

Grants Application – Multi Fund

| Applicant Details | | | |
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| Organisation | Youth Presence | Application No | 23561 |
| Aims of the group | <p>Our charitable object is: To advance in life and relieve needs of children and young people, in particular (but without limitation) in the north west of England, for the public benefit through:</p> <p>(a) the provision of recreational and leisure time activities provided in the interest of social welfare, designed to improve their conditions of life;</p> <p>(b) providing support, activities and opportunities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals and be aware of their individual potential</p> <p>(c) providing educational programmes, in particular but not exclusively by, personal, social and spiritual education as a means of advancing education.</p> <p>Youth Presence is a new charity, registered in September 2020. We aim to respond to the needs and experiences of children and young people. We will work with the young in their communities and schools, offering them opportunities that are focused on acceptance, support and continual encouragement. We will offer a variety of engaging opportunities, projects and programmes. We aim to provide a needs-led, professional and accountable service. We work with a range of local and national organisations.</p> | | |
| Post Town | KENDAL | District | South Lakeland |

| Grant Priority | UNSDG |
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| 4 | Good Health & Wellbeing |

| Funding Request | | | |
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| Project Cost | £20,800.00 | Total requested | £9,000.00 |

| Funding Recommendation | | | |
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| Fund Name | Recommended | Grants Officer | Panel Date |
| Cumbria Young People's Fund | TBC | | 19/07/2022 |
| Holehird Trust Fund | £2,000.00 | Ellen Clements | 14/06/2022 |
| Total amount recommended | £2,000.00 | | |

| Expenditure | |
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| <p>Staff costs: £9,000.00 The total cost is salary for the Youth Presence Project Worker. The Queen Katherine School will support the project through absorbing the premises related costs - utilities, training, IT support, building maintenance and a photocopying budget. Youth Presence will apply to an additional funder for the additional £1800 needed. £800 of the total grant would be for the pension contribution - 4% for the 12 month period.</p> <p>Operational costs: £0.00 Existing equipment, session materials and resources will ensure smooth operational running.</p> | <p>Office, Overhead, Premises Costs: £0.00 These costs will be covered by The Queen Katherine School.</p> <p>Capital costs: £0.00 N/A. As this role with develop from a similar, existing role within a school setting, there are no capital costs incurred.</p> <p>Publicity costs: £0.00 The only publicity used in this role would be through social media.</p> |
| Quotes Received | No |

| Income |
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| Amount of funding raised so far | £10,000.00 | Frieda Scott Charitable Trust - £10,000 |
| Applying Elsewhere | Yes | Lupton Tower Trust - £1800 |

| Project Details | |
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| Project title | Youth Presence Project Worker (YPPW) |
| What would you like to do with your grant? | <p>We are asking for funding for Youth Presence to employ a Project Worker at Queen Katherine School, four days a week.</p> <p>Over the past academic year, Iain Biddle has developed a similar role at the school. This work was in part, kindly supported by a grant from the Cumbria Community Foundation. This began as a vision for offering young people at the school a service that was needs led and focused on emotional and social development. The role falls outside of statutory provision.</p> <p>There is growing awareness of the huge need young people have for nurturing support networks and safe spaces. This evolving project will continue to benefit a large amount of students on a needs led, flexible basis.</p> <p>Firstly, the Hub where the YPPW will be based has been operating in a 'drop in' capacity to identified Key Stage Three students (currently 500 students approximately) at distinct times before, during and after school. These students are aged between 11-14 years. Qualitative and quantitative data from the students who attend the centre is testament to the 'home' like environment many students experience. This 'drop in' opportunity allows students to access a safe, supportive and nurturing environment. This part of the provision has been extremely successful. Students return time and time again to this 'drop in' provision which demonstrates the success of having such a facility in school.</p> <p>Secondly, identified by Pastoral leads and the Attendance and Personalised Pathways Manager, the project will directly benefit targeted groups of young people.</p> |
| How do you know that the people in your community want this project/activity and what evidence have you collected to demonstrate this? | <p>This project has been needs- led since its foundation. Iain has collected quantitative and qualitative data which evidences the need for the continuation of this project, in a new way.</p> <p>Firstly, Iain Biddle is local and became aware of a need within his school community and wanted to try meet that need.</p> <p>Secondly, Iain has worked with key members of staff within Queen Katherine School to design and formulate his timetable and the programmes on offer.</p> <p>Equally, Iain has listened to the voice of local young people and has tried to respond to their ideas, for example by developing the Anime club. Iain has tried to be aware of the interest of young people and has responded by sourcing new resources, such as a table top table tennis set that has helped young people to enjoy their time in the Pastoral Hub. Iain has also empowered young people to plan and deliver social action projects, which was made possible through the Dreamscheme Funding from Cumbria Youth Alliance. A really exciting development here is the new Podcast project.</p> <p>Iain has also been creative and flexible throughout the year so far and has amended and adapted his plans to offer additional support when needed. For some young people this has meant they are able to access the Pastoral Hub and make a hot drink and have toast when they are having a very difficult morning.</p> <p>The project arose from an identified need and since that point, Iain has listened to current key pastoral staff, his Headteacher and the young people themselves to plan this new project.</p> |

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| | <p>Moving forwards into the academic year of 2022-2023, Youth Presence will ensure their Project Worker continues to listen to staff and the young people and to ensure this service is needs-led and creative.</p> |
| <p>How has the COVID-19 pandemic affected the way you now currently support your beneficiaries?</p> | <p>There is a evidenced demand for mental health and wellbeing support services for young people following the COVID-19 pandemic. Many young people are struggling with anxiety related issues and the breakdown of traditional family structures, following the enormous pressures many families faced over the last two years.</p> <p>School is an ideal facility to host this position as it offers those adversely affected by the COVID-19 pandemic a consistent, reassuring space that has remained open during the majority of the pandemic.</p> |
| <p>Explain how the people or community accessing your services are disadvantaged and tell us about the issues they face</p> | <p>All the young people encouraged to attend the programmes and workshops offered to them have needs that are complex and ongoing. Their needs originate from a variety of reasons, including those who have lived through multiple Adverse Childhood Experiences. Young people may face difficulties with their wellbeing and they may have complex family lives. The young people accessing this service may struggle with friendships and may find socialising really difficult. They could also be struggling with the transition from primary school to secondary school, which has been exacerbated in many circumstances due to the Pandemic, as so many children lost time in their primary schools. They may have low self esteem and may struggle with anxiety. The centre offers an extra layer of support for young people and acts as a preventive factor against difficulties in their lives.</p> <p>Working with the school enables Youth Presence to understand and access those students who may be known to social services or the Youth Offending Team.</p> <p>Working collaboratively with the school, the YPPW would also be able to focus on students identified as Pupil Premium and in receipt of Free School Meals, those often most economically challenged, with higher daily costs of living already impacting their health and wellbeing. Working alongside key Pastoral Staff, the YPPW would be suitably placed to support young people who might not access other positive, youth spaces outside of school hours.</p> <p>The School serves three distinctly socially disadvantaged areas: The Hallgarth and Sandylands estates and area of Burneside. Funding this role enables work to be undertaken alongside many of those a most disadvantage in the Kendal area.</p> |
| <p>Partnership working</p> | <p>This project would involve working closely with The Queen Katherine School, Kendal. They would host this non-statutory position. The Project Worker would operate under their policies and procedures whilst operating in the school.</p> |
| <p>Outline the benefits and outcomes that you expect to achieve as a result of the funding</p> | <p>Based on last year's activities, the YPPW will provide the following benefits in and around the Hub space:</p> <p>A small number of Year 7, 8 and 9 1:1 intervention programmes based on need E.g. Anxiety and gender transition support.</p> <p>Targeted transition to new school groups (approx. 30 students) based on the 'Lift Off' ASDAN course.</p> <p>A minimum of two 'Impact' groups (Social action projects – approx. 16 students) in partnership with additional funding from Cumbria Youth Alliance. Students in both Years Seven and Eight having issues accessing school life owing to non-academic issues took will undertake a nine week programme, culminating in a social action project engaging with the wider community.</p> <p>Minimum of two Year 8 'Aspire' wellbeing groups (approx. 15 students) and two Year 9 Allay groups (approx. 20 students). These gender-based groups will explore some of their own wellbeing and anxiety issues through a bespoke programme. The programme will run for a minimum of fourteen weeks.</p> |

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| | <p>An ongoing breakfast and 'Home Hub' provision for designated students who are suffering multiple, specific ACE's. During breaks and lunchtimes the Pastoral Hub. A focus on recreational activities and engaging with students. Many students from specific groups in Year 7 and 8 attend.</p> <p>After school clubs are developed from youth voice but current examples that can be maintained are a weekly Anime club after school, The Blue Sofa Podcast (Funded by CYA), available on Spotify and a weekly Marvel film night.</p> <p>The project also acts as a conduit to work creatively with other providers. This academic year, the current Wellbeing and Resilience Worker has been able to work directly with Rag Tag Arts and the Cumbria Youth Alliance Dreamscheme project. We hope to be able to support placements from the 'Better Tomorrows' programme.</p> <p>All timetabled interventions are reviewed termly.</p> | | |
| How you will collate, measure and report the benefits you describe? | <p>The YP Project Worker (QKS) will ask young people to complete an evaluation at the end of a specific programme or targeted intervention. This will allow the Project Worker to see the impact of the work completed, both quantitatively and qualitatively, and hear the young people's opinions. This is undertaken through Microsoft Forms.</p> <p>Quantitative data is recorded which demonstrates how many young people are accessing the Pastoral Hub. This is especially important in evaluating the lunch time/after school 'drop ins'.</p> <p>The YP Project Worker (QKS) will also use qualitative evaluations to understand the impact of their work. For example, by direct observation.</p> | | |
| How does the project/activity progress after this funding ends, or is it one-off? | <p>This project is a natural development from the work of the current KS3 Youth Wellbeing and Resilience Worker at The Queen Katherine School. Initially, Youth Presence will 'take on' the employment of a similar position at the school for twelve months then seek further, medium term funding so as to embed and strengthen the relationships with the young people. Other funders have declared their support for the project and their willingness to receive multi year funding applications early next calendar year.</p> | | |
| Living Wage | <p>Youth Presence aspires to pay in accordance with the Real Living Wage and support it's aims of justice and meeting everyday needs.</p> | | |
| No of beneficiaries | 150 | No of volunteers | 0 |

| Assessment | | | |
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| Organisation | <p>Registered CIO charity number 1191305 They are based in Stricklandgate House in Kendal. Fairly new group who have been running since September 2020.</p> | | |
| Finances | <p>Accounts dated 31/08/2021 show an income of £17,050 and expenditure of £1,881.33. All the income is through donations including £10,000 from Salesian Sisters, one is a member of their committee. Expenditure is for general running costs with no wages. Largest amount was £454.69 for training costs.</p> | | |
| Need & Demand | <p>This role is to provide support to young people before during and after school. To provide a listening ear and also to signpost students to other organisations if required, they hope to deal with problems before they become urgent.</p> <p>Feedback from the previous grant to Queen Katherine School for this project said:- The feedback from a range of medium to long term 1:1 intervention has been exceptionally positive. In many cases young people have been listened to, supported and signposted to specialist services before crisis point. Working with external agencies, the YWRW is able to get a fully rounded view of their experiences and</p> | | |

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| | <p>needs at present. The nature of the 1:1's has covered a significant range of adverse childhood experience. The Pastoral Hub aims to create a non-judgemental 'home' like space, negating the impact of toxic stress for so many.</p> <p>The mainstay of groupwork has been focused on anxiety, wellbeing and self-esteem. Programmes have been developed to reduce stress and encourage self-reflection They averaged 25 to 30 young people that they worked with.</p> |
| Project | <p>Queen Katherine School educates around one thousand young people aged 11-18 from across the South Lakes region. A comprehensive school with children from all backgrounds including some with deprivation.</p> <p>They supporting and developing 'The Whole Child' they recognise that many of the children have significant barriers to overcome if they are to be able to take full advantage of the educational opportunities available to them. The school has a pastoral system but they need additional support for the children.</p> <p>Lockdown has exacerbated a situation where mental Health concerns amongst students and their families are on the rise, unemployment and deprivation are also growing. External services are stretched and there is a growing reliance on schools to provide all the support that should normally come from other agencies.</p> |
| Budget / Value for Money | They have secured £10,000 from Frieda Scott Trust towards the wages for this Project Worker and applied for the remaining costs. |
| Future Sustainability | Funding sought for 12 months wages for a 4 day week worker term time. If the role continues next year they will have to continue to seek funding. |
| Impact | This position is a continuation of the work that has been done in the last 12 months with a project worker who was funded by Holehird through Queen Katherine school Association. |
| Safeguarding | <p>A number of safeguarding policies included with clear procedure, reporting, training and recruitment mentioned. The policy is not signed or dated with a named safeguarding officer.</p> <p>The project worker will operate under school policies whilst working in school. Signed and dated policy requested and received</p> |
| Any other comments & recommendation | <p>Queen Katherine School applied and were awarded £2,000 from the Holehird Trust in July 2021 for this pilot project. The project went well and they have appointed Youth Presence to recruit a person to take on the role.</p> <p>Recommend support and this application will go to one of our other funds to help towards the project costs.</p> |
| Conditions | |

| Previous Funding Details | | |
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| No. of allocations | No. of approved allocations | Total Amount Awarded |
| 1 | 0 | £0.00 |