



# **BUILD BACK BETTER 2022-23 PROGRAMME**

**IMPACT REPORT**



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# Summary

## BUILD BACK BETTER PROGRAMME 2022–2023

Young Harrow Foundation (YHF) is delighted to present the Build Back Better 2022 Impact Report, which showcases the achievements and impact of our grants to **21 organisations** that work to improve the lives of children and young people in Harrow.

**£123,205**

Grants awarded

**2922**

Children and young people supported in total (planned: 2315)

**21**

Grants awarded

**239**

SEND CYP supported in total

**18**

YHF Members funded

**3**

YHF Associate Members funded

In this report, we share the achievements and stories of dedicated local charities that have made a positive and lasting impact on the lives of children and young people. These grants are part of our commitment to support the most vulnerable and marginalised young people as we help our members to continue to build back better post-pandemic.

Grants ranged from £3000 to £8000 per organisation and they address one or more key areas highlighted as most needed by children and young people in HAY HARROW:

- Mental and emotional wellbeing
- Safety (including exploitation, risky behaviour, harassment, bullying & gangs)
- Young people's futures (including employment and aspirations)
- Inequalities (with a particular focus on poverty)
- Physical activity (including diet and health support services)
- Impact of Covid on young people
- Empowering youth voice within your organisation (development of youth led services)

The first part of this report covers the organisations that were funded for delivery of services and programmes directly to beneficiaries, therefore working directly with children and young people. In the second part of this report, impact is shown for organisations that were funded with core/organisational support. For these organisations the grant supported increase in capacity (for example, employment of staff to ensure they were able to secure more funding) and a focus towards future sustainability.

In addition to featuring the impact of the grants to the beneficiaries, there are real stories and feedback that grantees and beneficiaries have shared with us. We hope that this report will inspire you and inform you about our work and impact.





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# 1st Roxeth Scout Group

1st Roxeth Scout Group contributes to the development of young people achieving their full physical, intellectual, social and spiritual potential, as individuals, as responsible citizens and as members of their local, national and international communities.

**£2,137**

Grant awarded

**34**

CYP supported, ages 5-18yrs

## Impact summary

As part of Build Back Better funding, 1st Roxeth Scout Group organised a special weekend camp for different age groups of Beavers (aged 6-8yrs), Cubs (aged 8-10yrs) and Scouts (aged 10-14yrs), with young leaders helping out. The camp was held at Paccar Scout campsite from 30th September to 2nd October 2022. It included both indoor and outdoor activities, such as high ropes, zip wires and archery, as well as games and entertainment. The camp improved the health, wellbeing and confidence of the young people by giving them fun and adventurous experiences in nature. Meals and snacks were provided.

1st Roxeth Scout Group is located in South Harrow and all the young people that attended the camp live locally. Whilst the staff do not ask families of their specific financial circumstances, they are aware that generally families are currently struggling to cover day-to-day living costs with the current economic environment and the rapidly increasing costs. With this grant they managed to make the camp inclusive from a cost perspective and by offering the camp for free, this helped overcome barriers for anyone in the Group to attend.

Unfortunately, the camp did not attract as many young people as expected. The camp fell short of the expected number of young people by 10 (approximately 30%). This may have been influenced by the camp taking place during the summer holidays and due to inevitable clashes (such as family commitments).

1st Roxeth also involved the parents and siblings not on camp by inviting them to an exotic animal encounter on Saturday evening, presented by Amey Zoo. Parents gave positive feedback afterwards, saying how much their children enjoyed the weekend.

## Achieved outcomes

1. All residential experiences were a good bonding exercise for all members and leaders gained a better insight of the children attending.
2. All participants felt that the camp was an inclusive event in which the whole group attended without any barriers on costs.
3. All young people were kept active through different activities.



Having a grant to run this event, we can ensure every child has the opportunity to attend.



Paul Turner, Group Scout Leader



# Afghan Association of London (Harrow)

The association assists refugees to successfully integrate into Harrow. It provides advice and information, and leads various community projects, including youth and sports.

**£4,000**

Grant awarded

**255**

CYP supported, ages 5-25yrs

## Impact summary

With Build Back Better funding, the Afghan Association ran weekly sessions of football, volleyball and taekwondo. The sessions were popular and received excellent feedback from participants. Newly arrived refugees and families on low income often face barriers in accessing sport activities. The feedback from Afghan families showed that they appreciated the opportunity provided to children and young people to become involved in sport and leisure activities. The weekly sports activities improved young people's lives, for example, new Afghan refugees in Harrow made friends through participating in sports. The project boosted participants' self-esteem, behaviour, social interaction and teamwork skills. It also raised their aspirations, helped them learn new skills and enhance chances of finding paid work.

Although the actual number of children and young people attending the project was 30% lower than expected, all participants said that they saw an improvement in their fitness and educational attainment. Participants were encouraged to improve attendance and focus in school. Young people benefited from the sports sessions and reported feeling less isolated. They also integrated in the community and became respectful of British values, and subsequently are less likely to commit crime, show anti-social behaviour or radicalisation.

The association continues to collect feedback and has established a youth forum. This has created volunteering opportunities for young people. It continues to run sessions (with funding secured from other sources) and consulting with young Afghan refugees and families to find out new emerging needs of the community.

## Achieved outcomes

1. All participants gained awareness of the UK government guidance and professional advice on how to stay safe during the Coronavirus crisis. Participating Afghan youth were engaged and well supported. This meant that they reported feeling less isolated and are more likely to avoid negative influences, therefore less likely to become involved in crime and anti-social behaviour.
2. Participating children and young people improved self-confidence and wellbeing.
3. Participating children and young people are less likely to suffer from obesity, depression, alcohol misuse as a result of their active participation in sport, physical activities and interaction with young people from different communities in a healthy environment.



# Afghan Association of London (Harrow)

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## CASE STUDY

To increase outreach and promote the weekly youth and sports sessions, the Afghan Association advertised the project widely. They established links with partner agencies and external organisations including schools and colleges in Harrow.

Through wider marketing, the Afghan Association was approached by Whitmore High School to refer a newly arrived refugee child, referred as Child A in this case study. Child A has no family members or friends in the UK and therefore needs extra help and support. Child A felt very isolated and due to language barriers finds it difficult to communicate with his classmates and children from other communities. The Afghan Association encouraged Child A to attend and participate in sport activities and events.

Child A benefited tremendously from participating in different activities and mentored by the charity. Child A has made several friends and seems to be happier. He is making every effort to learn English and is more focused on his studies. He is grateful and thanks the charity for providing him with the opportunity to participate and meet new people. He continues to be involved with the Afghan Association.





# Arts for Life

Arts for Life supports and champions young people and their families' emotional health and wellbeing through the therapeutic value of the creative arts.

## £8,000

Grant awarded

## 9

CYP supported, ages 6-18yrs

### Impact summary

As part of this funding AFL delivered the 'Together Thrive' programme to young people aged 6-18yrs with complex hidden challenges. This included services such as clinical and wellbeing support at the AFL Project centre and helped participants reconnect with the community, education, and peers. The Family Support Team tracked the progress of each participant and worked with the wellbeing and clinical teams to create a personalised journey. The mentors helped young people improve their emotional development, social skills, and confidence.

With the neurodiversity of participants, it was important to gain insight into every individual's personal challenges to ensure that the staff met their need and participants engaged with them. The programme was designed to be flexible and participant-led, with goal-setting and feedback.

Post-pandemic AFL found there was need for highly bespoke interventions. Therefore, the programme was designed to have flexibility and to 'feel' very led by the participant. There was an initial period of getting to know one another and the pace of sessions was set by the participant. Goals were set and spoken about, practical advice given and positive follow up and congratulations given on achieving the goals, being realistic and talking about any challenges faced.

The sessions took place on Saturdays, which meant that AFL had to consider their lone working policy and ensure that they operated in line with this (for example, ensuring more than one team member is on-site which resulted in higher costs).

Due to demand, AFL supported two extra young people than planned (seven).

### Achieved outcomes

1. All participants improved essential skills (such as social techniques, self-soothing, emotional flexibility) to use within participants daily lives and assist in reducing isolation.
2. All participants developed and improved positive relationships within their immediate family unit, their immediate surroundings and within their structured communities.
3. All participants developed, grew and sustained strong self-belief to manage daily challenges, no matter how confusing and pressured the outside world is.



# Arts for Life

## CASE STUDY

A young female participant, Child A who is part of the Deaf community, has been struggling in society for most of her life and is not attending school. AFL's intervention was specifically designed to support her with her depression around this. AFL placed her with one of their Deaf community mentors and this has proved life-changing for Child A in many ways. Further support includes integrating her back into school. She also has a younger brother with special needs so she is split between wanting to support him and supporting herself.

Child A knew her mentor from the core programme. In one-to-one sessions, Child A began having conversations of goal setting and what she would like to achieve. Her main goals were; to be a pet/nature photographer, increase confidence in general and when talking within groups and wider community (such as ordering a drink, instead of mum ordering for her).

Child A found it hard to open up initially, explaining that she never talked about this stuff. She opened up to the mentor about how she hates being deaf and feels she will never get a job, or get married, have friends, etc. The mentor shared their experience of hearing loss background and discussed resilience. Through conversations such as what being deaf meant to her as an individual, her preference to not use sign language and desire to feel normal, the mentor was able to develop a strong trust-based relationship. By the end of the first session, the mentor encouraged Child A to familiarise herself with BSL alphabet and spell out her name.

To increase Child A's confidence and self-belief, Child A and the mentor did many activities together over several sessions. Organic conversations such as talking about words to describe themselves led to Child A using the BSL to describe herself, which then turned into taking photos of things that the words mean to Child A.

Child A regularly documents progress in her self-esteem journal. With the focus on positive self-talk, Child A told the mentor she feels more confident to get involved in conversations compared to 6-8 months ago. For example, she recounted how she advocated for sign language in a friends' WhatsApp group by informing them that it is a legitimate language and they should not mock it.

Additionally, Child A described that she volunteered to read out loud in her English lesson at school for the first-time.

Child A reported feeling "very proud" with a huge smile on her face.

Child A's parent also observed positive behavioural changes at home. Another breakthrough for Child A was to watch a TV show that has deaf characters, which she previously refused to watch. The show had a huge impact on Child A and during the session she mentioned she 'accepted' being deaf and realised it doesn't mean she can't do things and it made her feel less alone.

Self-Esteem Journal	
MONDAY	
Something I did well today...	Practised keyboard
Today I had fun when...	Looking at 'Gaber' clothes
I felt proud when...	doing edits
TUESDAY	
Today I accomplished...	Swimming and going to the pool
I had a positive experience with...	Wearing jeans in the pool
Something I did for someone...	getting my mum's medicine
WEDNESDAY	
I felt good about myself when...	When I worked on my own website
I was proud of someone else when...	Got because he checked me
Today was interesting because...	I made music
THURSDAY	
I felt proud when...	
A positive thing I witnessed...	
Today I accomplished...	
FRIDAY	
Something I did well today...	Keyboard lesson
I had a positive experience with (a person, place or thing)...	At the optician getting new glasses
I was proud of someone when...	Proud of my own writing
SATURDAY	
Today I had fun when...	I had when I was playing guitar
Something I did for someone...	getting my mum's meds
I felt good about myself when...	brushing my hair
SUNDAY	
A positive thing I witnessed	
Today was interesting because...	I went to the 1940's cinema
I felt proud when...	I saw how got things have come out

# Centre for ADHD & Autism Support (CAAS)

CAAS supports, educates and empowers individuals diagnosed with ADHD or who are autistic, their families and the community. Through raising awareness CAAS changes perceptions and breaks down barriers.

**£7,854**

Grant awarded

**12**

CYP supported, ages 5-12yrs

## Impact summary

Build Back Better funding has enabled CAAS to continue providing the Drama Therapy project which has been running at CAAS since 2007 after funding through another came to an end. This project has been delivered through one group and individual sessions. Although fewer young people participated in the project than anticipated (15), they all met the outcomes set by CAAS. The lower numbers are due to more intensive work and one to one support offered to the children and young people.

The aim of the drama group was to explore challenges related to transition to secondary school and support the development of resources available to the young people in helping them manage. The group formed connections, supported each other, identified coping strategies, and celebrated achievements. The group showed creativity, active listening, risk-taking, and reflection. Individuals in the group recognised their neurodiversity and shared personal insights. The main themes were unpredictability, social anxiety, and developing new relationships. The group were able to track and monitor their expectations around the new phase of their life through storytelling, embodied play and through group collaborations. They demonstrated the ability to encourage those members with less confidence, work spontaneously with the suggestions of others and share relevant thoughts around how their diagnosis impacts upon them.

CAAS offered one to one support to four children once a week. Each of these children are facing other issues outside of their neurodiversity where they had the opportunity to build a stronger sense of self. They were provided with a setting to harness a sense of autonomy and influence when often this is unavailable in other areas of their life. The young person can bring parts of themselves to sessions that are challenging to express and can begin to better understand a broader range of emotions, triggers and strategies to self-soothe. The space also provides them with the opportunity to share their passions, alongside feeling affirmed and recognised, it also grants them the opportunity to grow their social communication skills with a trusted figure.

## Achieved outcomes

1. All participants reported Increased levels of self-esteem.
2. All participants helped enable those who face isolation meet like-minded individuals in a non-judgemental place that feels safe, secure and accepting of difference.
3. All participants felt a greater sense of self-awareness which will result in reduced levels of anger and frustration.
4. CAAS helped young people form friendships and give them a sense of belonging.



# Every Person Is Capable (EPIC)

EPIC focuses on using urban arts, education and culture as the tools to help groups/individuals to become more self-aware, improve their mental health, build resilience and become more socially integrated.

**£3,000**

Grant awarded

**93**

CYP supported, ages 13-25yrs

## Impact summary

Build Back Better funding was used to deliver a six-week programme of EPIC Expression focusing on wellbeing workshops, co-designing a large mural with students in Harrow College and co-delivering a piece of research on what students want for their mental wellbeing. This was an extension to an existing project being delivered at Harrow College. This grant allowed EPIC to conduct its first research project with young people, involving young people directly as researchers and respondents. Young people learned how to capture data and about monitoring process. Moreover, the grant has allowed EPIC to strengthen relationship with Harrow College and its students.

This grant has made a positive difference to young people's mental health and wellbeing. In addition to positively impacting refugees who speak English as an additional language and are living in care, the programme has given them tools to cope with trauma and challenges and to express themselves creatively through art and movement. It has also celebrated their cultural diversity. The programme has encouraged other third sector organisations to work with Harrow College to meet the students' needs. EPIC's programme has supported young people to develop their own wellbeing approach. Overall, the programme was successful in exceeding three out of the four planned outcomes and attracted more participants than planned.

## Achieved outcomes

1. 93% of participants reported increased self-esteem, confidence and aspirations. As the co-partner dropped out of delivery, EPIC was able to reach more students directly in the project; developing life and employability skills, as well as coping strategies for challenging situations.
2. 78% of participants reported improved health and wellbeing caused by anxiety, stress and social isolation from COVID 19. The project brought groups of young people together and helped them to deal with their challenges from social isolation by enabling further integration through expression and working with their fellow students in an integrated manner.
3. More than 50% participants (32) than anticipated (15) reported improved ability to deal with adversity and life's challenges. The young people here took part in specific sessions where EPIC's project deliverers' provided toolkits for coping with life challenges and understanding personal values to help inform decision making and the future of students. This developed resilience by challenging students' ideas and thought processes as well as giving them tasks which took them out of their comfort zone. It also helped to build vocabulary that enabled students to express emotions in English rather than hold it where it would remain voiceless.
4. Slightly fewer participants (13) than anticipated (15) reported improved mental and emotional wellbeing. This was a targeted group that showed reported higher level of trauma. They were equipped with mental health first aid and coping toolkits.





# Every Person Is Capable (EPIC)

## CASE STUDY

A refugee student who participated in EPIC's expression project and showed great enthusiasm and persistence in dance and movement – encouraging his peers.

Having taken part in the EPIC Expression part of the project, Willaii demonstrated a determination and persistence to support his fellow students by insisting they get involved in dance and movement with him. Some students felt shy and embarrassed, posing operational learnings for EPIC's service delivery. But Willaii saw a great deal of benefit and used the practitioners to full advantage, including at times explaining his personal traumas in being from a refugee background and overcoming some of his troubles by articulating them. Willaii completed the entirety of the programme in spite of fasting for Ramadan in the final two weeks of the project. His enthusiasm encouraged other students to take part. Due to this, he was officially recognised by his peers as part the EPIC Community College Jam Day, and his achievements were celebrated as part of Harrow colleges' ESOL culture and arts day. Also on this day on the day Willaii tried a part of the project he did not get to try; which was the Graffiti part of the project. Here he was seen integrating with students not part of his normal class or cohort.

Willaii has now integrated into the EPIC Community and after the project has come to end, attends a social and open dance session that takes place in Wembley every Wednesday evening. The college are also going to offer Willaii other services as part of the voluntary sector organisations due to deliver in the college at a later time as part of the civic engagement part of this work.

### Mural co-designed by students and drawn by the artist

Although Graffiti delivery was hindered by rain, the participants chose a selection of words that aligns to their values. 'Trust' was chosen by the college to be completed as a mural at the heart of where the students spend most of their time. Uplifting the space.



[Click here to watch a the process of creating this mural](#)

[Click here to watch the highlights of the programme](#)





# Fresh Arts CIC

Fresh Arts is committed to widening participation of children and young people into arts. It believes that every child should have the opportunity to participate in high quality arts education with gifted, passionate and highly trained professionals.

**£3,000**

Grant awarded as match funding

**15**

CYP supported, ages 5-12yrs

## Impact summary

Build Back Better funding enabled Fresh Arts to further its aims to make the arts more accessible to children and young people from all backgrounds. It was able to open access to its weekly three-hour Saturday sessions to children who had attended HAF holiday programmes. In addition to making a difference for the participants, this funding benefited Fresh Arts as an organisation as classes were made more accessible thus boosting morale of the staff team as they were able to see the difference the sessions were making for funded participants.

This programme had a significant impact on the young people. All of the participants reported to meet the set outcomes, this was in-line with expectations for outcomes 1 and 2 below. For outcome 3, Fresh Arts' expectation was exceeded as all of the children grew in confidence rather than the expected 80% of the cohort. Children had the chance to participate in a Christmas Pantomime and an Annie play and enjoyed weekly drama, dance and singing classes. The staff found that children have been occupied and engaged, and have made lots of new friends through participating in the programme.

## Achieved outcomes

1. One of the outcomes was to widen access to the arts so that all children can participate. This was achieved by ensuring that all young people participating as part of this funding were eligible for Free School Meals.
2. All of the children participating in this project did one hour of dance training a week and focused on the elements of healthy living.
3. All of the children participating said that they made new friends and felt more confident. This supports the evidence that arts is proven to help children's mental and emotional wellbeing and in particular boosting confidence and reducing isolation.



"Yes! Drama club I enjoyed it."

Female participant, aged 6

"I think it is fun because we can act and do dressing (up)."

Female participant, aged 8



# Harrow Carers

Harrow Carers supports unpaid carers from 5 years of age upwards and has over 400 young carers registered.

**£8,000**

Grant awarded

**104**

CYP supported, ages 5-25yrs

**8**

People certified to lead the archery sessions, including 2 young adult carers, 2 adult carers, 3 staff members and a Trustee from Harrow Carers

## Impact summary

The Build Back Better grant was used by Harrow Carers to deliver two project strands for young carers in or attending education in Harrow. First project was to run regular groups where young carers can access games, exercise friendship and a break for their caring role. For adolescent young carers this also helps them to create peer supporting relationships.

The second strand was to develop and pilot a new registered archery club. This has been a huge achievement and involved many hours of work from its staff and volunteers. As it stands today, Harrow Carers archery club is a fully registered and insured club through archery GB and now hold archery every Friday for young carers. They have purchased all the necessary and appropriate equipment. Future funding needs will be for cover of location rental and where delivered by staff time. Harrow Carers hopes to increase the number of volunteers over the next year and it will also look in the summer to work with YHF as part of the HAF programme to create an accessible archery offer to all recipients of HAF. This will provide income for the year ahead along with being able to provide work for one of their young adult carer's who come from an economically challenged family and whose college is in central London.

Despite facing multiple challenges in the training of staff and young people to lead the archery, they overcame these barriers and found an alternative archery instructor who was able to help it progress forward and guide it through the registration phase. The funds had to be re-allocated to cover course fees for the new archery instructor and registrations necessary. Harrow Carers is now more sustainable with eight people certified to lead the archery sessions. This includes two young adult carers, two adult carers, three staff members and a Trustee.

Please see the case study on the next page about how archery has made a difference in young carers' lives.

## Achieved outcomes

- 1.84% of participants reported improved wellbeing and decrease in anxieties experienced due to their caring role.
- 2.100% of the participants appreciated the time away from caring role and given ability to be with peers and experience childhood and young adulthood in a safe, positive space.
- 3.100% of the children and young people exercised in a safe space, indoors and outdoors spaces.



# Harrow Carers

## CASE STUDY

Archery changes children and young people: observations from Harrow Carers' staff team on how participating in archery has made a difference to young carers' lives.

"We never came till we found out about archery" this has been the most common feedback from young carers. The chance to do Archery has opened doors. Young carer S refused to take part at first. Each school week young carer S gets a detention for behaviour at his school and he's been challenging at times to work with. When the young carer S gave archery a go Harrow Carers' noticed a significant shift in his demeanor.

When young carer S holds the bow a switch flips, his focus, listening, attention to detail all light up. The staff have observed this in so many of the young people and it's just further evidence of the power of empowering adolescence. Harrow Carers has seen positive changes with young carers who are on the autistic spectrum. Their introduction to archery has had many positive benefits including assisting mental wellbeing, focus, attention to detail and behaviour.

A parent whose daughter has been having a really hard time and won't leave the home following a significant incident, reached out to Harrow Carers. A staff member mentioned archery sessions and immediately the daughter was keen to attend and asked "you mean real archery?", "as in I can use bows and arrows?" and in quick succession "what time does it start?".



## Lessons learned by Harrow Carers and tips for fellow organisations wanting to pilot a new sports club

"Our recommendation for future organisations trying to set up a sports clubs is ensure the person you bring in to support you has the buy-in and local relationships to help you enter what is a very competitive space, not only in terms of clubs, but also where instructors are charging large sums and your clubs would disrupt their business income. Ensure you have volunteers who are dedicated and very committed and someone with time for the secretarial work and forms involved in club's establishment. Be clear about health and safety and risk. Tailor your service to adopt a friendly, safe space that is full of positive encouragement."

Colin Powell, Operations Director at Harrow Carers



# Harrow Steel

Harrow Steel has nurtured hundreds of gifted and talented young musicians aged 13–21, teaching and ensuring a high level of musicianship, who would not normally be able to access this kind of provision due financial constraints.

**£3,000**

Grant awarded

**68**

CYP supported, ages 5–25yrs

## Impact summary

Harrow Steel aimed to 'Build Back Better' after Covid. The two-week summer school funded from this grant has enabled Harrow Steel to reach at least 30 new players who are keen to pursue their steel pan playing. It has further engaged Harrow Steel's regular musicians who were recruited throughout the year. Harrow Steel now feels confident that its Senior Band will have learnt enough repertoire to play in the community and provide opportunities for families from the many different ethnic groups to get together and celebrate at the concerts.

The summer workshops have improved participants' mental health and wellbeing whilst giving young people skills they need for employment such as team work, leadership skills, ability to interact with students from different ethnic backgrounds. This funding provided an arts facility for young people many of whom live with financial hardship that may have been aggravated by the presented crisis. Additionally, the workshops promoted social inclusion for those who feel excluded due to their ethnic origin or religion.

The summer school ended with a community concert in Pinner Memorial park where families of the steel band, families of previous band members, previous band members and the general public enjoyed a three-hour concert given by Harrow Steel. Two older students were employed during the workshop and they learnt teaching skills as well as leadership and patience! Trustees and volunteers were involved in the workshop in several roles – teaching, providing refreshments, encouragement, support and driving the van to the concert. The youngsters learnt teamwork as they could see and understand the roles of each individual. The concert was attended by over 700 people.

## Achieved outcomes

- 1.100% of the band members reported improvement in mental health through rehearsals and regularly meeting up with friends at the end of the summer school.
- 2.100% of the band members reported improved aspirations and gained skills needed to secure employment such as teamwork/leadership skills/punctuality.
- 3.All of the younger players learned a new skill, making decisions regarding repertoire, performances and organisation.
- 4.100% of the band members reported increased confidence in performing and younger members were encouraged and supported by older players.



"Learning to play the steel pans is a wonderful experience and learning how to play new songs is exciting."

Steel band member



# Ignite Youth

Ignite Youth work with young people aged 11-25 to help them re-engage with education, find employment or move away from anti-social behaviour, gang involvement and exploitative relationships.

**£5,342**

Grant awarded

**47**

CYP supported, ages 13-25yrs

## Impact summary

This grant allowed Ignite to conduct a range of desired activities with its young people over the summer 2022 holidays, ranging from sports to day trips to various locations.

### Trips

- The theatre show trip for the girls only group was extremely well received. All of the girls had never been to the theatre and gave extremely positive feedback.
- Paintballing sessions are historically well attended and thoroughly enjoyed by young people who regularly ask for this activity. The paintballing activity funded by Build Back Better was no exception, with young people mentioning that they would be highly interested in attending another activity like this in the near future.
- Several young people were brought on a road trip to Brighton for the day. The large majority of these young people had never been out of the borough, so some of them were initially apprehensive about leaving the city. However, once the young people arrived at their destination, the youth workers reported noticing a marked change in their behaviour. The young people became more relaxed, sociable and explorative.
- The Thorpe Park outing for young people currently attending weekly football sessions was very successful. Similar to the trip to Brighton, young people were initially hesitant to engage with the activities at the park. However, after some encouragement, the young people became more receptive to the idea of engaging in activities they have never tried before.

### Sports

All of the hosted sessions (basketball camp, basketball training sessions and boxing training sessions) were all well attended as expected. The session reports produced by youth workers revealed that young people saw these sessions as an opportunity to use these sessions as a physical outlet for their frustrations and anger, instead of projecting them onto other less suited aspects of their life, that may have negative effects.

Ignite's end of summer celebration was a huge success with young people. This was combined with Ignite's 21st birthday celebration, where Ignite alumni delivered several talks and premiered short film on Ignite Youth. This celebration event was extremely well received and attended by Ignite's stakeholders.

## Achieved outcomes

1. All of the young people participated in new activities through new experiences, therefore young people increased their emotional resilience.
2. All of the young people increased their involvement in sports and physical activity.
3. More than half of young people participating reported reduced feelings of isolation and increased connectedness to others.





# MathsMakers

MathsMakers partners with schools to reduce the attainment gap and make maths accessible for all.

**£6,000**

Grant awarded

**72**

CYP supported, ages 5-18yrs

## Impact summary

MathsMakers applied for £3,000 of funding for August 2022 programmes with Rooks Heath High School (RH). YHF also granted an additional £3,000 to support running a Year 11 programme with Nower Hill High School (NH). From a staffing point of view, MathsMakers instructors appreciated having some teaching opportunities during Summer break, thus reducing the gap between their Summer-term contracts and Autumn-term teaching. Additional grant (£3,000) NH Year 11 programme enabled them to continue a long-standing partnership with NH. In particular, the instructors were able to work with the school to support a group of Year 11 students in preparation for GCSE Mock exams in November 2022. All the outcomes achieved were inline with MathsMakers' expectations.

## NH Year 11 programme

In terms of assessing the impact of the MathsMakers programmes on student learning, instructors compared students' test scores in a final MathsMakers test with those for the same topics in the school baseline tests just before the start of the programme. Baseline test scores indicated that majority of the students registered for the programme had significant gaps in their learning and needed a lot of support. Almost half the students scored below 25% in their baseline tests. 85% of Year 11 students who attended MathsMakers tutorials regularly scored higher in their MathsMakers tests than they did in their baseline test. Among the students who completed all MathsMakers tests, the average improvement in test scores was 27 percentage points, i.e., an average score of 25% in the baseline test increased to 52% after the student participated in their programme.

## RH August programme

The programme used instructors' assessments, quizzes, class discussions, and written work to measure the students' improvement in maths. On the basis of instructors' assessments, 90% of the students gained noticeable value from the programme, improving their maths knowledge, skills and confidence.

## Achieved outcomes

1. 100% of the participants improved their core maths skills. This will help them access further education, gain better employment opportunities, manage their finances and improve their social mobility.
2. 100% of the participants improved their self-confidence, aspirations and sense of self-worth. This will help them to learn further skills, increase their positive motivation and propensity to contribute to society as well as boost their resilience when facing challenges.
3. 100% of the participants improved their interpersonal and employability skills. MathsMakers tutorials encouraged teamwork and problem solving in a small group. These in turn will improve wellbeing, understanding and social skills which are essential for their future life.



# MathsMakers

## Feedback from students

All of the students participating in the two programmes said they would 'recommend', or 'strongly recommend', the MathsMakers programme of learning and support. Please find some feedback from the students below:



"Explanations through questions and the low number of people in a group (more interactive and helpful than a full class at school)."

NH Year 11 participant

"I liked it when we had 1 on 1 as it was easier to say what I was thinking and for the teacher to correct my mistakes. I also liked when we played the games as it was helping us learn whilst we still had fun with it."

RH August participant



## Teacher's assessment: NH Year 11 programme Imanii's assessment

"Imanii came to the programme with a positive attitude and, despite not having a working camera, she engaged very well at all times, completing the homework, contributing answers and seeking clarification where necessary. I felt that the tutorials provided her both with useful revision and practice in areas where she was already quite confident and additional support in areas where she was unclear. Early on we identified that she was not entirely confident when using negative numbers and we were able to do extra practice in this area. The tutorials also incorporated plenty of practice on applied/problem-solving questions and Imanii benefited from guidance on how to approach some of these. On those where she was confident, she was able to share her strategies with the group.

Imanii occasionally lost marks in tests through misreading questions and it was helpful for her to be able to revisit these questions and note the importance of being clear about what is being asked. She scored a very strong 90% in the final test. I was also delighted that Imanii attended an optional final revision session and came with clear ideas about which topics she wanted to go over. This constructive, conscientious approach made it a pleasure to work with her in the programme."

## Feedback from parents

At the end of the two programmes, instructors sent a message to the parents of all their students with a short report on their child's engagement and progress during the programme. The majority of parents replied to say thank you for the support their child received. Below is a sample of the longer replies:



"Thank you very much for your feedback on our son's learning. He has been rewarded for his good work. Thank you for your help. We really appreciate it."

Parent of RH August participant

"My child is more confident and scores higher in maths tests. He is more willing to take on trickier problems as he transitions to Higher."

Parent of NH Year 11 participant



# My Yard

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My Yard supports community togetherness in Harrow, Bushey & Barnet. My Yard listens and helps the community, aims to reduce food waste and finds solutions to community issues.

**£8,000**

Grant awarded

**25**

CYP supported, ages 13-25yrs

## Impact summary

With Build Back Better funding, My Yard created its 'My Yard Changemaker' scheme, consisting of a team of young people to lead and devise future youth work. The group met weekly and devised a leadership program that works to meet the needs of young people.

This grant enabled My Yard to really listen and design its teen youth work with young people's views, needs and voices heard all the way. It helped them to understand barriers to attendance, issues around group dynamics, and barriers to attainment at school. It really showcased how important it was to the young people to feel involved at any age and not feel they needed to wait until a certain age to take responsibility or reach targets.

The young people designed the programme that aimed to create a future way of working that met their individual needs and preferences. They emphasised the importance of age diversity, one-to-one mentoring, group trips, flexibility, tangible outcomes, privacy and respect. They did not want to be treated as charity cases or as 'numbers' by others. The participating young people also expressed how important identity and items such as team hoodies and t-shirts felt as joining in with others they did not know well was less intimidating for them.

The design of My Yard's award program evolved over the course of the funding period. Young people feel invested and are very proud of the work they have done.

## Achieved outcomes

1. My Yard established a 'My Yard Changemaker' scheme which was designed and improved by a group of ten young people (the planned number of young people was 12).
2. Held weekly mentoring sessions and created individual targets and goals for 14 young people. Although this was slightly lower than the planned 20 young people, My Yard identified barriers when working with young people who needed a lot of extra individual support to even attend as it was expensive and time consuming for them. The local estate has become very neglected so this has created anti-social behaviour and tensions between families and groups of young people so larger groups are sometimes problematic.
3. Established a youth voice platform on Instagram and created drama and video content to reflect issues the young people feel strongly about.
4. Offered work experience, personal mentoring, university visits, fitness and self-defence training and created individual plans to sustain this developmental goals for 25 individuals. My Yard had planned to offer this to 20 young people initially, so this was higher than planned numbers.
5. My Yard Changemakers created a joint project of monthly youth voice meetings with the Met Police and these led to presentations representing Harrow Youth opinions.
6. As part of this programme, My Yard was able to include five 12year olds as young leaders.



# One Place

One Place offers acting, film, camera and sound workshops for young people from the Black Asian and Minority Ethnic (BAME) community, who are unemployed and are at risk of becoming involved in crime.

**£3,000**

Grant awarded

**20**

CYP supported, ages 19-25yrs

## Impact summary

Build Back Better funding was used to deliver a 24-week filmmaking workshop for 20 BAME people from Harrow who are unemployed or at risk of crime. The workshops covered acting, camera and sound skills, and helped them build their confidence and find a new direction in life. The project is based on a successful previous program that boosted the confidence of 70% of the participants.

This grant has contributed to One Place's vision of building the confidence and employability skills of young people from BAME communities in Harrow through filmmaking. It has kept One Place staying active by paying for the workshop's expenses. One Place has learnt new ways of improving delivery of its workshops.

For the participants, this workshop brought them together, built their confidence and provided them a new focus point through filmmaking. Outcomes achieved were broadly inline with expectations set by One Place.

## Achieved outcomes

1. Majority of the young people participating reported increased confidence and a new focus pointing away from crime.
2. All of the young people worked as a team which incorporated individuals with different skills, strengths and personality types as well as learning the practical skills of film making. Several young people reported learning the importance of team working and respecting the different talents people bring to the group.
3. More than 80% of the young people expanded their skills set and gained experience that will lead to career opportunities in an area of employment that interests them.

“

"Recently started the workshops and I am really enjoying coming out of my comfort zone and working with a great organisation"

Workshop participant

"It's really fun, informative and it's something to look forward to for sure and it's also a good way to make friends too!"

Workshop participant

”

Watch acting short reels  
created by young people in  
the workshops



# Somali Cultural & Educational Association (SCEA)

SCEA promotes young children's creativity through arts and folklore activities. It runs after school homework club to promote school achievement among the BAME communities as well as offering entertainment during holidays or school terms activity for children from low income households.

**£3,000**

Grant awarded

**85**

CYP supported, ages birth-30yrs

## Impact summary

Build Back Better funding provided outdoor activities for families and young people who were facing financial difficulties and boredom during the summer holidays. It has given young people the chance to see around notable venues, play and talk with other children and guardians; get entertainment and simply leave the four walls and TV at home. The grant enabled SCEA to take young people to visit Sea Life Aquarium and Kew Royal Botanic Gardens. The trips offered great physical and educational opportunities and filled young people with joy as they felt safe, happy and included, which in turn helps make a difference to their mental and emotional wellbeing.

The trips were very popular and there was a huge demand for the Sea life visit, they had planned to take 50 CYP but at least 85 young people wanted to participate (additional 17 guardians/parents also accompanied the 85 young people). SCEA tried to accommodate this unplanned demand from parents and children, therefore arranged two visits to Sea Life.

## Achieved outcomes

1. 100% of young people and their families reported improved wellbeing and happiness.
2. 100% of the young people felt that the trips allowed them to exercise their energies while in a positive safe environment.
3. All of the participants said that the trips allowed them to come together and lone parents to mix and connect with other parents/guardians. Parents with young children expressed how they were able to take London transport while feeling safe traveling with other parents and young children.
4. All participating young people were from BAME background and the trips prevented the children from hanging around on the streets and protected them from drifting to crime and unfavourable environment.

"I had a fun day at the Aquarium, today was the first time seeing sharks and all the other different animals in real life."

Young person visiting Sea Life

"Thank you, we had a lovely day and the children had fun making new friends, it is nice to see them happy. This has been a great day out as a family, being a single mum it isn't easy taking all the children."

Parent of participants





# The Josh Hanson Trust

The Josh Hanson Trust supports young people involved in violent crime through art therapy, workshops and offering advice on victims' rights.

**£8,000**

Grant awarded

**5**

Sessions delivered daily for six weeks

**10**

CYP supported, ages 13-18yrs

**100**

% participants from economically disadvantaged backgrounds

## Impact summary

The young people supported by the Build Back Better funding were all highly vulnerable and presented many challenges including social services intervention, drugs, parental neglect, emotional abuse, mental health challenges, low self esteem and mood and anger issues. Three of the participants had disabilities including ADHD, Learning and Cognitive Delays, Tick disorder, and Deafness and Partial Hearing.

There was a noticeable improvement in the mood and demeanour of the participants at the end of each session. The young people fed back that they felt better and relaxed after leaving the sessions and were all happy to return the following week. The head of year also followed up with the students emailing them and their parents/carers the art tutorials after each weekly session. The participants felt the sessions were too short and were interested in attending longer sessions and workshops in the future.

The young people engaged in conversations regarding self-love, kindness, managing anger, crime prevention, keeping safe, stress, coping with exams, socialising with other students and self-care. The majority were anxious and overwhelmed with the volume of homework and written assessments and appeared very stressed in some of the sessions. Participants mentioned that the techniques they learnt really helped them and were happy to engage (for example, in the breathing exercises at the start of sessions).

## Achieved outcomes

1. All participants reported improved mental and emotional wellbeing, by using creative art to increase confidence to cope with life's challenges; 50% participants now use art to help them cope and express their feelings when they don't want to talk about their feelings.
2. All participants heard Josh Hanson's story which addressed knife crime, prevention, intervention, decisions, and discussions on how to make the right choices. 83% of participants now understand the consequences of crime, and 50% now feel confident to make the right choices. All participants now understand how to keep themselves safe, and 83% are looking forward to their future and what it may hold.
3. All participants looked at trauma and how it impacts lives on a daily basis. Subsequently, 50% of participants now feel confident to share their feelings when they are sad.
4. All participants learnt about Fine Line Art, created artwork and improved drawing skills; 83% of participants now know how to use fineliner pens and watercolour paints.



# The Josh Hanson Trust

## FEEDBACK FROM YOUNG PEOPLE

All young people engaged in the sessions and produced artwork, as shown below. Some participants also spent time at home with family and siblings creating art which they brought in to show The Josh Hanson Trust.

"I know not to go out with people who will make me do something bad"

"Art distracts me from feeling angry"



"The sessions were good. They explained everything clearly. When I'm stressed/angry, I know I have to do something that will help me. I'd recommend the sessions to others as it helps with emotions and to be good at Art!"

"I have learnt to be myself! My personality is great and I don't need to do anything. The sessions help when I was struggling - they built me up and have given me courage to do things"



## Feedback from Nower Hill High School

"The Fine Lines Art Project was extremely well organised. Early communication from Tracey Hanson enabled the sessions to start in a timely manner and students were referred.

Each week, it was really useful to have a verbal and immediate update of how the students were engaging in the sessions and for me to give you any information that may be useful to help explain and manage their emotions in the sessions.

The resources were well received from the students, they were happy to attend and enjoyed the small group setting. It was a pity that some of them did not receive the weekly instructions that I sent home via letter after the sessions so that they could revisit and practice the skills taught each week. More 'buy-in' from families would be needed for future sessions to ensure further success in this area. Thanks so much for coming in and seeing the KS4 students"

Mrs C Cox, Assistant Headteacher and KS4 Student Support



# Sweet Science

Sweet Science builds skills and confidence through a combination of non-contact boxing and mentoring for children and young people of Harrow.

**£7,995**

Grant awarded

**65**

One-hour sessions delivered

**97**

CYP supported, ages between 5-25yrs

**8%**

CYP with SEND

## Impact summary

The programme effectively increased stress endurance and self-assurance, while also improving self-esteem and self-awareness through mentoring. It promoted positive attitudes and helped participants set and achieve goals through team-building and shared goals. The funding not only benefited the participants but also raised awareness of the benefits of non-contact boxing as a tool for developing transferable skills. With Build Back Better funding, it reached out to a wider audience and offered benefits to those who needed it the most.

Sweet Science tailored all activities according to the individual needs of the participants; taking into account their unique set of skills and desires. The staff took time to get to know the children and find out how best support them in their journey to build confidence and resilience, and help them improve their skillset. During the mentoring activities they provided targeted interventions and support.

## Achieved outcomes

1. All participants gained practical skills in terms of career planning. Participants were offered support in areas such as setting realistic goals, selecting career pathways, attitudes towards work, public speaking and job interviews, coping with stress and dealing with rejection.
2. All children and young people increased self-confidence and developed discipline through non-contact boxing activities. This will help them overcome issues related to inequalities.
3. All children and young people were enabled to choose constructive life paths and Leroy at Sweet Science encouraged them to raise their aspirations through intensive mentoring sessions. This will help them realise and understand their own potential.

## Feedback from parents



"Our son has attended sweet science boxing programme, we were keen to find him a club or hobby to help him with his social anxiety, when we had the first session with Leroy our son really enjoyed himself as all the negative imagery he had of going somewhere like a boxing gym was laid to rest by the great coaching and extra reassurance he was given by Leroy, he has made new friends which is something he also found difficult in the past, we find sweet science boxing to be a brilliant help with our sons anxiety and would recommend Leroy as a trainer and mentor as he has a great understanding of our son's needs."

Parents of participant



# Synergy Theatre Project

Synergy Theatre Project works with prisoners, ex-prisoners and young people at risk of offending through access to the arts and theatre, while placing the wider issues surrounding imprisonment in the public arena.

**£8,000**

Grant awarded

**5**

Secondary schools engaged in Harrow

**1029**

CYP supported, ages between 5-18yrs

**2 + 1**

CYPs engaged from two Harrow Pupil Referral Units (PRUs) and one youth club

## Impact summary

Build Back Better grant allowed Synergy to tour 'He Said She Said', a play that explores how social media can lead to violence among young people. The play tackles themes such as knife and gang crime, exploitation, peer pressure, online bullying and choices and consequences. The cast and crew included ex-prisoners and professionals. The production was performed by a cast and crew of professionals and ex-prisoners and was followed by a post-show Q&A with the team. Synergy also created an online education pack with recorded workshops to support the tour and spark discussions about social pressures and expectations of social media among students and teachers.

The play increased access to the arts for young people who rarely/never attend theatre, by offering a free, relevant and professional production in their school or in a theatre. The cast and crew shared their non-traditional routes into the arts and inspired the young people to consider their own creative potential and opportunities. The workshops targeted students at risk of exclusion/offending, and involved professional facilitators and ex-prisoners who shared their personal stories. The evaluation showed that young people responded particularly well to this element of the workshops. Many came from disadvantaged backgrounds.

Synergy has delivered remarkable impact with this project, reaching more than double the number of young people than planned and overcoming the obstacles of train, tube and teachers strikes that dominated the tours. Not only did this grant help them to respond to requests from schools and PRU's to remount the show, it enable them to expand their network in Harrow and raised the visibility and reputation of Synergy's work for young people.

## Achieved outcomes

- 1.92% of young people participating demonstrated a shift in attitude towards social media and violent crime and its consequences, impact on themselves and their community.
- 2.95% of participants who were selected to attend the post-show workshops (the most vulnerable to crime and social media) want to engage further with Synergy to explore this subject and others relating to criminality through creative engagement.
- 3.77% of teachers who gave feedback felt better equipped to discuss the impact of social media and the real life consequences of online activity through the play, workshops and education pack resources.



# Synergy Theatre Project

## FEEDBACK FROM YOUNG PEOPLE, SCHOOLS AND THEATRE REVIEWS

The play impressed and engaged young audiences with its creative use of spoken word, music, comedy and youth culture references. It also tackled relevant and urgent issues of social media, youth violence and crime with authenticity and credibility, owing to the involvement of ex-prisoners. The performance and Q&A session encouraged young people to think and talk about their own choices and responsibilities regarding social media. Young people praised the show for its:

"This show demonstrates the impact of gangs and the dynamic relationship within gangs"

Young person from Thomas Moore School

"Was very useful to understand the dark side of social media"

Young person from Ignite youth group

"The play was about how your choices can affect others"

Young person from Park High school

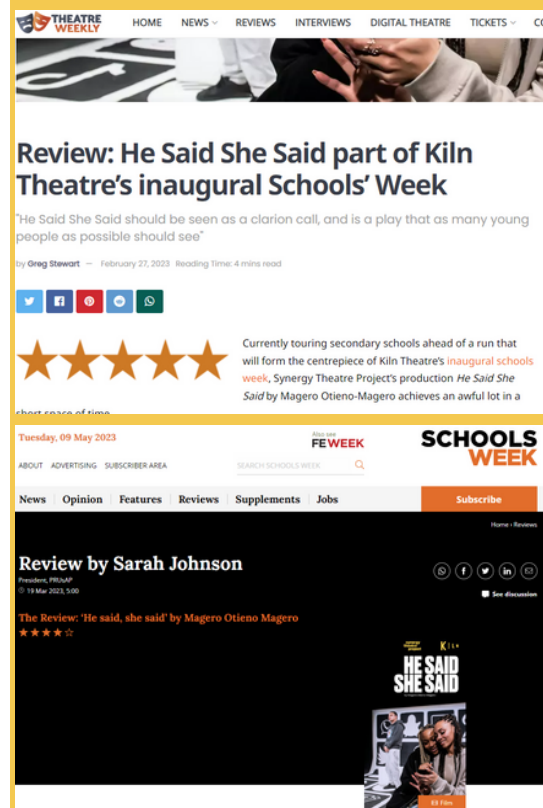
### CASE STUDY

This tour had a particularly noticeable impact in one school where several young people who watched the show had experienced remarkably similar issues to some of the characters in the piece.

Post-show in this school one young person disclosed to a cast member that they had experience of feeling pressured to hold a weapon for a boyfriend in the past, like Kayla in the play. This young person took part in the post-show one-off workshop where they were further able to explore their experiences and the choices they had made in a safe and supportive environment and to reflect on how they might handle that or similar situations differently in the future. The workshop leader noted that the young people, through honest and raw conversations with the Synergy facilitators, felt able to share and explore things in this workshop that they might otherwise hide due to shame or fear of judgement. The workshop leader noted that in general the group developed respectful and attentive listening through the workshop and this young person showed a development in confidence and sharing as the session progressed.

A teacher shared that at least 3 others in the group had, to her knowledge, been directly affected by the issues/circumstances explored in the play and how pertinent and impactful she felt it had been for them to be able to watch the show and take part in the post show Q&A and workshop to further explore these issues. The show and workshop inspired Synergy to reconnect with the school and offer online one-to-one creative support for young people at risk. Synergy hopes to work with them further and help them avoid negative or criminal pathways through art.

### Reviews from Theatre Weekly and Schools Week





# The WISH Centre

WISH prevents self harm, abuse and exploitation of young people.

**£8,000**

Grant awarded

**58**

CYP supported, ages between 13-25yrs

## Impact summary

Build Back Better funding was used to set up a Youth Advisory Group and the grant also included recruitment of minimum three young trustees, co-design marketing materials, service evaluation, feedback, partnership engagement, and strategy development. The Youth Advisory Group worked to encourage young people, aged 13-25 with lived experience of mental health issues and services, to come forward to inform and shape decisions, subsequently making WISH a better place for young people.

The funding improved the governance, marketing, service and training of WISH. The project has involved young people with lived experience in decision-making, website design, social media management and training development. The project has also re-designed their art therapy groups and recruited a youth worker to meet the needs of young people who use the services.

It is now providing a more youth focused approach. Much of its youth voice work declined during and post-pandemic and now it is an ongoing priority. WISH use a trauma informed model which has at its centre the aim to involve young people in being active in social justice as part of their recovery journey. The project showed evidence of improved mental and emotional wellbeing of the young people that participated in the project. The young people also developed skills such as communication and providing feedback. Young people felt their opinions and ideas were validated and put into action. Co-designing the website surveys and service user feedback digital surveys has enhanced participants' written and design skills.

Young people with lived experience were recruited through social media and posters. The Youth Advisory Group was held weekly and monthly, meeting both digitally and in-person. WISH also ran a Digital Support Group, where young people involved also received peer support

## Achieved outcomes

1. More than half of the participating young people reported improved emotional and mental wellbeing.
2. 16 young people felt that they contributed to building the service model and offer for young people to include a wide range of activities and interventions, including non-clinical, peer-to-peer support and creative options for inclusion.
3. 7 young people felt that they contributed to creating Youth Voice strategy, reviewed and embedded it in WISH's governance, comms, service development and shared it with partners.
4. Recruited 3 trustees through reviewing governance thus increasing trustee representation (50% young trustees/female/non binary/BAME/LGBTQ).



# The WISH Centre

## CASE STUDY

Making the transition from service user to Young Trustee has had an amazing impact on the young people involved. Chloe, 18, started with WISH as a service user during the pandemic when she was 16 due to self-harm and suicide ideation.

During lockdown Chloe was in a digital peer support group and first met WISH staff in person at an outside group session in the local park when this was allowed. Chloe was noticeable for not speaking at all. Her shyness was high and her self esteem low, Chloe continued with the group sessions and also started WISH's outdoors Walking Therapy.

When Chloe ended her sessions she kept in touch through WISH's ongoing Digital Support Group and although she had just started University and was anxious about whether her mental wellbeing was going to enable her to continue, she was keen to get involved with WISH's Youth Voice project – wanting to help other young people benefit and to help improve WISH's services. Chloe led on the design of WISH's youth surveys and website and social media development work, and with encouragement applied to be a Young Trustee at WISH where she has made a huge impact on strategic and operational decisions.

It has been rewarding to see Chloe find her voice and help others to do so. She now gets involved in our social media campaigns and will be involved in the recruitment of more young trustees.



"I am currently studying psychology in education at University. I became a Trustee for the Wish Centre as I saw first-hand the incredible work they do and I feel passionate about spreading awareness about young people's wellbeing and mental health".



# Watford FC Community Sport and Education Trust

Watford FC runs over 30 different projects. Each project befits one of its five key pillars; Sport Participation, Social Inclusion, Health, Education and Community Facilities and is designed alongside its overarching aim to make a positive difference for all through sport and learning.

**£2,904**

Grant awarded

**33**

CYP supported, ages 5-18yrs

## Impact summary

Build Back Better grant has provided Watford FC opportunities to develop its current provision to suit to needs of its young people. Through youth voice activities, Watford FC was able to give young people a voice to express how they feel about things that impact them in the community. Specifically what young people would like to see at the community centre that will have a positive impact on everyone that attends and shape Watford FC's delivery to reach outcomes of being more active, have a better understanding of healthy lifestyle and way to develop their mental and emotional wellbeing. This funding has allowed them to help its young people receive appropriate support and education on relevant issues in the community.

Through conversation, workshops and social action projects that young people have completed, they have helped their peers as well as themselves which allows them to have a sense of achievement, knowing that they have made a difference. As well as this, participants have had opportunities to be more physically active and know where and who to contact to get support on their mental and emotional wellbeing. As a result, this has helped participating young people build their self-belief and confidence knowing they can make a positive impact in the community. They have now got the skills and mindset make a change in their community due to the impact this programme has had on their personal development.

Although Watford FC faced a few barriers, mainly inconsistent attendance, all the outcomes set for its young people by Watford FC were met or exceeded.

## Achieved outcomes

1. All of the young people increased their participation in current provision.
2. Majority of the young people participating felt that they received support and education on healthy eating.
3. More than half participating young people helped Watford FC shape its future provisions to meet the needs of its young people (through Youth Voice sessions).
4. Several participating young people found that the workshops they attended supported their mental and emotional wellbeing.



# Watford FC Community Sport and Education Trust

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## CASE STUDY

Engaging with Watford FC led to increasing confidence for a young person with ADHD and Asperger's syndrome.

A young person at our centre who has ADHD and Asperger's syndrome attended Watford FC's sessions as a quiet and shy person and didn't know many people at the centre, however was kind and would always come in early and ask staff how they were doing. Due to the positive relationship this young person created with staff at the centre and other peers, he was asked to take part in the Build Back Better programme. As the weeks went on, this young person started coming out of his shell, interacting well within our youth voice sessions. He gained confidence and had belief that he could make a difference in our community and started contributing more to the sessions. This young person has grown as an individual and has created positive relationships with everyone at the centre – he is always the first one to volunteer on different activities, projects and always wants to be captain when playing football which shows how much he has developed his interpersonal skills. This person now attends our centre on a regular basis and is great to have around of our session.

## Feedback from young people

“

“I have never had an opportunity to help my community in the way we have been able to through this project – I feel proud helping to improve my friends lives.”

“I have met new people and made new friends. It's good to see more people at youth club and kicks.”

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3



# HOPE (Harrow)

HOPE works with parents, carers, foster carers and kinship to enhance the lives of children and young people. Our facilitators and mentors work with parents and carers to build upon existing skills whilst encouraging small, manageable changes which lead to less tension and improved family relationships.

**£8,000**

Grant awarded

**70**

Parents/carers supported

**136**

CYP supported, ages between 0-25yrs

**33**

% parents attending a parenting intervention claim a means tested benefit

## Impact summary

This funding was to pay a contribution towards the salary of HOPE's Director to ensure it can continue to offer effective support to parents and their children in Harrow. Examples of interventions used by HOPE are parenting courses, workshops of parent mentoring. The interventions are parent-led and child-focussed. Build Back Better funding supported 70 parents/carers in total and 136 children who benefited from their parents attending parenting support. These numbers are higher than the anticipated 60 parents and 100 children. Among the 70, there were 19 foster carers, 22 single parents, 10 parents reporting mental health issues and 26 ESOL parents (English is not their first language).

The two most significant positive outcomes reported by the parents were the children were more cooperative and their relationships with their children/young people had improved. When the parent and child relationship is positive this opens the door for improved communication, which is important. It keeps dialogue open to enable parent to support, guide and protect children/young people from harm. Feedback included increased family time, the children/young people spend less time outside the house, parents are more able to effectively parent and supervise and are more able to keep their children/young people safe.

## Achieved outcomes

1. 100% of parents/carers participating increased their parenting skills to effectively parent. Parenting support included enhancing parenting skills, confidence to support and parent their children/young people effectively.
2. 100% of parents/carers reported improved mental health and wellbeing in their children. The most significant positive outcomes reported by the parents for their children were "more cooperative" and "improved relationships".
3. 100% of parents/carers reported improved mental health and wellbeing in themselves. The most significant positive outcomes reported by the parents for themselves were "more confident", "more optimistic" and "more relaxed".



# HOPE (Harrow)

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## CASE STUDY

Harrow-based family of three self-referred and attended one-to-one mentoring sessions with HOPE facilitator. The case study below describes the challenges the family faced and how mentoring support has helped them overcome barriers. The family unit is now united in their approach and their thinking. The family agreed to be part of a video for them as they greatly benefited from their help.

Aisha is a single mum of child M (7) and is currently living with her mother Moe. Aisha previously attended and completed the 8-week "Effective parenting" course with HOPE and more recently participated in two online workshops. Aisha was trying to implement the strategies learned on these courses with her daughter M, however felt undermined by Moe.

Moe would question Aisha's parenting and frown upon her methods. Moe was brought up with the thinking that children "should be seen and not heard" and this is the method that she had also developed with her own children and now with her grandchild, child M. This led Aisha to lose her confidence in her parenting and Aisha would constantly question herself as to whether or not she should be "stricter" with her daughter.

During the lockdown, the family tension increased and Aisha felt insecure and unhappy. Aisha was concerned that child M "doesn't listen" and is always pushing boundaries. She turned to H.O.P.E to receive one-to-one parent mentoring to increase her confidence, improve the family dynamics and ultimately support her daughter's wellbeing. Through strategies such as descriptive praise, use of language and active listening, Aisha was able to raise parental presence. This increased her confidence and she was able to understand her daughter's needs and respond appropriately.

Additionally, as a result of HOPE's intervention, Aisha is able to communicate better with her mother, Moe. They both agreed to use positive parenting strategies with child M and noticed a change in the family atmosphere and child M's behavior.

"My mentor was brilliant at working with us together as a family to help us give my daughter a united message and it helped immensely and brought us closer as a family (while living in quarantine)....I found the mentorship programme invaluable and I hope it can continue long term so other families can receive the support my family received (particularly at the most difficult of times)"

Aisha, parent supported by HOPE

[Click here to watch the video](#)



# Kids Can Achieve (KCA)

KCA provides services for children and young people with learning disabilities and their families. It supports children with complex and multiple disabilities. Their core services are holiday playschemes, after school club, Saturday club, one-to-one support and family support and therapies.

**£8,000**

Grant awarded

**40**

CYP supported weekly, ages between 5-25yrs

## Impact summary

KCA used this funding to expand their core team and ensure stability within the team and organisation. Build Back Better funding went towards the salary of one of their one-to-one community support workers. With the loss of income throughout the pandemic and also with the rise of core costs with the current cost-of-living crisis, this grant has secured KCA's financial sustainability, staff loyalty and morale of the organisation. Moreover, it has enabled them to continue to provide high-quality and consistent support for children and young people. The funded community support worker supported 15 children and young people weekly, however the impact of this role was more broadly seen across the service and therefore impacted all the children it supports (estimated 100 children and young people).

Throughout the pandemic, KCA were only able to provide a reduced service for the children and young people it supports. It has been able to gradually expand this and are now offering support at levels pre-pandemic and have also been able to increase their capacity due to having consistent staffing which this grant has helped with.

Many of the young people KCA work with lost their confidence over the pandemic and found it very difficult to reintegrate into social situations and to go out and about in the community and to make friends. The lockdowns disrupted the routines of children with learning disabilities and caused them to exhibit more challenging behaviours. Through community support worker's support, staff have been able to work with individuals on their confidence and to help them be happy, socialise and be part of their community. This funding has enabled them to be consistent and stable as an organisation and, consequently, helped young people reintegrate into the community, meet peers, make friends and have access to the opportunities all young people should have.

## Achieved outcomes

1. All children and young people with learning disabilities and complex needs had access to play and learning opportunities just like other young people.
2. All children and young people were enabled to socialise and make friends with other like-minded people, which in turn reduced social isolation of young people with learning disabilities living in Harrow.
3. All children and young people are given the best possible start in life and access to the community just like everyone else, which in turn reduced the inequalities that young people with learning disabilities and their families face daily.



# Kids Can Achieve (KCA)

## CASE STUDY

Daniel (7) has severe autism and he is preverbal. He first started with KCA a month before the summer holidays attending their Saturday club. He lives with his mum and older brother who goes to high school. Daniel's mum was referred to our Family Support service as she was struggling with Daniel behaviour at home and she could not cope.

KCA family worker supported Daniel's mum emotionally and to seek the right support from health services. Home life was very chaotic for Daniel and his family, he needs constant attention, he head bangs and can get distressed easily. Mum was very tired, suffering with stress and back pain as he needed to be in her arms the whole time to stop these behaviours. Daniel takes medication to help him stay calm and to sleep and he is now on new medication which is helping.

Daniel attended a number of sessions over the holidays and KCA and his mum saw how much he progressed from the start of the holidays to the end. Daniel loves being outdoors, playing on the swing and the bouncy castle, he also enjoys the soft play area and ball pit. KCA support workers have set up routines for Daniel as he really needs structure and to know his boundaries. This helps with his anxiety.

KCA support workers implemented strategies such as introducing a quiet place to go to calm down before escalation; PECS (picture communications) so that Daniel is able to show what he wants or he will take your hands to take you to what he wants; and tried Makaton signing, which KCA will continue to work on with Daniel as he develops his communication methods.

KCA support workers have learnt to look out for stress signs and to redirect him to soft play or the bouncy castle. During lunch times at first Daniel would not sit down with the other children and eat lunch. He now sits down with the other children and eats lunch and socialises – pizza was his favourite lunch. When Daniel first started coming to KCA he wanted to go home as soon as he arrived but now he is entertained and likes to engage in the activities. He enjoyed taking part in the yoga sessions.

Mum is happy as she has been able to have a break from her caring responsibilities and she has seen a change in his behaviours. Daniel travels to KCA in their minibus which has helped with his transitions at school as he struggled getting on and off the bus at school. School has reported they can see a marked improvement because of his attending KCA. The frequency of Daniel head banging has reduced and mum said that it has been the same at home. Daniel has also stopped showing behaviours he used to such as biting.

Attending the summer scheme was so crucial for Daniel and his family as it gave them a much needed break and has helped Daniel develop new structures and routines, to engage in activities, have fun and reduce his stress and anxiety and the frequency of his head banging.

# MIND in Harrow

Mind in Harrow is a leading mental health charity for Harrow residents. MIND helps over 1,000 people each year, providing support in many ways: through its Helpline; Counselling; Befriending; Social groups; and education projects.

**£7,972**

Grant awarded

**680**

CYP supported

## Impact summary

Build Back Better funding was used to fund MIND's part-time Outreach & Engagement Co-ordinator whose funding would have ended July 31st 2022. The Outreach & Engagement Co-ordinator helped young people who faced challenges due to the pandemic get mental health support from HeadsUp. The support was for young people who were LGBTQI, had ADHD/autism, were refugees or had experienced trauma. The support improved their wellbeing, self-esteem and resilience and helped them make positive choices.

## Wellbeing workshops and volunteer engagement

Between August and December 2022, MIND delivered ten engagement and outreach events (target eight), including two drop-ins each reaching 50 young people, a parent workshop and Wellbeing Workshops with 561 young people. The Outreach coordinator also supported the annual HeadsUp Conference in November, which was delivered with six of its volunteers and service users.

## Additional capacity to focus on securing core funding for 2023

As agreed with YHF, MIND used this grant to increase capacity (as above) and allow Senior HeadsUp Coordinator to focus on strategy development and fundraising. Thanks to this grant MIND has secured £40,000 from CNWL as part of the Emotional Health and Wellbeing programme to increase MIND's Wellbeing Workshops and training provision in 2023. MIND also submitted a £380,000 application to the National Lottery Reaching Communities Partnership fund.

## Achieved outcomes

- 1.661 young people across Harrow accessed mental wellbeing workshops and outreach.
- 2.MIND increased its fundraising capacity to secure the HeadsUp consortium's future by securing £40,000 funding and applied for £380,000 worth of funding.





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# Shared learning

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Learning is essential for achieving our mission and maximising our impact. In this section, we highlight some of the things that have worked well and things that we have learned from monitoring reports received from our grantees in the past year.

## **What worked well with our grantees?**

The Build Back Better funding enabled new interventions to be piloted and tested with beneficiaries, ranging from Harrow Carers setting up an archery club to generate income in the future, to increasing capacity by employing more staff, to setting youth advisory boards to co-design service offering. The feedback received from beneficiaries on new interventions has been invaluable and has already allowed some grantees to tailor activities, therefore increase their chances of achieving their intended outcomes and maximising their impact.

Another aspect that grantees have excelled in is their ability to adapt their services to meet the changing needs and preferences of their beneficiaries. In the impact report there are many examples of grantees changing the way service is offered or the grant was spent. For example, Arts For Life began running sessions on weekends to enable beneficiaries to attend and be relaxed on a day that they do not attend school. However, this meant that it had to consider its lone working policy and ensure that it operated in line with this, although it entailed a higher cost.

## **What challenges and barriers did our grantees face?**

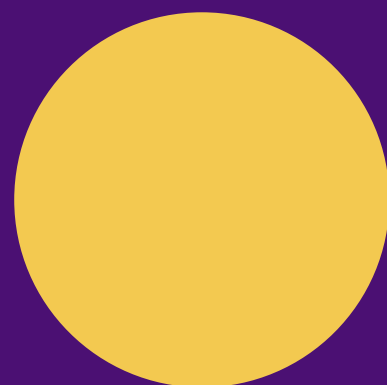
The largest learning for YHF is that many of the grantees faced barriers related to participant engagement and retention. Although the overall number of children and young people the funding benefited (2,922) exceeded the anticipated figure (2,315), several grantees fell short of attracting the planned CYP figures in their application and also meeting the outcomes they set. This might be due to coming out of the pandemic but also that it can be difficult to predict and often those applying tend to over anticipate. Another reason could be that organisations are opting to provide more intensive, tailored interventions and one to one emotional support, which affects the number of young people that can be worked with. YHF will continue to support our members to plan and budget more realistically and making outcomes 'measurable' and 'achievable'.

Several grantees cited barriers related to external factors, such as transport and teachers strikes affecting the delivery of their work. External limitations such as COVID-19 restrictions affecting the delivery of the SEND provision and worsening living conditions due to cost of living crisis has meant that grantees have struggled to deliver services as planned. Fortunately, most have been able to overcome this barrier by offering flexibility but it is vital that organisations keep this in mind when planning delivery as these factors also impact the numbers.

Challenges such as staff turnover and retention has plagued the charity sector repeatedly so it wasn't a surprise to hear from some grantees that they might need to amend project timelines. YHF will encourage grantees to think about mitigating key-person risk in the future.



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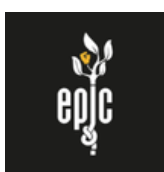


# Acknowledgment

On behalf of all delivery organisations, we would like to express our heartfelt gratitude to Harrow School (funding £108,000), Deo Duce Foundation (funding £10,000) and Rainbow Fostering (funding £2,000) for their generous and continuous support\*. This would not have been possible without your kindness and generosity.

Thank you again for being at the heart of this funding and providing better, sustainable, high quality support services for children and young people in Harrow.

## Delivery organisations funded through Build Back Better 2022-23



\*YHF made up the shortfall in grants awarded (page 4) using our core funds.