INSPIRING BARROW

Kick Start programme

Making a BIGGER Impact

February 2019

Cumbria CVS

COMMUNITY FUND

Inspiring Barrow

@markereiraguyer

eg:

Completed by Mark Ereira-Guyer

Children living in Barrow who responded to one of our main feedback surveys

LEXI KATIE KADEN KAITLAN JASMINE MADDISON SAMUEL
LAUREN THEO JACK DOMINIC CALLUM DECLAN KEIRA AIMEE
MONET EDEN DAITON LACEY SAHREET CAMERON MIA JACK
BAILEY FAITH CAMERON SARAH MATTHEW TYLER KIAN AMELIA
MIA EMILY JAYDON KANE CHARLES HEIDI CHARLES JESSICA
CALHAN MILLIE SKYE STEPHEN SKY GRACE STEPHANIE
ELLOUISE EBONY DYLAN TILLY ALEX DWAYNE LENNON IMOGEN
GEORGE ARRIN HOLLY BEN KADIE JESSICA
CAYDEN RILEY AMY ALISHA ALFIE AAVA FREDA EMILY HOLLIE
MORGAN AMBER BRODIE MICHAEL REECE BETH NICOLA
GABRIELLE SCARLET THOMAS DOMINIC GABRIEL LEON ASHTON
BRAYDEN KEISHA TEBYUS KAYLA JACK JAMIE OLIVIA ELLIE
ZARA SEBASTIAN ALYSSA KIRSTY CAITLIN SKYE FAITH

‘Kick-Start’ in a nutshell

‘Kick-Start’ provides children (in school years 6, 7 & 8) living in Barrow-in-Furness with bespoke programmes of pro-social, confidence-boosting, personal development activities and extra-curriculum learning.

Each participating child benefits from an enriching, carefully planned, programme comprises **8 (two and half hour) after-school sessions (20 hours in total) plus one all-day (6 hour) outdoor educational experience** to further enhance team-building and leadership skills, build their individual confidence and foster positive peer group support networks and better relationships.

Addressing children’s social and personal development ‘deficits’ is crucial to preventing them falling into greater social exclusion, and providing them with tangible experiences and personal strategies to escape the deprivation of aspiration and opportunities that they often face. **The 8 sessions cover the following: Interpersonal skills and motivation • Teamwork and problem solving • Communication and problem solving • Co-operation and compromise • Creative thinking and adaptability • Stress and responsibility • Co-ordination and assertiveness • Confidence and feedback • Planning and leadership • Resilience and reflection • Commitment.**

Kick-Start’s group-work activities are designed to **bring children together to enjoy, learn, form friendships and develop peer support.** Mentoring support is also offered on an individual basis, and this further shores up personal outcomes for particularly challenging children. The outdoor learning (at nearby outdoor education centres) is critical to underpinning the achievement of the intended project differences; as they get opportunities to learn new skills, become more confident and make short films that they can then share and record their achievements; and then share at the celebratory event at the end of the programme focusing on their personal accomplishments and how **to embed their sense of self-belief and belonging within the community.**

Why Barrow-in-Furness?

Low aspirations, lack of self-esteem, poor levels of confidence and social skills underpin what for many children in **Barrow is a highly income-deprived and everyday-challenging depleted childhood. 45% of children live in poverty in Barrow’s Central Ward and 35% in Hindpool Ward, pushing it to the top of child poverty index nationally. The town has two LSOAs (Lower-Super Output Areas) that are in the top 1% most deprived – ranked 234th and 246th from 32,844 LSOAs nationally.**

Six of Barrow-in-Furness’s communities are classified as being within the 3% most deprived nationally; three of these communities are located in Central ward, while the remaining three of these communities are located in the Ormsgill, Hindpool and Barrow Island wards. **More than half of the 17 schools Inspiring Barrow works are located in these wards.** Up to 40% of children in some of schools have Pupil Premium status, large numbers are on Children in Need or At Risk registers.

Barrow is ranked 29th most socially deprived in England, and a ‘cold spot’ for Children’s Social Mobility (ranked 45/324). Barrow is in the 10% worst performing areas for social mobility, and has amongst the lowest educational outcomes for disadvantaged children (Social Mobility Commission 2017).

Highlights & achievements – making a bigger impact

1. There have been 420 ‘Kick-Start’ participants, including up to 100 children being engaged in the project in the following two quarters; hence there are around 170-180 beneficiaries each project year. 55% of participants are female and 66% are Year 6 students.

There have been 14 participating schools including all of Barrow’s primary schools; with three new schools piloting tther0-180 beneficiaries each project year. 55% of participants are female and 66% are Year 6 students.

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Feedback from children who have completed the Kick-Start programme provided by the Inspiring Barrow project team – their responses (selected) to the question:

“ I□ just a few words or a short sentence te□ us h□ y□ f□□ ab□t □e ‘Inspiring Ba□□’ project so far? H□ have y□ benefi□e□?”

I made new friends which I enjoyed
Fun
It was great for my friendships
I have enjoyed it because I made new friends
I think I have benefitted from this because I am not usually with other people
I have enjoyed
It has been really amazing its helped me a lot
Lots of fun

If anyone were to come to Kickstart they would bet very lucky

I think it is great for people with low resilient

It has really done me good
Excellent
Fabulous

Excited
I think Kickstart has helped me
I liked playing fun games
I like it because I’ve met new people
I have benefitted a lot because its helped me
It is so helpful to me
Its very good and I’m glad I have come part of it

I feel like a part of a group and I feel like I can speak in front of different people

I think its amazing its a great time and helps to meet new people and gain skills
It has helped me a lot
You get more confident and it is good

I have stepped out of my comfort zone
Has helped my confidence
Its been fun and helpful with school
I have learnt how to work better in a team and to join in more
Its fun and it helps me work as a team
It’s boosted my confidence

I feel very happy as it helps a lot of people like me
I think I have benefitted by Kickstart in boosting my confidence
More confident
I have got better in leadership

They have taught me to be confident and Dave is a good helper

I am more confident and made new friends
Good, really good
Inspiring young ones
I feel more confident
I have become more independent
I think it is quite an inspiring and fun project to work in
I feel more confident
I feel happy and safe
I feel its really boosted my confidence
I feel safe
I feel ALOT more confident
Inspiring Barrow is amazing
It gave me confidence
I feel more confident
Better working in groups
I’m better with team work skills
Better team work
Fun and active
I love it
I feel happy that its here
I feel more confident and it helps other people
I feel more confident
Brave, confident
Makes me happy
Yes because I feel capable now
Its great! I really enjoyed it and I got better at communicating and contributing
I really enjoyed it, I learned my communication and team work
I think I have got a lot more confident after Kickstart
I have gained a lot of communication skills. I built alot of team work skills
It has improved my confidence, teamwork and communication
It has been fun with the games and trips we did. By doing that it has made me feel more

I have develop bonds with other people who became friends
Brilliant
Talked to more people - helped people
I feel more confident and I feel the Barrow project helps people a lot
Confident
My confidence has been built

It helped me socialise
Helpful More social More confident More skills
Through learning to have a full confidence in what I do and what others I work with do
It has been amazing and I have built up my confidence
I think it is a great project
I love it

2. Final Review Findings – Feedback Survey

2.1 As part of the interim review and evaluation process the Consultant made recommendations on how to better collect simple data and to streamline monitoring and measurement tools to evidence the achievement of the two main project outcomes, in as age-appropriate and light-touch way as possible, and as they related to personal development and social improvements for the children participating in the 'Kick-Start' sessions.

In collaboration with the project team the Consultancy created a short bespoke survey using key questions from the well-established approach adopted by the Resilience Research Centre and their Child & Youth Resilience measurement manual (2016); and the original survey questionnaire, which had been previously used was significantly reduced down in size (to 20 questions). The survey comprised four questions to measure an individual child's Personal Skills, two questions relating to Peer Support, two relating to Social Skills and a further two relating to Education. The intention has been that taken all together the participating children's responses would aim to evidence the achievement of the two core individual project outcomes focused on self-esteem, self-efficacy, emotional resilience, reduction in social isolation and better social connectedness, and improved engagement with their school and education more generally. Therefore, the survey questions related to the following headings:

Personal Skills

Question 7	I cooperate with people around me
Question 8	I try to finish what I start
Question 11	People think that I am fun to be with
Question 13	I am aware of my own strengths

Peer Support

Question 10	I feel supported by my friends
Question 15	My friends stand by me during difficult times

Social Skills

Question 12	I know how to behave in different social situations
Question 14	I know where to go in my community to get help

Social Skills

Question 6	Getting an education is important to me
Question 9	I feel I belong at my school

Several other questions were incorporated to capture key quantitative information such as age, gender, school attended; and in light of the project's co-production ethos and 'People in the Lead' values, the views and opinions on Inspiring Barrow and 'Kick-Start' more generally have been consistently sought. The paper-based survey was quickly conducted with participants following either session 3 or 4 of the programme, and in many cases as they completed the programme ('exiting the project'). Unlike previous surveys, the participant children have now completed – in unprecedented numbers - the feedback surveys having almost fully accessed project delivery activities and therefore, all have a much better, more informed, set of views and opinions on 'Kick-Start' and hence have stronger held opinions and views about the perceived benefits to them personally – and of course, in relation to the project outcomes.

The Consultant has manually collated all the paper-based survey responses for those children participating in the 'Kick-Start' project since September 2017 through to January 2019. The full results are available on request, and the highlights are as shown on pages 7 – 8 above and throughout the report itself. A copy of the survey questionnaire can only be supplied on request.

2.2 Based on the highest response rates (at an outstanding 38% of all participants from September 2017 onwards) for a similar project evaluation and survey ever seen by the Consultant (for which the project team must be commended), and whereby 161 participant children and young people (from 14 participating schools) completed the feedback survey, the findings show that:

- 49% are aged 9 or 10 years old, 41% are aged 11 and 12; and 9% are aged between 13 and 14 years old
- 66% are in Year 6 at school, with the remainder in Years 7 & 8
- 55% are female, and 45% male participants.

In relation to the Personal Skills, Peer Support, Social Skills and Education questions the findings show them self-perceiving and identifying their levels as high or quite high as follows:

- 68% rate their Personal Skills quite high or high
- 73% rate their Peer Support levels as quite high or high
- 78% rate their Social Skills as quite high or high
- 76% rate their engagement with, and importance of education, as quite high or high

We also learn:

- That for 68% of respondents getting an education matters to them a lot;
- That they struggle a little more with the concept of co-operating with others, and that a larger proportion are less certain and unsure about their personal strengths and abilities;
- That over half (53%) say they feel supported by their friends (peer group) a lot;
- That 63% of respondents say that 'getting an education is important to me' a lot; and that 48% believe that they strongly 'belong' to their school and community.

Participants are able to articulate their views about themselves in the feedback survey (and also prepare comments and feedback, as part of the project's imaginative use of video shown on the website, in short films and at the regular culminating celebratory event), and we can see that for almost all 'Kick Start' participants there was a forthright and robust summation of their views as to the project's manifold personal development benefits for them personally, particularly in helping them develop confidence, leadership, interpersonal and team working skills. The support that they feel from their friends and peer group having completed the programme is quite remarkable, as is their sense of being part of the school community and the wider community. Tackling their social isolation and concomitant feelings of loneliness are standout features, and the Consultant has observed from case studying and interviews that many participants have been successfully coaxed out of their innate inhibitedness and shyness by the project team, and encouraged in all aspects to contribute and participate.

The final findings from the feedback are especially rewarding and underpin the sound achievement of project outcomes, and we learn from 161 respondents that:

- 'Kick-Start' has conclusively boosted their confidence levels, with a good high overall score of **8.3 out of 10** (almost two-thirds of the respondents scoring it with a 9 or 10 out of 10 on this measure as confidence boosting); and 21 respondents (14%) scoring it at an average of 5 out of 10 or below
- Participants felt that 'Kick-Start' had made a significant contribution to how they felt towards education and their schooling, perceiving it as positive – overall scoring was **7.9 out of 10** (40% provided a 10 out of 10 scoring; and 32 respondents (20%) scoring the project at an average of 5 out of 10 or lower for this measure
- Participants score the activities highly, giving them an average of **8.5 out of 10** marks (74 survey respondents, edging towards half, gave the activities a top 10 out of 10 score; and only 15 respondents (9%) score them at an average of 5 out of 10 or lower.

The truly remarkable spontaneous summations by the participants of the individual benefits that they believe have accrued from the programme are highlighted on pages 7 - 8.

2.3 What the children think and how they themselves identify project benefits is central to how the team and the Consultant has approached all of the monitoring, reviewing and evaluation of 'Kick-Start'. In one-to-one discussions, focus group meetings and in the feedback survey participating children were asked to express (in an unprompted, and un-leading way) in just a few words or a short sentence what they thought about the project' and what they identified as the perceived benefits for them personally. Throughout all the reviews, and latest evaluation, the results have been consistently and pleasingly very positive and they demonstrate conclusively how the project has met its core outcomes, particularly in regard to generating self-esteem and confidence (and feelings of safety and wellbeing), strengthening emotional resilience, social skills and peer group communication and consequently reducing social isolation. In addition, the participants expressed how much they enjoyed 'Kick-Start' and had a genuine, and deep, sense of how special the whole experience and programme had been for them.

Based on all responses, here is a summary of the remarks made by the children:

Ê Ny mfx mjquji rj gttxy r~ htsăijshj
Ê Ny mfx gjjs kzsi ij{jqtunsl r~ htsăijshj1 htr rzsnhfymts fsi gjnsl wjxnqnjsy
- *If anyone were to come to Kick-start they would bet very lucky*
- *I have got better in leadership*
- *I'm better with team work skills*

Ê Ny mfx gjjs kzs |nym ymj lfrjx fsi ywnux |j ini3 G~ itnsl ymfy ny mfx rfij rj kjjq rtwj htsăijsy |nym r~xjqk
- *I think it is quite an inspiring and fun project to work in*

Earlier interim reports have included the children's comments and remarks more extensively; and above on pages 7- 8 and as below the Consultant has sought to provide a visual 'word' representation of the many positive views expressed by so many of the participants. However, it is worth re-visiting the word cloud for most words and phrases used by the children when spontaneously asked to describe the individual benefits, as they perceived them:

SAFE, AMAZING, BETTER WORKING IN GROUPS, FUN, CONFIDENT, FRIENDS, TEAM WORK, SKILLS, HAPPY, SOCIALISE, ENJOYED

2.4 In addition, as part of the survey, respondents were asked if they had any proposals or ideas on how Inspiring Barrow's 'Kick-Start' programme could be improved, and their suggestions have been fed back into project planning and helped the team to refine the project offer, and try as best they can to respond to their needs; and this has been previously reported upon. It is understood that the team have used the feedback ideas as a key element of additional project delivery in various funding bids and to undermine their engagement and 'People in the Lead' approach.

Without a doubt, the children's feedback about how improvements could be made are based on their highly positive views of the current project and its benefits to them, and resoundingly reflect their concerns that sessional time allocated is far too short, and that there is an insufficient number of sessions in the programme. They want more outdoor activities, challenging sports and games, and of course, more educational trips to further develop their friendships, socialisation and personal development/team working skills. As a further example, the idea for a film afternoon at the end of each programme or school term was also requested from the children as it would be fun and give them a chance to meet up with the children they had participated on the programme with but who did not attend their own school – the project team have then ensured this happened – and interestingly when the children proposed four films, there was a vote on the one they wanted to watch the most. Recently, led by the children, a campaign about homelessness was initiated and another one about reducing the use of plastics. This is further evidence of more long-term impacts arising from the 'Kick-Start' programme, and bringing it further and further into the wider community. The project team has responded positively and imaginatively to the children's priorities and social action enthusiasms; clearly this is to be commended.

Furthermore, in terms of routine feedback, the clarion call has always been – through the almost three years of review - for simply 'more 'Kick-Start' please! The project team (and Cumbria CVS managers) have responded in putting proposals forward to further grow the project, extend its reach and obtain new funding streams to do so.

2.5 The outdoors learning activity is a key, memorable component of the 'Kick-Start' programme linked to the celebratory event - which demonstrably helps build supportive and lasting friendship networks. The project team have carefully and tenaciously developed a strong collaborative track-record with teachers and parents (please also see section below), which ensures that children from the most deprived backgrounds, challenging family situations and struggling the most with their learning, and hence self-esteem, building positive and flourishing relationships often are accessing outdoor learning opportunities for the very first time. The teachers are continually consulted and part of ensuring that the project puts children in the forefront of project developments; feedback is continuous and free-flowing; and as one would expect in relation to a highly individualized project delivery style. Project staff gets to know participants well, their circumstances and their learning, social and personal development challenges. This is critically and well-grounded boon to the project being best placed to deliver really excellent outcomes.

The final results and findings from the wellbeing survey are:

- **55% said that they felt optimistic about the future** most of the time or all of the time – 17% said rarely or none of the time
- **56% said that they were dealing with problems well** most of the time or all of the time – whereas 21% said they weren't
- **57% said that they felt good about themselves** most of the time or all of the time
- **59% said that they felt close to other people** – 26% said they didn't
- **65% said that they felt confident about themselves** most of the time or all of the time – only 13% said they didn't
- **67% said that they felt cheerful and happy** most of the time or all of the time.

3.4 Furthermore, in focus group discussions the participant children expanded upon their views as to the project's benefits to them, their peer group and schooling. Much of their conversations centred on wanting to participate in further programme rounds, and they felt strongly that more sessions were required especially as it had played such a pivotal role in their experiential learning, increased confidence and wellbeing. Many re-iterated on the remarks outlined above as part of the feedback survey but noticeably emphasised how much the programme had led to them feeling more in control of their lives – self-efficacy and sense of agency – allied to having a better range of social relationships and friends.

Peer group support is often difficult to engender, and there is now significant evidence built up over many years of the project have a highly beneficial impact on reducing children's social isolation and loneliness. Clearly, loneliness is a feeling that most people of all ages can and will experience at some point in their lives. However, when people feel lonely most or all of the time, it can then have a serious negative and adverse impact on an individual's wellbeing, and sustained loneliness has been linked to poor mental health and personal wellbeing. We know from very recent research that loneliness is more common among younger children; especially those aged 10 to 12 (14% report being 'often' lonely). Loneliness is highly prevalent in children (almost 28%) who receive free school meals, compared to 5% of those who do not. Furthermore, amongst those children who report 'low' satisfaction with their relationships with family and friends, loneliness is even higher (at 35% and 41% respectively). The outcomes from 'Kick-Start' in terms of building social connections, relationships and new friendship groups is clearly playing a vital role in tackling children's loneliness, and this is especially pronounced as many of them are highly income deprived and disproportionately likely to receive free school meals.

4. Parent & Teacher views

÷ R~ ifzlmyjw mfx ozxy htruqjyji ymj htzwxj1 mjw htsăijshj mfx nruwt{ji fqtslxnij ij{jqtunsl mjw htrrzsnhfynts fsi yjfr | twp xpnqqx3 Nůr xzwj rn}nsl | nym hmnqiwjs kwtr tymjw xhmttqx | nqq mjqu mjw ywfsxnynts nsyt xjhtsifw~ xhmttq ns Xjuyjrgjw8 Ymj f | fwix j{jsnsl fsi] rfx rt{nj j{jsy | jwj | jqq uqfssji fsi ymtwtzlmq~ jsot~fgqj3ø

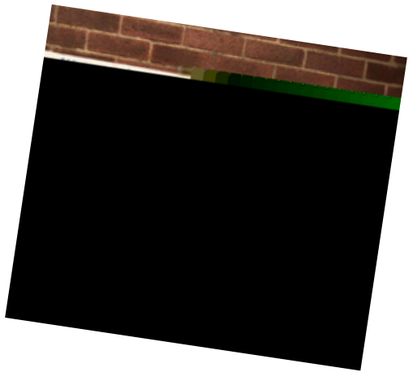
Parent, Furness Academy

÷ Ymfsp ~tz ktw ijqn{jwnsl xzhm f mnlm vzfqny~ uwtlwfrrj yt tzw hmnqiwjs3 N hfs hqjfwq~ xjj ymj mzlj gjsjăyx ny mfx mfi ts ymj hmnqiwjs gtym ns yjw rx tk htsăijshj fsi fhfijrnhfqq~3 Xtrj tk ymj hmnqiwjs | jwj j}ywjrjq~ wjqzhyfsy yt otns ns fhyn{nynjx fy xhmttqĝ mt | j{jw ymj~ fwj st | rzhm rtwj jslfljі ns xhmttq qnkj3 Ymj nrufhy tk ymj xjxxntsx ts ymjnw xjqk jxyjjr hfssty gj zsijwjxynrfyji3ø

Michelle Banks, Year 6 teacher, South Walney Junior School

÷ Tzw hmnqiwjs mfi f kfsyfxynh yn rj ts ymj Pnhp Xyfwy uwtlwfrrj3 Ymj~ qt{ji j{jw~ xjxxnts fsi mfi f | mfqj tk f ynrj fy Pjuuqj | wf~3 \j wjfqq~ mtuj ymfy ymj uwtlwfrrj hfs htsynszj flfns sj}y ~jfw fx ny itjx xt rzhm ltti ns nshwjfxnsl wjxnqnjshj fsi htsăijshj ns hmnqiwjs3ø

Dawn Hubbold, Ormsgill Primary School



bringing the best out of the participants really shone out; for them the grassroots groundedness of the project was a marvel to behold. Project staff are local, well-known and trusted; therefore, the project has strong personal foundations and this allows for high performance. They made it clear that no other similar provision was available in the locality, and thus the programme was unique and essential to ‘bringing Barrow up’.

÷ Ymj ùPnhpxyfwyú uwtlwfr rj nx {jw~ |jqq rfsflji1 j{jw~ymnsl yjsix yt lt xr ttymq~3 Htr rzsnhfynts nx lwjfy3 Ymj xjxxntsx jsmfshj |mfy |j fwj itnsl ns ymj xhmttq |nym ymtxj hmnqiwjs |mt qfhp htsăijshj1 fsi jxujhnfqq~ ymtxj ymfy itsúy j{js pst| ymj~ mf{j utyjsynfq fsi tkyjs hfs lt zsijw ymj wfifw3 I f{j -ymj uwtojhy ht2twinsfytw. wjfqq~ hmfruntsx ymjr1 gjqnj{jx ns ymjr3 Ymj inẍjwjshj ns ymjr nx xujhyfhzqfw3ø

4.3 The project works closely with all the teaching staff to develop individual programmes of delivery that may require a slower pace of learning and comprehension, and a target beneficiary group which may well take some considerable time to ‘come out of its shell.’ For many teachers the project helps the school to increase its profile for pupil attainment and in achieving a better result for children in their all-round personal development (and linked with the school’s ‘whole child approach) and ‘softer’ skills development, socially and in peer group communication and co-operation terms. For them the project is ‘a piece of the essential scaffolding’ needed to develop children and equip them to be more aspirational, focused and self-confident. Again, in interviews, they are able to cite copious examples of howterms. For them the project is ‘
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What is eg: consulting?

Established in 2006 and based in Bury St. Edmunds eg: consulting is an advisory, development, evaluation and fundraising consultancy targeted at medium sized voluntary and community sector organisations; and public sector agencies.

The consultancy (in combination with Community Interest Company Big Society Funding) has now worked with 117 VCSE, local authority, public agency clients, including assessing their positive impact and thus helping them to meet their organisational aspirations for growth and development.

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