



Year Four Evaluation Report Jan 2024:
Dream Believe Succeed (DBS) funded by Young Londoners Fund
S. Rice Jan 2024

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1.INTRO AND CONTEXT YEAR FOUR

Dream Believe Succeed (DBS) is a collective approach between Edmonton Community Partnership (an alliance of 18 schools), three community/third sector organisations and local young people. The main aim of DBS is to provide prevention and intervention programmes to C&YP (Children and young people) aged between 10 and 15+ years old who are at risk of involvement in crime or in the early stages of involvement in crime: “We know that effective early intervention is about taking action as soon as possible to tackle problems for children, young people and families before they become more difficult to reverse. This resonates with one underpinning pillar of ECP which is intervention and prevention. Over the past two decades, the Partnership has grown and adapted in line with the needs of our schools and the diverse communities we serve. We have worked with local educators and partners to deliver quality enrichment and extracurricular opportunities and experiences to our children and young people, both in-school and out of school. Our mission is to address challenges faced by children and young people (CYP) early on, focusing on those in Year Five to Year 11 within our 18-school network in Edmonton Year four evaluation is a snapshot of what has been achieved to date: across all the partners input with the continued backdrop of the cost-of-living crisis which has had a great impact on the lives of young people concerning their wellbeing.

Year Four - Scale-Up funding from the Violence Reduction Unit.

In year Four, working with high-risk young people part of the place-based targeted work such as the Pymmes Park area continued, this includes the development of a youth hub in Pymmes Park where ECP, on behalf of DBS secured a lease so that a range of community provision could take place. One expectation was to see a change in the behaviour of 50% of the young people.

ECP, Blingwear, and DJMC at the centre have been working with them on issues related to their personal and social development, encouraging them to develop a rapport with the youth workers. They participate in alternative education and volunteering opportunities, such as setting up the running of a youth hub in the area, so that young people view themselves positively and access education, training, and employment opportunities. Hence removing them from a downward spiral into violence and crime which has very negative consequences for young people, families and communities. Though there have been a number of delays this has finally taken shape such as the building of a music studio on site.

In Year Four, there was a continual focus on closing the educational gap. Recognising the impact of Covid, it was decided to focus on Maths and literacy intervention in primary schools, considering the level of need within the ECP alliance.

2.PARTNERS

As identified ECP work closely with our 18-school alliance, Enfield Local Authority (Youth Service) and our delivery partners;(See below for details)

Edmonton Community Partnership (ECP) is an alliance of schools and members of the local community. Managing a range of local projects and events that help improve the lives of children, young people, their families and the wider community in the local area of Edmonton. ECP began in 2011 when a group of local schools came together to address some of the issues facing shared communities. “Together we have run many local projects to address the complex needs that exist within Edmonton, providing support for our schools and the local community”. One aspect is employing two mentors who provide support to a range of young people within the alliance and also connect with parents of those young people who they mentor to ensure a holistic support.

Platinum Performing Arts (PPA) established in 2006 in the London Borough of Enfield, as a Non-Profit organisation to help support young people. Providing them with a platform to boost their confidence and pursue their dreams. Maintaining strong links with the performing arts industries ever since.

Bling wear Street Art offers an opportunity for creative expression using art on a variety of materials. Bling wear UK are world famous for graffiti art, mural, graffiti workshops.

British DJ and MC Academy (DJMC) founded in February 2008: youth arts organisation aimed at improving the lives of young people through participation in music and the creative arts. The main focus is helping young people to transform their lives by creating opportunities for them to engage in various aspects of music industry. Mentoring these young people to help achieve their goals. Their uniqueness is their ability to reach young people in their own social environment through their fully customised DJ Vans.

Mr Isaac Anomy (Mr Numbervator)

Qualified and experienced teacher / Maths Consultant in Key stages 1 – 4. Supporting, enhancing, and enriching pupils' transition from Year 6 – year 7 and providing professional development in maths to KS3 teachers by modelling, presenting and delivering 'live' maths lessons as examples of where to pitch teaching for new Year 7 pupils.

All partners have networks of C&YP (children and young people) they work with outside of DBS, and consider the approach by DBS to be vital as part of the conduit to the prevention of offending and re-offending. As well as breaking a continuing cycle of poverty and lack of gainful employment opportunities.

3. LESSONS FROM YEAR THREE: DAY TO DAY PRACTICE

Based on last year's report, to strengthen the practice and monitoring the following has been put in place:

- **The British DJ and MC Academy:** "Looking forward to open access in the spring as the winter is challenging and hopefully will get access to more parks which are in the hot spot regions". This has continued to happen in year four where there is currently outreach work taking place at Fore street and other sites (Klinger estate). Finally, access to Pymmes Park for studio space has been granted, and DJMC has been working in the area for a number of years through DBS. There has been a core group of young people who helped decorate and prepare the studio, which they have now completed. The studio and youth provision now operate every Friday (and possibly Wednesdays after the February half-term).

- **PPA:** Its very healthy to be back providing activities off site from schools such as the Millfield Theatre and other sites as it widens young people's horizons and enables them to come out of their comfort zone as they go to different environments. This has continued to happen and one of the key developments was the establishment of a girl's group where those involved have built up self-confidence, resilience and a new friendship group outside of school

- Mr Numbervator has continued to support pupils across several key primary schools in Mathematics. As a result, students have shown increased confidence in participating in SATs and multiplication tests, leading to improved grades. Additionally, we piloted Literacy Support (via the #Whatif budget) in four schools this year. This funding was used to procure books, handwriting pens, and facilitate workshops tailored for students aiming for Greater Depth Writing.

LESSONS FROM YEAR THREE: STRATEGIC

- The Youth Offer has continued to be enhanced in Edmonton as the networks and bonds had been embedded with various agencies. Young people have had more opportunities in Year Four to build friendships outside of their immediate peer group as they would be involved in a wide range of provision such as, Holiday Provision, DJ workshops, Podcasts, Theatre opportunities to name but a few. This continues to create a sense of belonging for young people in Edmonton.

- Year Four has continued with attracting additional funding so that the mission statement of ECP to address and tackle as a collective the underlying issues of poverty, injustice, and disadvantage has enabled more for families in need to access a variety of projects such as our #Whatif project which aims to provide crucial emotional and wellbeing support to Edmonton's most vulnerable children. Amidst the pandemic's aftermath, a surge in poor mental health was observed, particularly among students struggling with lost learning and socialisation challenges. Initially launched in 2022, the project received additional funding for 2023 due to its positive impact. In collaboration with schools and the Wellbeing Connect Service (WCS), families receive mental health assessments and ongoing support, improving school behaviour, academic outcomes, and family awareness of available health services. Funded by the local NHS, the project addresses mental health disparities, offering early interventions, career workshops, literacy services and numeracy classes to combat educational inequalities and promote overall wellbeing. Our targeted girls' football project, funded by the London Marathon Foundation, aimed to encourage minority groups to engage in sport/exercise while utilising community facilities. By offering girls-only football sessions in Edmonton, we strived to break barriers such as financial constraints, lack of confidence, and safety concerns. Inspired by the success of The Lionesses, we provided after-school clubs, lunchtime sessions, community sessions, holiday programmes, and weekend sessions, ensuring inclusivity for all, including wheelchair users.

4. LEADERSHIP AND MANAGEMENT.

The leadership and management in Year Four continues to develop. This was reinforced after a partner away day across the ECP partnership to produce the strategy document: ECP Resolute Towards 2025: A Social Change Strategic Plan. Thereby all partners have signed up to a common goal with DBS as one of the strands

Innovation continues to be an underpinning aspect as the project and accessing positive opportunities for young people, families and communities living in Edmonton. This approach has enabled lateral thinking regarding meeting the needs of the C&YP, working outside the box and across professional boundaries such as the STEM initiatives. Ensuring the values of responsiveness, openness, willingness to trust other partners. Continuing to work from young people's perspectives and concerns. This is also seen when visitors attend meetings from different funding streams such as the VRU provide positive feedback. DBS was the port of call for the Mayor of London when launching his knife crime strategy in November 2023 as he is aware of the excellent practice that takes place. He had an in-depth discussion about the impact of knife crime with a group of young people from PPA and the importance of raising young people's aspirations to avoid the negative spiral of crime.

This approach is reinforced by the range of comments from partners in the interviews:

"Leadership and Management continues to be great as it is based on being responsive to need so that new projects can be delivered to young people and the continuation of funding has been a big strength of DBS".

"Trevor came to observe me and asked how can I support you, need more resources and he delivered on that promise.

"All the necessary support provided, regular meetings and opportunities for discussion which has enabled me to develop practice"

The partners have met quarterly during Year Four to explore work to date, and possible spin offs. The collaborative element of the project in year four has grown given that funding for DBS was secured for year four and five.

Furthermore, communication with schools continues to improve so more schools have taken up the opportunities that the DBS project offers such as Bling wear and the work by DJMC at Westlea, St Marys, Edmonton County Primary and Alma. This has included a course on safety awareness for Year 6 and Radio Presenting course.

5. BUDGET

In year four the budget for DBS was £109,450.00, additional funding attracted has seen an increase on year three's budget of £118,750.00 to £223,679. The continued good track record of DBS has also enabled the following funds to be raised to develop youth provision in Edmonton:

£87,024 Holiday and Food Programme fund, utilising our partners at Platinum Performing Arts, DJMC, BLING and available to students first contacted through our work on DBS. A programme of fun, physical and learning activities with lunch provided for all who attended, delivered across several different sites. This is divided into the Easter holiday programme £14,672.00 Summer 2023 = £61,600.00 and Xmas Experience 2023 = £10,752.00

£81,155 - (Violence Reduction Unit Stronger Futures Fund) Stronger Edmonton Programme, utilising our existing mentoring programme and our partners at DJMC and Bling wear. A programme of in-school and extracurricular activities that will allow young people to learn new skills, express themselves in new ways and receive tailored mental health & wellbeing support.

£55,500 - (CCG Inequalities Fund) #Whatif project - provided mental and emotional wellbeing to 40 black children and young people (C&YP), targeting 3-6 schools in Edmonton working with their Senior Leadership Team (SLT) to identify those 8-14-year-olds, supported by Wellbeing Connect. NB: Additional capacity has been built in to support other children with SLT support.



6. EVALUATION TOOLS

Outputs: Regarding the evaluation tools that had been established in Year One this has been enhanced as DBS continues to use a data input platform "Views" All partners input registers on views. This strengthened the collation of reporting outputs, sessions, outcomes, breakdown of age range, gender, ethnicity and postcode. Alongside inputting case studies and the Warwick - Edinburgh baseline tool. For the partners there have been no complaints regarding Views as it is accessible platform concerning the collection of data. Though it is important to input data as the programme is taking place otherwise this can cause issues of backlog, the additional support in the central team is also very beneficial.

Outcome tools The Warwick - Edinburgh baseline tool continued to be used by Mentoring Team. An accessible straightforward tool monitoring the young people's development over a specific period of time where young people are part of the process. However, it is recognised by the mentors as to when this tool should be applied, as it could trigger a range of emotions in the young person so the tool is used sensitively and when appropriate.

PPA decided to move away from the outcomes wheel and they now use a booklet of progression which covers a range of issues from self-esteem, communication, wellbeing and social media use. In addition, there is a certificate of completion for the longer programmes therefore progression is tracked using the booklet or each young person. There is a recognition that this can only be applied for long term programmes so that progression could be monitored against the outcomes. The DBS programme has received excellent feedback, with the new DBS booklet particularly praised for its positive influence on the young people's development, promoting independence, mental health, and positive thinking. The programme's impact is tangible; headteachers and teachers have noted the evident progress, especially in Year Four students. Full capacity was reached for the DBS school panto bookings, benefiting over 1600 young people, including SEND students from West Lea School, providing them a festive experience many schools could not fund.

remarkable improvement in their maths STATs readiness, moving from an average scaled score of -2 to scores above 0 and 1+.

The schools who have taken part are very complimentary about such support and comments include:” Please find the progress information below:

- Year groups targeted made accelerated progress.
- Targeted Year Four group of children – 5 out of 6 Isaac targeted achieved 20+ in MTC.
- Emerging and developing children able to remember and verbalise odd and even numbers by the end of the half term.
- All children have a much better grasp of fractions after targeted work when Isaac identified this as weakness of theirs

As well as this, teachers involved commented that they were really happy with Isaac as he regularly enquired about the classes’ progression over the week before each session. This supported all involved in being able to build upon children’s previous learning and maximise learning time”. (Headteacher Brettenham school)

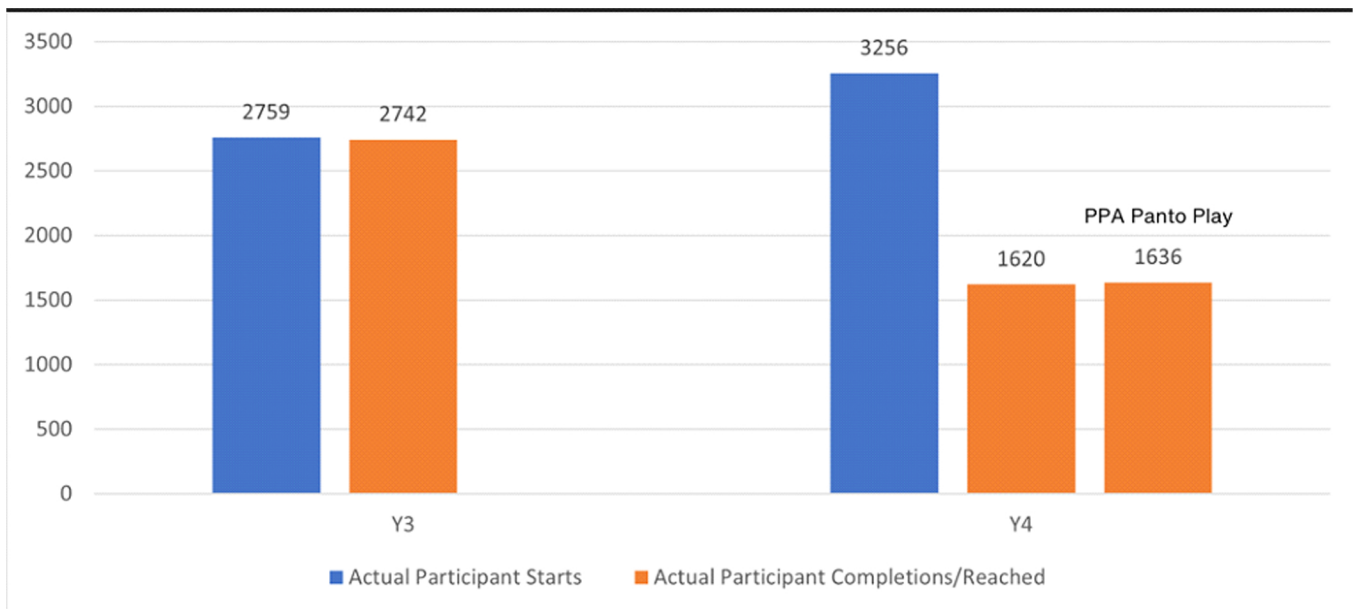
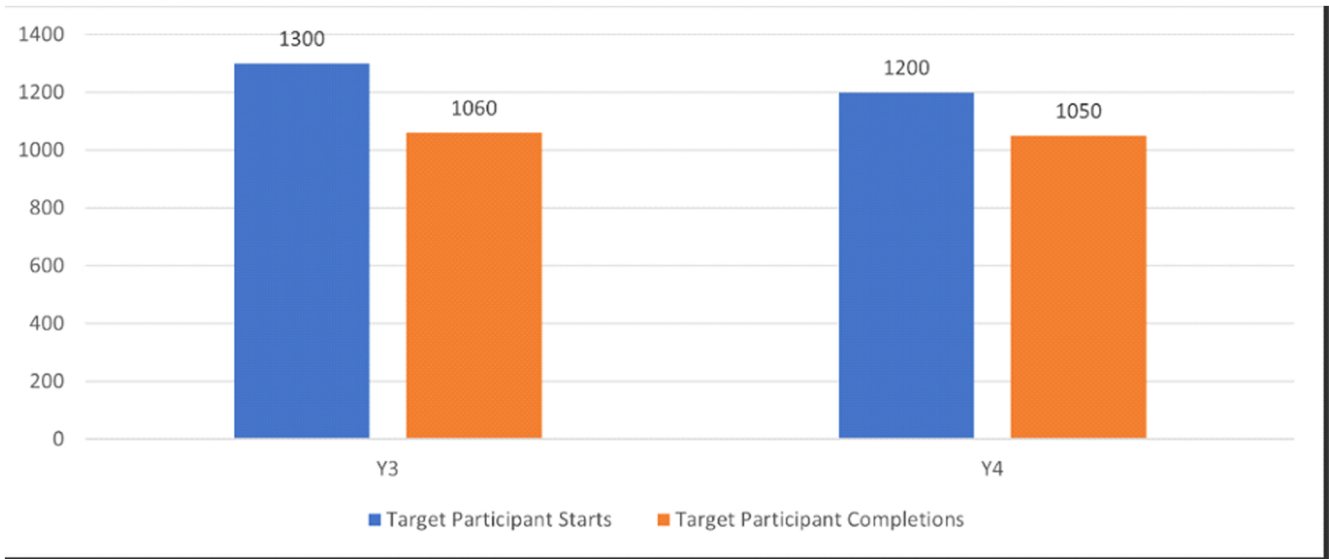
To compliment the evaluations there are also a range of photos and videos from a range of providers as to what has been achieved to date and selected studies that tell the story of young people’s dreams and aspirations. Though it is important to state” evaluation cannot possibly capture everything and is likely to be reductive of the complexity and subtlety of what actually happens. In our view, rather than look for more evidence or one tool that meets all needs, it is important to match a fluid process with a dynamic range of approaches.” (The everyday and the remarkable: Valuing and evaluating youth work youth policy 2019 L. Docherty and T.de St Croix)

6.1. OUTPUTS:

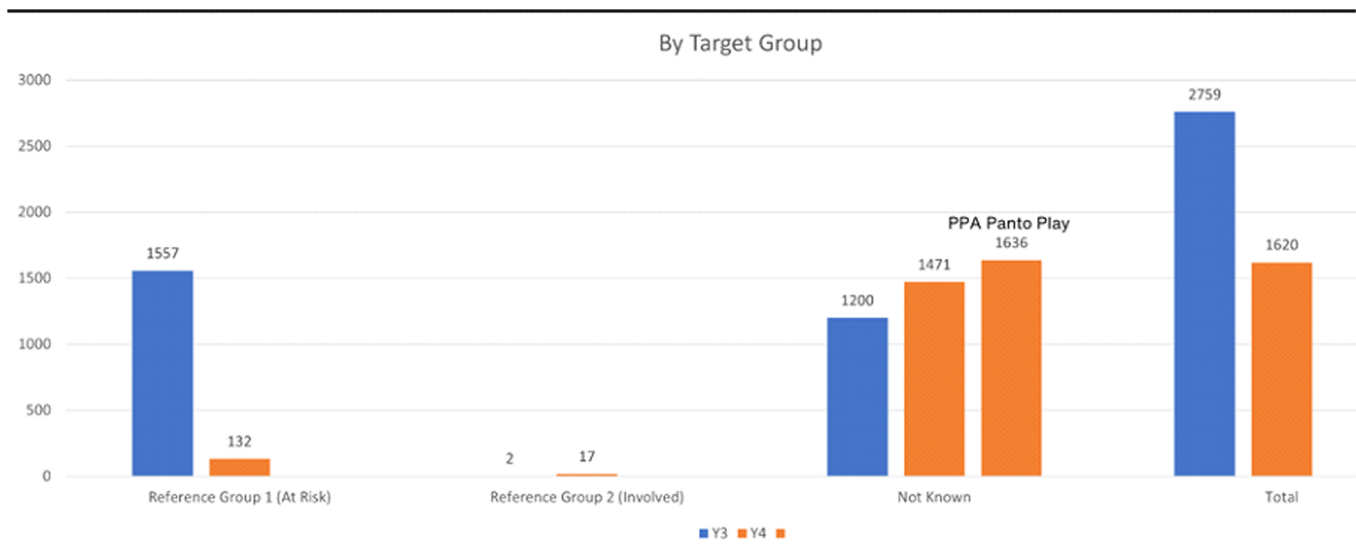
Overall, we’ve successfully met our targets, marking a significant milestone. We aimed for 1240 unique participant starts, including 120 SEND individuals, and have achieved an impressive 3256 completions/reach with 374 of those being SEND children and young people.

Our first target group, comprising young people at risk of criminal activity, had a goal of 300. We've slightly exceeded expectations in our 1-2-1 mentoring (Inc PPA) and outreach work via DJMC, engaging with 20 female youths through

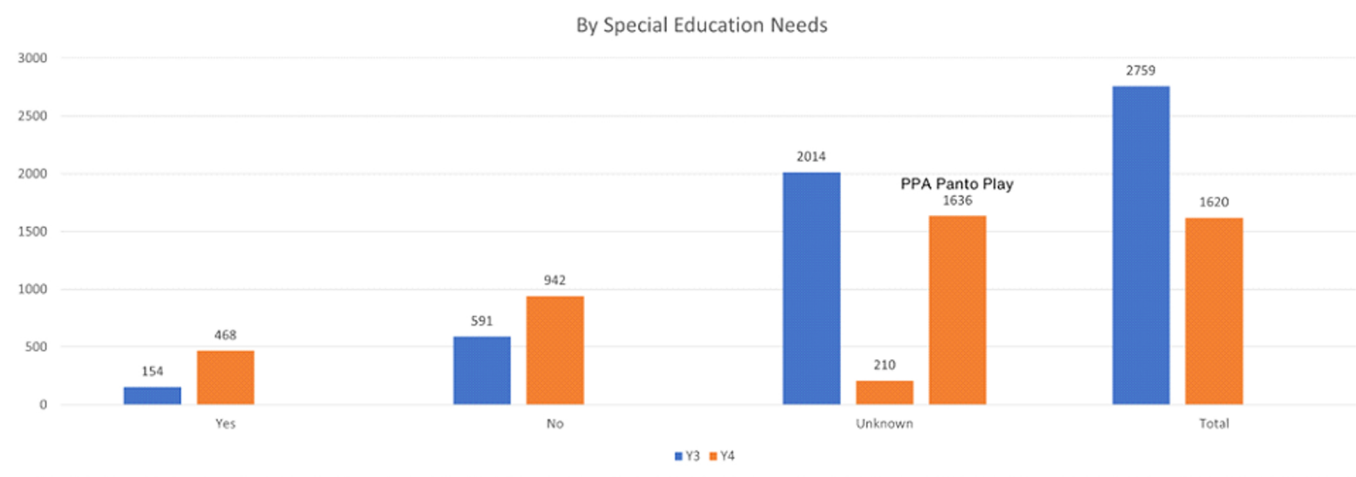
PPA Girls Empowerment Workshops and 21 children and young people via in-school mentoring. Our targeted girls mentoring aimed for 60 and we've reached 60, providing football activities and informal mentoring via trusted adults in safe space within schools. These have been collated as visuals to cover a range of categories



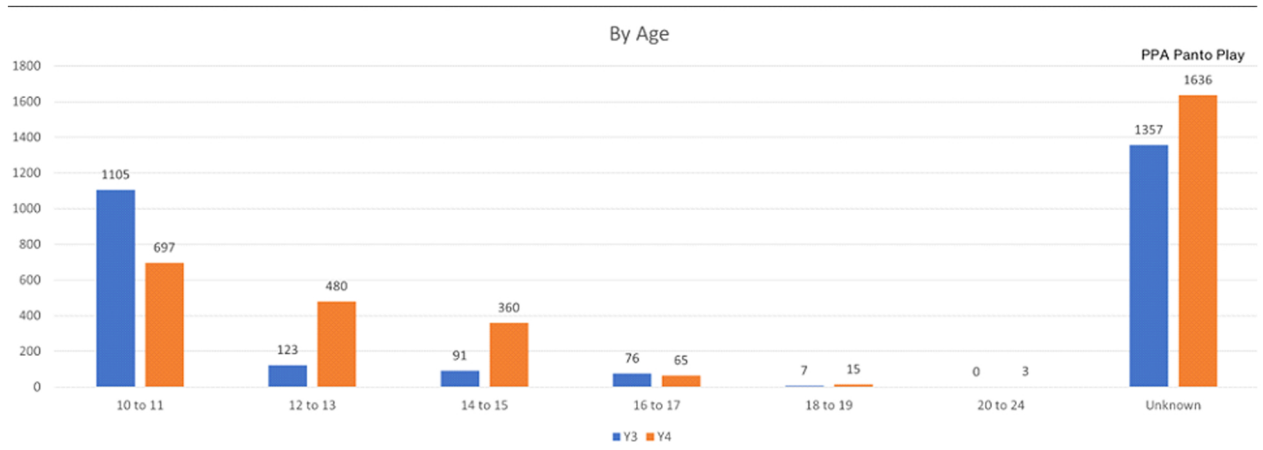
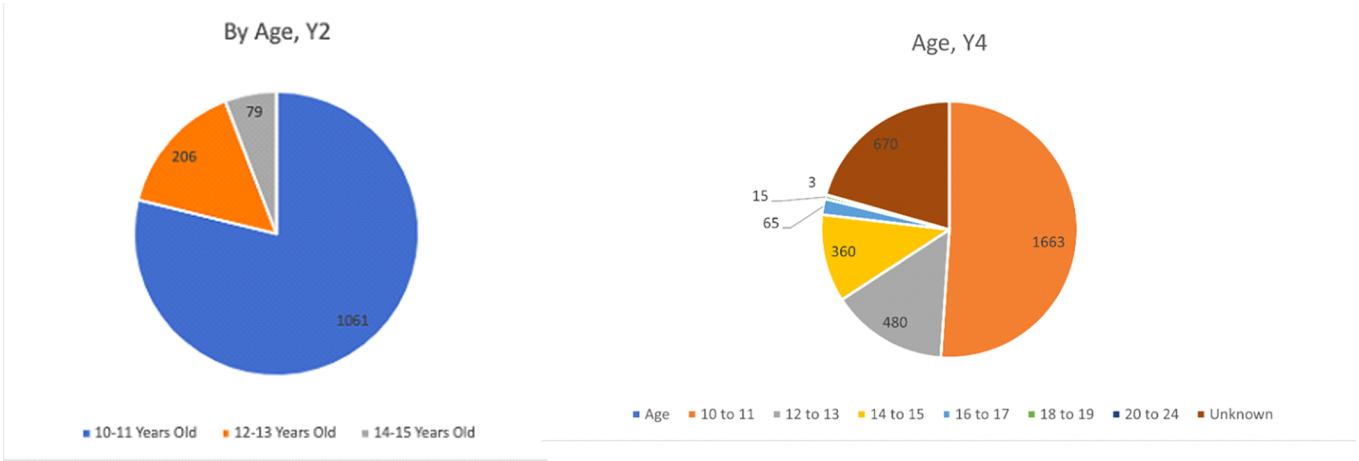
The first chart reflects the targets though these were adjusted to reflect the impact of Covid during the life of the project. In year four more young people were involved with the project and opportunities to participate in DBS grew with the assistance of additional funding. Also, you can see the amount of young people who attended the Panto which for many was the first visit to the theatre which for many wouldn't be accessible due to the cost



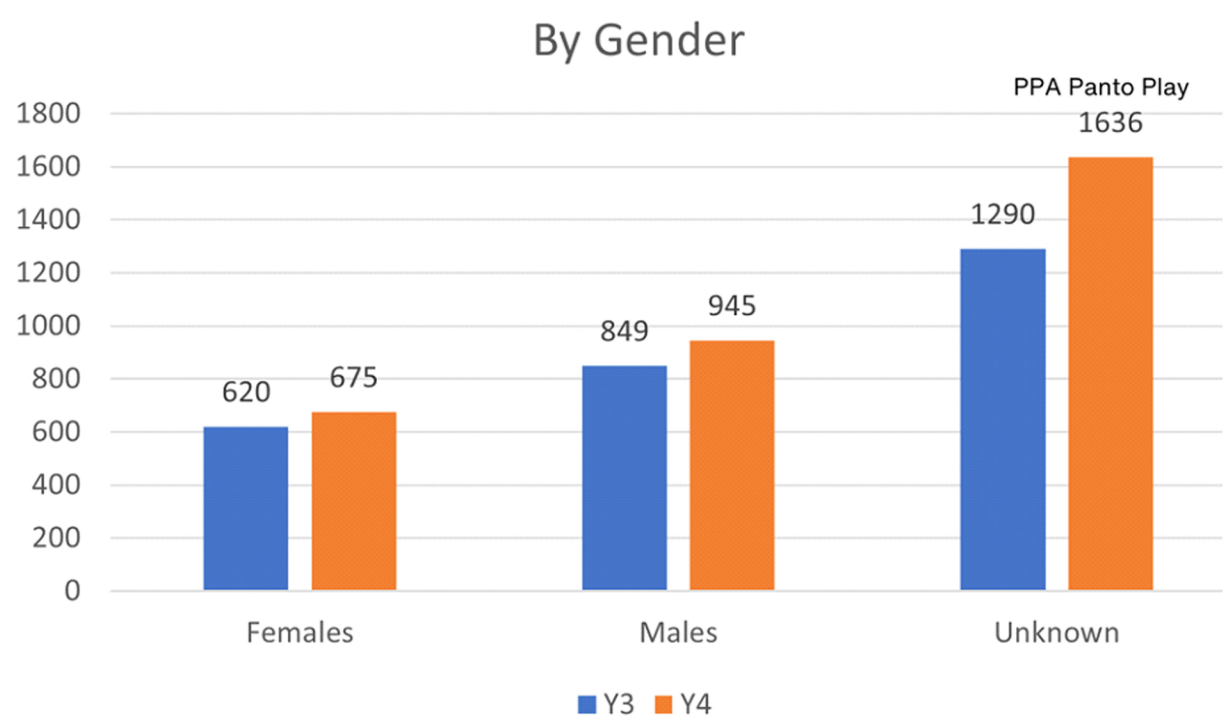
In Year Four our work with at-risk individuals appears to have decreased due to data collection issues. However, it's important to note that all individuals living in specific areas are considered at risk. We've targeted and recorded those most vulnerable based on information from schools and our partners to ensure focused support where it's most needed.



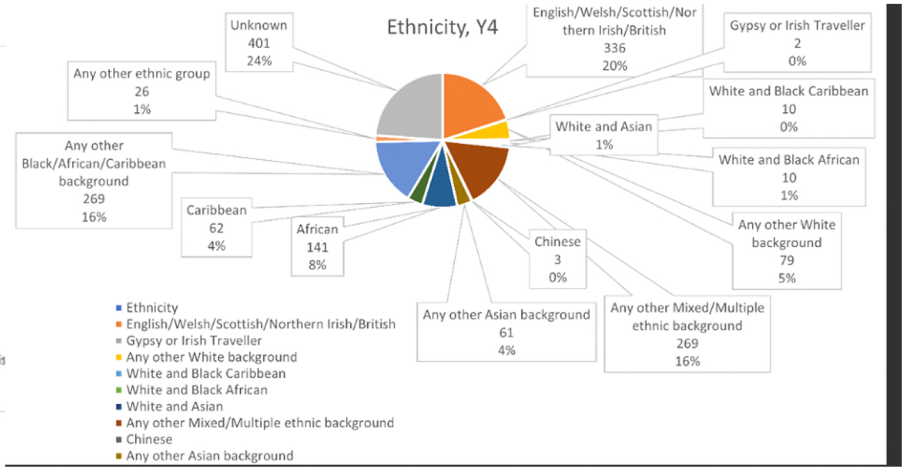
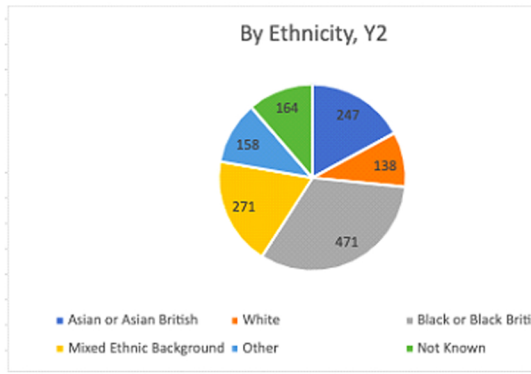
In Year Four, due to the increased coverage of the DBS provision, this figure has increased as referrals increased. Additionally, post-pandemic, more children and young people have identified as SEND without having a formal Education, Health, and Care Plan (EHCP). Schools have been supporting them via their own budgets in mainstream settings. Previously, most of our SEND referrals came from our specialist school, Westlea.



Compared to Year Three there was an increase concerning the take up by the 10- 11-year-olds partly due to the range offered in the primary schools, the increase in the range of holiday provision and the Closing the Gap provision.

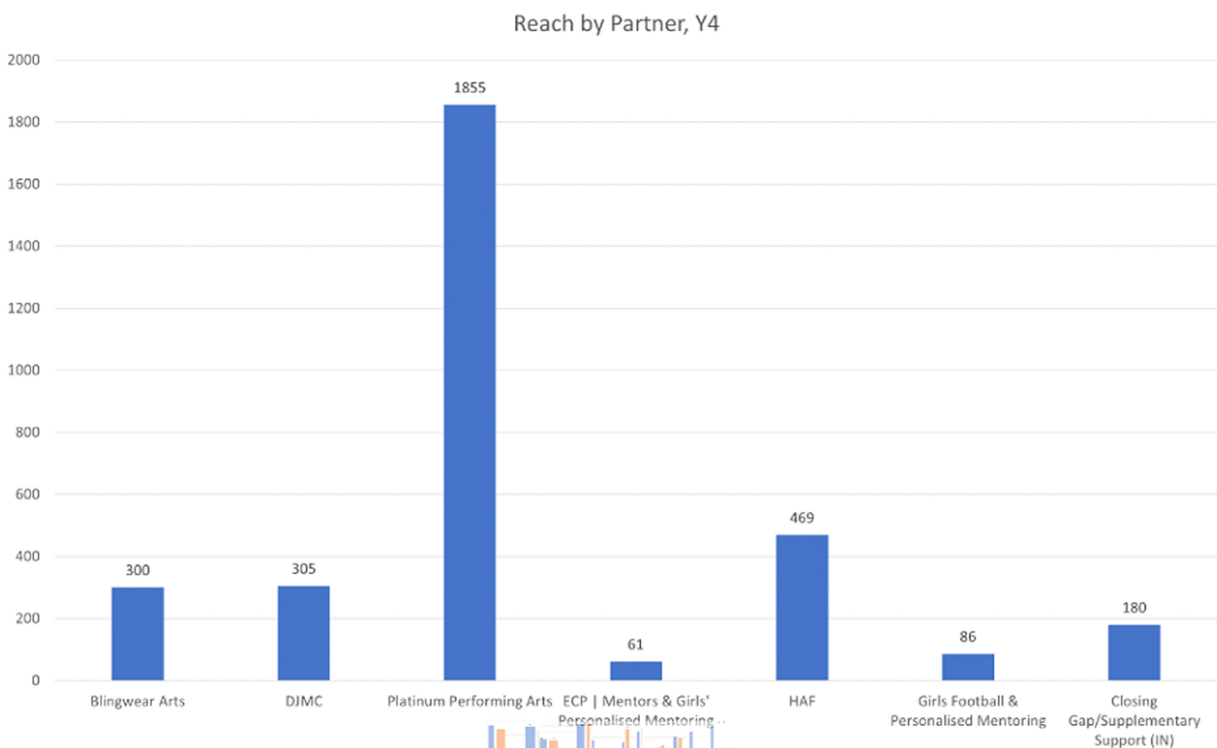


There continues to be the trend of more young boys using the provision which represents the targeted approach such as the outreach and the numeracy support.



In Year Four the figures above focus on ethnicity who accessed the project. These were Black / Black British, Mixed ethnic Backgrounds and Asian / Asian British which reflects the diversity of the Community in the Edmonton area. These figures were similar to Year Three.

Reach of partners



The reach of partners has continued to reflect the budget allocations and the targets set, along with additional programmes.

Venues:

The DBS continued to deliver the provision in a variety of schools as well as including as targeting young people from additional schools to take part in DBS. Provision also took place at identified community spaces such as Fore Street and Klinger Estate: Schools, Pymme's Park, Millfield Theatre and covered the wards below.

By Ward	Y3	Y4
Upper Edmonton	147	1128
Jubilee	422	0
Lower Edmonton	63	52
Ponders End	145	78
Halsbury	1615	777
Edmonton Green	313	1035
Bush Hill Park	54	156
Bowes	0	30
<i>Total</i>	2759	3256

6.2 Outcomes: The Theory of Change model (TOC) outcomes outlined below continued to be applied that were designed at the beginning of the project: (See appendix 1 for TOC)

Increased Engagement/ Improved Behaviour

Better relationships with peers, family and other trusted adults

Improved Mental Health and Wellbeing

Improved self-esteem: Improved resilience

Reduced Violence

From Year One to Three we demonstrated that all these outcomes were happening in the lives of the young people by a snapshot sample, therefore at this juncture of Year Four the report will look at themes to ensure the outcomes have been met. All partners continue to demonstrate the impact and outcomes of DBS by highlighting the following approaches:

Trusted Adult: As defined by Young Minds: A trusted adult is chosen by the young person as a safe figure that listens without judgement, agenda or expectation but with the sole purpose of supporting and encouraging positivity within a young person's life. Young people found trusted adults in a range of settings, including in their local youth club, in pastoral teams in schools. When a child or young person is vulnerable and in need of support, having an adult in their life who they can turn to for help, guidance and reassurance can make a big difference. For some, this might be a family member. But others may feel more comfortable seeking help from someone outside their family or friends – for example a youth worker, sport coach or a key or case worker. Another important factor of a young person's relationship with a trusted adult is that the trusted adult is chosen by the young person, rather than the relationship being forced.

There are many examples in the DBS provision where this is a key driver and underpins practice achieving the outcome Improved behaviour and Increased engagement, for example Mr Numerator sees his role as a trusted adult as he provides the confidence to especially young Black boys to excel "as they can come and sit down with me and have my attention when understanding certain concepts". For instance, "one pupil was all over the place his concentration was poor though he had potential so I asked him to move to the front of the group so he could focus and learn to trust me. This slowly happened and his timetable check has improved by 100%".

This approach has meant that there have been great impact concerning Maths development at specific schools which has led the Department for Education to contact one school asking how have their SATS results improved and can this practice be shared nationally. Alongside the role of the trusted adult is that it is underpinned by Role Modelling again young black boys will not just see an excellent Maths Tutor but a person who is black who they are at ease with and that sends out clear messages you can achieve despite the negative stereotypes that exist within our communities.

Another partnership between Mr Numbervator and PPA highlighted the importance of the trusted adult, working with a group of performing art students post 16 it was realised that some were being hampered in their studies by the fact they couldn't read or write very well, so this was impacting on their presentations. So, they provided support concerned with grammar, sentence construction etc all of which helped their literacy skills improve in a supportive environment enabling the young people to grow and develop. For the PR actioners it is important that the young people are not judged, not told off and recognising stuff happens so the important aspect is to negotiate a solution with the young person so that don't slip into being victims of their own environment: "If we don't judge we can see change" Therefore evidence provided has shown how this feature has increased engagement and improved behaviour.

"Having another additional trusted adult is really important to the young people, someone outside of school and home to provide additional support but also able to liaise with their School and parents too should they need to"

Mentoring/ Coaching:

To achieve the outcomes especially Better relationships with peers, family and other trusted adults highlighted in the Theory of Change. Mentoring has been an important part of DBS as there is a recognition that some young people who access the provision need additional support for a variety of reasons such as environment, poverty and bereavement. As some of the provision takes place in schools the teachers value mentoring as well. In Year Four the following has been achieved which reflects the impact of the programme in terms of in-school group mentoring, we've worked with approx. 15 C&YP per school across 6 schools for 3 hours weekly, supporting a total of 180 C&YP against a target of 240. Our second target group, those already involved in criminal activity, had a goal of 10, and through our DJMC outreach and mentoring, we've supported 17 at-risk youths this year.

As outlined by one of the mentors the young people feel heard which is important for them. With such a process it is important to set clear boundaries, explain and be honest about why they are having mentoring so that this starts to enable trust and a negotiated rapport between the mentee and mentor. Often the Mentor can provide initial handholding to re-engage the young person, for instance one young person had been temporarily suspended from school so the Mentor supported the young person to re-integrate into school by accompanying him to school and discussed his hopes and fears. This approach worked and he started to attend school regularly being more motivated in his studies. It is also valid to recognise that mentoring is not a one-off process it is a long-term relationship where trust is possible and negotiation can take place.

There is also a connection to the Parents as often communication is a key issue to resolve issues for the young person. If the parents are on board this helps the parents witness the change as young people start to see their role in making decisions concerning their behaviour and are encouraged to problem solve. Therefore, the interpersonal skills between the parent/s and young person improves.

Furthermore, to meet the outcome Improve self-esteem and increased resilience there has been a specific focus on a Secondary school with a group of young people who are on the verge of exclusion. A range of coaching tools were used

- Strengths tools and activities
- Goal setting and action planning
- Tools for developing self-awareness and confidence
- Tools to challenging and change unhelpful thinking and behaviour

It was interesting to note that after the coaching the young people made the following comments:

- ☑ "with anger see the problem, decide whether worth reacting over or shall I leave it? Or speak to a teacher to sort out"
- ☑ He identified some strategies on how he would like to behave in class – which has been doing sometimes not always.
- ☑ "Expressing my emotions and how I feel – if I don't talk about things, things may get worse"

To ensure consistency in our mentoring approach, we have signed up to the Mentoring Framework, a quality assessment tool managed by London Youth. This framework has identified a range of training needs, and we have begun meeting with partners throughout the year to guide them through the framework and address their individual needs. We will continue to update the VRU on our progress this year. However, implementing this in partners' everyday operations takes time, especially when they have other pressures.

Behaviour Management and Learning approaches: To enable a learning and reflective environment which assists the outcome Improve Mental Health and Wellbeing the partners use range of behaviour management tools. For instance, DJMC have attended range of schools this year such as Edmonton County Primary, Alma and St Marys. At the beginning of the session Ice breakers are always used this helps reduce anxiety levels given the practical nature of the session and helps the group work together reducing tension. Within the Safety Awareness course at Alma range of learning approaches are used such as ice breakers, group work and practical exercises. At the beginning pupils were not focusing as the sessions progressed their engagement increased exploring such topics as grooming, and the consequences of social media.

At some school's football is banned due to the negative role modelling so that it gets out of hand, so one approach to ensure young people can play football in a positive context is to create a league table based on points for respectful, working as a team, good discipline, good behaviour and the team who is top of the league wins a prize.

For mentoring to make it real for the mentee's role plays, problem solving and how to manage behaviour are core so that actual behaviour development for the young person and a recognition for every action there is a reaction. This development can take place as the young person owns the process and it is at their pace. As stated by Kerry Young: "Youthwork is not therefore concerned with the inculcation of a prescribed set of values but rather with the development of young people: Critical skills and Rational Judgement" Especially young people at risk where it can have a profound affect regarding purpose and influence. "If workers are going to challenge young people about their behaviour and choices, they make it is only going to be accepted by young people if there is some trust and respect in that relationship." (Art of Youth Work 2006)

Finally, where the provision takes place, place can also assist improving well-being. During Covid young people's world shrank often to their living space and the opportunities they would normally be involved with disappeared. Therefore, the DBS provision takes place not only in schools but outside at different sites such as the Millfield centre and Pymme's Park. This is important as outlined by PPA and the girl's empowerment work that took place away from school as it was about resetting relationships between a group of girls so that it could move to a positive experience for instance one girl was the class bully but the workshop enabled the space to develop empathy and change her behaviour. At Pymmes park young people who DJMC have worked with via the outreach for the past two years have created a music studio, setting up a radio station and developing podcasts which has helped young people stay away from negative influences.

7. CHALLENGES:

There continues to be a number of challenges for the rollout of the DBS programme that all providers are acutely aware of and it is also backed up by a plethora of research that now exists:

Anxiety and well-being: It continues to be noticeable for the partners that this issue hasn't gone away despite Covid restrictions ending February 2022 "This is still a massive issue fuelled by Social Media and its about building up resilience in young people so our provision is really important " There is now an increasing amount of evidence based practice about levels of anxiety : for instance a 2022 report by NSPCC identified "The pandemic has placed many families under heightened pressure. Data shows it has impacted on many people's relationships, financial situations, and their physical and mental health."

"While many see the pandemic as being over, the after-effects are far from over for our country's youngsters, particularly those from less well-off households," said Sir Peter Lampl, the founder and chair of the Sutton Trust, which co-led one of the research projects with University College London that involved 13,000 respondents. (Guardian Jan 2023)

Jonathan Townsend, the UK chief executive of the Prince's Trust, which spoke to 2,025 young people aged 16 to 25, said: "The pandemic is still having a debilitating impact on young people's plans, confidence and hopes for a positive future. (Guardian Jan 2023)

Ndidi Okezie, the chief executive of the charity UK Youth, agreed. "Today's young people are facing a series of immense challenges that cannot be underestimated," she said. "The lingering effects of the pandemic and the cost-of-living crisis are having a profound impact on young people's education, mental wellbeing, their financial security and indeed their confidence in the future." Guardian Jan 2023

Linked to the aftermath of the Pandemic is the current cost of living crisis which continues to impact on our families, again this was reiterated by the providers so where possible costs of participation in the programme is kept to a minimum though given budget constraints this presents a challenge: There is growing evidence of long-term effects, with more than half of young people (54%) surveyed saying their mental health has been negatively impacted by the cost-of-living crisis. Likewise, a shocking three quarters of young people (76%) are concerned the crisis will restrict their ability to get a secure job now and in the future UK Youth 2023.

For us at DBS we have exceeded our budget due to the imperative need to support additional initiatives. To cover these costs, we've reallocated funds from the London Marathon contributions and dipped into ECP's reserves. The overspend shown was necessary to implement the Monitoring Framework effectively, expand the Girls' Football programme, and enhance personalised mentoring services, along with providing additional supplementary maths support where needed. These steps were crucial to maintain the quality and extend the reach of our services. As the cost-of-living crisis has escalated costs for our families so that there are more barriers to take part in opportunities, but also as an organisation we are faced with increased operating costs which continues to be a challenge

Moving Forward: Year Four onward

However, as we move into Year five of the project our focus will pivot slightly to as follows; Using a holistic approach of learning where C&YP develop transferable skills relevant for the modern workplace, including:

- Teamwork, working independently, problem solving skills, communication and negotiation.
- Improved skills in numeracy and literacy. which are critical in bridging the socioeconomic gap exacerbated by the pandemic's impact on education specialist knowledge in media, music, digital marketing, finance, and public relations.

- Physical well-being, our targeted girl football project, funded by the London Marathon Foundation, aims to improve physical well-being by encouraging minority groups to engage in sport/exercise. Offering girls-only football sessions, we seek to overcome barriers such as financial constraints and lack of confidence, fostering fitness, social support, and future sports exploration.
- We employ a holistic approach, combining pastoral support and practical learning to equip them with both essential life skills—like teamwork, independence, problem-solving, communication, and negotiation—and specialist knowledge in media, music,
- Digital marketing, finance, and public relations. We particularly aim to bolster numeracy and literacy, for 2024, we target reaching 155 CYP, enhancing their cultural capital to achieve success and social mobility.

9/ Conclusion.

As we reflect on the year, it becomes increasingly evident, particularly in light of recent developments such as Yvette Cooper's Young Futures Youth Programme, that the DBS partners must intensify collaboration efforts with local VSCE organizations. The pressing needs of children and young people (C&YP) demand a collective approach to address challenges effectively. As demand for services grows, it's clear that individual efforts are insufficient. Through enhanced collaboration, we can leverage diverse expertise and resources, ensuring a more comprehensive response to the complex issues facing our communities. By working closely together and fostering partnerships with other local stakeholders, including VSCE groups, we can better tailor our interventions, maximize impact, and ultimately create safer and more supportive environments for C&YP. We know from our practice that partners are better equipped for offering the holistic support. DBS has created more opportunities, value for money and shared resources for young people. Yet we cannot take this for a given, as we embark on Year Five of DBS funded by NDYP Scaling Up Grant. It is important that we start to identify continuation funding sources though we recognize the landscape to secure funding is challenging so as to ensure our partnership efforts are maximized for our communities, families and C&YP. Future funders could range from:

Youth Endowment Fund

Futures Youth Programme

National Lottery Fund

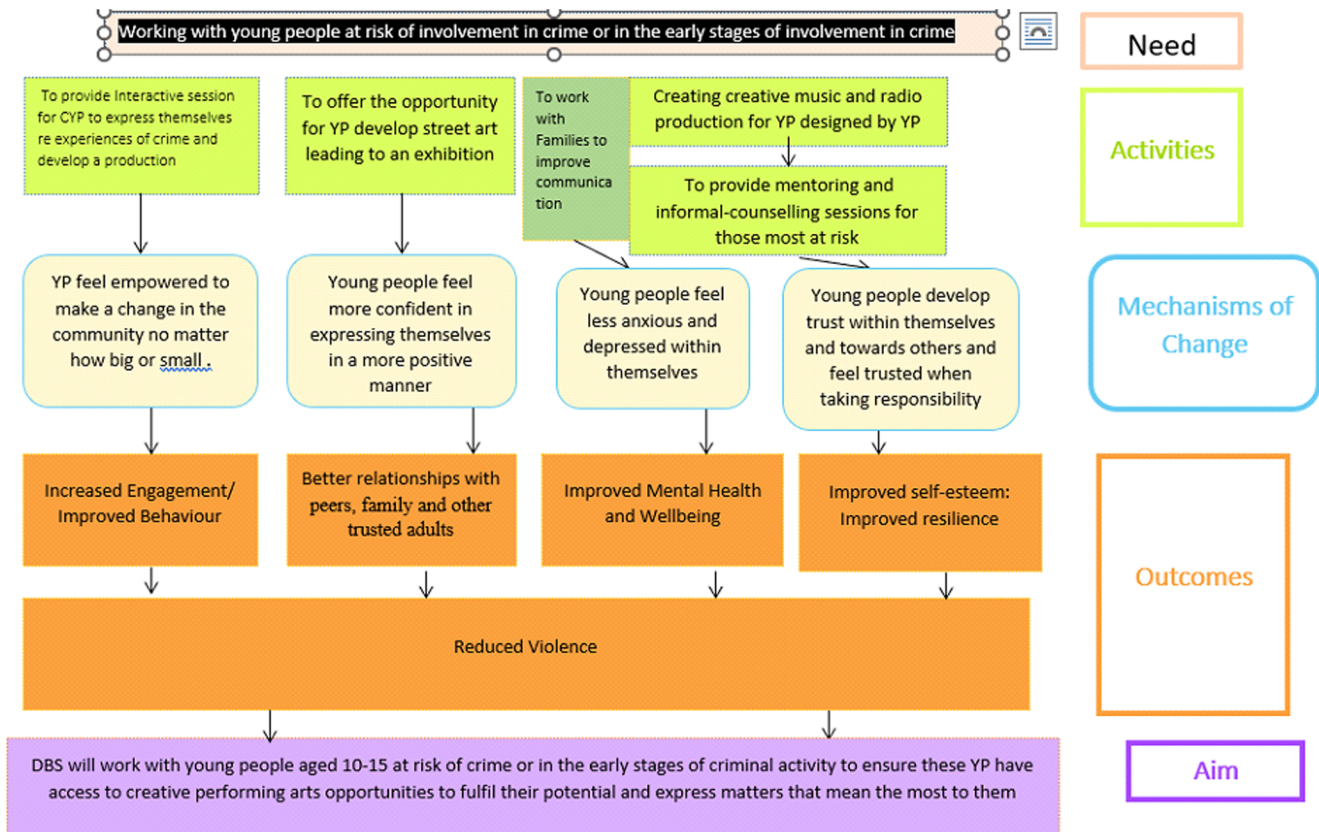
Propel Fund

Trust for London

“Great project and has reached the young people who needed it and given opportunities to those who would never been able to access such a provision, even more crucial given the cost-of-living crisis !!”

SOURCE MATERIAL:

1. THEORY OF CHANGE: DREAM BELIEVE SUCCEED



2. Phone call interviews to partners: following questions below

- What has been your experience in Year Four of the DBS programme?
- In year one you talked about x for Year Four has that been able to happen?
- What have been the challenges this year that impact your delivery style?
- Can you see how the mentoring element of the project has helped and why is it important to have a trusted adult?
- How effective has the ECP leadership of the project been in Year Four?
- Any comments about views and evaluation tools you are using?
- Can you identify one high point concerning the young people you work with this year?
- Any unexpected outcomes?
- What are your thoughts on sustainability as the project moves forward.

3: Sample Case studies

Case Study 1: Empowering YP Girl 1

Introduction:

PPA supported 20 young girls in our Girls Empowerment workshops, and we are thrilled to report significant improvements in the personal development of YP Girl 1, who had a challenging background marked by domestic abuse and bullying tendencies.

Background:

YP Girl 1 was initially known as the class 'bully', and four girls within the workshop were scared of her. However, our intervention aimed to cultivate empathy and resilience in her.

Progress:

After nine weeks of dedicated work, YP Girl 1 has undergone a remarkable transformation. Her friends now report that she is kind and even helps one of the girls with her reading. She has shown notable improvement in her classroom behaviour, becoming much less disruptive.

Conclusion:

YP Girl 1's positive change is a testament to the impact of our Girls Empowerment workshops in fostering personal growth and compassion. This case illustrates the potential for transformation even in challenging circumstances.

Case Study Accelerated Progress of MR Numbervator's Student

Introduction:

MR Numbervator's report highlights the remarkable progress of a Year Four pupil from Edmonton County Primary School, who consistently attended our sessions and exhibited exceptional growth.

Background:

The student in question had a habit of arriving late for sessions, which initially presented a challenge.

Progress:

Following a discussion with the student's mother and her subsequent punctuality, the child demonstrated accelerated progress. She excelled in timetables tests and received a headteacher's award for the most significant improvement. Her focus and interaction in class have also greatly improved.

Conclusion:

This case study underscores the transformative impact of our sessions, leading to impressive academic and behavioural improvements in the student's performance. It showcases the potential for positive change through dedicated support and intervention.

