

youth futures FOUNDATION

Youth Futures Foundation and BBC Children in Need

Inspiring Futures evaluation: interim report
technical appendix

January 2022

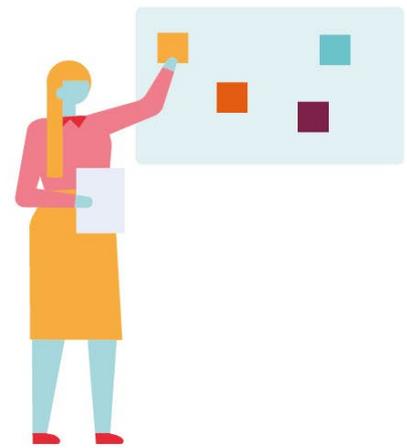


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1 Introduction

1.1 About the Inspiring Futures evaluation

Youth Futures Foundation and BBC Children in Need (CIN) have commissioned Cordis Bright to deliver an independent evaluation of its Inspiring Futures programme (hereafter 'Inspiring Futures') in England.

1.1.1 About the Inspiring Futures programme

Youth Futures Foundation and BBC CIN have partnered to deliver a £7 million grant funding programme, Inspiring Futures, to deliver positive activities that support children and young people who face the greatest disadvantage to achieve their potential in their journey towards employment.

Inspiring Futures is intended to offer grant funding to provide capacity in the Voluntary and Community Sector (VCS) to adapt and respond to the rising or evolving needs of children and young people and the challenges presented by the COVID-19 pandemic. Each grant is between £10,000 and £80,000 in value and is for a period of up to 18 months.

The evaluation focuses on England only

The Inspiring Futures programme spans the U.K. However, this evaluation extends only to the programme in England. Therefore, this document, and the evaluation, refers to the Inspiring Futures programme in England only.

Further information about Inspiring Futures can be found:

- At Youth Futures Foundation's website: <https://youthfuturesfoundation.org/our-work/invest/inspiring-futures/>.
- In the Evaluation Scoping Report which can be accessed here: <https://youthfuturesfoundation.org/news/evaluating-inspiring-futures/>

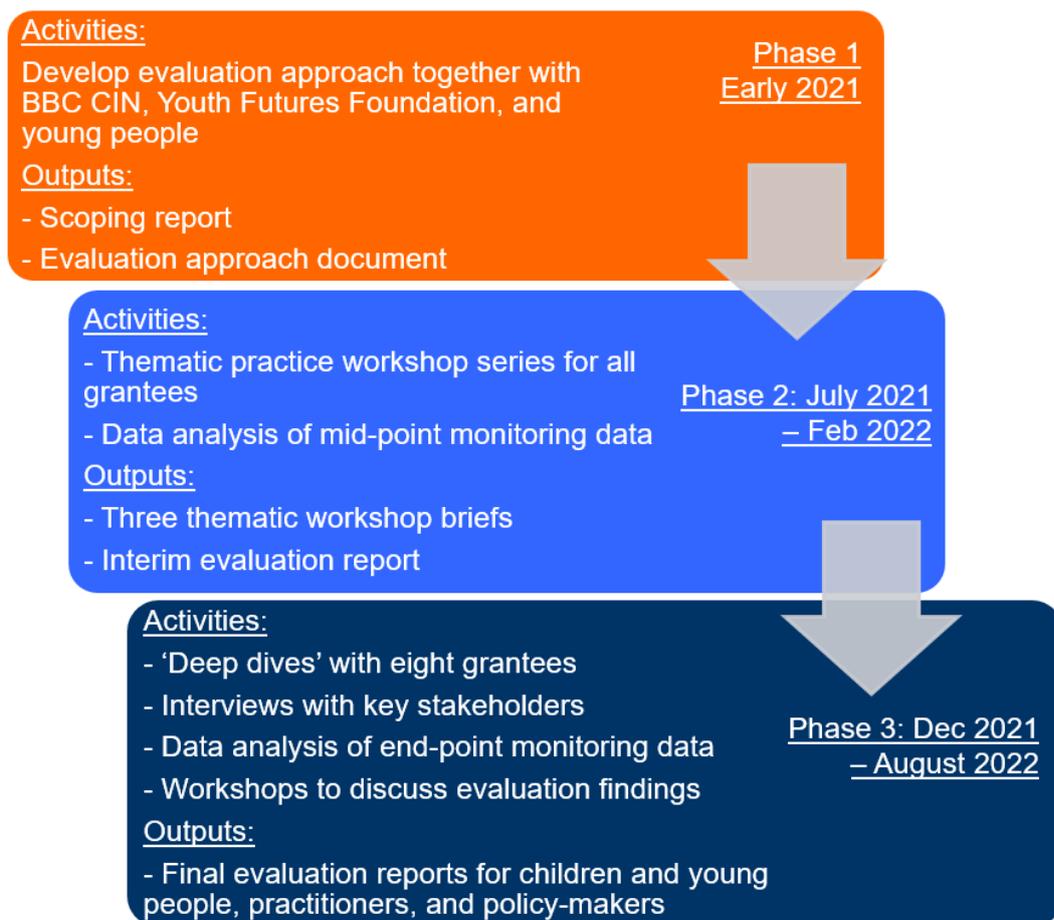
1.1.2 About the evaluation of Inspiring Futures

Overview

The evaluation of Inspiring Futures was launched in December 2020 and will conclude by September 2022. The evaluation approach, and reporting schedule, is summarised in Figure 1 below.¹

¹ Public-facing information about the evaluation can be found at Youth Futures Foundation's website: <https://youthfuturesfoundation.org/news/evaluating-inspiring-futures/>.

Figure 1: Overview of evaluation of Inspiring Futures



The evaluation approach, including the research questions and methods summarised below, were developed and agreed collaboratively with colleagues at BBC CiN and Youth Futures Foundation, as well as a group of young people acting as peer researchers for aspects of the evaluation, the Youth Reference Group (YRG).

More detail about the findings of Phase 1 methods, and the evaluation approach, can be seen in the Evaluation Approach Document. While this approach was agreed in principle during Phase 1, it is treated as a 'live' document which can be adapted and updated as the programme progresses. It remains a collaborative approach with BBC CiN, Youth Futures Foundation, and the Youth Reference Group.

Research questions

The evaluation aims to address the following research questions (Figure 2), and explore the following sub-questions, which were collaboratively agreed during Phase 1:

Figure 2: Evaluation research questions

No.	Evaluation question
Implementation	
1	What is the profile of grantees?
1a	What types of organisation have been funded?
1b	How representative were the grantees of the wider population?
1c	What are the approaches of the interventions that have been funded? (Where possible we will take a logic model informed approach to describing these, i.e. inputs, activities, outputs, outcomes, impacts.)
2	What have grantees delivered?
2a	What role did the voices and participation of young people play in what the grantee organisations delivered?
2b	Have grantees had to adapt their approaches during the COVID-19 pandemic? If so, how?
2c	Have grantees been able to support the same number of children and young people as envisaged? Why/why not?
2d	Have grantees been able to reach 'hidden' children and young people?
2e	Have grantees been able to offer more support due to their grant?
Impact of COVID-19	
Children and young people	
3	How have children and young people been affected by COVID-19 concerning their pathways to employment?
3a	How has the context of COVID-19 changed children and young people's daily lives concerning pathways to employment?
3b	What new opportunities or challenges do they face concerning pathways to employment?

No.	Evaluation question
3c	How has the context of COVID-19 affected children and young people's wellbeing, education, and/or employment prospects?
3d	How has need and demand for support been affected?
3e	Has the COVID-19 pandemic affected children and young people's motivation to access support? If so, how? Has it increased or decreased their motivation?
3f	Have changes in the wider policy context had an impact on the experience of children and young people concerning their pathways to employment, such as policies/programmes e.g. youth hubs, Kickstart?
Grantees	
4	How have grantees been affected by the pandemic?
4a	How has the Covid-19 pandemic and related effects impacted the services that grantees are able to deliver? Has grantees' capacity to deliver been restricted in any way?
4b	How have covid-19-related impacts on delivery affected young people's experiences of support?
4c	Has the COVID-19 pandemic impacted on the characteristics of young people they are able to support, for example in terms of age, ethnicity, disability and health conditions, and economic disparities of the children and young people they support?
4d	How have grantees responded to challenges and opportunities presented by the COVID-19 pandemic?
Outcomes and impacts	
For children and young people	
5	What difference has been made for children and young people?
5a	What has children and young people's experience of the programme been?
5b	Did children and young people receive the support that they wanted and needed?

No.	Evaluation question
5c	How do outcomes vary by age, ethnicity, disability and health conditions, and regional economic disparities?
For grantees	
6	What difference has the emergency funding of the programme made for grantees?
6a	Have grantees been able to increase their resilience? If so, how? (e.g. working with partners, working with infrastructure bodies)?
For wider groups	
7	Has the programme made any difference to families or the wider communities?
Learning	
8	What works well/less well generally, i.e. wider than the pandemic, to support children and young people towards positive employment pathways?
9	During the pandemic, what has worked well/less well during the pandemic to support children and young people towards positive employment pathways?
9a	If grantees have been able to reach 'hidden' children and young people, what has worked to do so?
9b	What innovations would be useful to sustain into and beyond recovery from the COVID-19 pandemic?
10	What best supports grantees in the current context to deliver effectively and mitigate the impacts of COVID-19 and the economic context on children and young people's prospects?
10a	What additional policy changes might help grantees?
10b	What additional support do grantees need, including low-cost and no-cost options?
11	How does learning, and effective practice, vary by:

No.	Evaluation question
	<ul style="list-style-type: none"> • Age group? For example, what approaches are effective in supporting children aged 10 to 18 to develop the skills, networks and opportunities needed to improve their prospects; and for those aged 19 to 24, to move into meaningful employment? • Ethnicity? • Disability or physical or mental health condition? • Regional economic disparity?
12	What other lessons, if any, should similar future programmes consider?
12a	What role, if any, does delivering support virtually play?
12b	What role, if any, do the grant term and grant size play on grantees' experience of implementation and any outcomes/impacts?

Research methods

To address these research questions, the following set of methods were collaboratively agreed during Phase 1:

Figure 3: Overview of evaluation methods

Evaluation Phase	Methods	Progress status
Phase 1	<ul style="list-style-type: none"> Review of programme documentation. In-depth interviews with key programme stakeholders. Workshop with Youth Reference Group to co-develop evaluation approach. 	Complete
Phase 2	<ul style="list-style-type: none"> Analysis of application data. Thematic practice workshops with grantees. High-level analysis of mid-point performance data. Workshop with YRG to develop peer research approach and to feed views and insights into the evaluation. 	Complete
Phase 3	<ul style="list-style-type: none"> Analysis of performance data. Deep-dive research with grantees, including consultation with grantees and children and young people. In-depth interviews with key programme stakeholders and grantees. Final workshop with Youth Reference Group to sense-check evaluation findings. Final practice workshop with grantees to present findings and receive additional feedback and improvement suggestions. 	To be carried out between February – July 2022.

1.2 About this report

This technical appendix to the interim report sits behind the interim summary findings report, and provides:

- A detailed overview of **the methodology** behind the findings presented in the interim report.
- The **full data analysis of mid-point reporting data**, key elements of which are highlighted in the interim report.

1.2.1 Structure of report

The remainder of this report is structured as follows:

- **Chapter 2: Methodology**
- **Chapter 3: Thematic practice briefings**
- **Chapter 4: Data analysis of mid-point reporting data**

2 Methodology

2.1 Overview

The interim evaluation report is based on data gathered through the following methods carried out in Phase 2 of the evaluation:

- Analysis of application data.
- Thematic practice workshops with grantees.
- High-level analysis of mid-point performance data.

This chapter provides an overview of these methods.

2.2 Interim data analysis

2.2.1 Overview

Interim data analysis was carried out by Cordis Bright on the following data collected via standardised forms designed by BBC CiN and YFF:

- Application form data for each of the 85 Inspiring Futures grantees in England
- Mid-point monitoring and performance data for 69 of the Inspiring Futures grantees in England. This data was collected from each grantee at the mid-point of their respective grant period, which varies between 12 and 18 months per grantee.

Both sets of data contain qualitative and quantitative data, with key qualitative data fields coded by BBC CiN before sharing with the evaluation team in line with BBC CiN's approach. The data was 'cleaned' to remove any personal identifiable data before being shared with the evaluation team.

2.2.2 Approach to analysis

The approach to carrying out interim analysis was developed collaboratively with colleagues at Youth Futures Foundation, based on ongoing discussions and the Evaluation Approach document agreed during Phase 1 of the evaluation.

Rationale and aims

The rationale and aims of the approach to analysis were:

- To address the relevant research questions which were collaboratively agreed during Phase 1 of the evaluation with key stakeholders and the Youth Reference Group.
- To result in succinct, high-level interim analysis which indicates:

- The range of work that has been delivered by Inspiring Futures grantees by the mid-point of the programme.
- The profile of Inspiring Futures grantees and projects.
- To identify possible further avenues for analysis to explore during the final analysis to be carried out in Phase 3 of the evaluation.

Approach to analysis

To meet these aims, the interim data analysis presented here contains quantitative analysis only. It contains descriptive statistics (e.g., sums, averages, etc.) and cross-tabulations between different variables in some places. Further analysis of final reporting form data will be carried out to inform the final evaluation report, which may include qualitative analysis.

A full list of the analysis carried out, and the research questions addressed by this interim data analysis, can be seen below in Section 4.1.2.

When carrying out this analysis, the following approach was used which should be considered when reading this technical appendix and the interim summary findings report:

- **Treatment of missing data.** The 16 grantees for which mid-point reporting data was not shared with the evaluation have been excluded from the analysis in places where their data was missing. As such, base numbers vary throughout the analysis and can be seen in figure headings throughout this document. They are still included in the analysis based on application form data, which was available for all 85 Inspiring Futures grantees in England.
- **Treatment of rounded figures.** Quantitative mid-point reporting data about children and young people was rounded to the nearest five during cleaning of the data before it was shared with the evaluation team. When reading the analysis, readers should bear in mind that as a result, figures relating to children and young people in terms of implementation to date and difference made by Inspiring Futures, are not completely precise. Where figures were listed as '<5', they have been reassigned a value of 2 for the purposes of the analysis.
- **Rounding of percentages.** Throughout the analysis, percentages have been rounded to zero decimal places, so may not always total to 100%.

2.3 Thematic practice workshops

2.3.1 Overview

During Phase 2 of the evaluation, three virtual thematic practice workshops were carried out between July and October 2021, open to all grantees who wish to attend.

The approach to these workshops, including topics, plans, supporting materials, communications with grantees, and outputs, were designed by Cordis Bright and agreed collaboratively with colleagues at BBC CiN and Youth Futures Foundation.

The aims of the workshops were to gather:

- Initial data about the programme and grantees.
- Emerging evidence on the key research themes to inform standalone briefs.
- Data to inform the interim report.
- The opportunity to sense-test areas of enquiry and approaches for Phase 3 of the research.
- The opportunity for grantees to keep abreast of the evaluation and upcoming activities and outputs, and to ask any questions about the evaluation.
- The opportunity for grantees to meet one another virtually and network, sharing learning amongst one another as well as with the evaluation.

The three workshops focussed, in turn, on each of the following themes, which were collaboratively developed and agreed with key stakeholders during Phase 1 of the evaluation:

- **Understanding and responding to need during the pandemic:** to explore how the pandemic has impacted children and young people's needs and pathways to employment, as well as grantee organisations themselves, and get a sense of how grantees have adapted to the challenges and opportunities presented by the pandemic. This workshop also involved the opportunity for grantees to feedback on the format and experience of the workshop, to inform the planning of future workshops.
- **Effective practice in supporting children and young people towards employment pathways:** to gather learning about what works to support children and young people within the context of the pandemic, including engaging 'hidden' or isolated children and young people, and beyond the pandemic.
- **What should policy makers know about the challenges experienced by grantees and children and young people considering the pandemic:** to build a picture of the support needed by grantee organisations and children and young people in light of the context of the COVID-19 pandemic, including low-cost, no-cost, and financial solutions.

Each workshop was facilitated by members of the Cordis Bright evaluation team, who relayed information to grantees, guided the discussion, and answered questions. However, most of the time during workshops was reserved for grantees to share and discuss their opinions and experiences with one another. The workshops were primarily interactive in nature.

2.3.2 Approach to analysis

Thematic analysis of the discussions in each workshop was carried out to produce the thematic practice briefings.² The approach to analysis was based on the following aims:

- Addressing the research questions.
- Exploring the theme of each the workshop.
- Producing actionable and practical practice insights for grantees in real time, as well as more reflective analysis addressing the research questions and each workshop's theme.

² The workshops were also recorded, with participants' consent, to act as a reference point if needed during the analysis.

3 Thematic practice briefings

The thematic practice briefings from the three grantee workshops can be found here:

[Inspiring Futures grantee workshop \(1\)](#)

[Inspiring Futures grantee workshop \(2\)](#)

[Inspiring Futures grantee workshop \(3\)](#)

4 Data analysis

4.1 Overview

This chapter presents quantitative analysis of mid-point reporting data about Inspiring Futures grantees in England.

4.1.1 About the mid-point reporting data

Data is collected from each grantee at the mid-point, and then again at the end, of their grant period.³ This data is collected by BBC CiN using a reporting form that is standardised across all grantees. It includes both qualitative and quantitative data, with some data fields subsequently coded by BBC CiN before sharing with the evaluation.

The interim data analysis presented here is based on mid-point reporting data for the 85 Inspiring Futures grantees in England, that was shared with the evaluation. This mid-point reporting data also includes data drawn from grantees' application forms. Application form data is qualitative and quantitative, and describes each grantees' organisation and their plans and projections for work using Inspiring Futures grant funding.

4.1.2 Overview of analysis

Figure 1 below provides an overview of the data analysis presented in this chapter, and which evaluation questions are addressed by each section of the analysis.

³ Please note that grant length varies by grantee between 12 and 18 months, so the mid-point at which mid-point reporting data is collected also varies by grantee accordingly.

Figure 4: Overview of interim data analysis

Quantitative analysis	Section	Evaluation question addressed by analysis	
<ul style="list-style-type: none"> • Where grantees are delivering their Inspiring Futures-funded projects, broken down by region. • The types of projects that are being delivered by Inspiring Futures grantees. • The differences that grantees aimed to make. • The ambitions of grantees. • A breakdown of how many grantees expected that the majority of the children and young people they would reach, would be from an ethnic minority background. • The disadvantages amongst the children and young people that grantees aimed to support. • The total number of children and young people that grantees aimed to support. • The number of children and young people that grantees aimed to support from the following age groups: <ul style="list-style-type: none"> ○ 0-4. ○ 5-9. ○ 10-15. ○ 16-18. ○ 19+ 	4.2	1	What is the profile of grantees?
	4.2	1a	What types of organisations have been funded?
	4.2	1c	What are the approaches of the interventions that have been funded?
<ul style="list-style-type: none"> • A breakdown of how many grantees have a majority of their board and senior management from an ethnic 	4.2	1b	How representative were the grantees of the wider population?

Quantitative analysis	Section	Evaluation question addressed by analysis	
<p>minority background..⁴ A comparison with the wider population.</p>			
<ul style="list-style-type: none"> • The total number of children and young people grantees have been supported. • The number of disadvantaged children and young people that grantees have supported so far. • The number of children and young people that grantees have supported so far, from the following age groups: <ul style="list-style-type: none"> ○ 0-4. ○ 5-9. ○ 10-15. ○ 16-18. ○ 19+. 	4.3	2	What have grantees delivered?
<ul style="list-style-type: none"> • Whether the number of children and young people reached by grantees was more, fewer, or the same as they expected. • The primary project type being delivered by grantees who reached fewer children and young people than they expected. • The primary project type being delivered by grantees who reached more children and young people than they expected. 	4.3	2c	Have grantees been able to support the same number of children and young people as envisaged? Why/why not?

⁴ The mid-point reporting data does not include a breakdown of how many children and young people supported by grantees are from Black, Asian, or Minority Ethnic backgrounds. As such, the analysis does not address the representativeness of the children and young people supported by Inspiring Futures grantees.

Quantitative analysis	Section	Evaluation question addressed by analysis	
<ul style="list-style-type: none"> The number of grantees for whom the primary age range supported so far is not the primary age range the grantee expected to support. Of those grantees, the number who supported an older age range and the number who supported a younger age range than they expected. 	4.3	4c	Has the COVID-19 pandemic impacted on the characteristics of young people grantees are able to support, for example in terms of age, ethnicity, disability and health conditions, and economic disparities of the children and young people they support?
<ul style="list-style-type: none"> The number of children and young people supported to date, who saw significant progress towards each difference category and each difference. The number of children and young people supported to date, who started progress towards each difference category and each difference. 	4.4	5	What difference has been made for children and young people?

4.2 Profile of grantees

4.2.1 Regional breakdown

Figure 5 presents a breakdown of the regions in which Inspiring Futures' grantees deliver their projects.⁵ The majority of grantees are delivering Inspiring Futures-funded projects in the North of England, London, or Central England.

Figure 5: A breakdown of Inspiring Futures grantees' primary delivery location by region, based on application form data (n=85).

Region	No. grantees	%
Central	19	22%
Greater London	22	26%
North	23	27%
South East	14	16%
South West	7	8%
Total	85	100%

4.2.2 Board and senior leadership ethnicity

Figure 6 shows that of the 61 grantees who responded, a minority reported that their boards and senior leadership were mostly from an ethnic minority background.

⁵ The following regional categorisation is used by BBC CiN:

South East: Kent, Essex, Hertfordshire, Surrey, Buckinghamshire, Berkshire, Oxfordshire, Hampshire & Isle Of Wight, West and East Sussex.

Central: Norfolk, Suffolk, Lincolnshire, Cambridgeshire, Nottinghamshire, Rutland, Leicestershire, Northamptonshire, Bedfordshire, Derbyshire, Staffordshire, Shropshire, Herefordshire, Warwickshire, Worcestershire, West Midlands (Birmingham, Black Country, Solihull and Coventry).

North: Cheshire, Merseyside, Greater Manchester, Lancashire, Cumbria, Isle of Man, South Yorkshire, West Yorkshire, North Yorkshire, East Yorkshire, North Lincs, North East Lincs, Durham, Tees Valley, Tyne & Wear, Northumberland.

South West: Gloucestershire, Bristol, Wiltshire, Somerset, Dorset, Devon, Cornwall and The Channel Islands.

London: Greater London.

Figure 6: The number of grantees that reported that a majority of their board and senior management team are from an ethnic minority background, based on application form data (n=61).

Whether grantees reported that a majority of their board and senior management are from an ethnic minority background	No. grantees	%
Yes	17	28%
No	44	72%
Total	61	100%

Based on comparative data that we could find the profile of Inspiring Futures grantees appears compares well with the wider sector. While comparable figures are not available for the wider sector of voluntary and community organisations in England only who provide support to children and young people with employment pathways, the following statistics provide useful context to this data.⁶ According to analysis carried out by Inclusive Boards in 2018 on the top-earning 500 charities⁷:

- 8.2% of trustees are from a an ethnic minority background.
- 62% of the UK's largest charities have all-white boards.
- 79% of senior leadership teams lack any professionals from an ethnic minority background.

4.2.3 Project type

Figure 7 below shows that around two-thirds (65%) of grantees are delivering projects related to training and employment opportunities. Within this, the most common project types were life skills and training; the next most common project type is one-to-one work, delivered as a type of befriending/mentoring.

The profile of the grantees for which mid-point data about activities implemented and differences made for young people was available⁸, is similar to that of the grantees as a whole (as shown in Figure 7).

⁶ Please note, these figures have not been interpedently verified by the evaluation.

⁷ This is of the charities who submitted an annual return of over £1 million income in the calendar year of 2017. Data used in this analysis was obtained from the Charity Commission via Freedom of Information requests.

Source: <https://www.inclusiveboards.co.uk/wp-content/uploads/2019/10/Charities-Inclusive-Governance.pdf> Last accessed 25/01/2022

⁸ The analysis of this data is shown in Section and 4.3 Section 4.4.

Figure 7: The primary type of project delivered by grantees, and the availability of mid-point reporting data about activities implemented and differences made so far (n=varies – see figure).

Project type		No. grantees ⁹		No. grantees included in analysis of activities implemented and difference made so far ¹⁰	
Arts/creativity	Arts/crafts	2	4	2	4
	Dance/drama	1		1	
	Music (including DJ)	1		1	
Befriending/mentoring	121	12	13	9	10
	Group work	1		1	
Refuge	Temporary accommodation	1	1	0	0
School and extended services	Afterschool club	2	5	1	4
	Homework club	2		2	
	Supplementary education/schools	1		1	
Sports and health	Healthy living	1	1	1	1
Training and employment opportunities	Life skills	26	55	21	45
	Training	22		18	
	Work placements	7		6	
Youth services	Issue based	5	6	4	5
	Outreach	1		1	
Total		85		69	

⁹ Based on application form data.

¹⁰ Based on mid-point reporting data.

4.2.4 Target groups

Overview

In total, Inspiring Futures grantees projected that they would support 13,130 children and young people and that 12,792 of those would be disadvantaged.¹¹ Figure 8 presents a further breakdown of the numbers of children and young people grantees projected they would support.

Figure 8: A breakdown of the number of children and young people that grantees expected to support, based on application form data (n=85).

The number of children and young people that grantees projected they would support	No.
Total	13,130
Average (n=85)	154
Maximum	2,500
Minimum	12

Disadvantage type

Figure 9 presents a breakdown of the main types of disadvantage that grantees reported is experienced by the children and young people they expected to support using their Inspiring Futures grant, based on application form data coded by BBC CiN.

44% (38 out of 85) of grantees expected that the main disadvantaged experienced by the children and young people they would support would be belonging to a marginalised group; within this category, the most common predicted group was children and young people from an ethnic minority background. The second most common predicted disadvantage, by grantees, was poverty and deprivation.

¹¹ Further information about how BBC CiN defines disadvantage can be found here: <https://www.bbcchildreninneed.co.uk/grants/apply/extra-guidance-for-all-applicants/>.

Grantees had access to this information at the point of submitting application form data upon which this analysis is based.

Figure 9: A breakdown of the main disadvantage type amongst the children that each grantee expected to support using Inspiring Futures funding, based on application form data (n=85 grantees).

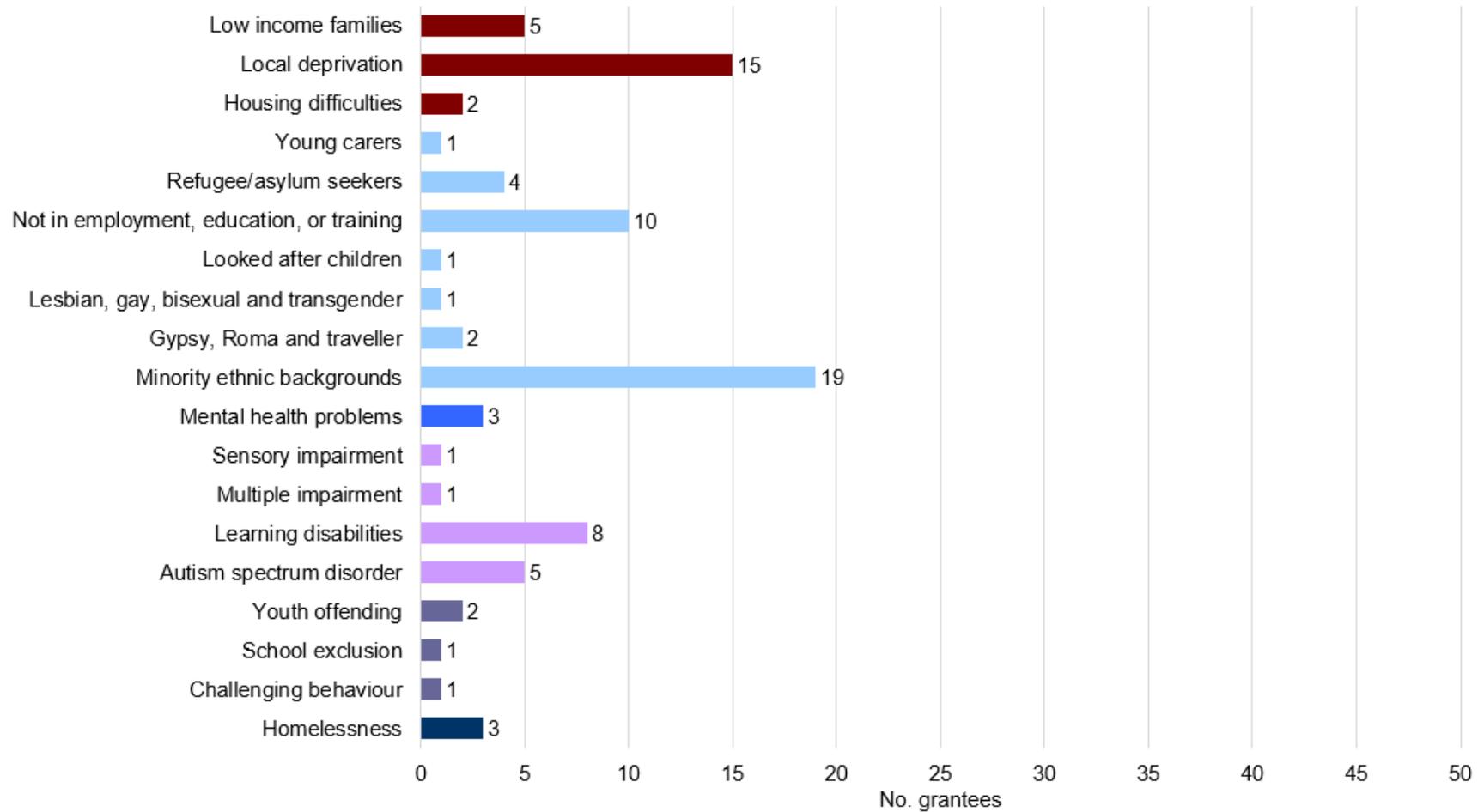
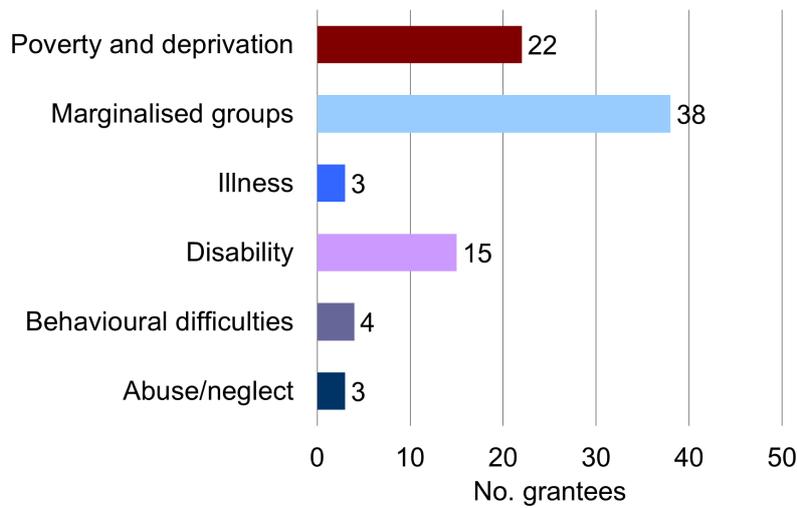


Figure 10: A breakdown of the main disadvantage category amongst the children that each grantee expected to support using Inspiring Futures funding, based on application form data (n=85 grantees).



Ethnicity

Figure 11 presents a breakdown of the grantees who projected that the majority of children they would support would be from an ethnic minority background. Of the 61 grantees who responded, just over half (51%) reported that they expected the majority of the children and young people they supported to be from an ethnic minority background.

Figure 11: The number of grantees that projected that the majority of the young people they would support would be from an ethnic minority background, based on application form data (n=61).

Whether grantees expected that the majority of the young people they would support would be from an ethnic minority background	No. grantees	%
Yes	31	51%
No	29	48%
Prefer not to say	1	2%
Total	61	100%

Age

Figure 12 presents a breakdown by age of the children and young people that grantees expected to support based on application form data. There are two different sets of age categories presented because the reporting form, designed by both YFF and BBC CiN, requests these two different sets of age categories Please

note that Figure 12 contains discrepancies¹², which are likely due to a combination of:

- Age breakdown 2 spanning a narrower age range (10-24 years old) than age breakdown 1 (which also includes 0-10 years old).
- Rounding of figures to the nearest 5 before analysis.
- Grantees providing differential data across the different age breakdowns.

According to Figure 12, grantees projected that the majority of children they would support would be in their late teens and early twenties.

Figure 12: The breakdown number of children and young people that grantees projected to support by age, based on application form data.

Age range	No. children and young people	%
Age range breakdown 1		
0-4 years	19	0%
5-9 years	164	1%
10-15 years	2,467	19%
16-18 years	2,982	23%
19-24 years	7,275	56%
Total	12,907	100%
Age range breakdown 2		
10-13 years	1,366	12%
14-18 years	3,578	31%
19-24 years	6,774	58%
Total	11,718	100%

4.2.5 Intended differences for children and young people

Figure 13 presents a breakdown of the differences that grantees aim to make for the children and young people using their Inspiring Futures grant, based on application form data coded by BBC CiN. Please note that each grantee aims for three differences. As such, the total number of intended differences across the

¹² While the total number of children and young people grantees expected to support is 13,130, based on application form data, neither age breakdowns total to this figure. They total to 12,907 for age breakdown 1, and 11,718 for age breakdown 2.

programme as a whole is 255 (equating to three differences per grantee for 85 grantees).

The most common intended differences across grantees were:

- Entry to employment.
- Confidence and self-esteem.
- Improved life skills.
- Engage and achieve in education, employment, and training (EET).

Figure 13: The type of differences that grantees aimed to make for the children and young people supported using their Inspiring Futures grant, based on application form data coded by BBC CiN (n=255)¹³.

Difference for children and young people		No. grantees	Total	%
Emotionally well	Effects of distress or trauma	2	16	6%
	Having fun and enjoyment	1		
	Manage feelings and emotions	10		
	Manage mental ill health	3		
Employability	Access apprenticeship and traineeships	8	87	34%
	Achieving qualifications	13		
	Community involvement	2		
	Entry to employment	40		
	Other	3		
	Quality of employment	1		
	Satisfaction with employment	2		
	Sustaining employment	2		
	Work experience	16		
Essential skills	Better communication skills	10	70	27%
	Engage and achieve in EET	25		
	Improved life skills	32		

¹³ Figure 13 includes a base number greater than the total number of grantees (85), as each grantee is intended to aim for three differences.

Difference for children and young people		No. grantees	Total	%
	Improved social skills	3		
Physically safe	Access to safe spaces	1	1	0%
Physically well	Physical activity or healthy diet	1	1	0%
Positive relationships	Friend and peer relationships	1	11	4%
	General relationships with others	5		
	Inclusion and belong to communities	1		
	Relating to trusted adults	4		
Positively empowered	Degrees of independence	2	16	6%
	Making informed life choices	2		
	Motivation and achieving goals	9		
	Participation and expressing self	1		
	Positive behaviour – anti-social behaviour/ crime	2		
Strong self-belief	Confidence and self-esteem	36	53	21%
	Horizons and expectations for self	15		
	Sense of self and identity	2		
Total			225	100%

Figure 14 presents a breakdown of the coding of grantees' intended differences into ambitions by BBC CiN, based on application form data. Roughly four fifths of these were coded as an ambition for children and young people to reach their potential.

Figure 14: A breakdown of the ambitions that grantees aim to achieve for the children and young people they support, based on application data coded by BBC CiN (n=255).

Ambition	No. grantees	%
Happy and secure	45	18%
Reach potential	209	82%
Safe	1	0%
Total	255	100%

4.3 Implementation so far

Figure 15 presents a breakdown of the number of children and young people supported so far by grantees, including those who are disadvantaged. Halfway through the Inspiring Futures grants, grantees have supported 8,935 children and young people in total, of whom 7,805 were described by grantees as disadvantaged.

The total number of children and young people that grantees projected they would support over the course of the programme was 13,130 (based on application form data from all 85 grantees). Mid-way through the programme, more than two thirds (68%) of this target has been met so far (according to the 69 grantees for which mid-point reporting data was available).

Figure 15: A breakdown of the number of children and young people supported by grantees so far, based on mid-point reporting data (n=69 grantees).

Children and young people supported by grantees so far	No. children and young people
Overall figures	
Total	8,935
Average no. per grantee (n=69 grantees)	129
Maximum per grantee	2,810
Minimum per grantee	5
Figures for disadvantaged children and young people	
Total	7,805
Percentage of total children and young people supported by grantees so far who are disadvantaged	87%
Average no. per grantee (n=69 grantees)	113
Maximum per grantee	2,810
Minimum per grantee	0

Figure 16 presents a breakdown of the number of children and young people supported so far broken down by the primary project type of the grantee who supported them. The majority of children and young people supported so far were supported by grantees who primarily delivered projects focussed on life skills (4,156 young people), followed by one-to-one projects and then training.

Figure 16: A breakdown of the numbers of children and young people supported by grantees for each project type, based on mid-point reporting data coded by BBC CiN (n=85).

Grantee project type		No. children and young people supported so far		%
Arts/ creativity	Arts/crafts	65	580	6%
	Dance/drama	60		
	Music (including DJ)	455		
Befriending/ mentoring	121	1,400	1,425	16%
	Group work	25		
Refuge	Temporary accommodation	0	0	0%
School and extended services	Afterschool club	215	920	10%
	Homework club	325		
	Supplementary education/schools	380		
Sports and health	Healthy living	75	75	1%
Training and employment opportunities	Life skills	4,165	5,525	62%
	Training	1,005		
	Work placements	355		
Youth services	Issue based	185	410	5%
	Outreach	225		
Total			8,939	100%

Figure 17 shows that the majority of grantees with mid-point reporting data reported that they reached more children and young people than expected, followed by those who reported they reached fewer children and young people than expected. Only 10 grantees reported that they reached the same number of children and young people as expected.

Figure 17: The number of grantees who reported that they reached fewer, more, or the same number of children and young people as expected, based on mid-point reporting form data (n=69).

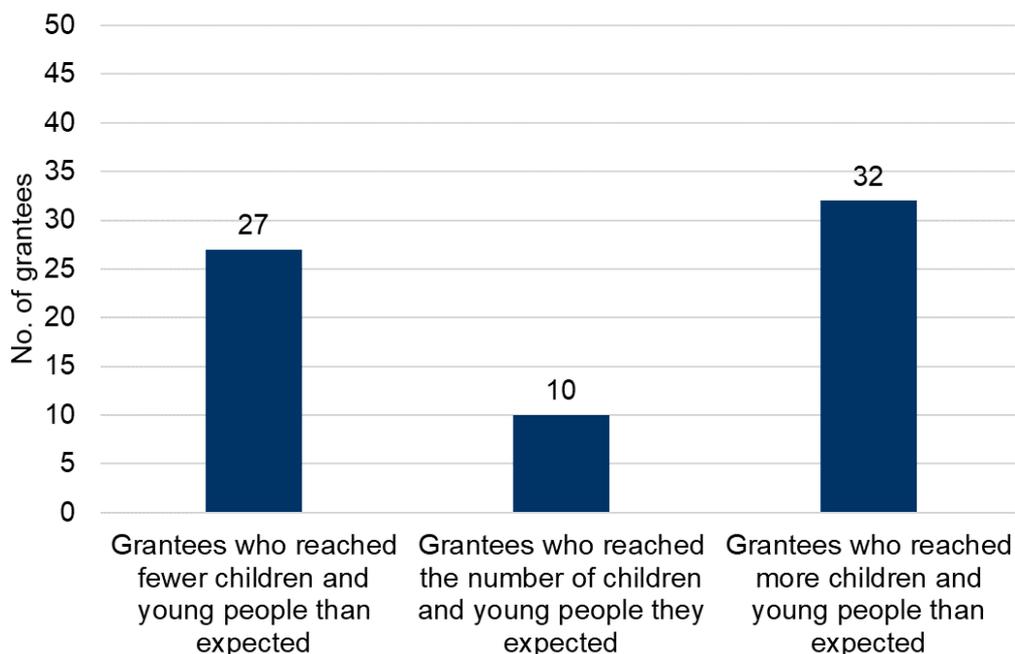


Figure 18 shows a breakdown of this data by primary project type. No particular project types were clearly associated with reaching more children and young people than expected, or fewer. In cases where several grantees reached more children and young people than expected, other grantees delivering the same project type reached fewer than expected.

Figure 18: A breakdown of grantees' primary project type by whether they reported to have supported fewer, more, or the same number of children and young people as expected so far, based on mid-point reporting data coded by BBC CiN (n=69 grantees).

Project type		No. children and young people reached versus expected		
		Fewer	More	As expected
Arts/creativity	Arts/crafts	1	0	1
	Dance/drama	1	0	0
	Music (including DJ)	0	0	1
Befriending/mentoring	121	5	0	4
	Group work	0	0	1
	Afterschool club	0	1	0
	Homework club	0	1	1

Project type		No. children and young people reached versus expected		
		Fewer	More	As expected
School and extended services	Supplementary education/schools	0	0	1
Sports and health	Healthy living	0	0	1
Training and employment opportunities	Life skills	7	3	11
	Training	9	3	6
	Work placements	2	2	2
Youth services	Issue based	2	0	2
	Outreach	0	0	1
Total		27	10	32

Figure 19 presents a breakdown of the number of children and young people supported by grantees by age, compared with the age breakdown projected by grantees.¹⁴

The spread across age groupings amongst those supported is similar to that projected by grantees.

Figure 19: A breakdown of the number of children and young people supported by grantees so far by age (based on mid-point reporting data, where n=69 grantees), compared with the projected number (based on application form data, where n=85 grantees).

Age range	No. children and young people supported		
	Projection	Supported so far	% of projection
Age breakdown 1			
0-4 years	19	60	316%
5-9 years	164	264	161%
10-15 years	2,467	1,571	64%
16-18 years	2,982	1,209	41%

¹⁴ Ideally, we were hoping to explore whether the age ranges supported were those that grantees predicted they would support at the application stage, however this analysis was not completed because (1) the data that would enable this analysis, application form data about the primary age range each grantee expects to support, does not use age categories which match the breakdown used elsewhere, so it is not possible to compare, and (2) discrepancies in the age breakdown data for young people supported and the total number of young people supported, indicates that there are errors in the former set of data (see Section 4.2.4 for more details).

Age range	No. children and young people supported		
	Projection	Supported so far	% of projection
19+ years	7,275	4,722	65%
Total	12,907	7,826	61%
Age breakdown 2			
10-13 years	1,366	889	65%
14-18 years	3,578	1,692	47%
19-14 years	6,774	2,804	41%
Total	11,718	5,385	46%

4.4 Difference made so far

Figure 21 below shows the total number of children and young people reported by grantees to have either started progress, or made significant progress, towards each difference type so far. Figure 22 displays this data in a table, with figures broken down between those who reportedly started progress and those who reportedly made significant progress.

The most common areas of difference in which children and young people reportedly saw any progress were:

- Employability
- Essential skills
- Strong self-belief

The difference with the highest number of children and young people who reportedly made significant progress in that area, was confidence and self esteem (3,067 children and young people), followed by essential skills (1,847).

Note about the interpretation of this analysis

Please note when reviewing these figures that:

Each child or young person supported so far can be counted towards up to three differences, as each grantee aims to make three differences for those they support through Inspiring Futures. Therefore, the total number of children and young people reported to see a difference is greater than the total number supported so far, and each young person may be counted more than once across difference types.

This data has not been independently verified by the evaluation team and is not based on a standardised outcome measure used across grantees to measure difference. As such, grantees may have adhered to varying definitions of 'significant progress' and 'started progress' when collecting data.

Difference data is not collected at the individual level. As such, it is not possible to calculate the average number of level of differences per child or young person.

Figure 20: The number of children and young people who were reported to make progress towards each main difference category by grantees, based on mid-point reporting data. Darker shaded bars

represent the number of children and young people who reportedly made significant progress towards that difference, and lighter shaded bars represent the number who reportedly started progress

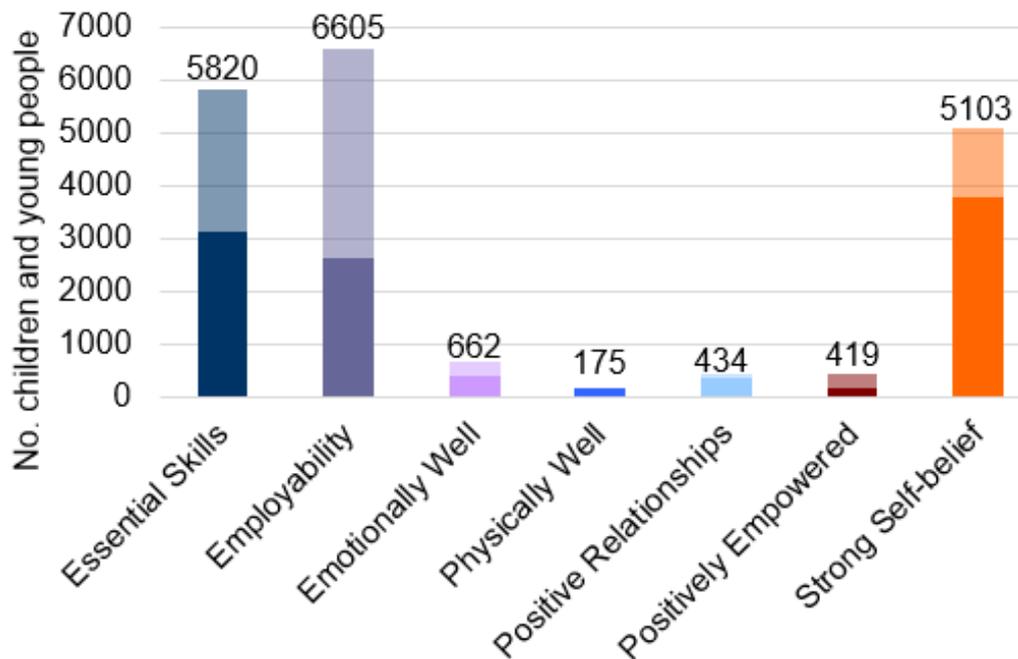


Figure 21: The number of children and young people who were reported to make progress towards each difference by grantees, based on mid-point reporting data. Darker shaded bars represent the number of children and young people who reportedly made significant progress towards that difference, and lighter shaded bars represent the number who reportedly started progress.

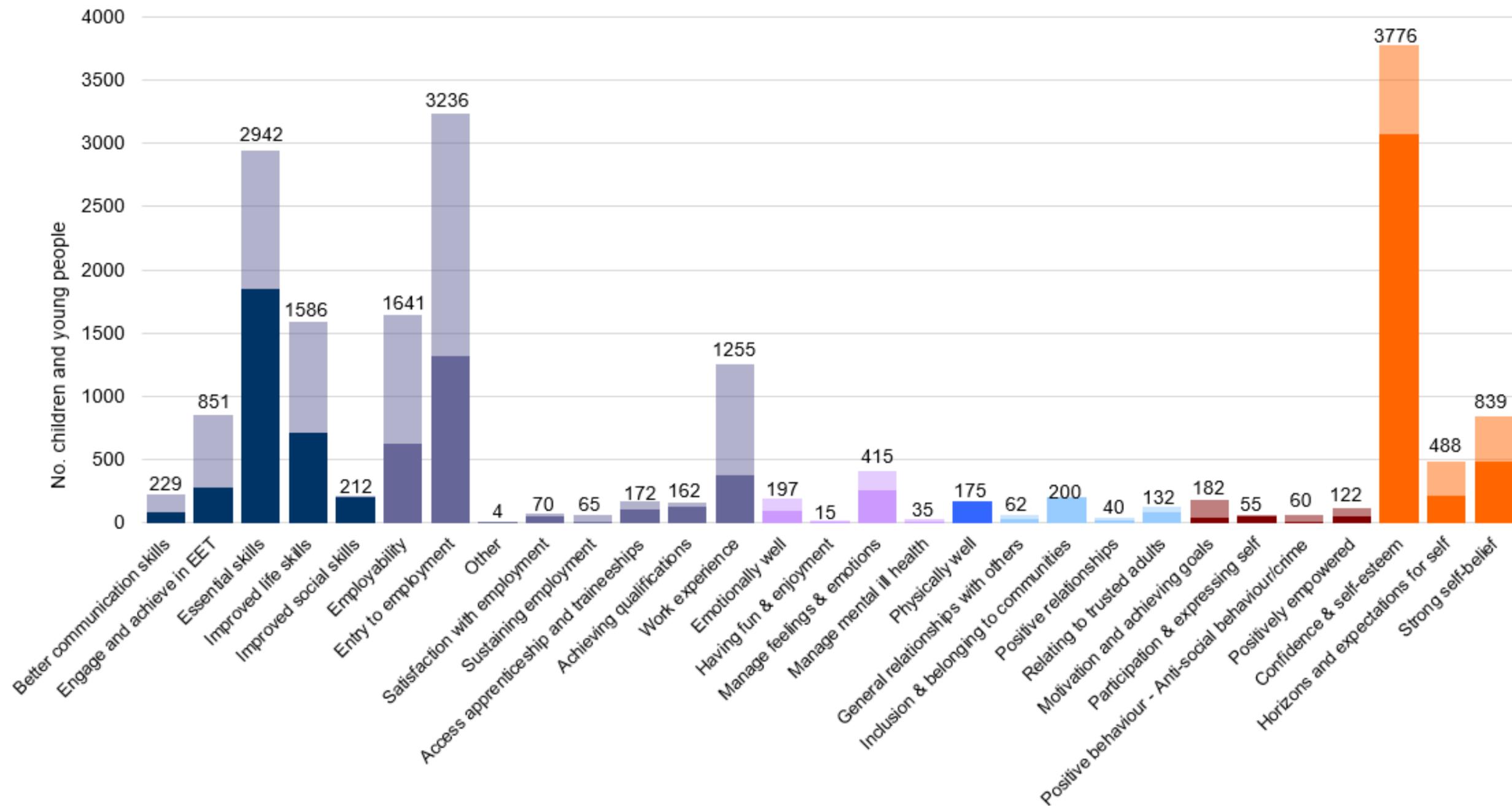


Figure 22: The number of children and young people who were reported by grantees to make progress towards each difference, based on mid-point reporting data

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total		
						No.		% of young people supported so far (n=8,935)
Emotionally well	Emotionally well	95	370	102	292	197	662	7%
	Having fun and enjoyment	10		5		15		
	Manage feelings and emotions	255		160		415		
	Manage mental ill health	10		25		35		
Employability	Access apprenticeship and traineeships	111	2,624	61	3,981	172	6,605	74%
	Achieving qualifications	130		32		162		
	Employability	622		1,019		1,641		
	Entry to employment	1,314		1,922		3,236		
	Other	2		2		4		
	Satisfaction with employment	55		15		70		

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total		
						No.		% of young people supported so far (n=8,935)
	Sustaining employment	10		55		65		
	Work experience	380		875		1255		
Essential skills	Better communication skills	87	3,138	142	2,682	229	5,820	65%
	Engage and achieve in education, employment, and training	285		566		851		
	Essential skills	1,847		1,095		2,942		
	Improved life skills	717		869		1,586		
	Improved social skills	202		10		212		
Physically well			175		0	175		2%
Positive relationships	General relationships with others	35	350	27	84	62	434	5%
	Inclusion and belonging to communities	200		0		200		
	Positive relationships	25		15		40		

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total		
						No.		% of young people supported so far (n=8,935)
	Relating to trusted adults	90		42		132		
Positively empowered	Motivation and achieving goals	45	167	137	252	182	419	5%
	Participation and expressing self	50		5		55		
	Positive behaviour – anti-social behaviour/crime	15		45		60		
	Positively empowered	57		65		122		
Strong self-belief	Confidence and self-esteem	3,067	3,767	709	1336	3,776	5,103	57%
	Horizons and expectations for self	214		274		488		
	Strong self-belief	486		353		839		
Total			10,591		8,627	19,218		100% (n=8,935)

