Social Impact Officer has helped me in many ways by giving me confidence, helping me socialise and helping my fitness in sport...I hope I can stay.”**

Aidan's classmates and teachers are observing the change in his confidence through his increased basketball skills. He has a newfound respect and support network among his peers. Aidan has shown great bravery in overcoming his insecurities and putting himself out there, and he is excited to see where his basketball journey will take him.



# SAMH

Scottish Action for Mental Health

Our partnership with SAMH has deepened this year as they became a key delivery partner for our CashBack programme. Working across our 3 core high schools and 8 of our feeder primary schools, they have delivered **37 mental health and wellbeing sessions to over 240 young people.**

They have also delivered invaluable staff training to our Social Impact Officers, equipping them with the tools to look after their own mental health and wellbeing, as well as supporting the young people they work with.

Key to SAMH's approach is using basketball as the tool to deliver content, and ensuring the young people stay engaged in an environment they are used to with people they trust.

## Sessions Delivered to Young People:

- 5 Ways to Wellbeing (Connect, Be Active, Take Notice, Give and Learn)
- Understanding Stress
- Boundaries
- Building Healthy Relationships
- Managing Emotions
- Stress vs Anxiety
- Managing Anger

“

**These sessions gave us an opportunity to connect as a team but also reassurance and confidence that we are supporting the young people to the best of our ability.**

~ Social Impact Officer

## Sessions Delivered to Staff:

- Embedding the 5 ways to better wellbeing training
- How to have a mental health conversation training
- Mental health awareness eLearning





What did you learn during the sessions with SAMH?

“Not to keep anger in but to deal with it in a better way like box breathing or using basketball.”

“That we are all human, feelings are normal.”

“If you ignore anger then it will get bigger not disappear.”

“About self care and why it’s still important for boys too.”

“To think about how our words might affect someone else’s mental health and wellbeing.”

“Anger isn’t bad it’s what I do when I am angry which might be bad.”



### Building Trust: A Young Person’s Journey

“When are you coming back?”



“Can we learn more about anger?”

“That was actually fun.”

“Urg, I just want to play basketball.”

Start

End





# **PARTNER STORY**

## **~ LOCHEND**

**Hear from Lochend Pastoral Care staff member, Meg Gennings, about the impact our programme is having in the school.**

### **What is your role?**

As a guidance teacher I'm responsible for a quarter of the school role and I work with Karla when I'm able to identify young people in my caseload where there's an unmet need. Whether that's needing additional support or just some quality time with a trusted adult or some young people who may benefit in developing skills in group work. Because Karla is so amazing with young people I know what kids may benefit from having a kind and caring one to one adult in their lives.

### **What impact does this role have in the school?**

Karla is so crucial as a professional at Lochend. For the young people Karla works with, I know that their confidence and independence has started to blossom, and what's really nice is that they're now able to trust adults. A lot of the young people we work with have faced such adversity in their lives that having this person who is trusted, safe, cares about them, dependable, who is not a teacher, that is really important. It's more than a service. It's inspiring young people to be well rounded human beings and to trust in others and believe there is good in the world.



**She acts as a mentor, a role model, a friend to the young people. More than that she acts as a bridge between staff and young people, particularly for those who have been let down by adults before.**

### **Tell us about a young person who has benefitted?**

A lot of the young people we work with are used to people giving up on them. One young person in particular has worked with Karla the past few years and they have such a solid relationship. This young person has gone from someone who was unable to talk about their emotions, acknowledge their emotions or even the importance of their own existence. But having the support of Karla and that trusting relationship, this young person has developed a sense of self and is now able to articulate their emotions, assess their own actions and understand how they impact those they care about. That change is profound. This young person is now thinking about future aspirations. Karla has facilitated a young person growing up into a mature young adult and someone who knows they can leave school and be confident and go on to have a successful and fulfilling life.



## Fair Work Framework<sup>2</sup>

**basketballscotland is proud to comply with the Fair Work First criteria. We comply with the following:**

- **Payment of the real Living Wage**
- **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** – we are currently looking at a staff forum or weekly wellbeing survey to ensure we are fully compliant with this commitment.
- **No inappropriate use of zero hours contracts**

## United Nations Convention on the Rights of the Child<sup>3</sup>

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

- All staff, including CashBack staff, have completed UNCRC training this year<sup>4</sup>
- 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 return 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



To view our CRWIA and other UNCRC policies, follow the QR code.



# Climate Change Plan<sup>5</sup>

**basketballscotland** is 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
- **basketballscotland** is part of the Bike to Work scheme and encourages 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

## Travel by Car

- We support a hybrid blend of remote and office working which has reduced car mileage significantly in the past couple of years
- We encourage staff to car share if they cannot use public transport
- 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
- We are looking to work with the local community next year to get our young people a volunteering opportunity where they can support restoration of a natural environment

## 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

## What we Buy

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

# Best Start Bright Futures<sup>6</sup>

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 80% 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 p17-18)
- 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 (see p11)

## 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
- Delivery of additional qualifications aimed at improving employability prospects (see p10)

## 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



# YEAR 2 PRIORITIES

## Core Programme

- Our programme is a multi-year one and so a key priority for next year is to continue offering support to our young people who have been in the programme this year. We will look to support some of the older young people into volunteering roles or reduced contact support after the summer
- Increasing our ability to measure against Outcome 1 and access better data from schools and the police to better report figures
- Engage more of our core group young people in community projects which increase their understanding of the local community and how they can impact it
- Figure out new ways of delivering our core programme outside of school hours in Easterhouse Sports Centre whilst being mindful of the transport barriers that exist

## Wider Programme

- Build on the primary school programme we have started this year, being more intentional with the transition programme towards the end of the year so the young people are meeting our Social Impact Officers as well as Basketball Coaches
- Add regular 'game days' into our community basketball delivery to give young people the experience of competing and learning more about basketball
- Find new and innovative ways to measure impact in our wider group beyond traditional feedback methods

## Staff Training

- Staff become more trauma informed through training with SSF
- Develop a pool of sessional coaches who can deliver more sessions using a youth work approach





# OUTCOME PERFORMANCE

<b>Outcome &amp; Indicator</b>	<b>Year 1 Planned</b>	<b>Year 1 Actual</b>
<b>Outcome 1: Young people are diverted from antisocial, criminal behaviour and involvement with the criminal justice system</b>		
YP report own participation in antisocial and/or criminal behaviour has reduced	11	2
YP feel less inclined to participate in antisocial and/or criminal behaviour	11	31
<b>Outcome 2: Young people participate in activity which improves their learning, employability and employment options (positive destinations)</b>		
YP gain an accreditation for a new skill	11	21
YP report an improved relationship with their school	11	49
YP's attendance at school improves	11	43
Progression outcomes after completion of the programme: Modern Apprenticeship/Employment	0	1
Progression outcomes after completion of the programme: College/University	0	1
Progression outcomes after completion of the programme: Volunteering	3	5
<b>Outcome 3: Young people's health, mental health and wellbeing improves</b>		
YP improve wellbeing against SHANARRI indicators	302	167
YP report their mental health has improved and they have a more positive outlook on life	11	51
YP report they are more aware of the risks and impacts of harmful substance use	11	52
YP report they are less inclined to engage in harmful drugs and/or alcohol use	11	52
YP report their confidence has increased	302	167
YP report evidence of participation in physical and sporting activities	432	901

Outcome & Indicator	Year 1 Planned	Year 1 Actual
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<b>Outcome 4: Young people contribute positively to their communities</b>		
YP report their perception of their neighbourhood improves	11	39
YP report a heightened sense of belonging to a community	53	59
YP go on to volunteer, coach, mentor, support, or take a leadership role in community organisations	0	1
Hours of volunteering contributed by participants	99	302

<b>Outcome 5: Young people build their personal skills, resilience, and benefit from strengthened support networks and reduce risk taking behaviour</b>		
YP report feeling more resilient	11	52
YP report positive, supportive networks	11	52
YP report increased access to appropriate services	16	52
YP report positive changes in their behaviour	302	52

### Key Successes:

- There was reported 100% improvement in attendance at school for those whom it was an issue for at the beginning of the year (43)
- Our performance against Outcome 3 is particularly strong and we believe that we are making significant impact on young peoples health and wellbeing through our programme
- We have exceeded our volunteering hours target by 205%
- Young people are recognising the positive impact our programme is having on their resilience and access to services to support them - this is a key target of ours as we look to develop resilience against Adverse Childhood Experiences (ACEs) experienced by young people in our programme

### Variation against targets:

- Outcome 1 - only 2 young people were identified as having participated in anti-social behaviour at the beginning of the programme. We are working with schools and police to get a more accurate figure on this without breaking GDPR
- Outcome 3 - we are under target for the 1st and 5th indicator because these do not get measured for the wider group until the end of the school term which means results will be recorded in the year 2 report
- Outcome 5 - we are under target for the final indicator because this does not get measured for the wider group until the end of the school term which means results will be recorded in the year 2 report

# FINANCIAL SPEND

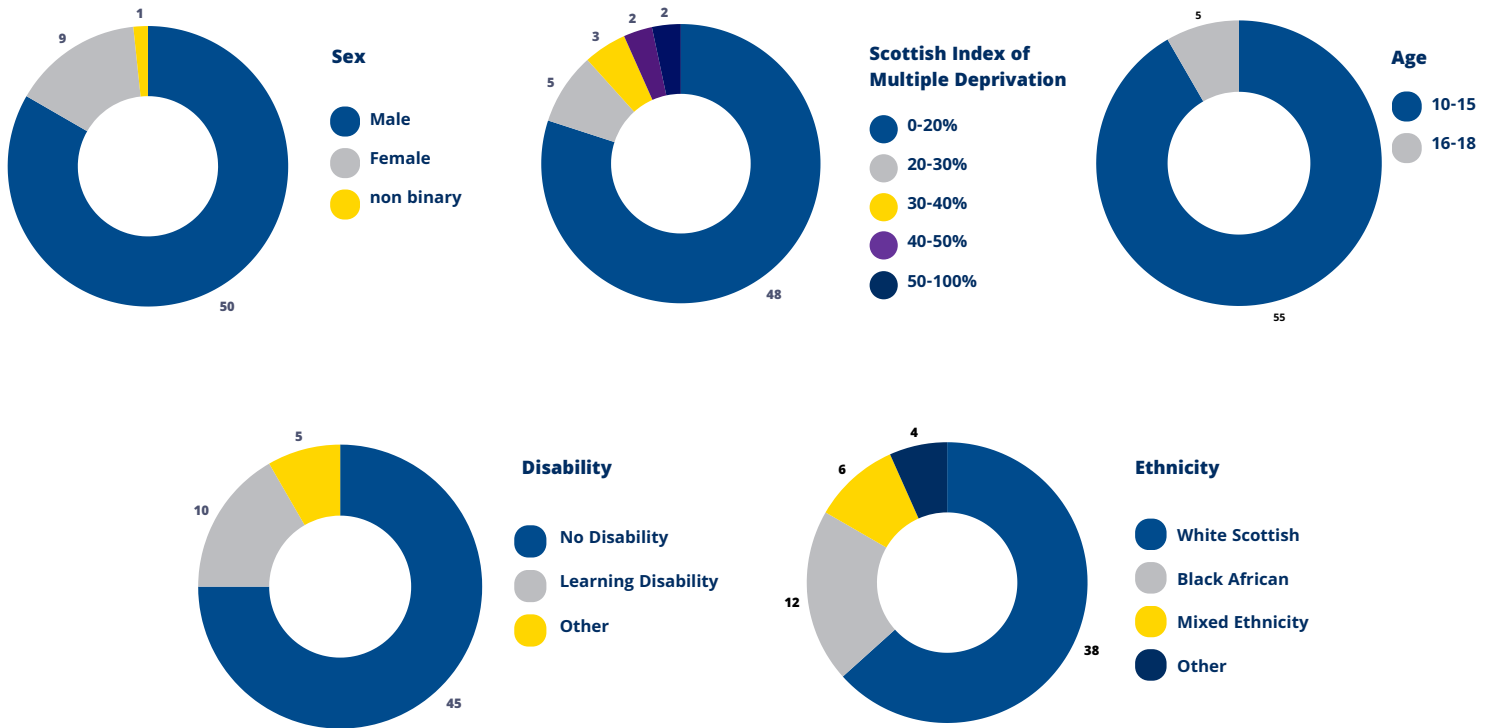
PROJECT ACTIVITY	YEAR 1 SPEND*	YEAR 1 BUDGET
Delivery Staff	£121,485	£121,485
Training	£2,000	£2,000
SAMH Delivery	£14,000	£14,000
Diversions Activity outwith Schools	£6,416	£6,416
Pupil Support Costs	£9,000	£9,000
Project Management	£4,000	£4,000
<b>Total Expenditure</b>	<b>£156,901</b>	<b>£156,901</b>

<b>YEAR 1 VARIANCE</b>	<b>£0</b>
<b>YEAR 1 AWARD</b>	<b>£156,901</b>
<b>PHASE 6 AWARD</b>	<b>£475,000</b>



# APPENDIX

## 1 Core group protected characteristics breakdown:



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/>