



CASHBACK 2025/26

Annual Report | Phase 6 Final Report



CONTENTS

Background to programme	3
Introduction	4
Summary of Project	6
Financial Report	8
Project Participants	10
Contribution to key Scottish Government policy areas	13
Outcomes	14
Outcomes 1-5	16
CashBack Community Rugby Events	32
CashBack and Social Media	35
Summary and priorities for year 3	37

BACKGROUND TO PROGRAMME

TITLE OF PROJECT
CASHBACK 'SCHOOLS OF RUGBY
AND CASHBACK COMMUNITY
RUGBY PROGRAMME'

THEME
SPORT FOR CHANGE



**TARGET GROUP - YOUNG PEOPLE
DISADVANTAGED BY**

LIVING IN AREAS OF DEPRIVATION;
AND

BEING EXCLUDED, OR AT RISK OF
EXCLUSION FROM SCHOOL; AND

BEING AT RISK OF BEING INVOLVED
IN ANTISOCIAL BEHAVIOUR,
OFFENDING/RE-OFFENDING.

AGE RANGE
10 – 24 YEARS

NUMBER OF YOUNG PEOPLE
PROJECT EXPECTS TO WORK WITH =
5,000

THE NUMBER OF NEW YOUNG
PEOPLE ENGAGED IN THE
PROGRAMME – 2025/26 = 1,478

TOTAL OF YOUNG PEOPLE
ENGAGED IN THE PROGRAMME
2023 – 2026= 5,343



INTRODUCTION

Rugby the game that keeps on giving.

Across Scotland, I have seen rugby give young people far more than an introduction to the game. In clubs, schools and communities, it has offered structure, friendship, confidence, diligence, discipline, respect, teamwork and a sense of belonging. It has helped young people find trusted adults, positive routines and opportunities they may not otherwise have had.

That is what Scottish Rugby's CashBack programme has been about.

This final Phase 6 report is more than a record of another year of delivery. It marks the end of a significant chapter in a programme that has placed rugby at the service of young people and communities across Scotland. Over the past three years, our staff, clubs, schools, local authorities and community partners have worked together to create environments where young people can participate, learn, lead, volunteer and thrive.

In Year 3, the programme engaged 1,478 young people. Across the full three-year phase, 5,343 young people were recorded as participants, exceeding the original participation target by more than 340. Those figures are impressive, but the real impact sits in what those opportunities have meant for the young people involved.

It is found in the young person who feel more confident walking into school. The pupil who discovers they can lead younger children. The teenager who finds a positive place to go on a Friday night. The young volunteer who begins to see themselves as someone with something to contribute. It is found in the schools and clubs where rugby has helped build pride, connection and possibility.

The breadth of Phase 6 shows the strength of this work. Across the programme, young people gained qualifications, took part in fixtures and festivals, developed through strength and conditioning, joined local rugby clubs and contributed thousands of volunteering hours in their communities. The programme recorded 834 SCQF qualifications, 542 non-SCQF qualifications, 5,847 volunteering hours by 205 pupils, 1,350 fixtures against another school, 1,654 primary pupils attending festivals and 532 young people joining a local rugby club.



These are not just rugby outputs. They are signs of young people building skills, confidence, relationships and pathways.

I have had the privilege of seeing some of this work first-hand. In schools such as Northfield Academy and Greenfield Academy, and in clubs connected to CashBack communities, it is clear that rugby can play a powerful role when it is delivered with care, purpose and partnership. The work is not easy, and it does not happen by accident. It depends on committed staff, teachers, coaches, volunteers, partners and young people who are willing to give their time, energy and belief.

I would like to thank CashBack for Communities, Inspiring Scotland, our participating schools and clubs, local authorities, Active Schools teams, community partners, Scottish Rugby staff, Development Officers, coaches and volunteers for everything they have contributed throughout Phase 6. Their work has helped young people across Scotland experience the best of what our game can offer.

Most importantly, I want to recognise the young people themselves. They have not simply taken part in the programme; they have shaped it. They have represented their schools, supported younger pupils, volunteered in their clubs, challenged themselves, and contributed positively to their communities.

As this phase comes to a close, we should be proud of what has been achieved and clear about what has been learned. CashBack has shown that when rugby is rooted in community and connected to schools, clubs and local partners, it can help young people not only play the game but grow through it. That legacy will continue to shape how Scottish Rugby works with communities across Scotland.

We have a great game.

Keith Wallace
SRU President

NUMBER OF YOUNG PEOPLE PROJECT EXPECTS TO WORK WITH

5000

over the 3 years of Phase 6
of our funding

Total of young people engaged
in the programme 25/26

1,478

Total of young people engaged
in the programme 2023-2026

5,343

SUMMARY OF PROJECT

Scottish Rugby's CashBack Schools of Rugby and CashBack Community Rugby programme has supported young people across 12 secondary school communities during Phase 6 of the CashBack for Communities programme.

Delivered in schools, clubs and local communities, the programme has used rugby as a vehicle to engage young people who may face barriers linked to deprivation, exclusion or risk of exclusion from school, antisocial behaviour, or limited access to positive opportunities. While rugby provides the initial hook, the wider purpose has been to build confidence, resilience, wellbeing, leadership, educational engagement and stronger community connections.

Across Phase 6, delivery has evolved into a more connected and structured approach, linking school-based activity, community provision and club environments to support young people through different stages of their journey. This has enabled clearer pathways from early engagement into sustained participation, leadership, qualifications and positive destinations.

The programme has been delivered through a strong partnership model, connecting schools, local rugby clubs and wider community services to provide consistent support and reduce barriers to participation.

As Phase 6 concludes, the programme has provided important learning about how rugby can support young people in priority communities. In particular, it has demonstrated the importance of consistent relationships, strong school-club links, trusted adults, and a coordinated approach that supports young people across education, sport and community settings.

This approach provides a clear foundation for how the work can continue to develop, building more connected, sustainable systems that support young people most in need.

Programme Structure: Schools and Community

Rugby Starter Programme (Ages 10–14)

Pupils from Primary 6 through to the early secondary years are introduced to rugby through curriculum sessions, festivals, taster activity and extra-curricular opportunities. The focus is on enjoyment, confidence, teamwork and creating a positive first experience of rugby. This stage helps build early engagement and supports transition into school-based rugby activity.

2. Junior Phase: School of Rugby (S1–S3)

Young people in S1–S3 take part in structured School of Rugby activity, either through opt-in participation or targeted referral. Delivery combines rugby development with wider personal and educational support, helping pupils build routine, confidence, physical literacy, school engagement and positive relationships with staff and peers.

3. Senior Phase Attainment Through Rugby (Ages 15–17)

Older pupils are supported through strength and conditioning, technical development, leadership opportunities and accredited learning. Through the Developing Player Programme, Education Through CashBack modules, Scottish Rugby qualifications and volunteering opportunities, young people are able to develop skills for learning, life and work while progressing towards positive destinations.

PRIMARY SCHOOLS Early Engagement: P6–P7



Curriculum delivery



Festivals



Rugby tasters

SCHOOLS OF RUGBY S1–S4 Development



Regular sessions



Performance block
(S&C, PE support)



Positive destinations prep



DPP and qualifications

CASHBACK COMMUNITY RUGBY Age 15–24



Club-based sessions



Mental health, life skills,
volunteering



Leadership and
Ambassador roles

4. CashBack Community Rugby (Ages 15–24)

CashBack Community Rugby extends the programme beyond the school day and into local communities. Delivered in partnership with clubs and community partners, activity has included fixtures, festivals, holiday provision, drop-ins, girls' activity, leadership opportunities and wellbeing-focused support. This strand provides young people with continued engagement, a stronger sense of belonging and opportunities to contribute positively to their community.



FINANCIAL REPORT

SPEND PER LOCAL AUTHORITY FOR PHASE 6:

LOCAL AUTHORITY	CASHBACK SPEND (£)	YOUNG PEOPLE
Aberdeen	120,000.00	518
Dundee	234,000.00	691
East Lothian	126,000.00	836
Edinburgh City	366,000.00	1,130
Fife	120,000.00	384
Glasgow City	126,000.00	204
Highland	120,000.00	277
Inverclyde	126,000.00	180
North Ayrshire	126,000.00	919
South Lanarkshire	126,000.00	204
Total	1,590,000.00	5,343

SPEND PER SCHOOL FOR PHASE 6:

SCHOOL	PHASE 6 TOTAL (£)	YOUNG PEOPLE
Alness Academy	124,686	277
Auchmuty High School	124,686	384
Braeview Academy	124,686	330
Castlebrae Community High School	124,686	297
Craigie High School	118,500	361
Inverclyde Academy	118,500	180
Irvine Royal Academy	118,500	919
Larkhall Academy	118,500	204
Leith Academy	118,500	336
Northfield Academy	124,686	518
Ross High School	124,686	836
St Paul's High School	124,686	204
Wester Hailes Education Centre	124,686	497

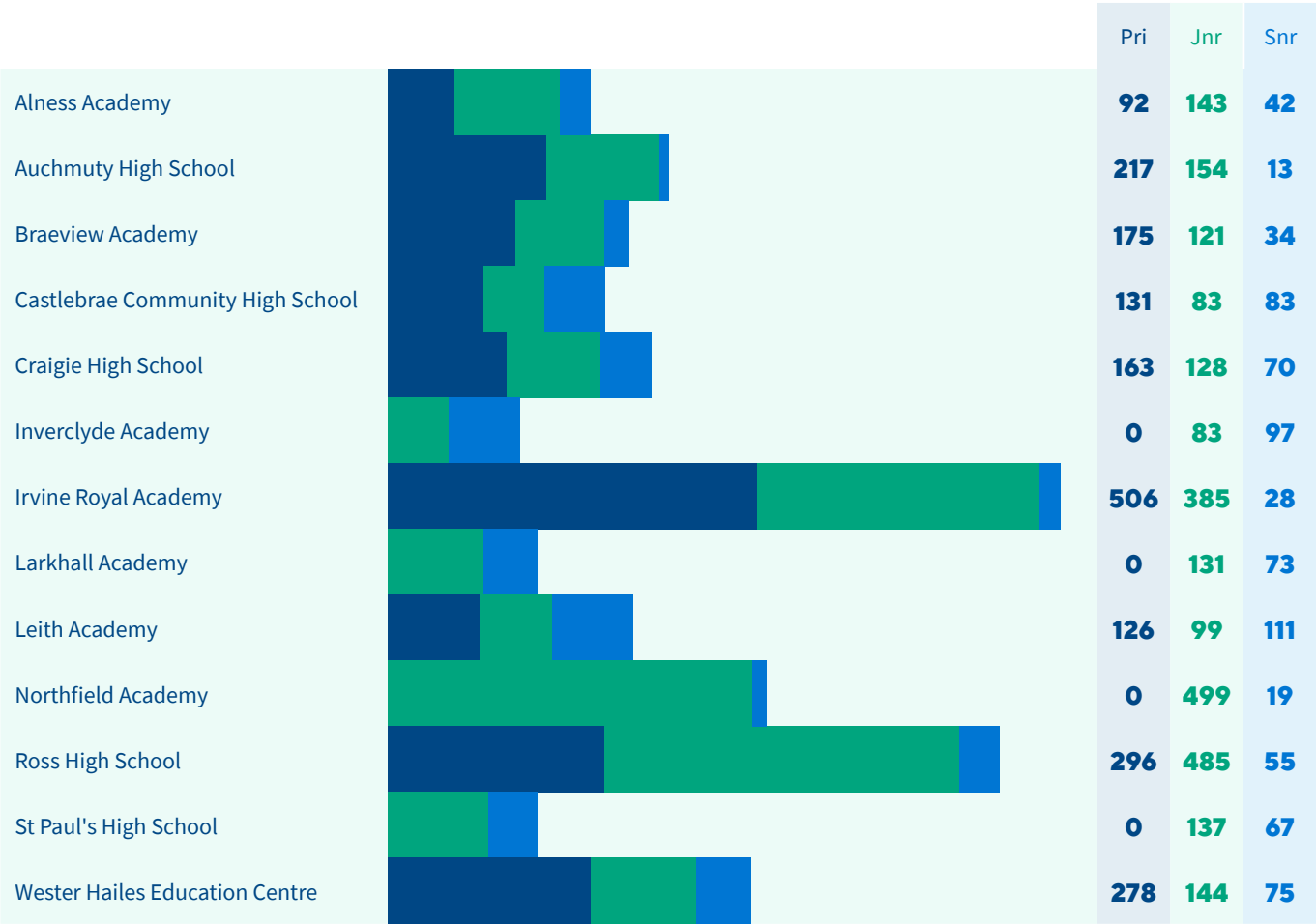
YEAR 3 & PHASE 6 FINANCE BREAKDOWN:

	YEAR 3 - 2025/26 (£)		TOTAL PHASE 6 2023 - 2026 (£)
	Budget	Actual	Actual
3 x School and Youth Project Officers	120,000.00	120,000.00	360,000.00
Staffing Project delivery costs sub-total	120,000.00	120,000.00	360,000.00
13 x School of Rugby Centres @£23k per SoR & CCR	299,000.00	299,000.00	897,000.00
13 x Travel costs @£4k	52,000.00	52,000.00	156,000.00
13 x CashBack Kit @ £3k	39,000.00	39,000.00	117,000.00
Non Staffing Project delivery costs sub-total	390,000.00	390,000.00	1,170,000.00
Management, Marketing and Operations	20,000.00	20,000.00	60,000.00
Management and Marketing sub-total	20,000.00	20,000.00	60,000.00
TOTAL EXPENDITURE	530,000.00	530,000.00	1,590,000.00



PROJECT PARTICIPANTS: PHASE 6

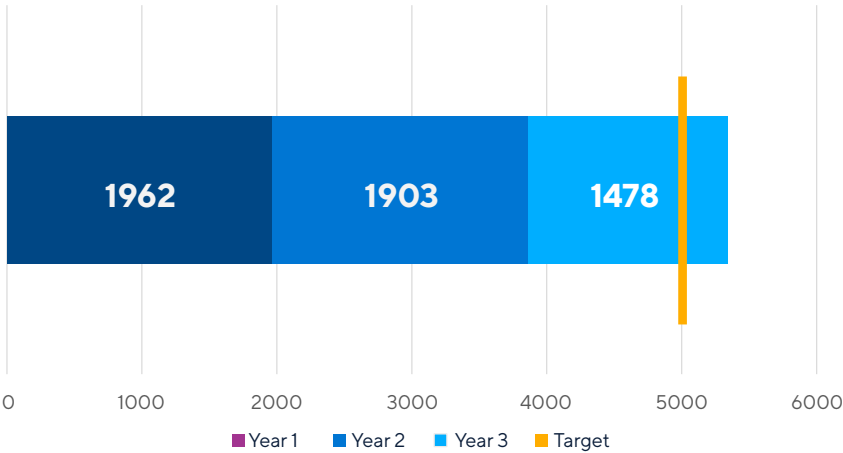
Throughout Phase 6 of the programme, each school reported back to us on a quarterly basis recording the number of pupils involved within each of the three school phases.



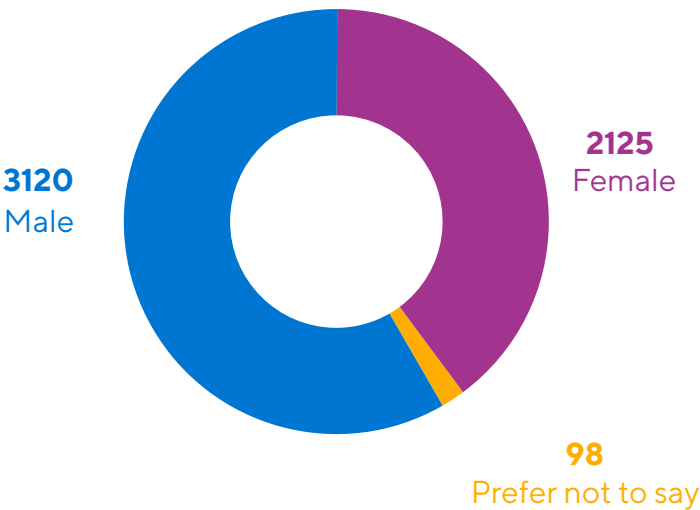
Total Participants



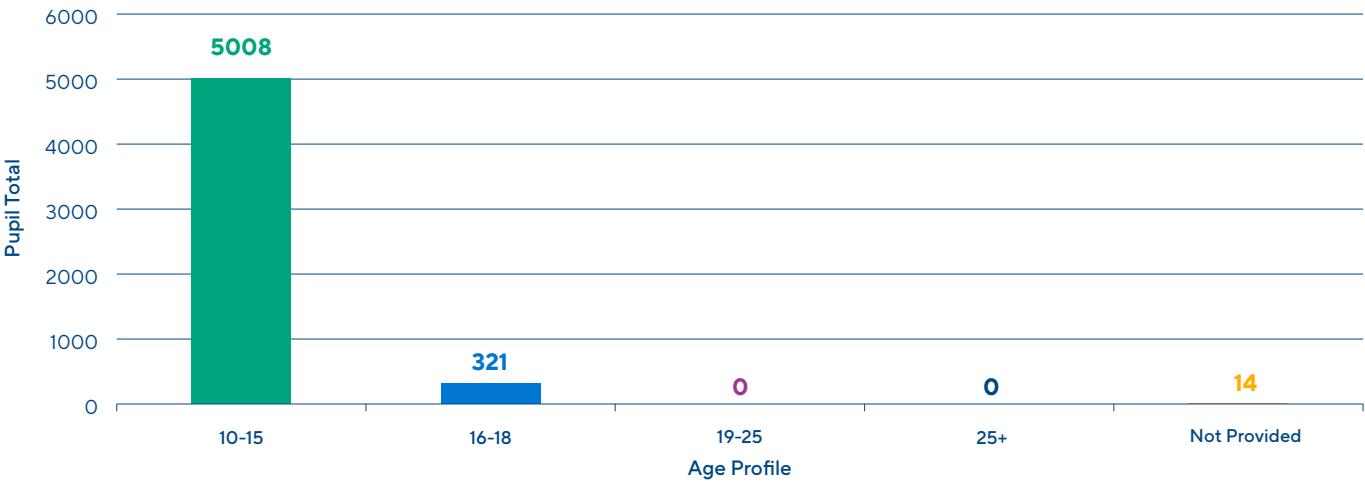
NEW Participants Per Year



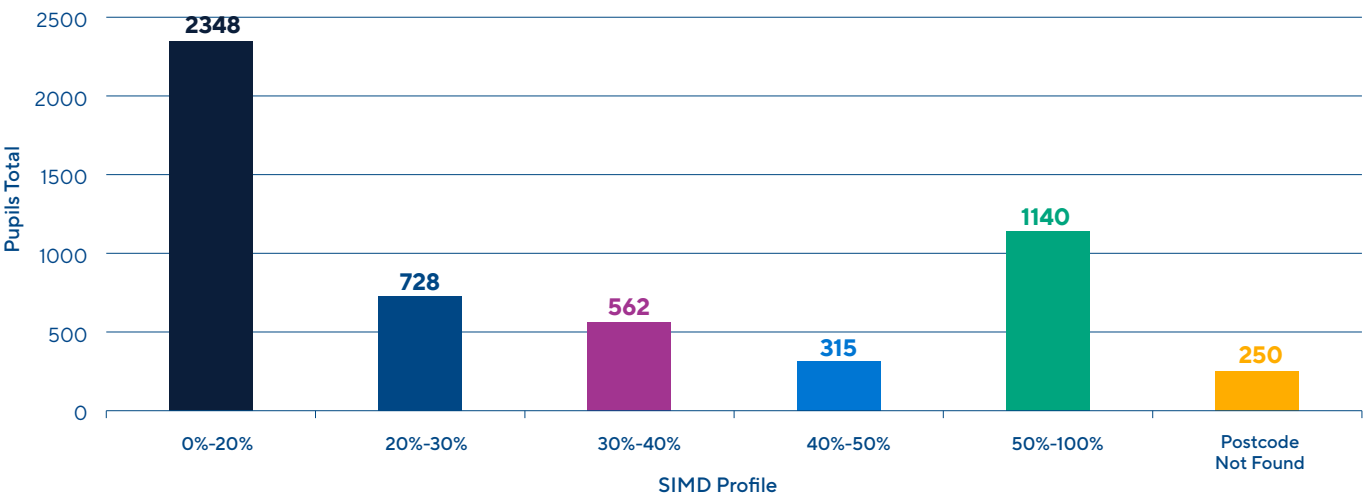
Gender Profile



Age Profile

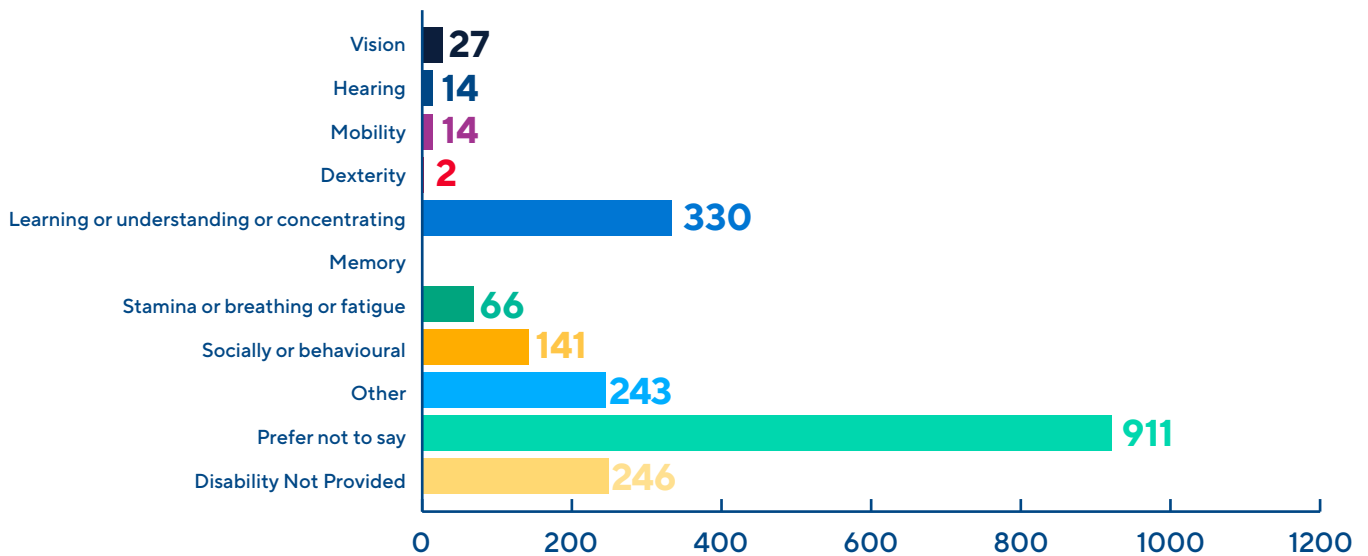


SIMD Profile



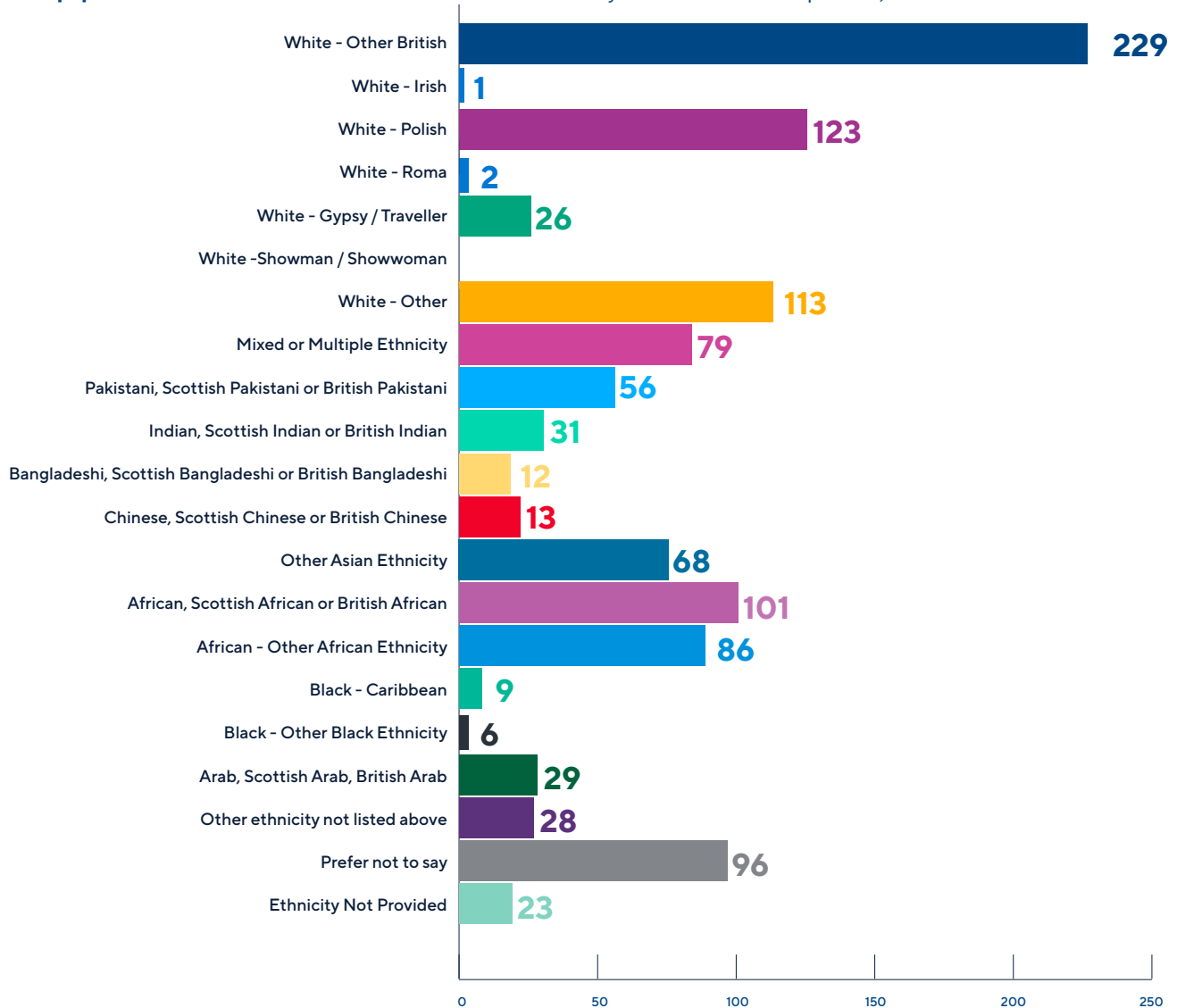
Disability Profile

3349 pupils recorded no disability. Of those who recorded an answer to the question, the breakdown is as follows:



Ethnicity Profile

4212 pupils recorded 'White - Scottish'. Of those who recorded any other answer to the question, the breakdown is as follows:



CONTRIBUTION TO KEY SCOTTISH GOVERNMENT POLICY AREAS

Across Phase 6, Scottish Rugby's CashBack programme contributed to a range of Scottish Government priorities through delivery in schools, clubs and local communities. The programme used rugby as a vehicle to reduce barriers, improve wellbeing, strengthen community connection and create fairer access to opportunities for young people in priority communities.

Best Start, Bright Futures

The programme supported young people facing financial, social and community barriers by providing free, structured access to sport, education, leadership and wellbeing activity.

Examples included:

- free school and community rugby activity;
- breakfast clubs, holiday programmes and open-access sessions;
- access to kit, equipment and wider informal support;
- positive opportunities for young people who may otherwise have had limited access to structured activity.

United Nations Convention on the Rights of the Child

CashBack delivery supported young people's right to participate, be listened to and access safe, inclusive activity.

Examples included:

- young people helping shape sessions and community activity;
- Rugby Ambassadors leading parts of delivery;
- pupils supporting younger children through festivals and transition activity;
- inclusive environments where young people were encouraged to take part, contribute and build confidence.

Fair Work Framework

The programme helped young people develop skills for learning, life and work through qualifications, volunteering and leadership opportunities.

Examples included:

- SCQF and non-SCQF qualifications;
- coaching and refereeing experience;
- volunteering hours in schools, clubs and communities;
- young people supporting festivals, primary sessions and community activity.

Community Wellbeing, Inclusion and New Scots

The programme strengthened community connection by bringing young people together through school, club and community rugby activity.

Examples included:

- girls-only activity and inclusive rugby sessions;
- school-club transition pathways;
- community festivals and local events;
- support for young people from diverse backgrounds, including New Scots, to build friendships, confidence and belonging.

Place-Based Delivery and Climate Awareness

CashBack activity was rooted in local schools and clubs, helping reduce barriers to participation and supporting young people within their own communities.

Examples included:

- delivery through local schools and rugby clubs;
- reduced need for travel by taking activity into communities;
- community-focused activity such as clean-up initiatives;
- positive use of shared local spaces.

Taken together, Phase 6 demonstrated that rugby can support more than sporting participation. Delivered through a consistent and connected model, the programme contributed to wider priorities around inclusion, wellbeing, responsibility, opportunity and community connection.

OUTCOMES

Scottish Rugby are invested in delivering on the five, Phase 6 CashBack for Communities outcomes:

1

YOUNG PEOPLE ARE DIVERTED FROM ANTISOCIAL, CRIMINAL BEHAVIOUR AND INVOLVEMENT WITH THE JUSTICE SYSTEM

2

YOUNG PEOPLE PARTICIPATE IN ACTIVITY WHICH IMPROVES THEIR LEARNING, EMPLOYABILITY AND EMPLOYMENT OPTIONS (POSITIVE DESTINATIONS)

3

YOUNG PEOPLE'S HEALTH AND WELL-BEING IMPROVES

4

YOUNG PEOPLE CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES

5

YOUNG PEOPLE BUILD THEIR PERSONAL SKILLS, RESILIENCE, AND BENEFIT FROM STRENGTHENED SUPPORT NETWORKS AND REDUCE RISK TAKING BEHAVIOUR

PROGRAMME IMPACT

Throughout Phase 6, Scottish Rugby's CashBack Schools of Rugby and CashBack Community Rugby programmes have supported young people across school, club and community environments in some of Scotland's priority communities. Delivered through 12 secondary school communities and wider local partnerships, the programme has aimed not only to increase participation in sport, but to create sustained positive change in the lives of young people aged 10–24.

Impact has been created through a connected range of activity. This has included curriculum-based Schools of Rugby, extra-curricular clubs, inter-school fixtures and festivals, transition activity, CashBack Community Rugby sessions, girls-only activity, holiday provision, leadership and volunteering opportunities, and Developing Player Programme delivery linked to qualifications and wider personal development.

Across these activities, the programme has focused on building trusted relationships, creating consistent environments, and providing meaningful opportunities for young people to connect, belong and progress. Rugby has acted as the hook, but the wider impact has come through structure, routine, responsibility, positive peer groups, trusted adults and clear pathways into clubs, leadership, qualifications and community involvement.

A significant development during Phase 6 was the strengthening of Scottish Rugby's evaluation and reporting processes. While establishing a consistent survey and sampling model across all programme areas proved challenging during the early stages of the phase, the approach developed significantly over time through closer collaboration with schools, more structured collection methods and greater integration of outcome reporting within programme delivery.

By the conclusion of Phase 6, the programme had established a robust and representative sampling model which provided Scottish Rugby with far greater confidence in reporting impact across a target population of more than 3,000 young people. This strengthened evidence base has allowed the programme to more accurately evidence both the scale and consistency of impact across schools and communities.

The survey findings were supported by wider qualitative evidence gathered throughout the phase, including stakeholder feedback, focus groups, interviews, case studies and school-based examples. Together, these have helped build a clearer understanding not only of what outcomes were achieved, but how and why positive change took place.

Across both Year 3 and the wider Phase 6 period, outcome reporting demonstrated strong performance in areas including school engagement, confidence, resilience, wellbeing, support networks, community connection, positive behaviour change and reduced inclination toward antisocial behaviour.

What follows is a breakdown of each outcome area, supported by quantitative data, participant voice, stakeholder feedback and case study examples gathered throughout Phase 6.



Lorna Dewar, PE Teacher and Health & Wellbeing Curriculum Leader at Leith Academy, reflects on the impact CashBack Rugby has had on participation, confidence, leadership opportunities and school engagement, as well as the importance of strong school-club partnerships within the wider community.

1

YOUNG PEOPLE ARE DIVERTED FROM ANTISOCIAL, CRIMINAL BEHAVIOUR AND INVOLVEMENT WITH THE JUSTICE SYSTEM

"It calms me down and helps me make new friends and it's good teamwork."

S1 Pupil, Northfield Academy

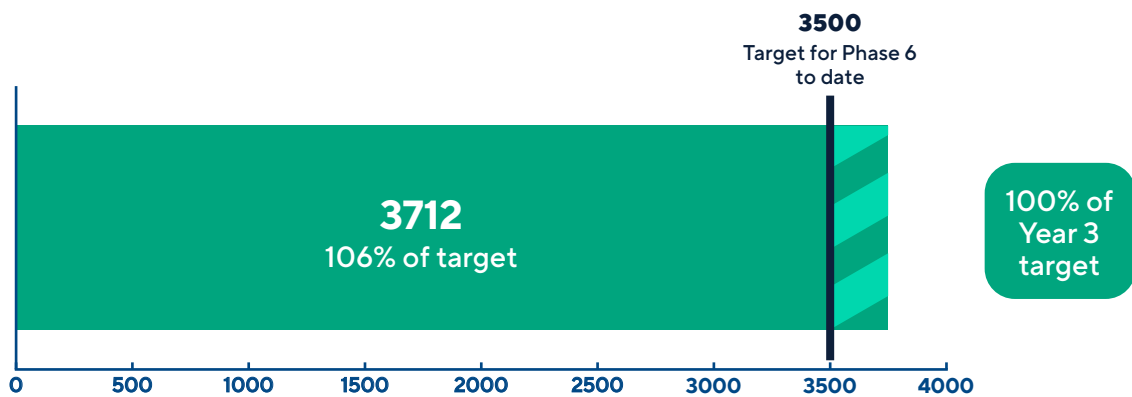
"Whatever problem I've had now, I'm not scared to go for it."

Pupil, Greenfield Academy

"Pupil F has been much more focused in school and able to regulate his behaviour and emotions in a more mature way."

**Pastoral Care Teacher,
St Paul's High School**

3712 young people reported that their own involvement in antisocial or criminal behaviour has reduced, and that they've made positive behavioural changes through participation in the programme.



1

YOUNG PEOPLE ARE DIVERTED FROM ANTISOCIAL, CRIMINAL BEHAVIOUR AND INVOLVEMENT WITH THE JUSTICE SYSTEM

"The programme gives pupils somewhere safe and positive to be after school, particularly those who may otherwise disengage."

Stakeholder, Inverclyde Academy

"Some pupils who struggle most in classrooms thrive in rugby environments because expectations and support are clearer."

Staff Member, Wester Hailes High School

"Relationships are the biggest factor. Pupils engage because they trust the staff delivering the programme."

Stakeholder, Leith Academy



Case Study

Northfield Academy

Relationship-Centred Practice in Action

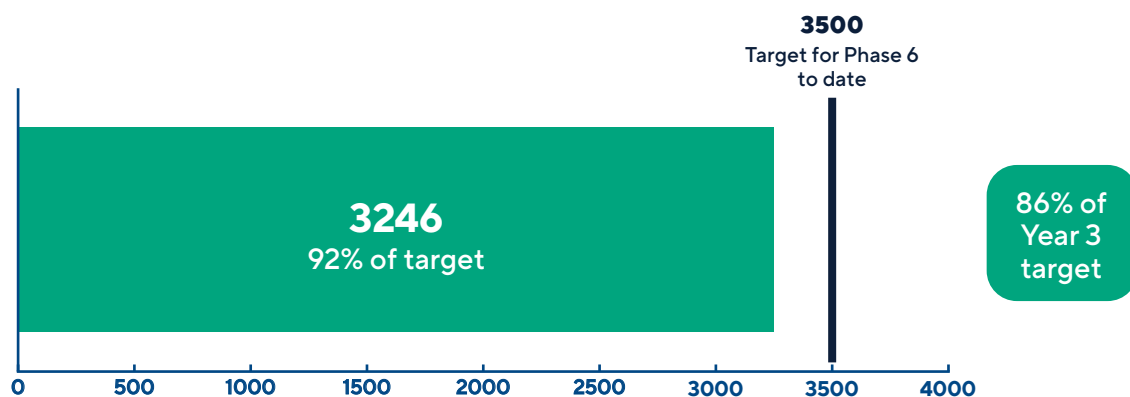
At Northfield Academy, the programme has demonstrated the importance of relationship-based practice in supporting young people who may otherwise have become disengaged from school or positive activity. Through consistent support, trusted adults and strong school-club connections, rugby became a vehicle for building confidence, improving behaviour and creating a stronger sense of belonging. Staff reflected on the way young people who often struggled within traditional classroom settings responded positively to environments where expectations, encouragement and support were clear and consistent. Over time, participation in rugby activity helped many pupils develop stronger peer relationships, engage more positively within school and begin seeing themselves differently within both education and their wider community.

[To see the full Case Study click here](#)

1

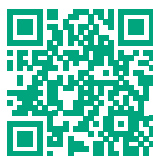
YOUNG PEOPLE ARE DIVERTED FROM ANTISOCIAL, CRIMINAL BEHAVIOUR AND INVOLVEMENT WITH THE JUSTICE SYSTEM

3246 young people reported that they now feel less inclined to engage in antisocial or criminal behaviour as a result of the programme.



“Before, E would have absolutely taken herself off the pitch and walked away. But she stuck it out, played well, and even scored a try.”

Parent, Glenrothes RFC



Mike reflects on how rugby can provide young people with positive alternatives, trusted relationships and a stronger sense of belonging, helping create environments where they can make positive choices and thrive within their communities.

2

YOUNG PEOPLE PARTICIPATE IN ACTIVITY WHICH IMPROVES THEIR LEARNING, EMPLOYABILITY AND EMPLOYMENT OPTIONS (POSITIVE DESTINATIONS)

"Being part of Cashback Rugby has given me so many opportunities. I've grown as a player, but also as a person."

Pupil L, Greenfield Academy

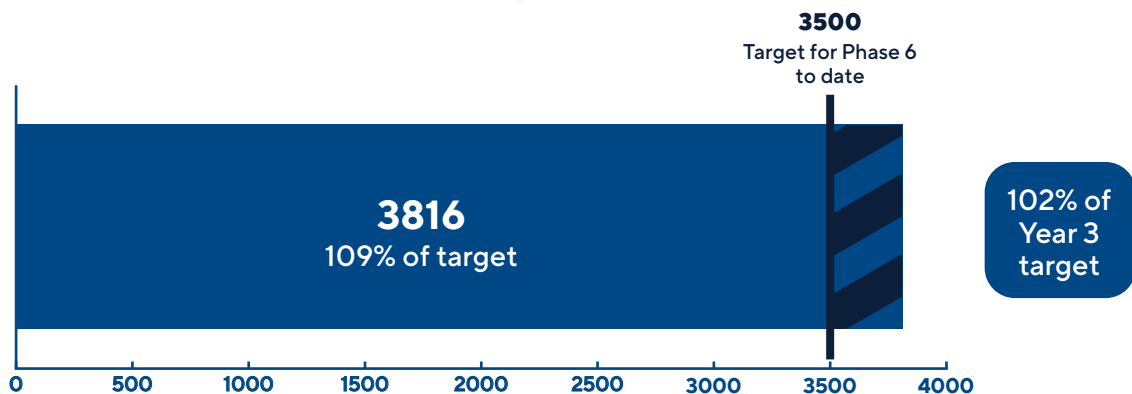
"The course has allowed me to further develop communication and leadership skills."

Pupil, St Paul's High School

"Our ambassadors have been hugely involved in local events and developing leadership skills."

Staff Member, Leith Academy

3816 young people have reported having an improved relationship with their school as a result of their involvement in the programme.



Yasmin and Izzy reflect on their rugby journey and the relationships, opportunities and support that helped them remain engaged through school and wider rugby participation.

2

YOUNG PEOPLE PARTICIPATE IN ACTIVITY WHICH IMPROVES THEIR LEARNING, EMPLOYABILITY AND EMPLOYMENT OPTIONS (POSITIVE DESTINATIONS)



Case Study

Greenfield Academy

Pupil L From Primary School to Regional Representation

What began with P7 taster sessions in Dundee developed into a journey of leadership, representation and personal growth for one Greenfield Academy pupil. Initially joining the programme with limited rugby experience, Pupil L steadily developed confidence through the School of Rugby pathway, becoming increasingly involved in coaching, leadership and ambassador opportunities. As her confidence grew, so too did her ambition – progressing through club rugby, representative pathways and coaching qualifications while supporting younger pupils within her school community. Her journey reflects the wider role the programme can play in creating positive destinations, developing transferable skills and helping young people see new possibilities for themselves both within and beyond rugby.

[To see the full Case Study click here](#)

“The Developing Player Programme has helped pupils gain confidence in leadership, teamwork and communication beyond sport.”

Stakeholder, Inverclyde Academy

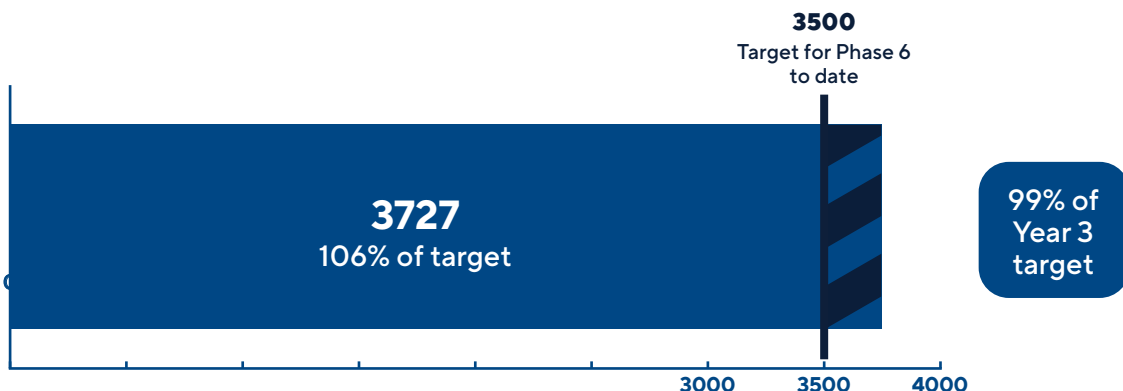
“The programme has helped pupils gain confidence speaking in front of groups and leading activities with younger children.”

Staff Member, Ross High School

“Pupils are developing skills that transfer directly into school, work and wider life.”

Stakeholder, Alness Academy

3727 young people reported that their attendance at school has improved through participation in the programme.



2

YOUNG PEOPLE PARTICIPATE IN ACTIVITY WHICH IMPROVES THEIR LEARNING, EMPLOYABILITY AND EMPLOYMENT OPTIONS (POSITIVE DESTINATIONS)

Participants Gain SCQF Level



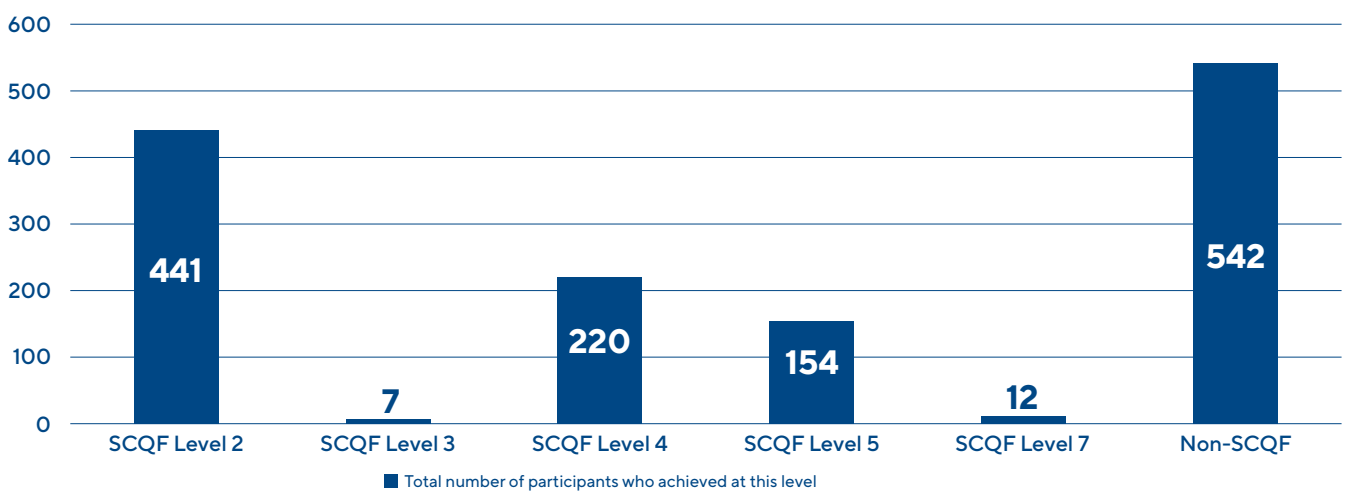
834

Participants Gain SCQF Qualification



504

Participants Gain Non-SCQF Qualification



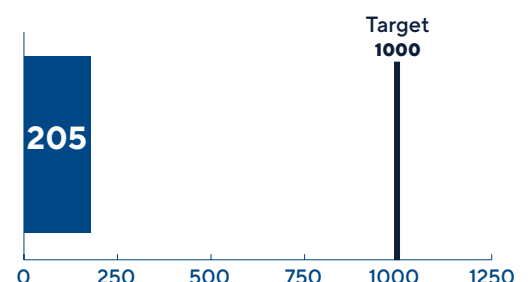
“Through volunteering and leadership opportunities, pupils have become more confident communicating with both adults and younger pupils.”

Stakeholder, Wester Hailes High School

Progression Outcomes after completion of the programme;

205 the number of NEW participants (target 1000) gaining/taking up: Volunteering.

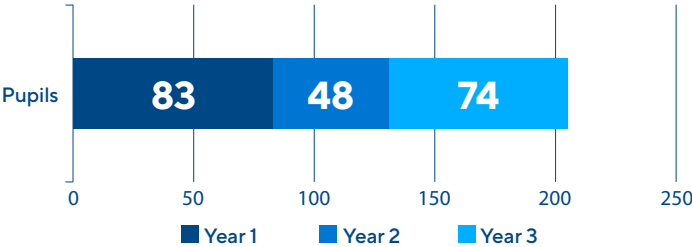
While the programme did not achieve its target for new participants entering volunteering opportunities, this largely reflects the way volunteering developed throughout Phase 6. In many communities, opportunities became concentrated among a smaller cohort of highly engaged young people who contributed regularly through Rugby Ambassador roles, school festivals, transition activity and community delivery. As a result, the programme recorded 5,847 volunteering hours from 205 young people, demonstrating significant depth of engagement despite lower overall participant numbers than originally anticipated.



2

YOUNG PEOPLE PARTICIPATE IN ACTIVITY WHICH IMPROVES THEIR LEARNING, EMPLOYABILITY AND EMPLOYMENT OPTIONS (POSITIVE DESTINATIONS)

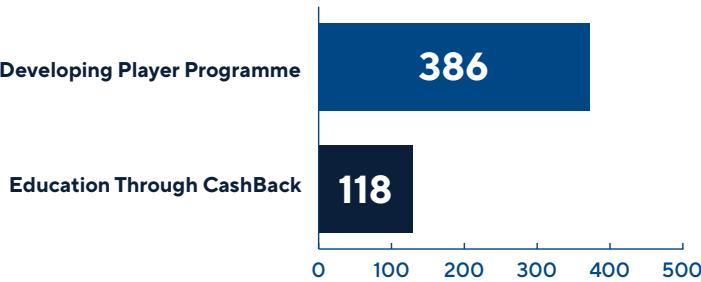
New Pupils recorded



205

Pupils Volunteering Nationally

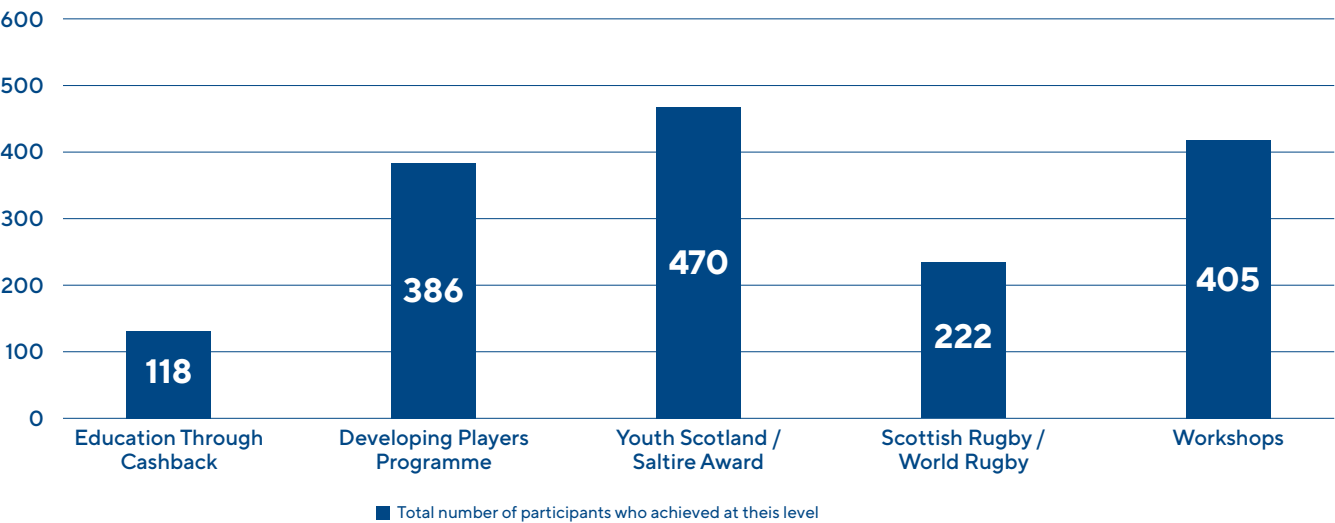
Total RAA Qualifications Achieved



504

Raising Attainment Award Qualifications Achieved

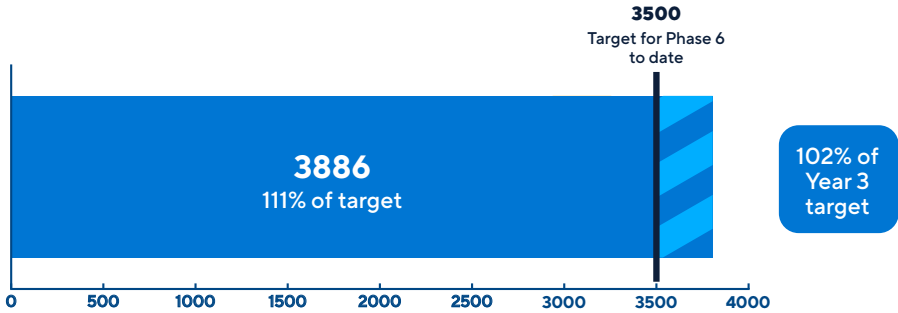
Qualifications Gained (Grouped by Type)



3

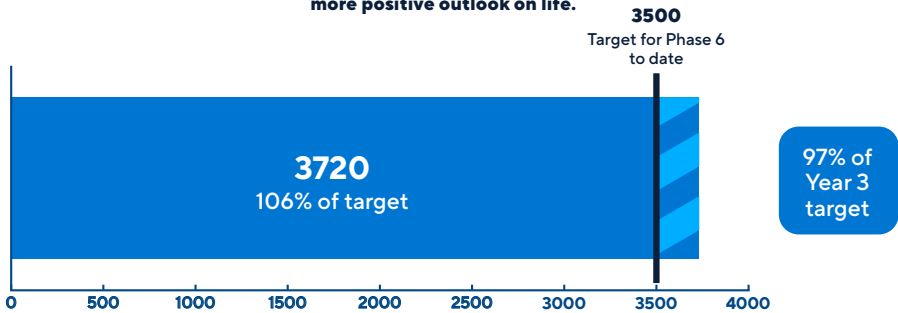
YOUNG PEOPLE'S HEALTH AND WELL-BEING IMPROVES

3,886 young people since the beginning of Phase 6 have reported an increase in feelings associated with SHANARRI indicators: Safety, Health, Achievement, Nurture, Activity, Respect, Responsibility, and Inclusion.



Gregor and Oakley explain how rugby, supportive coaches and positive relationships have contributed to their wellbeing, confidence and engagement both on and off the pitch.

3,720 young people since the beginning of Phase 6 have reported that their mental health has improved and they now have a more positive outlook on life.





Case Study

Castlebrae Inclusive Female Activity

Female and inclusive rugby activity across the programme helped create welcoming environments where young people could build confidence, friendships and physical wellbeing through sport. Sessions focused on reducing barriers to participation and encouraging girls to engage at their own pace.

[To see the full Case Study click here](#)

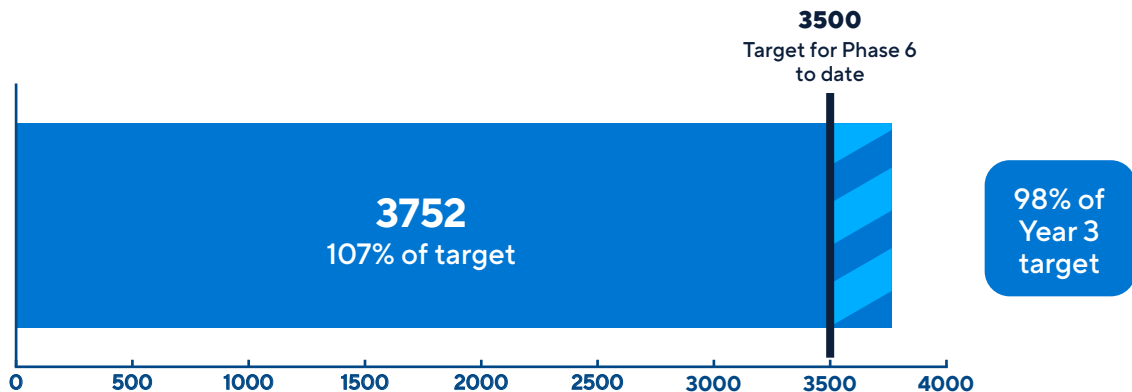
"A number of pupils who would not have engaged with other sports have found their identity and safe community within rugby."

Stakeholder, Wester Hailes High School

"The girls-only sessions created a space where pupils felt comfortable trying rugby without fear of judgement."

Staff Member, Larkhall Academy

3,752 young people since the beginning of Phase 6 have reported that their confidence has increased as a result of taking part in the programme.



"I have been much happier."

Pupil F, Auchmuty High School

"My confidence is definitely going to stay for life."

Pupil, Greenfield Academy

"The programme has opened opportunities for young people to come out of their comfort zone and try rugby for the first time."

PE Teacher, Inverclyde Academy

3

YOUNG PEOPLE'S HEALTH AND WELL-BEING IMPROVES



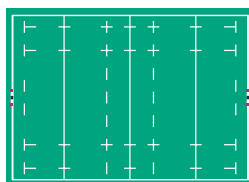
5343 YP

Recorded Participation
in Physical and
Sporting Activity



512

Secondary Phase
Pupils Recorded
Strength &
Conditioning



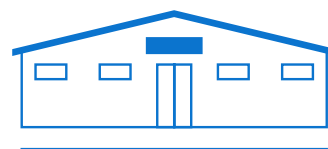
1654

Primary Phase Pupils
Recorded Attending
Festivals



1350

Recorded Fixture v
Another School



532

Recorded Joining
Local Rugby Club

"For some pupils, rugby has become the reason they attend school on difficult days."

Staff Member, Leith Academy

"At first I only came because my mates were going, but now it's something I properly look forward to every week."

Pupil, Castlebrae High School

"He was going to school, making friends and most importantly, he was happy."

Parent, Northfield Academy



Case Study

Glenrothes RFC

Pupil E Building Confidence and Belonging through Community Rugby

In Glenrothes, the development of inclusive and supportive girls' rugby environments helped many young people build confidence, friendships and resilience through sport. For Pupil E, rugby became far more than simply physical activity. Initially lacking confidence and often hesitant within new environments, she gradually developed a stronger sense of belonging through supportive coaches, teammates and school-club opportunities. Staff and family members reflected on the significant impact that positive relationships and inclusive environments had on her confidence, willingness to challenge herself and ability to engage socially with others. Her story highlights the importance of creating flexible, welcoming spaces where young people can participate at their own pace while feeling safe, valued and included.

[To see the full Case Study click here](#)

4

YOUNG PEOPLE CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES



Matias and Hazeem discuss the friendships, confidence and sense of belonging developed through rugby and the positive role it plays within their school and community.

“Our young ambassadors have led community litter picks and coaching sessions for younger children.”

Staff Member, Northfield Academy

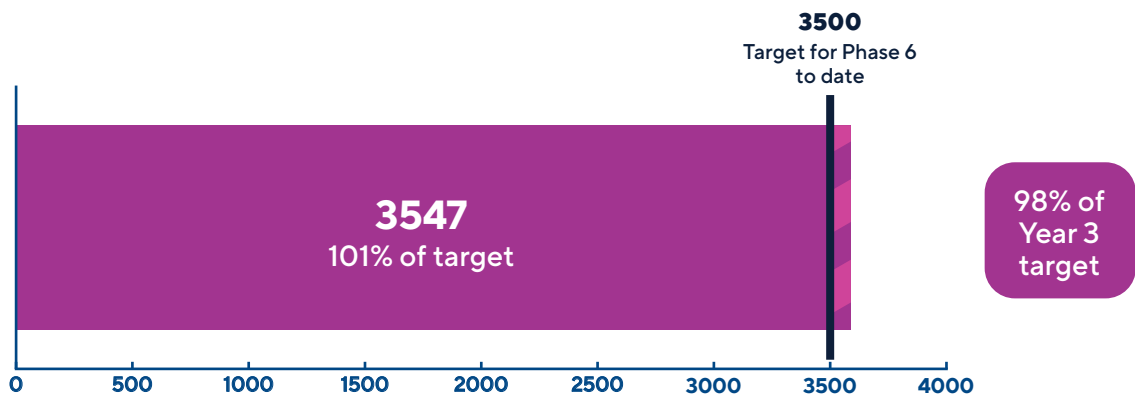
“CashBack has enabled senior pupils to complete coaching qualifications and support younger players.”

Staff Member, St Paul’s High School

“If you see somebody not joining in, you go over and speak to them.”

Pupil, Greenfield Academy

3,547 young people reported that their perception of their neighbourhood has improved through their involvement in the programme.



4

YOUNG PEOPLE CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES



Case Study

Greenfield Rugby Ambassadors

At Greenfield Academy, the CashBack programme increasingly created opportunities for young people to move beyond participation and into leadership. Through Rugby Ambassador roles, transition festivals, primary school activity and community events, pupils developed confidence by supporting younger participants and helping shape activity within their school and local community. Staff highlighted the positive impact this had not only on the younger pupils being supported, but on the ambassadors themselves – many of whom developed stronger communication, leadership and organisational skills through the responsibility they were given. The programme helped young people recognise the value they could bring to others, while also strengthening their own sense of purpose, confidence and identity within the school environment.

[To see the full Case Study click here](#)

“Several girls now see themselves as part of something important in the school, with one stating, ‘I’m more resilient. My bounce-back ability has improved. Rugby keeps me going.’”

Pupil, Braeview Academy

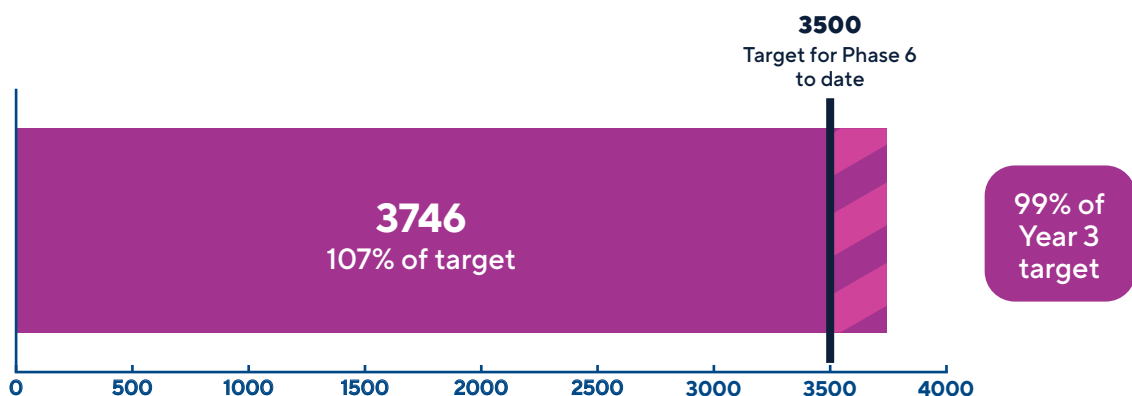
“Pupil D has grown into a confident and resilient man... now a role model for many young people and has the skills to run fun, engaging sessions.”

L. Luedke, PE Teacher, St Paul’s High School

“He is incredibly proud of being part of the Aberdeenshire Rugby Club and actively seeks me out to chat about how his training is progressing and discuss the club games he takes part in.”

Crew Teacher, Northfield Academy

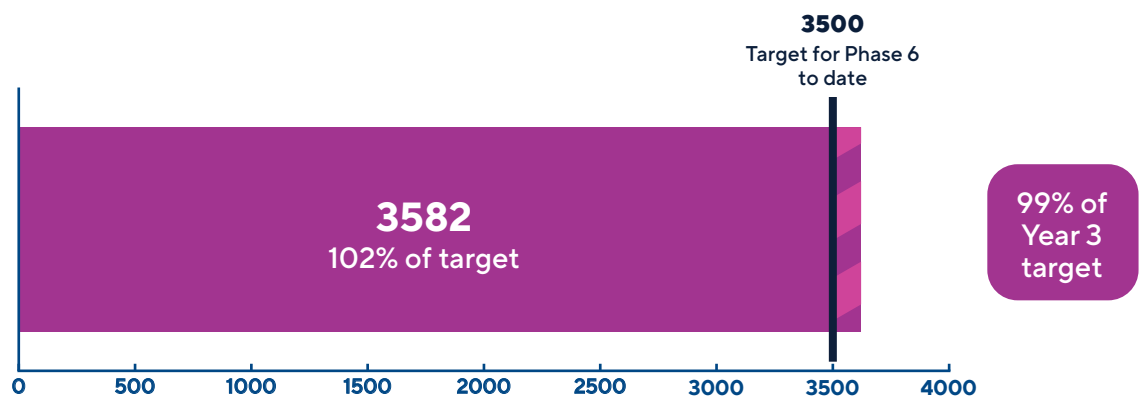
3,746 young people reported a heightened sense of belonging to a community.



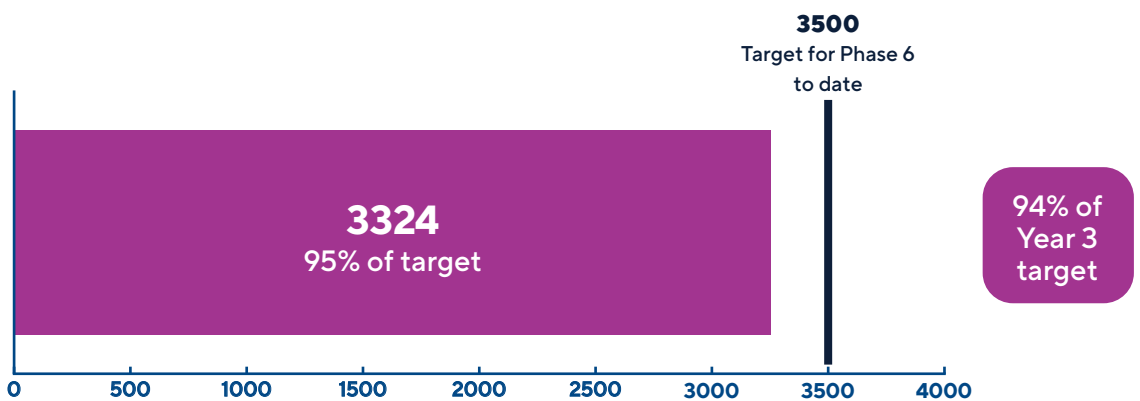
4

YOUNG PEOPLE CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES

3,582 young people reported improvements in their contribution to, links with, and social interaction within their communities.



3,324 reported an increased motivation to positively influence what happens in their community.



178
Recorded Pupil Delivery to Junior Phase



107
Recorded Rugby Ambassadors

4

YOUNG PEOPLE CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES

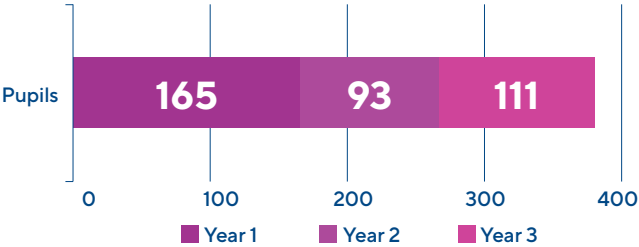
“Young people are now contributing positively to the culture around both the school and club.”

Stakeholder, Ross High School

“Pupils now take pride in representing both their school and local club.”

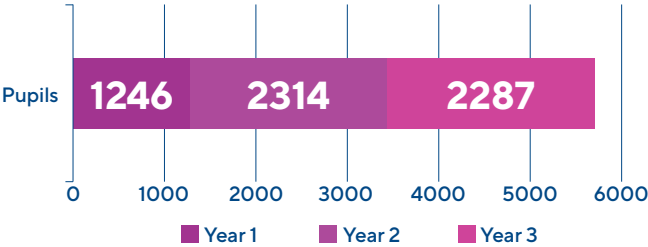
Stakeholder, Alness Academy

New Pupils recorded



369
Community Focused
Awards Gained

New Hours Recorded



5847
Total Hours Recorded
Nationally by 205 pupils

“You’re used to involving people.”

Pupil, Leith Academy

“Young leaders are now helping to deliver festivals and transition events for younger pupils across the cluster.”

Staff Member, Greenfield Academy

5

YOUNG PEOPLE BUILD THEIR PERSONAL SKILLS, RESILIENCE, AND BENEFIT FROM STRENGTHENED SUPPORT NETWORKS AND REDUCE RISK TAKING BEHAVIOUR



Case Study

Northfield Academy Finding Belonging Through Rugby

At Northfield Academy and Aberdeenshire RFC, rugby provides young people with opportunities to build friendships, confidence and healthier routines through regular participation and strong community connections. Safeer's journey from school rugby into club activity highlights the importance of welcoming environments, supportive teammates and trusted encouragement in helping young people feel connected, active and excited to take part.

[To see the full Case Study click here](#)

"I want to go on to coaching and be the best rugby player I can."

Pupil, Greenfield Academy

"He was introduced to the club as a quiet and slightly shy person but since joining he's found his voice."

Club Coach, Glenrothes RFC

"Pupil D has grown into a confident and resilient young man and is now a role model for others."

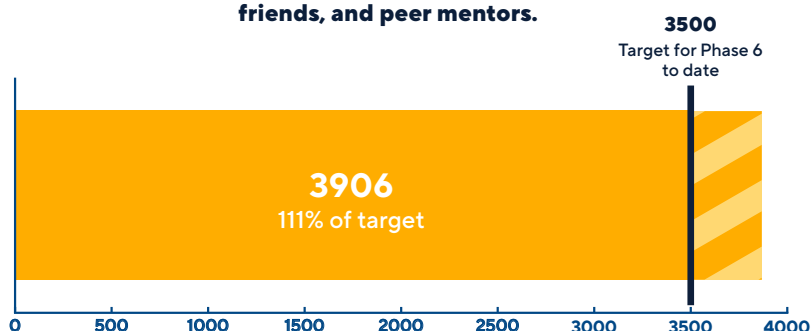
PE Teacher, St Paul's High School

3,788 young people reported feeling more resilient as a result of their engagement in the programme.



101% of Year 3 target

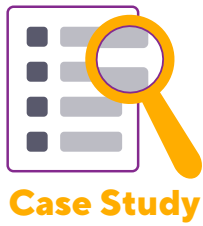
3,906 young people reported having positive, supportive networks – including improved relationships with family, friends, and peer mentors.



103% of Year 3 target



Hear Aleksi reflect on how rugby helped build confidence, develop friendships and create a stronger sense of belonging within school and the wider community.



Wester Hailes High School & Leith Academy Building Resilience, Relationships and Belonging

At Wester Hailes High School and Leith Academy, some of the most significant impacts of the programme came through the relationships built around rugby rather than the sport itself. Across both schools, young people described the importance of feeling part of something positive, supported and consistent within their school lives. Staff reflected on the way trusted adults, positive peer groups and strong school-club connections helped many pupils develop resilience, confidence and stronger support networks over time. For some young people, rugby became one of the few positive associations they had with school; for others, it became a safe space where they felt able to challenge themselves socially, emotionally and physically. Through regular engagement, leadership opportunities and supportive environments, many pupils gradually became more confident, more connected and more willing to engage positively within both school and community settings.

[To see the full Case Study click here](#)

"A positive male role model who isn't a teacher is important to many of our pupils."

Stakeholder, Alness Academy

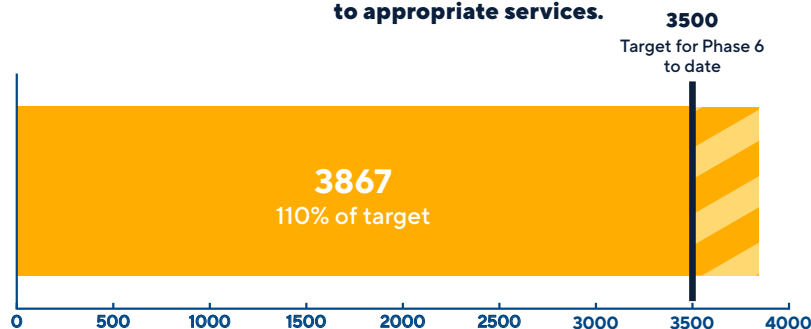
"The friendships and support networks created through rugby are often what keeps young people engaged."

Stakeholder, Wester Hailes High School

"Girls who initially lacked confidence are now volunteering, coaching and encouraging others to take part."

Staff Member, Larkhall Academy

3,867 young people reported increased access to appropriate services.



102% of
Year 3
target

3,834 young people reported positive changes in their behaviour.



103% of
Year 3
target

CASHBACK COMMUNITY RUGBY (CCR) PROGRAMME

Throughout Phase 6, the CashBack Community Rugby (CCR) programme has continued to evolve beyond traditional rugby delivery, becoming a more flexible, partnership-led approach to supporting young people within their local communities. While rugby remains the foundation of the programme, one of the clearest areas of learning across the phase has been the importance of working alongside trusted local partners to meet the wider needs of young people.

Delivered through local rugby clubs and community settings, CCR has provided safe, welcoming environments for young people aged 12–25, particularly those at risk of disengagement from school, employment, or positive community activity. Sessions have included holiday programmes, Friday night diversionary activity, girls-only sessions, breakfast clubs, open gym and strength & conditioning opportunities, non-contact rugby activity, and informal drop-in provision shaped around local need.

Across several communities, CCR activity evolved beyond traditional rugby delivery and became increasingly shaped around local need. This included partnerships with organisations such as Change Mental Health, Police Scotland, Community Learning & Development teams, NHS services, youth workers, local charities, and a range of community sports clubs and providers. In different areas this included partnership work with boxing clubs, basketball clubs, judo groups, local gyms, and organisations supporting access to food, clothing, and wider family support.

In many communities, holiday programmes and open-access sessions became an important part of the programme’s approach, attracting young people who may not previously have engaged in formal rugby activity while also providing safe spaces, positive relationships, food provision, and access to trusted adults during school holiday periods. Across several areas, CCR activity also supported young people who were not regularly attending school, helping reintroduce routine, confidence, positive peer groups, and community connection through informal sport and physical activity.

Across the phase, the programme also strengthened its understanding of the importance of trusted adults and partnership working. Increasingly, CCR environments became spaces where young people could access wider support around wellbeing, mentoring, positive peer groups, and community connection, with rugby often acting as the starting point rather than the sole focus of engagement.

A major strength of the CCR programme has been the role played by young leaders and Rugby Ambassadors. Across many communities, senior pupils and former participants have supported delivery within schools, clubs, festivals, holiday camps, and community sessions. This has helped create visible leadership pathways for young people, while also strengthening the sense of ownership and identity within local programmes. Many young leaders have continued volunteering beyond school, supporting younger participants and acting as positive role models within their communities.

The programme has also reinforced the importance of strong school–club–community connections. In many areas, CCR activity has acted as a bridge between schools, rugby clubs, and wider community provision, helping young people sustain participation, develop support networks, and access opportunities that may otherwise have felt out of reach.

Across Phase 6, CCR has demonstrated that sport can play a powerful role within wider community support systems. While rugby has often provided the initial hook, the long-term impact has come through the relationships, partnerships, and trusted environments built around young people within their own communities.



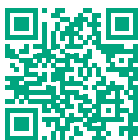
825

NEW Participants Recorded



19

Young Deliverers Recorded



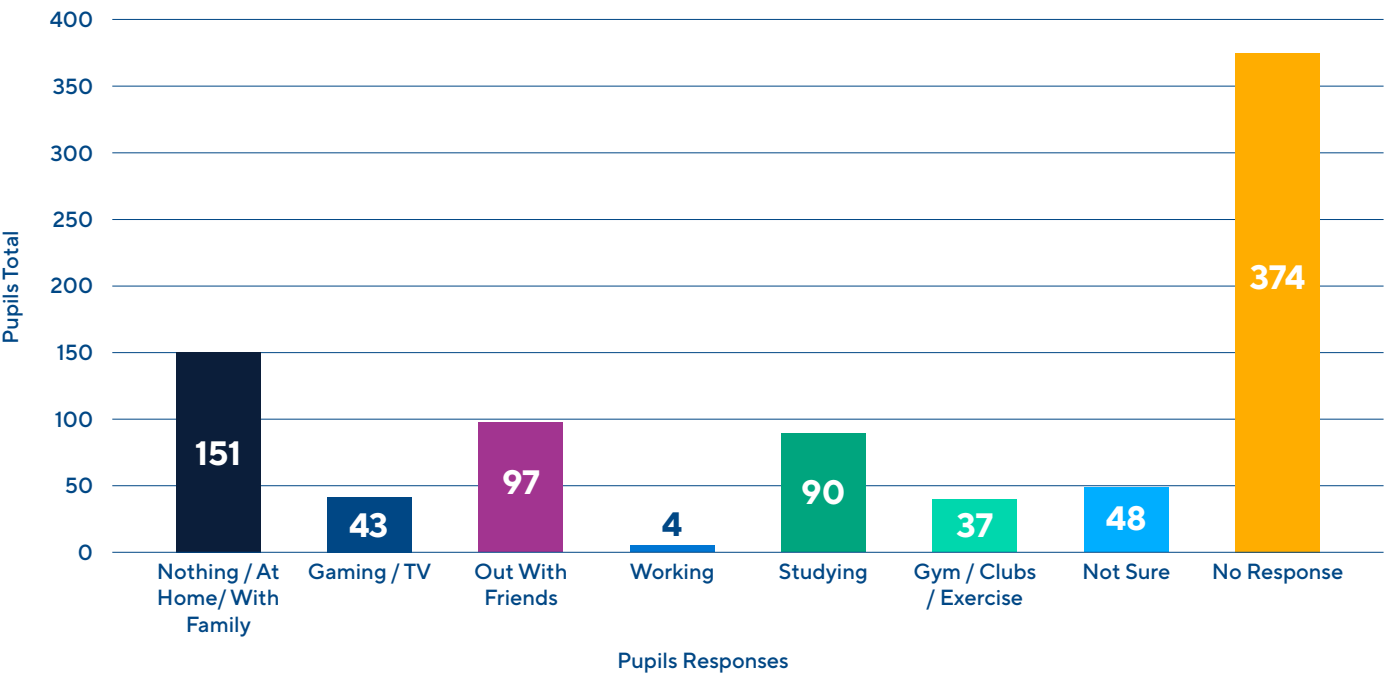
Robbie reflects on the importance of community partnerships, trusted relationships and local opportunities in supporting young people through CashBack Rugby.



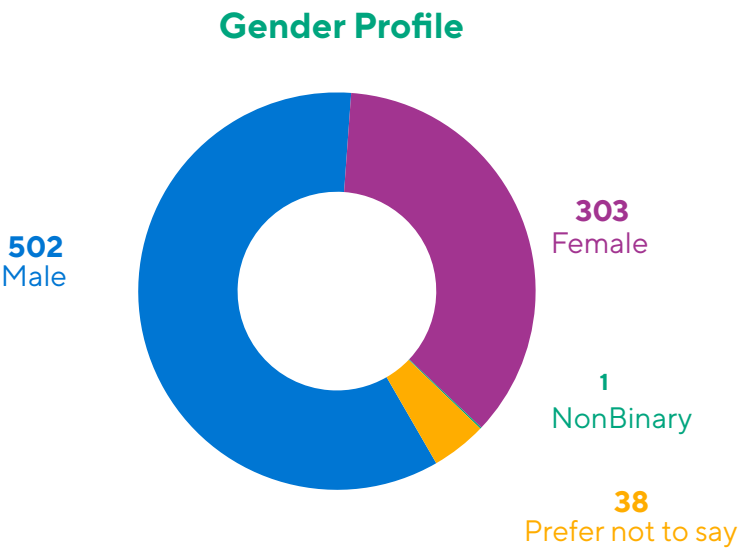
Blair discusses the value of creating welcoming community environments where young people can connect, participate and develop through rugby.

Each YP involved in the CCR event was asked what they would normally be doing if they had not attended the session. 470 Young people responded and ‘Nothing / At Home / With Family’, ‘Out with Friends’ and ‘Studying’ were the typical response groups.

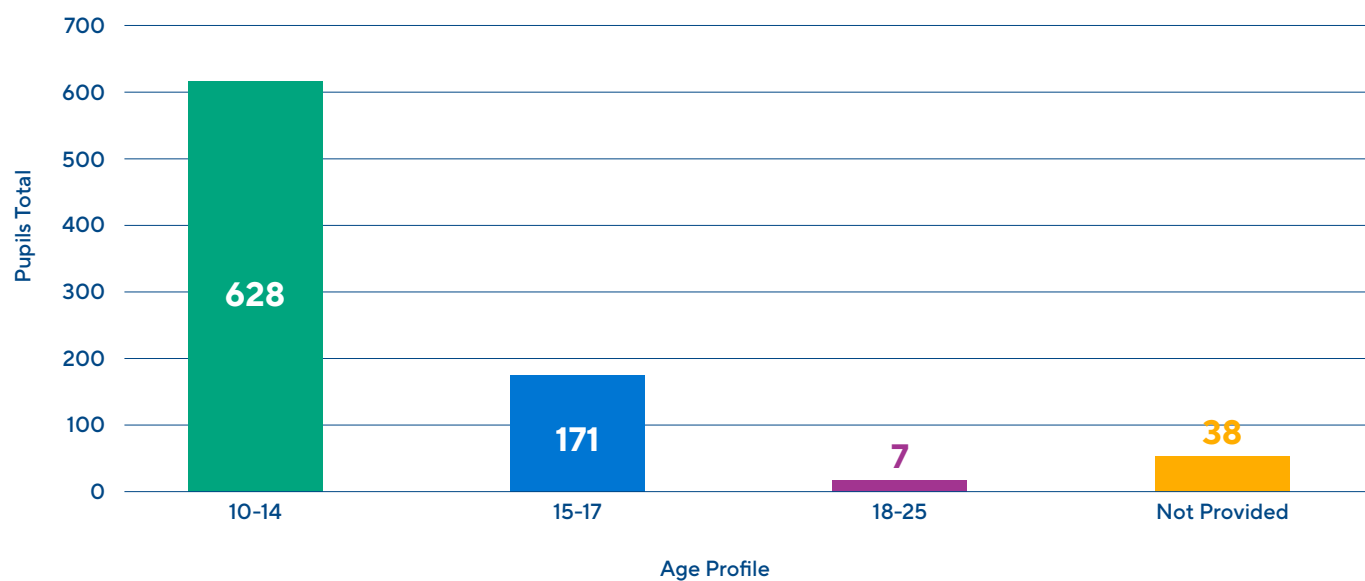
Pupil Responses were grouped into categories. **Answers to the question:** What would you be doing if not at this session?



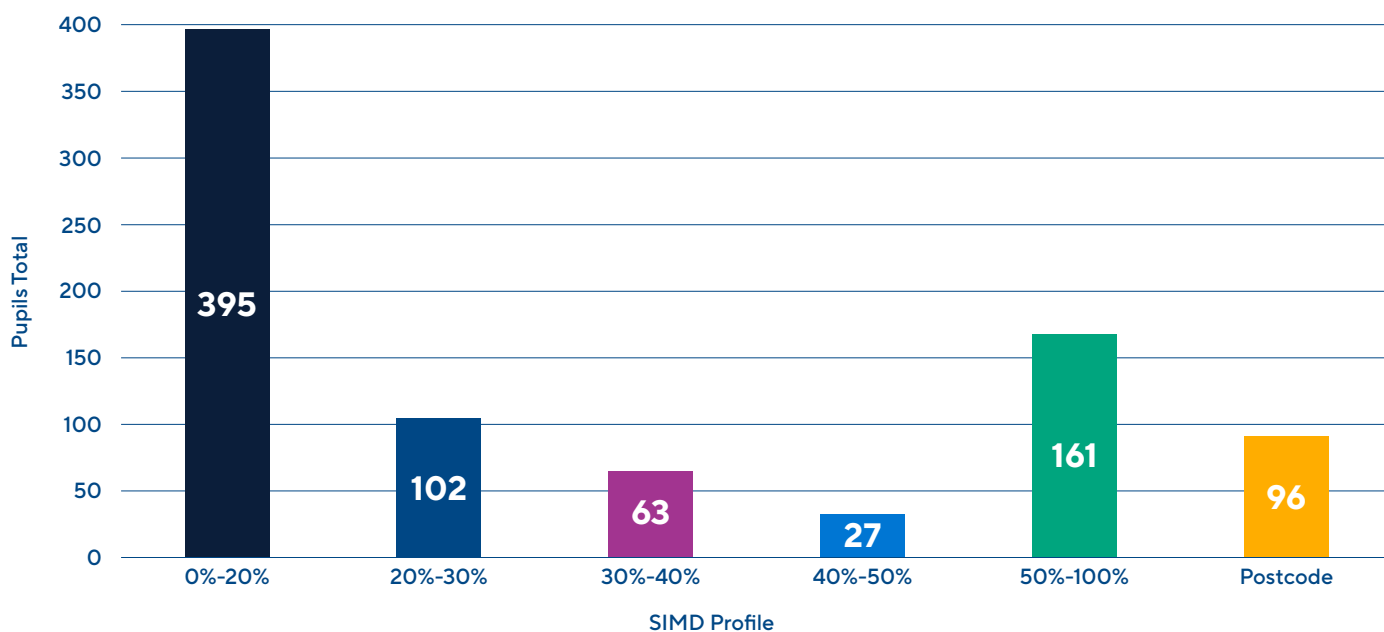
PHASE 6 CCR PROJECT PARTICIPANTS - DEMOGRAPHIC PROFILE



Age Profile

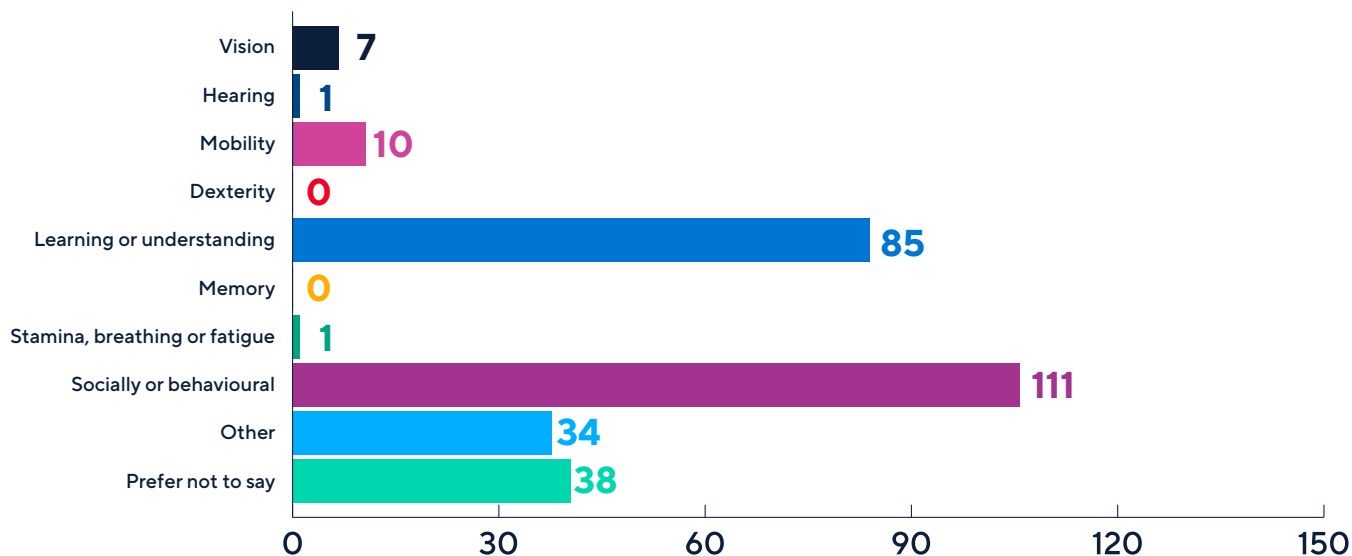


SIMD Profile



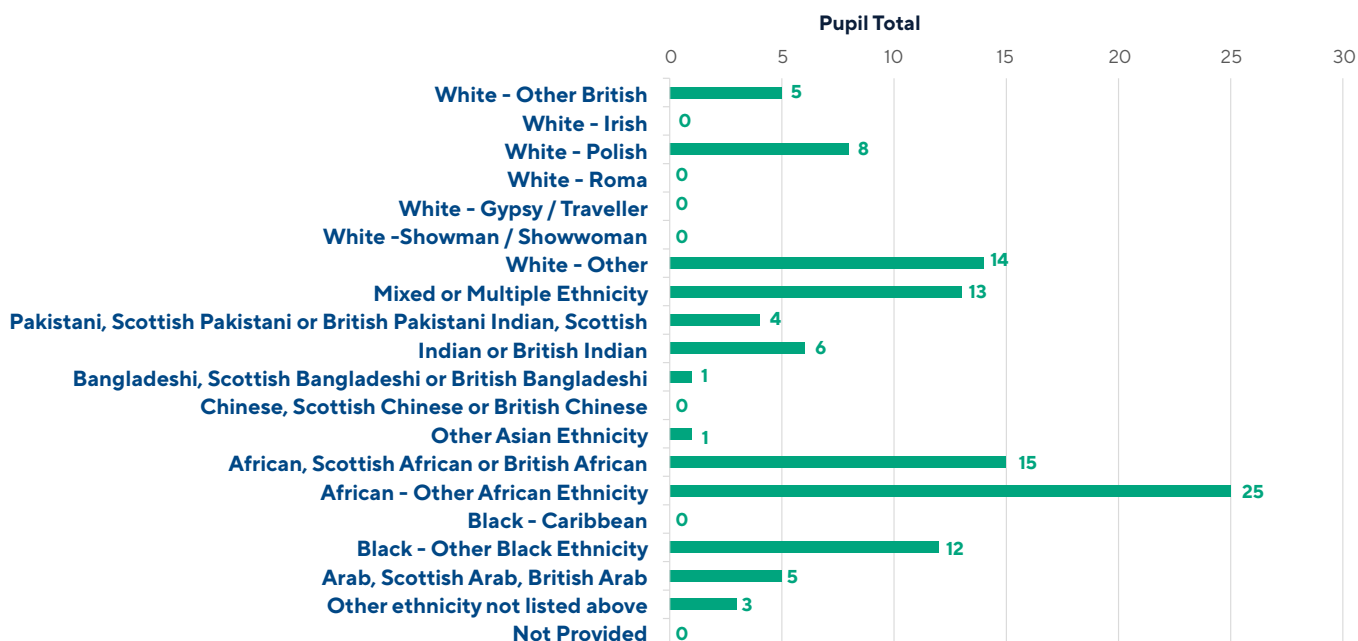
Disability Profile

557 pupils recorded no disability. Of those who recorded an answer to the question, the breakdown is as follows:



Ethnicity Profile

319 pupils recorded 'White - Scottish' whilst **413 recorded 'Prefer not to say'**. Of those who recorded any other answer to the question, the breakdown is as follows:



CASHBACK RUGBY: RELATIONSHIPS, OPPORTUNITIES AND LASTING IMPACT

Across Phase 6, CashBack Rugby has continued to support young people across Scotland through environments built around relationships, belonging, opportunity and positive community connection. While rugby remains the vehicle for engagement, the impact of the programme has increasingly been shaped by the wider experiences created around it – trusted adults, visible pathways, leadership opportunities, school-club partnerships and environments where young people feel welcomed, supported and valued over time.

Throughout the phase, schools, clubs and community partners have used rugby in different ways to support confidence, wellbeing, participation, engagement with education and stronger community connection. In many cases, the most significant changes have not come through isolated interventions or short-term activity, but through consistent relationships and positive experiences sustained over time.

The following thematic case studies bring together reflections, experiences and learning gathered from young people, staff, schools, clubs and partners across the programme. Together, they highlight not only the breadth of activity delivered throughout Phase 6, but the different ways in which rugby environments have helped young people build confidence, resilience, belonging and stronger connections both within and beyond sport.



PERSONAL JOURNEYS THROUGH RUGBY

Finding Confidence, Belonging and a Different View of Themselves.



Across the phase, many of the most significant changes described by young people were not dramatic or immediate. More often, confidence developed gradually through friendships, trusted adults, positive routines and the feeling of becoming comfortable within environments that may once have felt intimidating or out of reach.

Young people spoke about becoming more sociable, more resilient and more willing to take on challenges both within rugby and wider school life. For some, rugby became the first place they felt genuinely included within a team environment. For others, it became a space where they developed confidence, belonging and stronger support networks during difficult periods of school or adolescence.

Bringing together reflections from pupils, parents and staff across multiple schools, this case study explores how consistent relationships and positive environments helped young people develop confidence, resilience and a different view of themselves over time.

[To view the full case study click here.](#)

“Whatever problem I’ve had now I’m not scared to go for it.”

Pupil, Ross High School

FEMALE ACTIVITY

Creating Environments Where Girls Felt Comfortable Taking Part.



Across several schools, female participation grew most successfully where environments prioritised encouragement, friendships and flexibility during young people's first experiences of rugby. Girls-only sessions, visible female role models and supportive peer groups helped many young people feel comfortable trying rugby for the first time and continuing within the sport over time.

Staff consistently reflected that confidence and belonging often shaped participation far more than rugby ability itself. In many cases, smaller groups and less pressured environments allowed girls to build confidence gradually before progressing into school fixtures, festivals and club activity.

This case study explores how schools and clubs reduced barriers to participation while creating environments where girls developed confidence, friendships, wellbeing and long-term connection to rugby.

[To view the full case study click here.](#)

"I used to be nervous about taking part, but now I'd encourage other girls to come along."

Pupil, Larkhall Academy



Elidh and Evie discuss their experiences of girls rugby and the importance of supportive environments, friendships and confidence in helping young people stay involved in sport.

TRANSITION & RETENTION

Creating Consistency, Familiarity and Long-Term Engagement.

Across Phase 6, one of the clearest lessons was that long-term engagement followed relationships. While many young people first became involved through curriculum sessions, festivals or school activity, retention was strongest where schools and clubs created familiar environments, visible pathways and consistent support around them over time.

Primary transition festivals, ambassador-led activity and stronger school–club alignment increasingly helped young people feel comfortable before they even entered secondary school or community rugby settings. Across several schools, older pupils and Rugby Ambassadors became visible role models within these environments, helping younger participants feel welcomed while also strengthening leadership and volunteering pathways of their own.

Schools also reflected positively on the role trusted adults played in sustaining engagement, particularly for young people who lacked confidence or had not previously viewed themselves as likely participants within rugby.

This case study explores how consistency, positive relationships and connected school–club pathways helped young people remain engaged, build confidence and develop stronger long-term connections to both rugby and their wider communities.

[To view the full case study click here.](#)

“Relationships are the biggest factor. Pupils engage because they trust the staff delivering the programme.”

Stakeholder, Leith Academy



SCHOOL CULTURE & BEHAVIOUR

The Importance of Relationships, Consistency and Positive Environments.



Across many schools, rugby increasingly became more than an extracurricular activity. Staff consistently reflected on the role the programme played in strengthening relationships, emotional regulation, engagement and wider school culture through environments built around trust, routine and positive connection.

Several schools observed that some young people who struggled within more traditional classroom settings responded positively to the structure and relationships created through rugby activity. Clear expectations, teamwork and supportive peer groups often allowed pupils to engage more positively both within sessions and across wider school life.

Importantly, schools did not view the programme as replacing existing pastoral support, but as strengthening the wider work already taking place around wellbeing, inclusion and engagement.

This case study explores how schools used rugby environments to complement wider pastoral support while helping young people experience belonging, positive relationships and greater confidence within school communities over time.

[To view the full case study click here.](#)

“Some pupils who struggle most in classrooms thrive in rugby environments because expectations and support are clearer.”

Staff Member, Wester Hailes High School



Gerry reflects on how rugby supports engagement, positive behaviour and stronger relationships within school, helping young people feel connected, supported and included.

RUGBY AMBASSADORS & YOUNG LEADERS

From Participants to Leaders

Across several schools, young people increasingly moved from participation into leadership — supporting festivals, refereeing fixtures, coaching younger pupils and helping shape the wider environment around them. Rugby Ambassadors became visible role models within schools and communities while developing confidence, communication and leadership skills of their own.

Leadership opportunities were often most effective where they felt genuine rather than tokenistic. Young people were not simply “helping out” occasionally at events; many increasingly took responsibility for supporting younger pupils, representing their schools and contributing positively within community activity.

Schools also reflected that leadership opportunities often had the greatest impact on pupils who may not previously have viewed themselves as leaders within traditional school settings.

This case study explores how responsibility, visibility and genuine ownership within the programme helped young people develop confidence, leadership skills and stronger long-term connections to their schools, clubs and communities.

[To view the full case study click here.](#)

“Our ambassadors have been hugely involved in local events and developing leadership skills.”

Staff Member, Leith Academy



DPP & EDUCATION

Using Rugby as a Context for Learning, Confidence and Progression.



The Developing Player Programme (DPP) combined accredited education with practical rugby-based learning to support young people across school and community settings. While qualifications remained an important part of the programme, schools increasingly valued DPP for the confidence, communication and engagement developed through active learning and real responsibility.

Several schools reflected that some young people engaged more positively when learning felt practical, relational and connected to real experiences such as coaching younger pupils, officiating fixtures and supporting rugby activity within their school community.

The partnership model involving colleges, Development Officers and school staff also helped strengthen support networks around young people while creating clearer progression pathways into further education, leadership and positive destinations.

This case study explores how accredited learning, practical responsibility and partnership working helped young people remain engaged in education while building confidence, qualifications and wider employability skills.

[To view the full case study click here.](#)

“The School of Rugby and the Developing Player Programme represent a powerful engagement tool... They play a critical role in keeping vulnerable young people connected to education.”

Catherine Stokes, Glenrothes Rugby Club



Rudi and Ethan reflect on the role coaches, rugby pathways and development opportunities have played in shaping their confidence, aspirations and future ambitions.



Catherine reflects on how rugby can support progression, leadership, qualifications and positive destinations for young people both within and beyond the game.

SEEING THE BIGGER PICTURE

Creating Memorable Experiences and Wider Connections.



“Friendship values of fun, discipline, respect, teamwork and friendship are making a huge difference to many young lives.”

Keith Wallace, Scottish Rugby President

Trips to Murrayfield, Scotland Women fixtures, Edinburgh Rugby matches, Glasgow Warriors games and visits from professional players increasingly helped young people feel connected to the wider rugby community across Scotland. For many pupils, these experiences created lasting memories, strengthened friendships and reinforced the feeling that the local rugby activity they experienced each week was part of something much bigger.

Across the phase, schools and clubs reflected positively on the impact of young people accessing experiences they may never otherwise have had — whether that was travelling with teammates, attending elite fixtures for the first time or meeting players connected to the professional game.

Staff also highlighted the growing importance of visible pathways and role models, particularly within girls’ rugby activity and ambassador programmes.

This case study explores how memorable experiences and wider connections to the game helped strengthen aspiration, belonging and long-term engagement throughout the phase.

[To view the full case study click here.](#)



Boyd and Joshua discuss how rugby has connected them to new opportunities, experiences and communities beyond their immediate school environment.

CASHBACK AND SOCIAL MEDIA

Outcome 1



Leith Youth Rugby

@leithrugbyyouth

...

Our Community Hub hit the ground running in 2026 with a splendid evening with great numbers.

Cold training was followed by some dodgeball in the hall before enjoying some wonderful sweet and sour chicken and chicken curry. Building friendships over a plate of curry and a glass of diluting juice - it's fantastic to see.

That's it for our first week of 2026- plenty more to come during January!!



2:40 PM · Jan 14, 2026 · 63 Views

Outcome 2



Ross High RFC

@rosshighrfc

...

S4 Developing Player Programme

Kicked off our S4 DPP today 🙌 The lads designed & led circuit sessions, showing great leadership & teamwork 🏆 Congrats to the best-voted session who earned their new Cashback hats 🎓 🟡 🟢 🟠

#DevelopingPlayers #Leadership #CashBackForCommunities



CashBack4Communities and 2 others



Ross High RFC

@rosshighrfc · Jun 24, 2025

...

Tackling Science day 2 🏉

Another fantastic day out for our lads at the Tackling Science module. Today we had a tour of Scottish Gas Murrayfield and the Hive Stadium.

A massive thanks to @EdinburghRugby for offering this fantastic opportunity to us, we have had a great time.



Gavin Emerson and 3 others

1 6 2K

Outcome 3



Rugby D.O. in the Eastend of Dundee

@CBRugbyDundee

...

Thanks to @AlvaAcademy & @HillfootsRFC for the Games & hospitality after.

@PEGreenfield @Greenfield49911 Boys & Girls U15s played some great Rugby in the wet and muddy conditions! (Perfect for Rugby)

@CashBackScot @DundeeRugbyClub @Scotlandteam @happyeggshaped #Rugby 🏉 🏉 🏉



2:43 PM · Nov 13, 2025 · 285 Views



Lismore Youth Rugby

@LismoreYDT

...

February | CCR Continued into February in which saw the us host two Elite female Athletes from @EdinburghUni Sports department who told us their story and passed on some great insight to our young females. We then followed this with a visit to the PortLeith boxing gym



Gavin Emerson and 6 others

1:59 PM · Mar 10, 2026 · 233 Views

Outcome 4



Outcome 5



Social Media Handles

- [Braeview Academy & Craigie HS Rugby \(@CBRugbyDundee\) / X](#)
- [Ross High RFC \(@rosshighrfc\) / X](#)
- [Murrayfield Wanderers FC \(@wandiesrugby\) / X](#)
- [StPauls_PE \(@StPaulsPhysEd\) / X](#)
- [Inverclyde Academy Health and Wellbeing Faculty \(@iahealthwb\) / X](#)
- [Irvine Royal PE Dept \(@IrvineRoyalPE\) / X](#)
- [Edinburgh Harlequins Development Team \(@EHQuins\) / X](#)
- [Leith Hawks \(@LeithHawks_\) / X](#)
- [CashBack Alness \(@CashBackAlness\) / X](#)
- [Northfield Academy \(@northfieldaca\) / X](#)
- [Auchmuty PE \(@AuchmutyPE\) / X](#)

REFLECTIONS AND LEARNING FROM PHASE 6

As Phase 6 concludes, one of the clearest areas of learning has been the importance of long-term relationships and connected delivery models within communities. Across the programme, the strongest outcomes were rarely created through isolated activity alone, but through consistent environments built around trusted adults, positive peer groups, school-club partnerships and opportunities that young people could access repeatedly over time.

Throughout the phase, schools and clubs increasingly worked together to create more joined-up pathways for young people — connecting curriculum activity, extra-curricular rugby, community provision, leadership opportunities and accredited learning. In many communities, this helped young people experience greater consistency, belonging and support across different parts of their lives.

The programme also strengthened Scottish Rugby's understanding of the wider role community sport can play when delivered collaboratively alongside schools, local authorities and third-sector partners. Across several areas, partnerships with organisations including Active Schools, Community Learning & Development teams, Police Scotland, Change Mental Health, local charities and wider community providers helped create more responsive environments capable of supporting young people beyond rugby participation alone.

A significant area of development during Phase 6 was the strengthening of girls' rugby activity and more inclusive approaches to participation. Across several schools and clubs, flexible delivery models, visible role models and supportive peer environments helped more girls feel comfortable engaging with rugby and remaining involved over time.

The phase also reinforced the importance of leadership and responsibility within young people's development. Across schools and communities, Rugby Ambassadors and young leaders increasingly became central to delivery — supporting festivals, transition activity, coaching sessions and wider community engagement while developing confidence, communication and employability skills of their own.

Importantly, Phase 6 has also demonstrated the value of creating memorable experiences and wider connections for young people. Opportunities to attend national fixtures, engage with professional players, visit new environments and feel part of the wider rugby community helped strengthen aspiration, belonging and long-term engagement across several programme areas.

As the programme concludes, Scottish Rugby remains proud of the relationships, partnerships and opportunities developed throughout Phase 6. The learning gathered through this work will continue to shape future approaches to community engagement, school-club partnership working and the wider use of rugby as a vehicle for positive social impact across Scotland.

By strengthening these connections, we aim to ensure that our programmes not only deliver positive sporting experiences but also contribute meaningfully to broader social, educational, and environmental goals.



APPENDIX 1: YEAR 3 FINANCIAL REPORT

– SPEND PER LOCAL AUTHORITY

LOCAL AUTHORITY	CASHBACK SPEND (£)	YOUNG PEOPLE
Aberdeen	£40,000.00	7
Dundee	£78,000.00	0
East Lothian	£42,000.00	272
Edinburgh City	£122,000.00	706
Fife	£40,000.00	99
Glasgow City	£42,000.00	34
Highland	£40,000.00	25
Inverclyde	£42,000.00	90
North Ayrshire	£42,000.00	201
South Lanarkshire	£42,000.00	44
Total	£530,000.00	1,478

SCHOOL	YEAR 3 TOTAL (£)	YOUNG PEOPLE
Alness Academy	£41,562.00	25
Auchmuty High School	£41,562.00	99
Braeview Academy	£41,562.00	0
Castlebrae Community High School	£41,562.00	177
Craigie High School	£39,500.00	0
Inverclyde Academy	£39,500.00	90
Irvine Royal Academy	£39,500.00	201
Larkhall Academy	£39,500.00	44
Leith Academy	£39,500.00	114
Northfield Academy	£41,563.00	7
Ross High School	£41,563.00	388
St Paul's High School	£41,563.00	34
Wester Hailes Education Centre	£41,563.00	299

APPENDIX 2: YEAR 3 NEW CASHBACK PROJECT PARTICIPANTS

ACTIVE YP PER SCHOOL	PRIMARY	JUNIOR	SENIOR
Alness Academy	0	17	8
Auchmuty High School	0	89	10
Braeview Academy	0	0	0
Castlebrae Community High School	131	12	34
Craigie High School	0	0	0
Inverclyde Academy	0	8	82
Irvine Royal Academy	147	47	7
Larkhall Academy	0	44	0
Leith Academy	92	0	22
Northfield Academy	0	3	4
Ross High School	0	350	38
St Paul's High School	0	18	16
Wester Hailes Education Centre	240	51	8

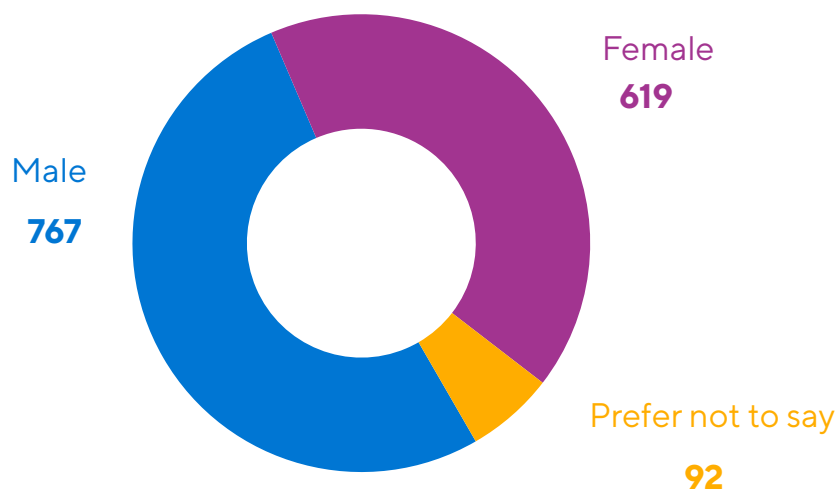
Total New Participants - Year 3



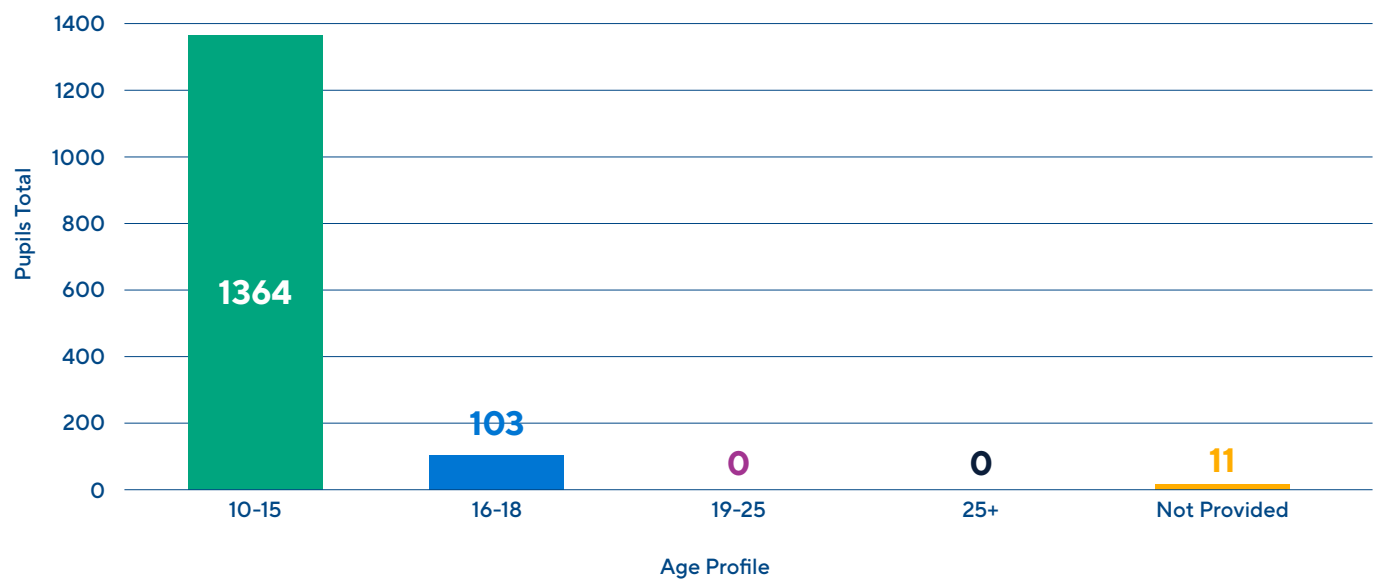
APPENDIX 3: YEAR 3 CASHBACK SOR NEW PROJECT PARTICIPANTS DEMOGRAPHIC INFORMATION

The graphs in this appendix represent demographic information captured for all new participants recorded in Year 3 of the Cashback SOR programme.

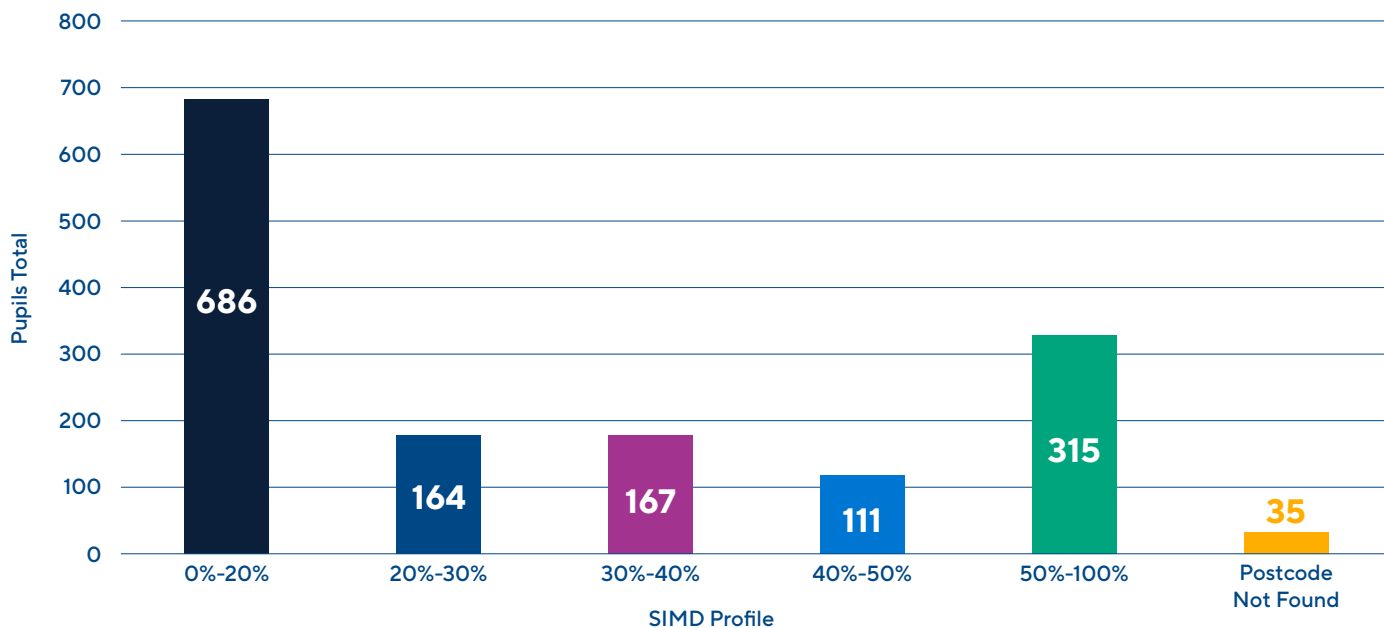
Gender Profile – Year 3 (New Participants)



Age Profile

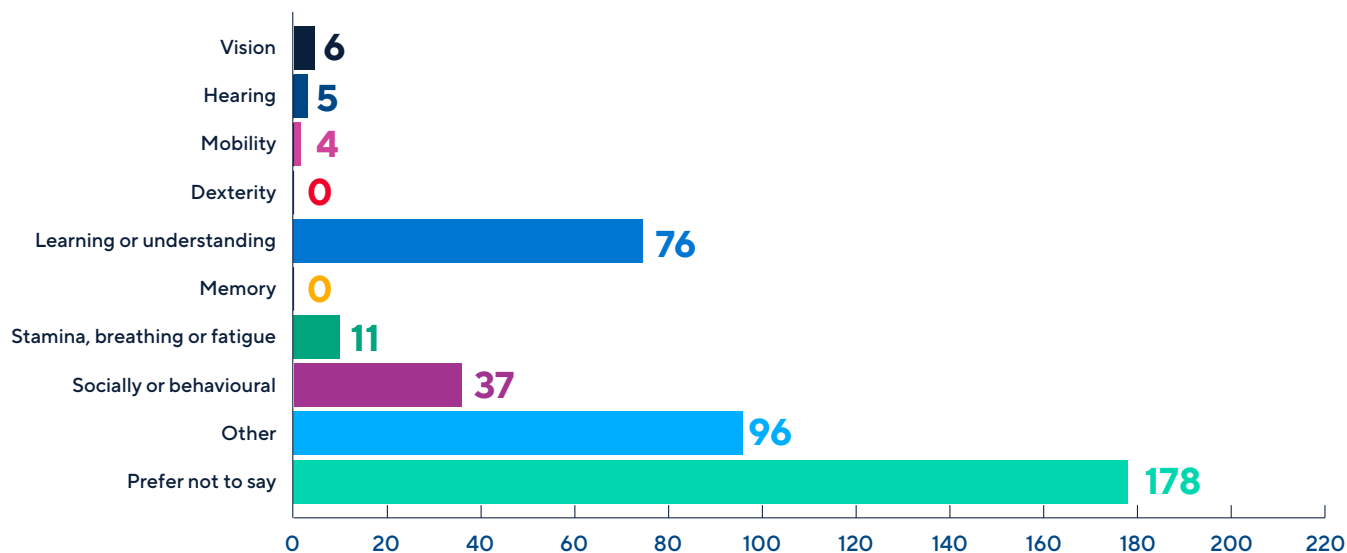


SIMD Profile – Year 3 (New Participants)



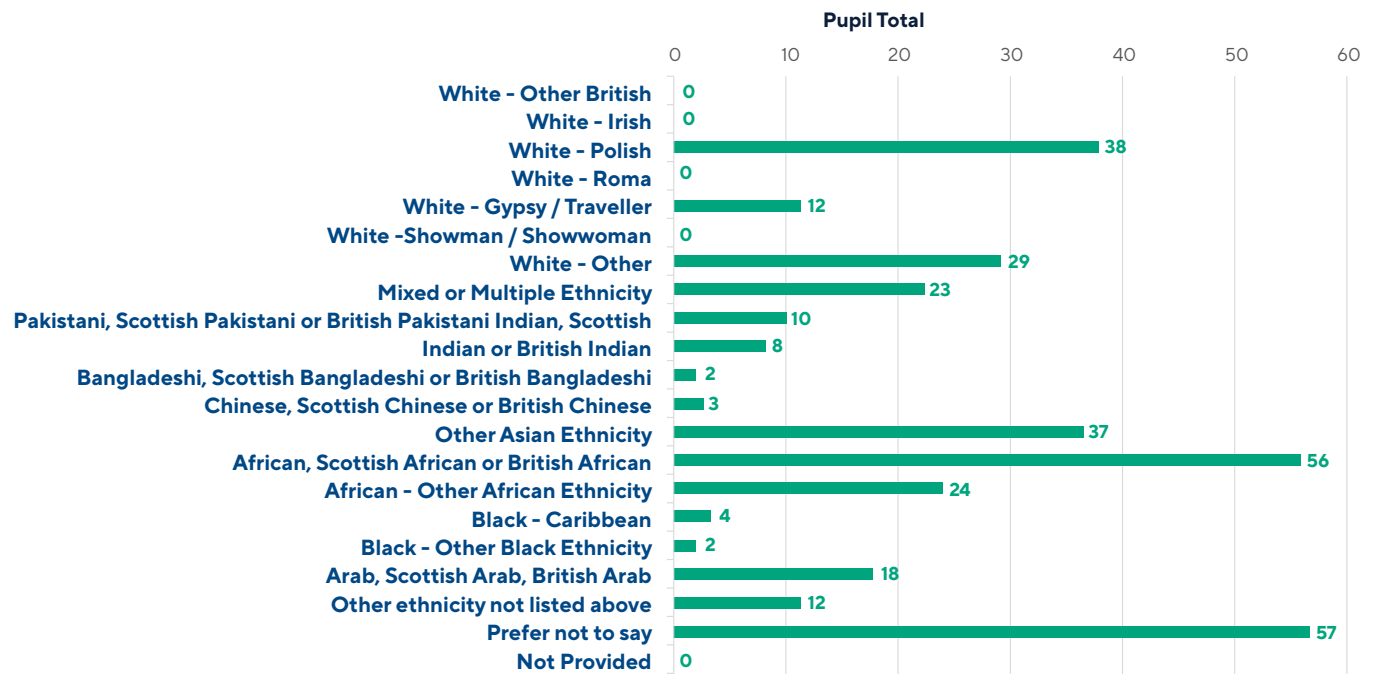
Disability Profile – Year 3 (New Participants)

1065 pupils recorded no disability. Of those who recorded an answer to the question, the breakdown is as follows:



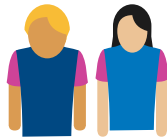
Ethnicity Profile

1143 pupils recorded 'White – Scottish'. Of those who recorded any other answer to the question, the breakdown is as follows:



APPENDIX 4: YEAR 3 NEW CASHBACK CCR PROJECT PARTICIPANTS DEMOGRAPHIC INFORMATION

The information and graphs in this appendix represent information captured for all new participants recorded in Year 3 of the CashBack CCR Project.



419

NEW Participants Recorded



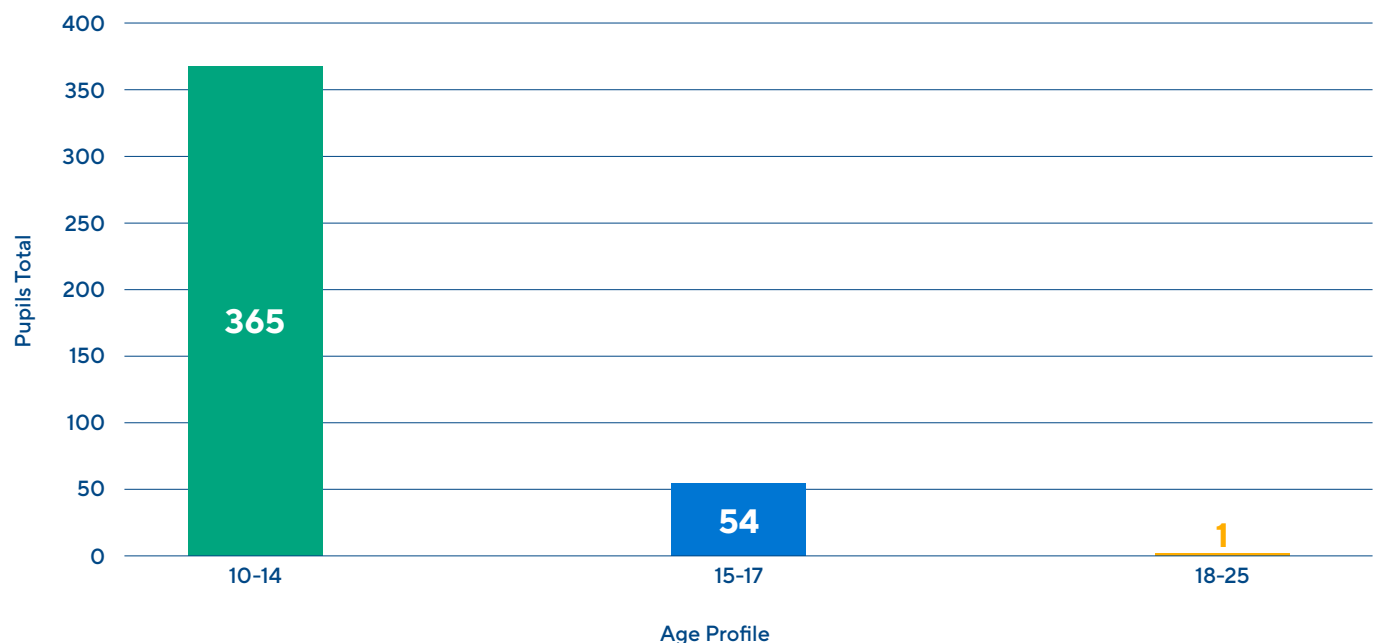
1

Young Deliverers Recorded

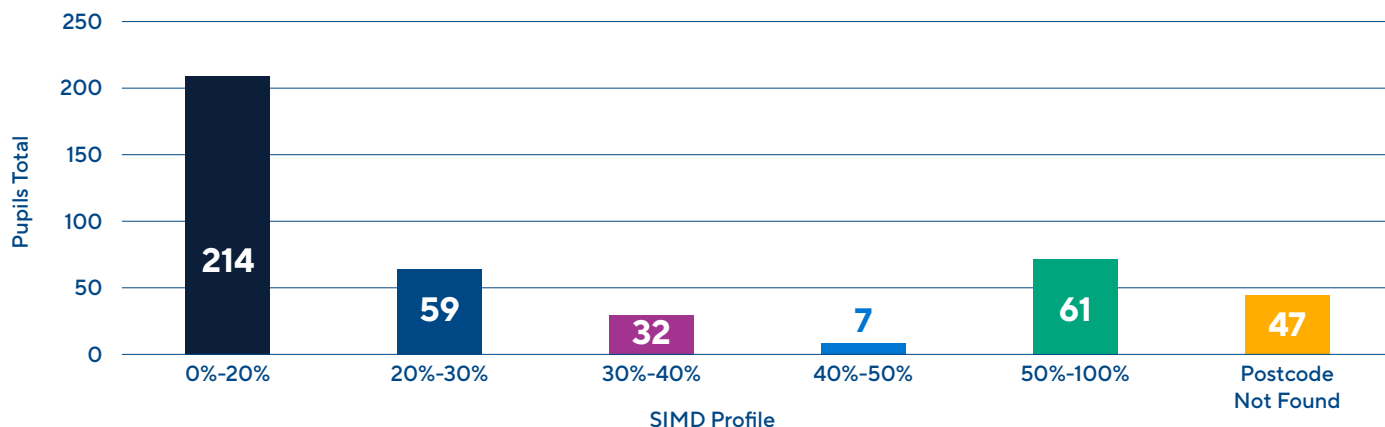
Gender Profile – Year 3 (New Participants)



Age Profile – Year 3 (New Participants)

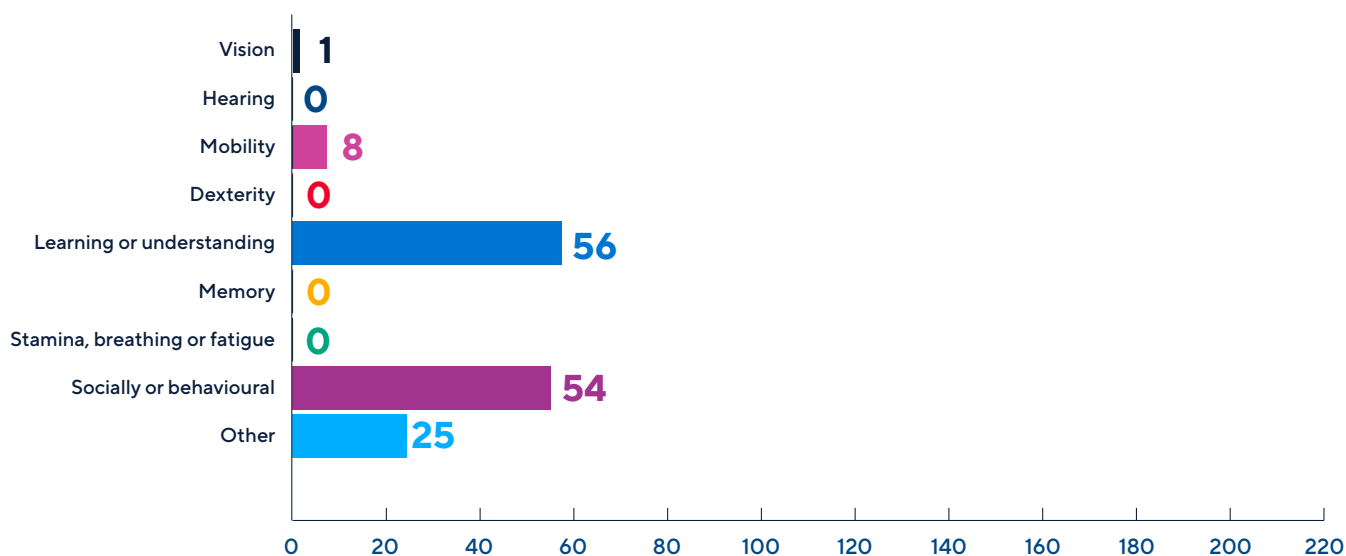


SIMD Profile – Year 3 (New Participants)



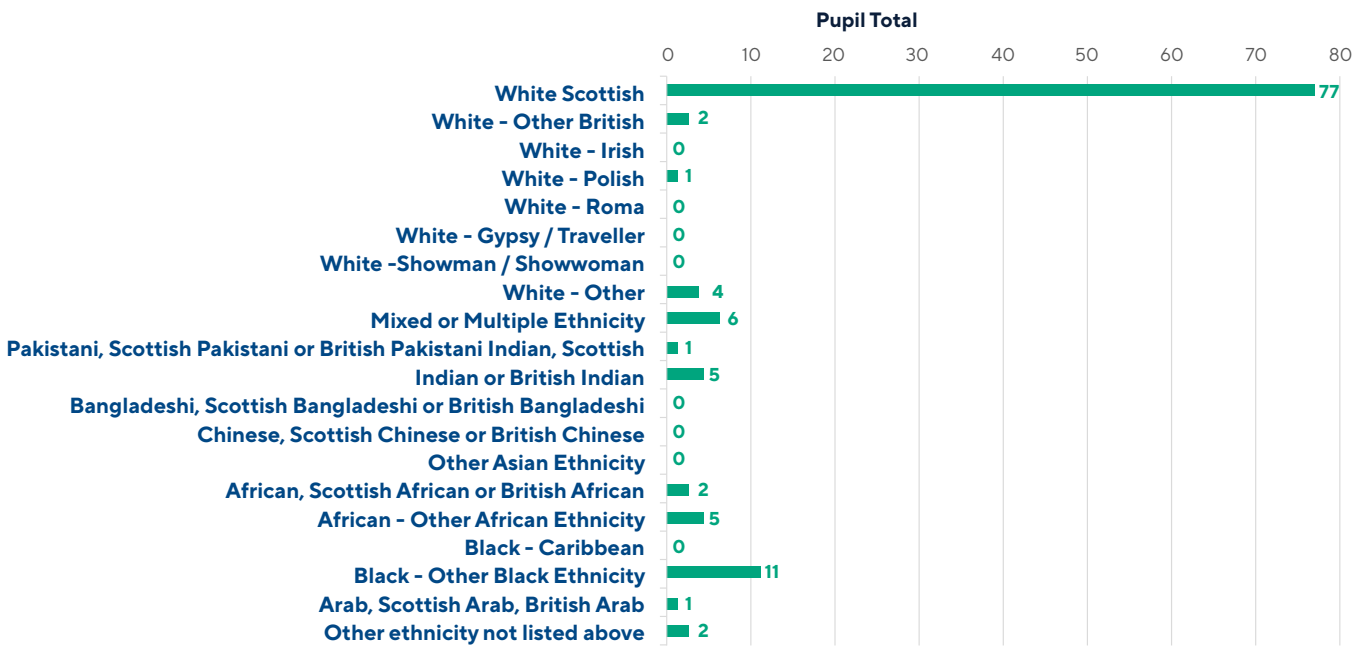
Disability Profile – Year 3 (New Participants)

276 pupils recorded no disability. Of those who recorded an answer to the question, the breakdown is as follows:



Ethnicity Profile

303 pupils recorded 'Prefer not to say'. Of those who recorded any other answer to the question, the breakdown is as follows:





SCOTTISH RUGBY

SCOTTISH GAS MURRAYFIELD EDINBURGH EH12 5PJ | 0131 346 5000 | scottishrugby.org