

## Inspiring Futures evaluation

Final report: Technical appendix

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- Youth Futures Foundation is an independent, not-for-profit organisation established with a £90m endowment from the Reclaim Fund to improve employment outcomes for young people from marginalised backgrounds. Our aim is to narrow employment gaps by identifying what works and why, investing in evidence generation and innovation, and igniting a movement for change.
- BBC Children in Need is the BBC's UK charity. Our financial support is committed to funding grassroots organisations and project workers in every corner of the UK, who provide the vital relationships and support to help the children who need us most.
- The COVID-19 outbreak exacerbated multiple challenges for young people looking to access further education, training and work.

As a rapid response to the pandemic to support young people during that challenging time, Youth Futures delivered a series of grants through the Inspiring Futures Fund in partnership with BBC Children in Need.

Through the fund, we provided £7m to 107 frontline charities and social enterprises (85 of which were based in England, which is the focus of this evaluation) to deliver positive activities that support children and young people on their journey towards employment.

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## Contents

<b>1. INTRODUCTION .....</b>	<b>4</b>
<b>2. RESEARCH QUESTIONS .....</b>	<b>5</b>
<b>3. EVALUATION METHODS .....</b>	<b>8</b>
3.1. OVERVIEW .....	8
3.2. CO-PRODUCTION WITH YOUNG PEER RESEARCHERS .....	10
3.3. EVALUATION METHODS .....	11
3.3.1. Review of programme documentation .....	11
3.3.2. Monitoring approach support .....	12
3.3.3. Consultation with programme stakeholders .....	12
3.3.4. Consultation with grantees .....	12
3.3.5. Deep-dive research with eight grantees including consultation with young people supported .....	13
3.3.6. Analysis of monitoring reporting data .....	14
3.3.7. Recommendations co-development workshops with key stakeholder groups .....	15
<b>4. BREAKDOWN OF PROJECTS FUNDED BY INSPIRING FUTURES .....</b>	<b>16</b>
<b>5. QUANTITATIVE DATA ANALYSIS .....</b>	<b>19</b>
5.1. OVERVIEW .....	19
5.2. METHODOLOGY .....	19
5.3. ANALYSIS .....	21
5.3.1. Number of young people supported by grantees .....	21
5.3.2. Age profile of young people supported by grantees .....	22
5.3.3. Project disadvantages of target cohorts .....	23
5.3.4. Profile of grantees .....	25
5.3.5. Project type .....	27
5.3.6. Differences made by Inspiring Futures .....	34
<b>6. MEASURING IMPACT AND UNDERSTANDING ‘WHAT WORKS’ .....</b>	<b>50</b>
<b>7. PROJECT, DISADVANTAGE, AND DIFFERENCE DEFINITIONS .....</b>	<b>54</b>

# 1. Introduction

This technical appendix, which should be read in conjunction with the full final evaluation reports of Inspiring Futures, provides:

- A detailed breakdown of the research questions including sub-questions which were co-developed in the scoping phase of the evaluation with key programme stakeholders.
- A detailed summary of the evaluation methodology.
- A breakdown of the projects funded by Inspiring Futures
- An analysis of quantitative monitoring data provided by grantees which received funding from Inspiring Futures.
- Additional analysis on grantees' approaches to measuring impact.
- Key definitions.

## 2. Research questions

The evaluation addressed the following questions and sub-questions. They were designed in close collaboration with key programme stakeholders at BBC CIN and Youth Futures Foundation, and young peer researchers from the Youth Reference Group.

### *Implementation*

- 1) What is the profile of grantees?
  - a. What types of organisation have been funded?
  - b. How representative were the grantees of the wider population?
  - c. What are the approaches of the interventions that have been funded?
- 2) What have grantees delivered?
  - a. What role did the voices and participation of young people play in what the grantee organisations delivered?
  - b. Have grantees had to adapt their approaches during the COVID-19 pandemic? If so, how?
  - c. Have grantees been able to support the same number of children and young people as envisaged? Why/why not?
  - d. Have grantees been able to reach 'hidden' children and young people?
  - e. Have grantees been able to offer more support due to their grant?

### *Impact of COVID-19*

- 3) How have children and young people been affected by COVID-19 concerning their pathways to employment?
  - a. How has the context of COVID-19 changed children and young people's daily lives concerning pathways to employment?
  - b. What new opportunities or challenges do they face concerning pathways to employment?
  - c. How has the context of COVID-19 affected children and young people's wellbeing, education, and/or employment prospects?
  - d. How has need and demand for support been affected?
  - e. 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?
  - f. 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?

- 4) How have grantees been affected by the pandemic?
  - a. **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?**
  - b. **How have covid-19-related impacts on delivery affected young people's experiences of support?**
  - c. **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?**
  - d. **How have grantees responded to challenges and opportunities presented by the COVID-19 pandemic?**

### *The difference made by Inspiring Futures*

- 5) What difference has been made for children and young people?
  - a. **What has children and young people's experience of the programme been?**
  - b. **Did children and young people receive the support that they wanted and needed?**
  - c. **How do outcomes vary by age, ethnicity, disability and health conditions, and regional economic disparities?**
- 6) What difference has the emergency funding of the programme made for grantees?
  - a. **Have grantees been able to increase their resilience? If so, how? (e.g. working with partners, working with infrastructure bodies)?**
- 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 to support children and young people towards positive employment pathways?
  - a. **If grantees have been able to reach 'hidden' children and young people, what has worked to do so?**
  - b. **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?
- a. What additional policy changes might help grantees?**
  - b. What additional support do grantees need, including low-cost and no-cost options?**
- 11) How does learning, and effective practice, vary by:
- a. 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?**
  - b. Ethnicity?**
  - c. Disability or physical or mental health condition?**
  - d. Regional economic disparity?**
- 12) What other lessons, if any, should similar future programmes consider?
- a. What role, if any, does delivering support virtually play?**
  - b. What role, if any, do the grant term and grant size play on grantees' experience of implementation and any outcomes/impacts?**

## 3. Evaluation methods

### 3.1. Overview

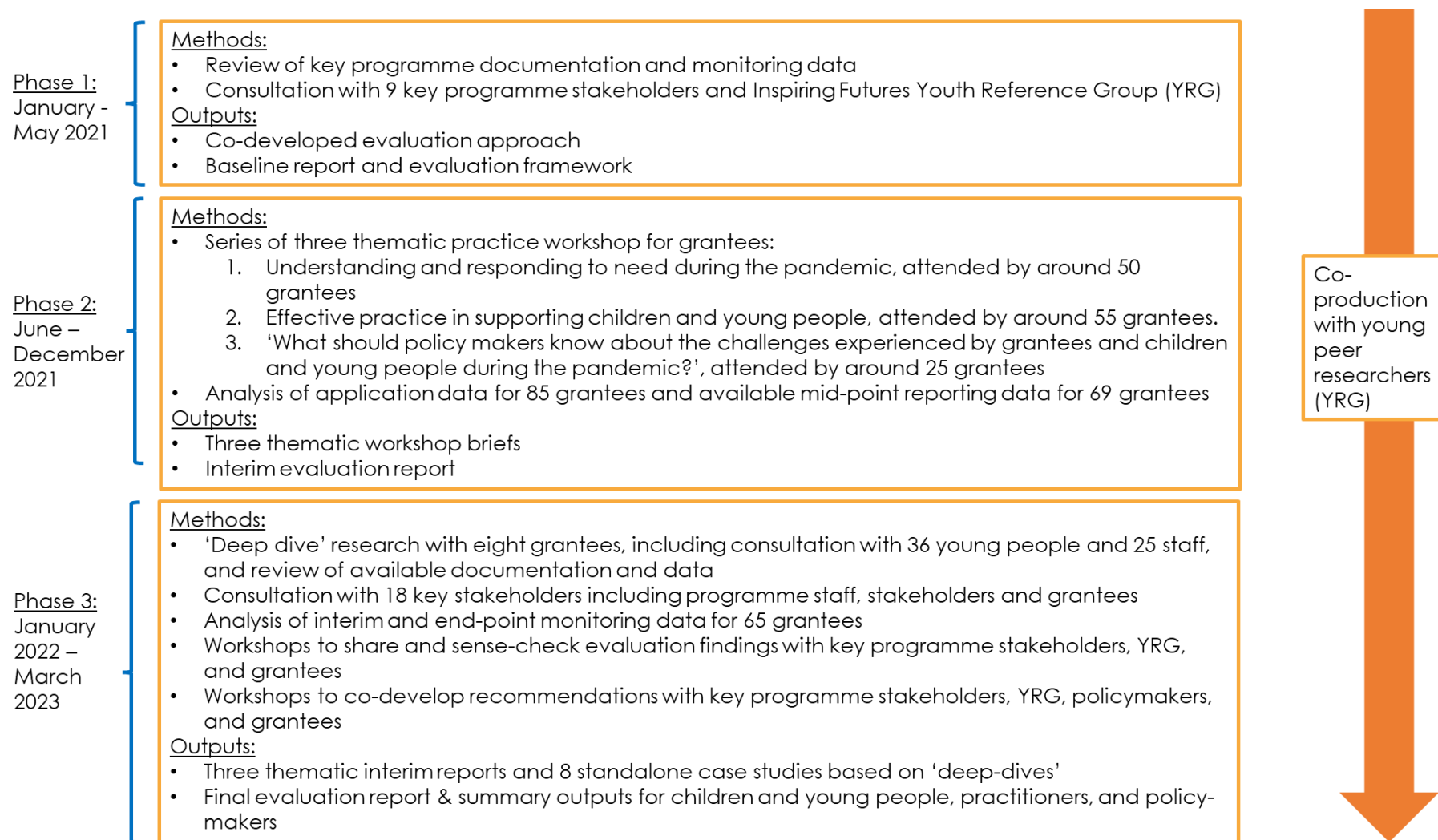
The evaluation took a mixed-methods approach, with each method detailed below. Approaches and methods were designed by Cordis Bright in collaboration with YFF, BBC CIN and the YRG and agreed before use in the field. Evaluation methods are summarised in Figure 1 below and outlined in more detail in the remainder of this chapter.

Please see the main evaluation report for an explanation of the challenges and limitations for the evaluation.



## Inspiring Futures evaluation – Final report: Technical appendix

Figure 1: A summary of the methods used in each phase of the Inspiring Futures evaluation



### 3.2. Co-production with young peer researchers

At each Phase the evaluation has involved co-production with young peer researchers from the Youth Reference Group<sup>1</sup>, including the evaluation design, fieldwork, analysis, producing findings and recommendations, and designing outputs to disseminate findings and recommendations for different key audiences.

They have been supported throughout by the evaluation team and received training, experience, and practice sessions in research and evaluation theory and practice. They have:

- Provided input and feedback on the design of evaluation methods and research tools.
- Facilitated focus groups with young people supported by 'deep-dive' grantees during Phase 3 of the evaluation.
- Supported analysis on the deep-dive consultation with young people.
- Provided feedback, challenge, and sense-testing on evaluation findings at each stage and co-developed recommendations.
- Co-designed the summary output for children and young people.
- Co-developed an output highlighting lessons learned and tips for future participation and co-production.

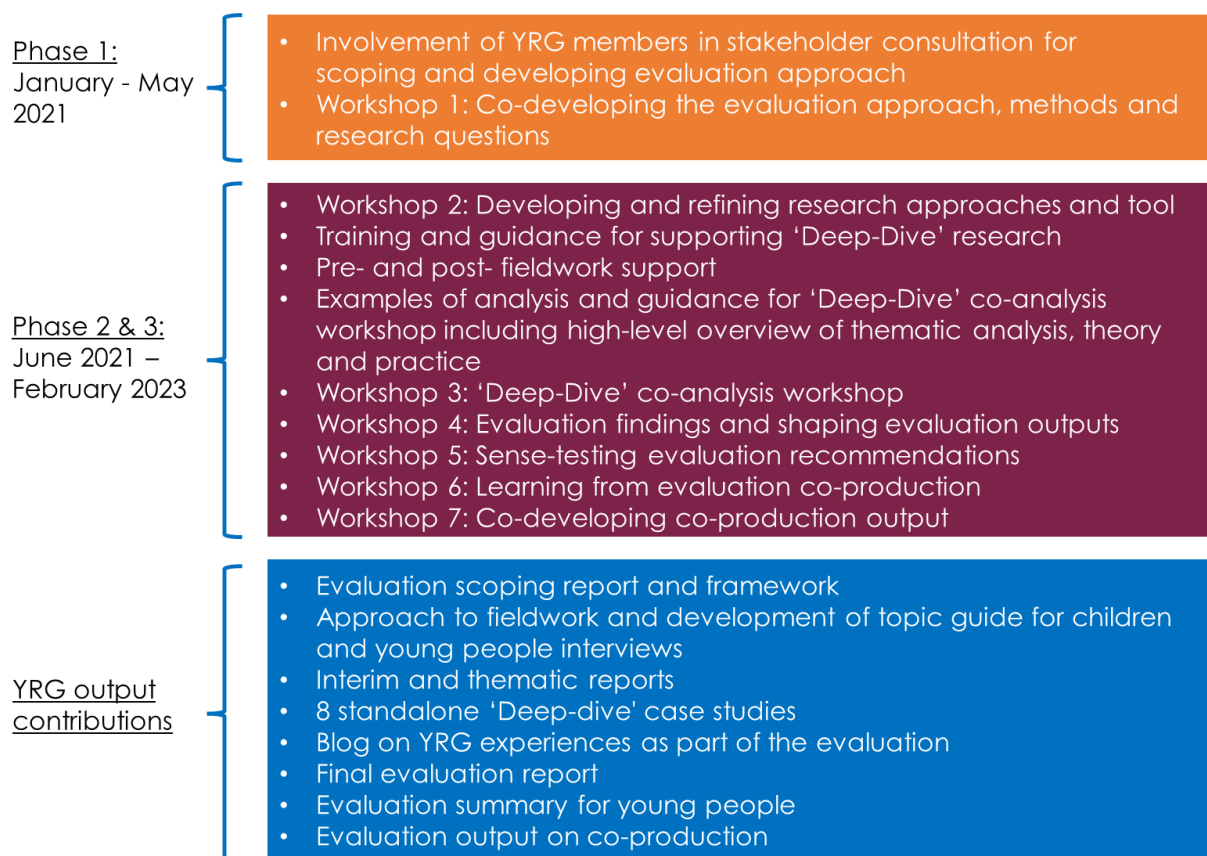
Figure 2 provides a summary of evaluation activity involving the YRG.

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<sup>1</sup> The Youth Reference Group are a steering group of young people formed by BBC CIN and Youth Futures Foundation to provide challenge and input into Inspiring Futures.

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 2: Summary of evaluation activity involving the YRG



### 3.3. Evaluation methods

The following provides a summary of key evaluation methods.

#### 3.3.1. Review of programme documentation

Towards the beginning of the evaluation we carried out a review of programme documentation including application form data shared by YFF and BBC CIN. Documents reviewed included:

- Invitation to Tender (ITT) Inspiring Futures Research and Evaluation project
- CIN Inspiring Futures – ITT Frequently Asked Questions (FAQs)
- Inspiring Futures Report Form v0.2
- Amended Difference Framework
- Your Difference training
- Inspiring Futures – portfolio overview
- Programme Area coding
- Target group guidance

- Inspiring Futures Application Form
- [Inspiring Futures website](#)

### 3.3.2. Monitoring approach support

We reviewed and provided advice on the monitoring return to be used at mid-point with grantees.

### 3.3.3. Consultation with programme stakeholders

We carried out virtual consultation with key programme stakeholders via semi-structured interviews at Phases 1 (nine stakeholders were consulted at this stage) and 3 (18 stakeholders were consulted at this stage). Stakeholders included a cross-section from strategic to frontline stakeholders from both BBC CiN and Youth Futures Foundation, and also included a sample of grantees chosen via discussion with BBC CiN and Youth Futures Foundation colleagues.

### 3.3.4. Consultation with grantees

#### *Thematic practice workshop series*

We carried out a virtual workshop series open to all Inspiring Futures grantees during Phase 2 of the evaluation, between July – October 2021, to gather emerging evidence on the evaluation themes and data to inform subsequent evaluation methods in Phases 2 and 3. The workshops also provided a networking opportunity for grantees.

Each workshop gathered the perspectives of grantees via smaller group discussions with findings then discussed and added to in plenary. The workshops covered:

- **Understanding and responding to need during the pandemic:** how the pandemic has impacted children and young people's needs and pathways to employment, and grantee organisations themselves, and of how grantees have adapted to the challenges and opportunities presented by the pandemic. Around 55 grantees attended.
- **Effective practice in supporting children and young people towards employment pathways:** 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. Around 55 grantees attended.
- **What should policy makers know about the challenges experienced by grantees and children and young people considering the pandemic:** 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. Around 25 grantees attended.

### *Consultation via semi-structured interviews*

Sub-sets of grantees were also consulted as part of semi-structured stakeholder interviews in Phase 3 and as part of deep-dive research.

### *Sense-testing workshop*

A sense-testing workshop for grantees to learn about evaluation findings and provide feedback and additional detail, was held in Phase 3, open to all grantees. Around 25 grantees attended.

### **3.3.5. Deep-dive research with eight grantees including consultation with young people supported**

During Phase 3 we carried out 'deep-dive' research with a sub-sample of eight grantees, selected collaboratively with BBC CIN and Youth Futures Foundation colleagues on the basis of providing a spread across project types and geography, showcasing promising and/or interesting approaches, and managing the research burden on grantees with limited capacity. These grantees included:

- Autism Bedfordshire
- Babbasa Youth Empowerment Project
- Circle Collective
- Sound Connections
- Sport 4 Life
- The Proud Trust
- Trelya
- Westminster House Youth Club

Each deep-dive case study involved:

- A review of documentation and data (including any available project-level data and mid-point monitoring data).
- Virtual consultation with key grantee staff via semi-structured interviews.
- Virtual consultation with children and young people supported by the grantee through focus groups co-facilitated by young peer researchers.

- Sense-testing findings with key grantee staff.

Data was triangulated and formed the basis of eight standalone case studies as well as feeding into the final evaluation report. The eight standalone case studies can be accessed [here](#).

### 3.3.6. Analysis of monitoring reporting data

Data was collected via grantees at three stages using forms designed by BBC CIN and YFF: at application stage, using an application form; and at the mid- and end-point of the grant period, using a monitoring form. At each stage a mixture of qualitative and quantitative data was collected, covering grantee background, project type and focus, numbers reached, the main needs amongst those supported, the differences made for the children and young people supported, differences for families and wider communities, how grantees used funding, their approach to monitoring outcomes, and lessons learned.

At mid-point, data was reviewed and high-level data analysis was carried out on the profile of grantees and young people supported, numbers reached, and the differences made so far. At end-point, more in-depth analysis was carried out on this and other quantitative data, and thematic analysis was carried out on responses to three open-text questions:

- **Question 1:** Beyond the children and young adults directly in contact with your organisation, please tell us about any wider changes this funding has had. Have there been changes you've seen the funding contribute to the community or other beneficiary groups such as parents or family members?
- **Question 2:** Please tell us about what you have learned from the way your project / services have adapted and responded since the start of the project?
  - Please tell us what you have learned from delivering this project?
  - What has worked particularly well – any good practice you'd like to highlight?
  - What are the key challenges you have encountered in delivering this project?
  - What, if anything, have you changed or would do differently next time to improve your projects?
  - Do you have any hints or tips you should share with others?
- **Question 3:** Please tell us how you collect data to measure the differences your project has made for children and young adults. Please include:
  - The tools and approaches you use (surveys, observations etc) and

## Inspiring Futures evaluation – Final report: Technical appendix

- How you gather feedback or involve children and young adults in evaluation.
- How you consider and analyse your data to understand the difference you're making

The qualitative, open-text data was reviewed and cleaned before we took a matrix-based, thematic approach to analysis. Available qualitative open-text data was analysed for the 63 grantees for which final monitoring data was available.

A more detailed breakdown of the approach to quantitative analysis can be seen below in section 5.2.

### **Note about data quality**

Data submitted by grantees in application and monitoring forms is self-reported and shared at the aggregate level by the form (i.e., 'Seven young people supported saw significant improvements in their confidence'). There are no requirements for how grantees reach these numbers, and they are not required to specify the approach they use including any tools/indicators used for measuring needs, outcomes, or any other data fields. As such, readers should use caution when interpreting this data and making comparisons or generalisations between grantees.

### **3.3.7. Recommendations co-development workshops with key stakeholder groups**

The recommendations in this report were informed by a series of virtual co-development workshops with:

- Key programme stakeholders at BBC CiN and Youth Futures Foundation.
- Grantees.
- Policymakers and strategic stakeholders.
- Young peer researchers.

During these workshops stakeholders were presented with key evaluation findings and draft recommendation themes and asked for input and any additional information. Specific time and focus was given to those findings and recommendations most relevant to each stakeholder group.

## 4. Breakdown of projects funded by Inspiring Futures

Figure 3 shows a breakdown of the project types delivered by grantees (coded by BBC CIN), and the numbers of children and young people supported by each, based on final monitoring report data which was available for 63 grantees.



## Inspiring Futures evaluation – Final report: Technical appendix

Figure 3: A breakdown of the project types delivered by grantees and the number of children and young people supported by each activity, based on final monitoring report data (n=63).

Project type		No. children and young people supported		No. grantees	
Arts / creativity	Arts / crafts	262	1326	2	4
	Dance / drama	64		1	
	Music (including DJ)	1,000		1	
Befriending / mentoring	121	547	592	8	9
	Group work	45		1	
Refuge	Temporary accommodation	100	100	1	1
School and extended services	Afterschool club	563	1590	2	5
	Homework club	589		2	
	Supplementary education/schools	438		1	
Sports and health	Healthy living	150	150	1	1
Training and employment opportunities	Life skills	8,785	10,796	21	38
	Training	1,744		13	
	Work placements	267		4	

## Inspiring Futures evaluation – Final report: Technical appendix

Project type		No. children and young people supported		No. grantees	
Youth services	Issue based	256	529	4	5
	Outreach	273		1	
<b>Total</b>		<b>15,083</b>	<b>15,083</b>	<b>63</b>	<b>63</b>

## 5. Quantitative data analysis

### 5.1. Overview

Data analysis was carried out by Cordis Bright on final monitoring report data for 63 of the Inspiring Futures grantees. The evaluation carried out:

- Quantitative data analysis relating to the reach and impact of Inspiring Futures grantees.
- Qualitative data analysis of available responses to open-text questions relating to:
  - Learning from the Inspiring Futures programme
  - The difference(s) made for families and wider communities
  - How grantees measure their impact

The findings from the analysis were then triangulated with other methods. Key supporting evidence from the data analysis has been presented in the main report.

**This chapter presents more detail on the quantitative data analysis,** specifically the methodological approach used and the analysis that has been carried out but not included in the main report due to length.

#### About final monitoring report data

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 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 information before being shared with the evaluation team. This data was retrieved from grantees into BBC CIN's database between July 2021 to September 2022, at the end of their grant period. The grant length varied by grantee between 12 and 18 months, so the end-point at which final reporting data was collected varied by grantee accordingly.

### 5.2. Methodology

The approach to carrying out the analysis was developed collaboratively with colleagues at Youth Futures Foundation, based on ongoing discussions and the final reporting data analysis approach document agreed during Phase 3 of the evaluation.

When carrying out this analysis, the following approach was used which should be considered when reading this analysis:

- **Treatment of missing data.** The 22 grantees for which end-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.
- **Rounding of percentages.** Throughout the analysis, percentages have been rounded to zero decimal places, so may not always total to 100%.

### Data cleaning approach

Further to discussions with colleagues at YFF and BBC CIN, the evaluation team took the following steps to clean the data set:

- In some cases, grantees were missing data on the number of disadvantaged children and young people who benefited. Where it was possible to calculate this using the data they submitted for the numbers of disadvantaged children and young people who benefited broken down by age categories, we have done so and used these figures for our analysis of the number of children and young people supported by grantees. This was the case for four grantees.
- In some cases, grantees were missing data on the total number of children and young people who benefited, but there were non-zero values for the number of disadvantaged children and young people who benefited. In these cases, we assumed the total number of young people who benefited was the same as the number of disadvantaged children and young people who benefited and used these figures for our analysis. This was the case for two grantees.
- In some cases, grantees reported that the number of disadvantaged young people who benefited was more than the total number of young people who benefited. In these cases, we took the smallest number for both values and used these figures for our analysis. This was the case for two grantees.
- One grantee reported that more children and young people experienced progress towards differences than the total number of children and young people who benefited from their support. We removed these figures on the number of children and young people who experienced progress from our analysis of differences made for children and young people.

### 5.3. Analysis

#### 5.3.1. Number of young people supported by grantees

Figure 4 shows that Inspiring Futures grantees supported 15,083 children and young people. 97% of these children and young people were disadvantaged.<sup>2</sup>

The number of children and young people supported by each grantee varied substantially, with a mean average of 239 young people per grantee, a maximum of 5,831 and a minimum of 11 children and young people.

*Figure 4: A breakdown of the number of children and young people supported by grantees so far, based on end-point reporting data (n=63 grantees).*

Children and young people supported by grantees	No. children and young people
<b>Overall figures</b>	
Total	15,083
Mean average no. per grantee (n=63 grantees)	239
Maximum per grantee	5,831
Minimum per grantee	11
<b>Figures for disadvantaged children and young people<sup>3</sup></b>	
Total	14,654
Percentage of total children and young people supported by grantees who are disadvantaged	97%
Mean average no. per grantee (n=63 grantees)	233
Maximum per grantee	5,831
Minimum per grantee	10

<sup>2</sup> 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.

<sup>3</sup> See footnote above for the definition of disadvantage used.

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 5 shows that grantees supported more children and young people than they projected at application point. Collectively, the 63 grantees who submitted end-point data exceeded the total projected number by 42%.

*Figure 5: A breakdown of the number of children and young people supported by grantees (based on end-point reporting data, where n=63 grantees), compared with the projected number (based on application form data, where n=85 grantees and n=63 grantees)*

No. children and young people supported	No. children and young people
<b>Project based on application form data where n=85 grantees</b>	
Projection (n=85)	13,130
Supported (n=63)	15,083
% of projection	115%
<b>Project based on application form data where n=63 grantees</b>	
Projection (n=63 for whom end point data is available)	10,632
Supported (n=63)	15,083
% of projection	142%

### 5.3.2. Age profile of young people supported by grantees

shows that the largest category of children and young people supported by Inspiring Futures grantees are young people aged 19+, followed by 10-15 years. The smallest category supported was children and young people aged 0-4 years.

Figure 6: A breakdown of the number of children and young people supported by grantees by age group, based on end-point reporting data (n=63 grantees).<sup>4</sup>

Age range	No. disadvantaged children and young people supported
0-4 years	91
5-9 years	501
10-15 years	2,909
16-18 years	1,882
19+ years	3,430 <sup>5</sup>

### 5.3.3. Project disadvantages of target cohorts

As shown in section 5.3.1 above, collectively grantees reported that 97% of the children and young people they supported were disadvantaged (n=63 grantees).

Final monitoring reports did not collect data on the disadvantages of the children and young people supported. However, at application stage grantees described the primary disadvantage they predicted would be experienced by the young people they would support through Inspiring Futures; grantees were given the opportunity to update this information in their mid- and end-point monitoring returns if their target cohort had changed.

Figure 7 below shows the breakdown of primary projected disadvantage type based on application form data (where n=89 grantees) and for grantees for whom end-point data was available (n=63 grantees).

<sup>4</sup> A total row has not been included for this table due to likely manual errors when reporting the data. Grantees reported both (1) the total number of children and young people they supported and (2) the number supported in each of the age categories shown in this Figure. The totals calculated based on the latter (2) do not match those shown in the former (1). The former is more likely to be accurate as there is less room for manual/calculation errors when inputting this data. To avoid inconsistencies in the analysis, we have presented only the former (1) (i.e., total numbers supported) and not (2) (i.e., total numbers supported based on age data).

<sup>5</sup> This figure is less than the number of young people reported at interim. This is because fewer grantees submitted end-point data than at mid-point.

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 7: A breakdown of grantees by primary disadvantage of target cohort, based on application and end-point reporting data.

Primary predicted disadvantage type and category	Grantees at application stage (n=85)		Grantees at end point (n=63)	
	No	%	No.	%
Abuse/ neglect	3	4%	3	5%
Homelessness	3	4%	3	5%
Behavioural difficulties	4	5%	2	3%
Challenging behaviour	1	1%	1	2%
School exclusion	1	1%	0	0%
Youth offending	2	2%	1	2%
Disability	15	18%	10	16%
Autism spectrum disorder	5	6%	4	6%
Learning disabilities	8	9%	5	8%
Multiple impairment	1	1%	1	2%
Sensory impairment	1	1%	0	0%
Illness	3	4%	3	5%
Mental health problems	3	4%	3	5%
Marginalised groups	38	45%	29	46%
BME groups	19	22%	16	25%
Gypsy, Roma and traveller	2	2%	2	3%
Lesbian, gay, bisexual and transgender	1	1%	1	2%
Looked after children	1	1%	1	2%
NEET	10	12%	5	8%
Refugee/asylum seekers	4	5%	4	6%
Young carers	1	1%	0	0%
Poverty and deprivation	22	26%	16	25%
Housing difficulties	2	2%	1	2%
Local deprivation	15	18%	10	16%
Low income families	5	6%	5	8%
<b>Total</b>	<b>85</b>	<b>100%</b>	<b>63</b>	<b>100%</b>



## 5.3.4. Profile of grantees

### Region

Figure 8 shows that the majority of grantees delivered Inspiring Futures-funded projects in the North of England, London, or Central England.

*Figure 8: A breakdown of Inspiring Futures grantees' primary delivery location by region, based on application form data (n=85).<sup>6</sup>*

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

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<sup>6</sup> 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.

### Ethnicity

Figure 9 presents a breakdown of the grantees who projected that the majority of children they would support would be from Black Asian, or Minority Ethnic backgrounds. 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 Black Asian, or Minority Ethnic backgrounds.

*Figure 9: The number of grantees that projected that the majority of the young people they would support would be from Black, Asian, or Minority Ethnic backgrounds, based on application form data (n=61).*

Whether grantees expected that the majority of the young people they would support would be from Black, Asian, or Minority Ethnic backgrounds	No. grantees	%
Yes	31	51%
No	29	48%
Prefer not to say	1	2%
<b>Total</b>	<b>61</b>	<b>100%</b>

### 5.3.5. Project type

Figure 10 shows a breakdown of grantees' primary project type and category based on application form data (n=85 grantees).

Figure 10: A breakdown of grantees' primary project type based on application form data (n=85 grantees)

Primary project type and category	No. grantees at application stage	
	No.	%
Arts/creativity	4	5%
Arts/crafts	2	2%
Dance/drama	1	1%
Music (including DJ)	1	1%
Befriending/mentoring	13	15%
1-2-1	12	14%
Group work	1	1%
Refuge	1	1%
Temporary accommodation	1	1%
School and extended services	5	6%
Afterschool club	2	2%
Homework club	2	2%
Supplementary education/schools	1	1%
Sports and health	1	1%
Healthy living	1	1%
Training and employment opportunities	55	65%
Life skills	26	31%
Training	22	26%
Work placements	7	8%
Youth services	6	7%
Issue based	5	6%
Outreach	1	1%
<b>Total</b>	<b>85</b>	<b>100%</b>

Figure 11 provides a breakdown of grantees' primary project type by number of children and young people supported based on end-point data (n=63 grantees). It shows:

- Grantees delivered 15 types of project, but the spread was uneven, with the largest category by far being training and employment opportunities, followed by befriending / mentoring projects.
- As well as being the most common project type, training and employment opportunities supported the greatest number of children and young people, followed by school and extended services.

## Inspiring Futures evaluation – Final report: Technical appendix

- The majority of grantees reached or exceeded the number of children and young people they expected to reach.
- Of those grantees who reached fewer children and young people than expected, training projects were the largest category, followed by life skills projects and one-to-one support.

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 11: 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 end-point reporting data coded by BBC CIN (n=63 grantees).

Project type		No. children and young people supported	No. grantees	No. children and young people reached versus expected		
				Fewer	As expected	More
Arts / creativity	Arts / crafts	262	2	0	2	0
	Dance / drama	64	1	1	0	0
	Music (including DJ)	1,000	1	0	1	0
Befriending / mentoring	121	547	8	4	3	1
	Group work	45	1	0	0	1
Refuge	Temporary accommodation	100	1	0	1	0
School and extended services	Afterschool club	563	2	0	0	2
	Homework club	589	2	0	0	2
	Supplementary education/schools	438	1	0	1	0
Sports and health	Healthy living	150	1	0	1	0
Training and employment opportunities	Life skills	8,785	21	4	6	11
	Training	1,744	13	6	3	4
	Work placements	267	4	2	1	1
Youth services	Issue based	256	4	0	2	2
	Outreach	273	1	0	0	1
<b>Total</b>		<b>15,083</b>	<b>63</b>	<b>17</b>	<b>21</b>	<b>25</b>

Figure 12 provides a breakdown of number of children and young people supported by primary project category and age range. It shows:

- The largest category supported was children and young people aged 19+, for all project categories except school and extended services projects.
- The second largest category supported was children and young people aged 10-15, for all project categories except from extended services (where it was the largest category) and refuge projects (where it was the third largest category).
- Arts / creativity and refuge projects supported no young people under 5 years old.
- Befriending / mentoring projects and sports and health projects supported no young people under 10 years old.

Figure 12: A breakdown of the number of children and young people by project category and age group (n=63 grantees)<sup>7</sup>

Project category	Age range				
	0-4 years	5-9 years	10-15 years	16-18 years	19+ years
Arts / creativity	0	25	253	116	769
Befriending / mentoring	0	0	171	103	282
Refuge	0	2	5	28	65
School and extended services	55	366	734	132	98
Sports and health projects	0	0	49	22	79
Training and employment projects	6	56	1,541	1,357	1,970
Youth services	30	52	156	124	167

<sup>7</sup> A total row has not been included for this table due to likely manual errors when reporting the data. Grantees reported both (1) the total number of children and young people they supported and (2) the number supported in each of the age categories shown in this Figure. The totals calculated based on the latter (2) do not match those shown in the former (1). The former is more likely to be accurate as there is less room for manual/calculation errors when inputting this data. To avoid inconsistencies in the analysis, we have presented only the former (1) (i.e., total numbers supported) and not (2) (i.e., total numbers supported based on age data).

Figure 13 shows a breakdown of grantees' project type by primary disadvantage of target cohorts, for the 63 grantees for whom end-point reporting data was available. It shows:

- Across the programme as a whole, a range of project types were delivered for a range of target groups.
- The group which was targeted by the biggest range of project types, was children and young people from marginalised groups.
- All 10 grantees supporting young people with disabilities provided training and employment opportunities.

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 13: A breakdown of projects by primary disadvantage of target cohort, based on end-point reporting data (n=63 grantees).

Project type		Primary disadvantage						
		Abuse / neglect	Behavioural difficulties	Disability	Illness	Marginalised groups	Poverty and deprivation	Total
Arts / creativity	Arts / crafts	0	0	0	0	2	0	<b>2</b>
	Dance / drama	0	0	0	0	1	0	<b>1</b>
	Music (including DJ)	0	0	0	0	1	0	<b>1</b>
Befriending / mentoring	121	0	1	0	0	5	2	<b>8</b>
	Group work	0	0	0	0	1	0	<b>1</b>
Refuge	Temporary accommodation	1	0	0	0	0	0	<b>1</b>
School and extended services	Afterschool club	0	0	0	0	1	1	<b>2</b>
	Homework club	0	0	0	0	1	1	<b>2</b>
	Supplementary education / schools	0	0	0	0	1	0	<b>1</b>
Sports and health	Healthy living	0	0	0	0	0	1	<b>1</b>
Training and employment opportunities	Life skills	1	1	7	1	5	6	<b>21</b>
	Training	0	0	2	1	7	3	<b>13</b>
	Work placements	1	0	1	0	2	0	<b>4</b>
	Issue based	0	0	0	1	1	2	<b>4</b>



## Inspiring Futures evaluation – Final report: Technical appendix

Project type		Primary disadvantage						
		Abuse / neglect	Behavioural difficulties	Disability	Illness	Marginalised groups	Poverty and deprivation	Total
Youth services	Outreach	0	0	0	0	1	0	<b>1</b>
<b>Total</b>		<b>3</b>	<b>2</b>	<b>10</b>	<b>3</b>	<b>29</b>	<b>16</b>	<b>63</b>

### 5.3.6. Differences made by Inspiring Futures

#### Overview of differences

Figure 14 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. The differences that the highest numbers of children and young people made significant progress towards based on grantees reports, were:

- Confidence and self-esteem (6,792 children and young people)
- Improved life skills (5,481 children and young people)
- Entry to employment (3,933 children and young people)

#### Note about the interpretation of monitoring report data

Please note when interpreting these figures that:

- They are based on self-reported data by grantees, reported at the aggregate level, i.e. individual-level data for children and young people was not collected as part of programme monitoring and as such is not available for the evaluation.
- 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 used varying definitions of 'significant progress' and 'started progress' when collecting data.
- As intended differences vary by grantee, the data does not show the spread of all differences across all young people supported, and the figures may be skewed by the number of grantees who aimed for and therefore reported against, that difference.
- **Children and young people can be counted towards more than one difference type. There may also be double-counting of children and young people in the 'progress started' and 'significant progress' categories depending on how monitoring reports were interpreted by grantees. This means that in the tables below, the numbers of young people reported to achieve differences may total to higher than the number supported. It also means that due to double-counting, figures on differences should not be compared with one another.**

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 14: The number of children and young people who were reported by grantees to make progress towards each difference, based on end-point reporting data (n= 63 grantees).

Difference for children and young people		No. grantees aiming for difference		No. young people who reportedly:			
				Made significant progress		Started progress	
Emotionally well	Effects of distress or trauma	2	<b>16 (6%)</b>	108	<b>736</b>	70	<b>512</b>
	Having fun and enjoyment	1		15		3	
	Manage feelings and emotions	10		552		376	
	Manage mental ill health	3		61		63	
Employability	Access apprenticeship and traineeships	8	<b>87 (34%)</b>	116	<b>5,853</b>	56	<b>6,113</b>
	Achieving qualifications	13		208		46	
	Community involvement	2		69		46	
	Entry to employment	40		3,933		4,287	
	Other	3		251		36	
	Quality of employment	1		13		5	
	Satisfaction with employment	2		154		1	
	Sustaining employment	2		72		13	

## Inspiring Futures evaluation – Final report: Technical appendix

Difference for children and young people		No. grantees aiming for difference		No. young people who reportedly:			
				Made significant progress		Started progress	
	Work experience	16		1,037		1,623	
Essential skills	Better communication skills	10	<b>70 (27%)</b>	206	<b>7,112</b>	180	<b>4,888</b>
	Engage and achieve in education, employment, and training	25		1,105		877	
	Improved life skills	32		5,481		3,790	
	Improved social skills	3		320		41	
Physically safe	Access to safe spaces	1	<b>1 (&gt;1%)</b>	<b>5</b>		<b>50</b>	
Physically well	Physical activity or healthy diet	1	<b>1 (&gt;1%)</b>	<b>190</b>		<b>0</b>	
Positive relationships	Friend and peer relationships	1	<b>11 (4%)</b>	0	<b>504</b>	0	<b>250</b>
	General relationships with others	5		172		204	
	Inclusion and belong to communities	1		200		0	
	Relating to trusted adults	4		132		46	
	Degrees of independence	2	<b>16 (6%)</b>	69	<b>559</b>	14	<b>523</b>

## Inspiring Futures evaluation – Final report: Technical appendix

Difference for children and young people		No. grantees aiming for difference		No. young people who reportedly:			
				Made significant progress		Started progress	
Positively empowered	Making informed choices	2		28		13	
	Motivation and achieving goals	9		401		475	
	Participation & expressing self	1		54		4	
	Positive behaviour – anti-social behaviour/crime	2		7		17	
Strong self-belief	Confidence and self-esteem	36	<b>53 (21%)</b>	6,792	<b>7,567</b>	1,442	<b>1,922</b>
	Horizons and expectations for self	15		491		385	
	Sense of self and identity	2		284		95	

### *Breakdown of differences by project type*

Figure 15 to

Figure 29 below show, for each project type, the number of children reported by grantees to have made progress towards each difference category, plus the number who made progress towards the difference types within the 'Employability' difference category, where this data was available.<sup>8</sup>

The difference categories are grouping of the difference types which grantees reported against.<sup>9</sup> The difference categories are:

- Emotionally well
- Employability
- Essential skills
- Physically safe
- Physically well
- Positive relationships
- Positively empowered
- Strong self-belief

Please see the Section 7 below for a breakdown of the difference types that fall within these difference categories, and of the project types and categories. Not all difference types are shown in all Figures because each grantee (and therefore each project) worked towards three difference types, which were not necessarily the same as other grantees.

#### **Note about comparability of project types**

Please note, different projects aimed for different outcomes and supported different numbers of children and young people and target cohorts. As such, the following analysis does not provide a point of comparison between the relative efficacy of these different project types – instead it provides an indication of the types of impact that were reported across a range of different project types.

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<sup>8</sup> The difference types within the 'Employability' difference category are: access apprenticeship and traineeships; achieving qualifications; community involvement; entry to employment; quality of employment; satisfaction with employment; sustaining employment; work experience; and other.

<sup>9</sup> Each child or young person supported can be counted towards up to three differences, including multiple difference types within each difference category. Therefore, at times the total number of children and young people reported to see a difference category is greater than the total number the project type has supported.

The variation in intended differences between grantees is also the reason why the difference types and categories listed in the figures below vary by project type. The figure below present the available data for all difference categories, and for all types within the 'employability' category.

Essential skills was the most common area of difference in which children and young people saw any progress according to grantee reports (i.e. were reported to have started progress or to have made significant progress) for:

- Arts / crafts projects
- Dance / drama projects
- Group work projects
- Afterschool clubs
- Healthy living projects
- Life skills projects
- Issue-based projects
- Outreach projects

Employability was the most common area of difference in which children and young people saw any progress according to grantees (i.e., were reported to have started progress or to have made significant progress) for:

- Music projects
- 121 projects
- Temporary accommodation<sup>10</sup>
- Training projects
- Work placements

Strong self-belief was the most common area of difference in which children and young people saw any progress according to grantees (i.e. were reported to have started progress or to have made significant progress) for:

- Homework clubs
- Supplementary education/school

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<sup>10</sup> Emotionally well was also the most common difference for this project type.

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 15: The number of children and young people supported by arts / crafts projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=2 grantees, n=262 children and young people supported by these grantees).

Difference for children and young people	No. young people who reportedly made significant progress	No. young people who reportedly started progress	Total
Employability / Entry to employment	25	66	<b>91</b>
Essential skills	102	331	<b>433</b>
Strong self-belief	106	156	<b>262</b>

Figure 16: The number of children and young people supported by dance / drama who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=1 grantee, n=64 children and young people supported by this grantee).

Difference for children and young people	No. young people who reportedly made significant progress	No. young people who reportedly started progress	Total
Essential skills	52	6	<b>58</b>
Positively empowered	54	4	<b>58</b>
Strong self-belief	39	8	<b>47</b>



## Inspiring Futures evaluation – Final report: Technical appendix

Figure 17: The number of children and young people supported by music projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=1 grantee, n=1,000 children and young people supported by this grantee).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Employability	Entry to employment	46	508	954	1,492	1,000	2,000
	Work experience	462		538		1,000	
Essential skills		114		886		1,000	

Figure 18: The number of children and young people supported by 1-2-1 projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=8 grantees, n= 547 children and young supported by these grantees).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Employability	Access apprenticeship and traineeships	11	<b>397</b>	2	<b>167</b>	<b>13</b>	<b>564</b>
	Achieving qualifications	2		1		<b>3</b>	
	Entry to employment	139		124		<b>263</b>	
	Satisfaction with employment	83		0		<b>83</b>	

## Inspiring Futures evaluation – Final report: Technical appendix

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
	Sustaining employment	72		13		85	
	Work experience	90		27		117	
Essential skills		140		139		279	
Positively empowered		40		25		65	
Strong self-belief		230		63		293	

Figure 19: The number of children and young people supported by group work projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=1 grantee, n=45 children and young people supported by this grantee).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Employability / Work experience		8		5		13	
Essential skills		56		15		71	

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 20: The number of children and young people supported by temporary accommodation who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=1 grantee, n=100 children and young people supported by this grantee).

Difference for children and young people	No. young people who reportedly made significant progress	No. young people who reportedly started progress	Total
Emotionally well	45	55	<b>100</b>
Employability / Work experience	15	85	<b>100</b>
Physically safe	5	50	<b>55</b>

Figure 21: The number of children and young people supported by afterschool clubs who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=2 grantees, n=563 children and young people supported by these grantees).

Difference for children and young people	No. young people who reportedly made significant progress	No. young people who reportedly started progress	Total
Employability / Access apprenticeship and traineeships	97	0	<b>97</b>
Essential skills	490	161	<b>651</b>
Physically well	190	0	<b>190</b>
Positively empowered	92	162	<b>254</b>

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 22: The number of children and young people supported by homework clubs who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=2 grantees, n=589 children and young people supported by these grantees).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Emotionally well		15		3		18	
Employability	Community involvement	63	140	42	107	105	247
	Entry to employment	77		65		142	
Essential skills		82		20		102	
Strong self-belief		162		288		450	

Figure 23: The number of children and young people supported by supplementary education/school who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=1 grantee, n=438 children and young people supported by this grantee).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Essential skills		34		66		100	
Strong self-belief		96		150		246	

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 24: The number of children and young people supported by healthy living projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=1 grantee, n=150 children and young people supported by this grantee).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Employability	Achieving qualifications	60	102	0	0	60	102
	Entry to employment	42		0		42	
Essential skills		116		0		116	

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 25: The number of children and young people supported by life skills projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=21 grantees, n=8,785 children and young people supported by these grantees).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Emotionally well		534		357		891	
Employability	Access apprenticeship and traineeships	4	3,519	0	2,969	4	6,488
	Achieving qualifications	42		37		79	
	Entry to employment	3,152		2,746		5,898	
	Other	157		31		188	
	Quality of employment	13		5		18	
	Work experience	151		150		301	
Essential skills		5,124		3,055		8,179	
Positive relationships		346		169		515	
Positively empowered		129		237		366	
Strong self-belief		6,311		1,042		7,353	

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 26: The number of children and young people supported by training projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=13 grantees, n=1,744 children and young people supported by these grantees).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Emotionally well		98		77		175	
Employability	Access apprenticeship and traineeships	54	705	54	1,088	108	1,793
	Achieving qualifications	6		4		10	
	Community involvement	6		4		10	
	Entry to employment	252		257		509	
	Other	94		5		99	
	Work experience	293		764		1,057	
Essential skills		283		14		297	
Positive relationships		132		46		178	
Positively empowered		149		33		182	
Strong self-belief		274		130		394	

## Inspiring Futures evaluation – Final report: Technical appendix

Figure 27: The number of children and young people supported by work placements who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=4 grantees, n=267 children and young people supported by these grantees).

Difference for children and young people		No. young people who reportedly made significant progress		No. young people who reportedly started progress		Total	
Employability	Achieving qualifications	98	250	4	96	102	346
	Entry to employment	63		37		100	
	Satisfaction with employment	71		1		72	
	Work experience	18		54		72	
Essential skills		65		19		84	
Positively empowered		51		24		75	
Strong self-belief		60		34		94	



## Inspiring Futures evaluation – Final report: Technical appendix

Figure 28: The number of children and young people supported by issue-based projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=4 grantees, n=256 children and young people supported by these grantees).

Difference for children and young people	No. young people who reportedly made significant progress	No. young people who reportedly started progress	Total
Emotionally well	44	20	<b>64</b>
Employability / Entry to employment	137	38	<b>175</b>
Essential skills	188	35	<b>223</b>
Positive relationships	26	35	<b>61</b>
Positively empowered	44	38	<b>82</b>
Strong self-belief	114	0	<b>114</b>

Figure 29: The number of children and young people supported by outreach projects who were reported by grantees to make progress towards each difference, based on end-point reporting data (n=1 grantee, n=273 children and young people supported by this grantee).

Difference for children and young people	No. young people who reportedly made significant progress	No. young people who reportedly started progress	Total
Essential skills	266	141	<b>407</b>
Strong self-belief	175	61	<b>236</b>

## 6. Measuring impact and understanding ‘what works’

Some grantees shared details of their approaches to measuring the difference they make for children and young people, and their reflections on their approach, in their final monitoring data<sup>11 12</sup>.

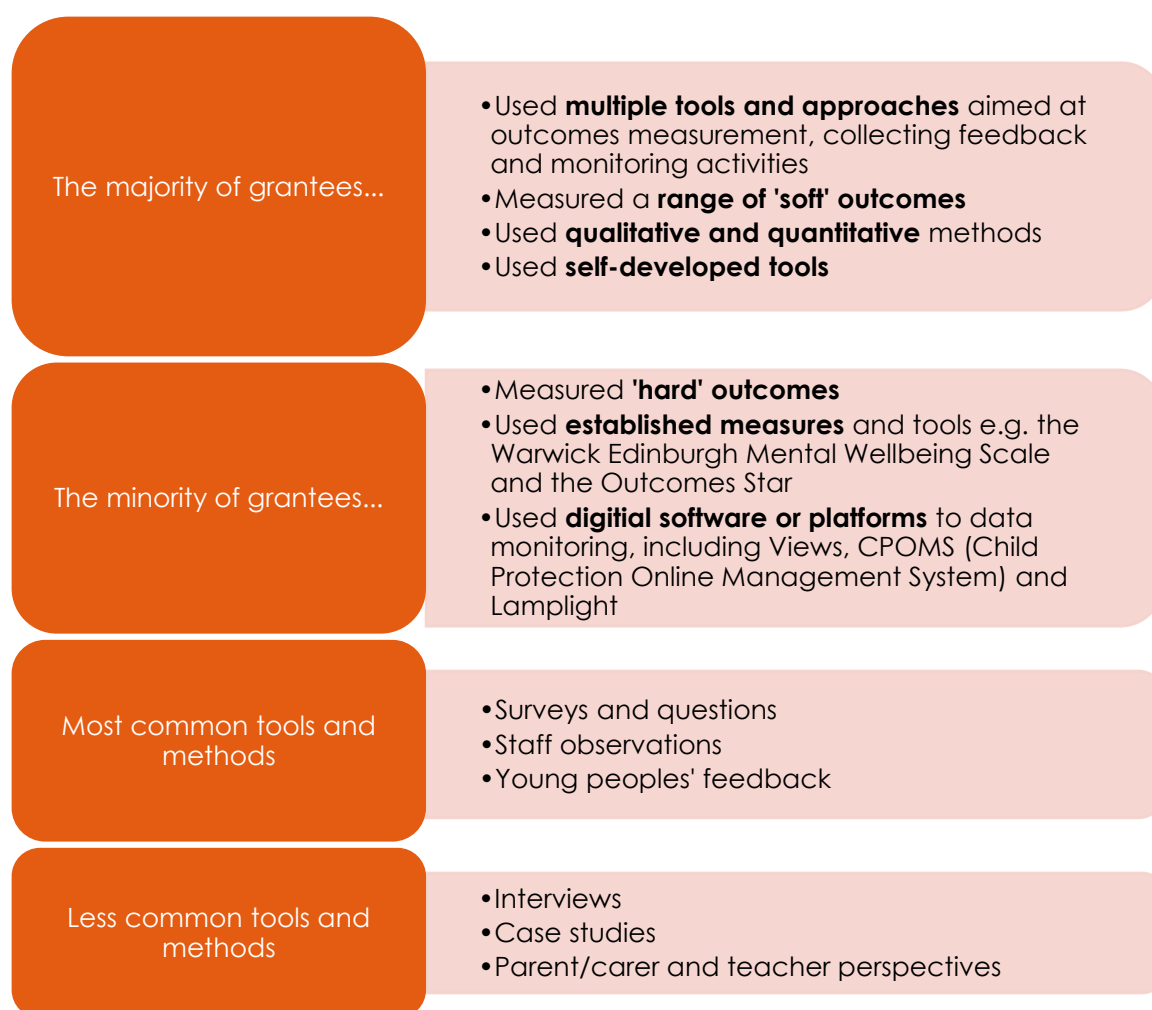
Figure 30 provides a summary of the approaches grantees report they used – a more detailed breakdown and analysis of grantees’ monitoring and outcomes measurement approaches is provided in the technical appendix to this report.

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<sup>11</sup> This was in response to the open-text question, ‘Please tell us how you collect data to measure the differences your project has made for children and young adults. Please include: the tools and approaches you use (surveys, observations etc); how you gather feedback or involve children and young adults in evaluation; and how you consider and analyse your data to understand the difference you’re making. In your description, please specify the ways you capture data on your three differences.’ Open-text final monitoring report data was analysed for the 63 Inspiring Futures grantees who provided an answer to this question.

<sup>12</sup> Please note when interpreting this data, that grantees did not always use consistent terminology and working definitions are likely to vary between grantees, for example of ‘outcomes’ versus ‘monitoring’ versus ‘feedback’, terms which may have been conflated or used interchangeably in grantees’ responses. Grantees also provided varying levels of detail.

Figure 30: A summary of grantees' approaches to monitoring and outcomes measurements



Whilst approaches varied between grantee, some common features of grantees' approaches were:

- Alongside or instead of outcomes data, grantees also collected and reviewed other data to gauge and demonstrate their impact. This data was typically monitoring data about activities delivered, and feedback data from children and young people, families, and other professionals working with the children and young people supported.
- Outcomes measures were typically self-designed but, in some cases, they drew upon or used validated measures, such as the Warwick-Edinburgh Mental Wellbeing Scale<sup>13</sup>, or the GAD-7<sup>14</sup> generalised anxiety scale. Grantees varied in terms of whether they measured outcomes at multiple

<sup>13</sup> For more information, see:

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/> [Last accessed 07/02/2023]

<sup>14</sup> For more information, see: <https://pubmed.ncbi.nlm.nih.gov/16717171/> [Last accessed 07/02/2023]

points in time (i.e. a baseline and follow-up) or just once towards the end of support.

- For grantees, key priorities when designing outcomes measurement tools and approaches were ease of use, speed of use for children and young people, and approaches that would keep children and young people engaged and where possible align with or reinforce the support being provided.
- Outcomes data collected by grantees was a mix of qualitative and quantitative. Examples of approaches and tools used included:
  - Case studies about children and young people.
  - Interviews.
  - Surveys/questionnaires.
  - Staff members' observations.
  - Wider professionals' and family members' observations.
  - And progress or achievements in EET or other activities and goals.
- Grantees measured a range of types of outcomes, typically in line with their project type and intended outcomes:
  - A minority of grantees reported measuring 'hard' outcomes, primarily measuring progression into employment, education or training, and to a slightly lesser extent, achievement of qualifications and progression into volunteering opportunities and sustained work placements. One grantee providing training opportunities for marginalised groups of young people aged 18 to 24 also reported measuring the number of young people who created a business plan or launched a business.
  - The majority of grantees reported measuring a wide range of 'soft outcomes' in response to this open-text question in the final programme monitoring form. Key soft outcomes measured included improved mental health and wellbeing, increased confidence and self-esteem, improved behaviour and resilience. In their monitoring return, one grantee described the range of soft outcomes they aimed to measure, and how this can include incremental smaller changes in behaviour: *'If they haven't achieved a hard outcome, it is about key changes in behaviour and emotions - improved confidence, wellbeing improved, starting and engaging in new activities, a smile, turning up on time.'*
  - Somewhere in between 'hard' and 'soft' outcomes, a minority of grantees measured 'work-readiness skills', including knowledge of opportunities, level of professional networks, and understanding of the UK job market; school attendance; quality of relationships; and language skills level.
  - Some grantees also measured other outcomes specific to their project type, such as housing status, where the grantee supported homeless young people.

The extent to which grantees are collecting some form of outcomes measurement is encouraging. However, the consistency and robustness of approach could be improved – for example, measuring outcomes at two points in time to understand distance travelled; using tools, including validated tools where appropriate, which measure the key mechanisms of change in the theory of the intervention; and measuring indicators which link clearly to the intended outcomes and mechanisms of change of the support activity being delivered.

More robust evaluation would be beneficial both for grantees to articulate and evidence their impact, but also for building the evidence base of 'what works'. To achieve this, robust outcomes measurement and demonstration must also work hand-in-hand with a clearly articulated model of support which grantees did not always have in place. Given this, support for grantees to clearly articulate and measure their approaches may be an area for development for future similar programmes.

## 7. Project, disadvantage, and difference definitions

### *Project categories and types*

Figure 31 presents the project types and categories coded by BBC CIN based on monitoring report data.

*Figure 31: Projects within each project category used within the monitoring data*

Project category	Project type
Arts / creativity	Arts / crafts
	Dance/drama
	Music (including DJ)
Befriending / mentoring	121
	Group work
Refuge	Temporary accommodation
School and extended services	Afterschool club
	Homework club
	Supplementary education/schools
Sports and health	Healthy living
Training and employment opportunities	Life skills
	Training
	Work placements
Youth services	Issue based
	Outreach

## Disadvantage categories and types

Figure 32 presents the disadvantage types and categories coded by BBC CIN based on monitoring report data.

Figure 32: Disadvantages within each primary disadvantage category used within the monitoring data

Primary disadvantage category	Disadvantage type
Abuse / neglect	Homelessness
Behavioural difficulties	Challenging behaviour
	Youth offending
Disability	Autism spectrum disability
	Learning disabilities
	Multiple impairment
Illness	Mental health problems
Marginalised groups	BAME groups
	Gypsy, Roma and traveller
	Lesbian, gay, bisexual and transgender
	Looked after children
	NEET
	Refugee/asylum seekers
Poverty and deprivation	Housing difficulties
	Local deprivation
	Low income families

## Difference categories and types

Figure 33 presents the difference types and categories coded by BBC CIN based on monitoring report data.

Figure 33: Differences within each difference category used within the monitoring data

Difference category	Difference type
Emotionally well	Effects of distress or trauma
	Having fun and enjoyment
	Manage feelings and emotions
	Manage mental ill health
Employability	Access apprenticeship and traineeships
	Achieving qualifications
	Community involvement
	Entry to employment

Difference category	Difference type
	Other
	Quality of employment
	Satisfaction with employment
	Sustaining employment
	Work experience
Essential skills	Better communication skills
	Engage and achieve in education, employment, and training
	Improved life skills
	Improved social skills
Physically safe	Access to safe spaces
Physically well	Physical activity or healthy diet
Positive relationships	Friend and peer relationships
	General relationships with others
	Inclusion and belonging to communities
	Relating to trusted adults
Positively empowered	Degrees of independence
	Making informed life choices
	Motivation and achieving goals
	Participation and expressing self
	Positive behaviour – anti-social behaviour/crime
Strong self-belief	Confidence and self-esteem
	Horizons and expectations for self
	Sense of self and identity