The Youth Investment Fund: Learning and Insight Paper Seven

Findings from a shared evaluation of open access youth provision

Technical report

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May 2021

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1. About the Technical report

This report accompanies YIF Insight Paper 7: Findings from the YIF shared evaluation and provides supplementary information about the Youth Investment Fund (YIF) and the learning project, including the evaluation design and data analysis. It should be used as a reference document in conjunction with the main report, which provides comprehensive information about the methodology used in the evaluation. If you have any questions about the evaluation or the content of this report please contact the YIF learning team at YIFlearning@thinknpc.org.

2. Supplementary information About the Youth Investment Fund

2.1 Funded regions

The YIF was launched in September 2016, and following two rounds of applications, 90 funding awards were made in the six areas targeted by the programme (see table 2.1)

Table 2.1: YIF funded regions

London East	**West Midlands Urban**
Barking and Dagenham	Birmingham
Hackney	Sandwell
Newham	Wolverhampton
Tower Hamlets	Stoke-on-Trent
Waltham Forest	Coventry
Havering	Dudley
Redbridge	Solihull
	Walsall
Liverpool City Region	**Tees Valley & Sunderland**
Knowsley	Middlesbrough
Liverpool	Hartlepool
St Helens	Redcar
Sefton	Stockton
Wirral	Darlington
Halton	Sunderland
Eastern	**Bristol and Somerset**
Peterborough	City of Bristol
Cambridgeshire	Somerset County Council (Mendip, Sedgemoor,
Norfolk	South Somerset, Taunton Deane and West
Suffolk	Somerset)
	North Somerset

2.2 Funding eligibility

The Youth Investment Fund supported VCSE youth organisations that provide frontline, open access youth services in the targeted communities across England (see 2.1). Funded organisations were required to have:

- an annual income in the region of £300,000 to £2 million

- an average annual grant to be no more than 25% of their annual income. (Total grant £150,000-£750,000).

75 per cent of funded organisations' beneficiaries were required to be young people. Young people were defined as those who are 10-18 years old (10-25 years with a disability or special educational needs). All youth beneficiaries were to be located in the targeted areas.

On the second round of funding, The National Lottery Community Fund allowed for consortia of open access youth providers in a specific location to apply for funding.

3. Capacity building and training

The YIF learning project sought to build capacity of YIF funded organisations to measure and understand their impact, and act on the emerging learning to improve their services for young people. Our evaluation approach sought to align with provision, and to help us achieve this we co-designed all elements of the evaluation – including the capacity building programme - with grant holders.

Our capacity building objectives were:

- To create the conditions for 'readiness', for new knowledge and learning to be taken on at both an individual and organisational level, and to 'meet organisations at whatever stage they are at' in their impact and evaluation practice.

- To build relationships of trust to understand existing organisational culture and contextualise the 'offer' as far as possible.

- To provide structured long-term and multi-contact approaches that incorporate different forms of learning and engagement.

- To deliver training and learning resources that are practically and theoretically accessible, and not overly burdensome in terms of frequency and intensity.

- To make capacity building a collective endeavour, both within and across organisations.

- To provide a cascade model of capacity building by training and supporting a selection of staff from each YIF grant holder, who would in turn transfer the knowledge and learning to other colleagues, thereby building organisational capacity.

Two additional components underpinned all capacity building activity:

- The [YIF learning project website](), which holds all the programme resources and training material, supported by Google docs where appropriate.

- The co-design group, who helped co-design the capacity building training and support package, and were champions for the work, providing peer support to others in their regional areas where required.

The key capacity building and training needs identified were:

1. Train all grant holders in developing and using theory of change.

2. Train all grant holders in the YIF data collection methods, and provide ongoing support for their use throughout the lifetime of the project.

3. Train all grant holders in using the IMPACT and Scores Reporter system so that data could be inputted, shared and reported on, and provide training on how to use the data.

4. Offer additional training support and resources on broader areas of interest that support good evaluation and impact measurement practices.

Our YIF capacity building training and support package is summarised below in Table 3.1.

Table 3.1: Summary of YIF capacity building and training

Year 1	Year 2	Year 3	Year 4
Theory of change training (face to face) in 6 regional areas.	3 x Webinar training sessions on the requirements of collecting and sharing beneficiary user data, attendance data and activity data via the Impact system; and how to collect user feedback surveys.	1-2-1 capacity building calls with new/existing staff at YIF organisations to support/ train on data collection and data input needs.	Webinar: Using feedback data during times of change.
Introduction to evaluation training (face to face & learning resources).	Using the Programme Quality Assessment (PQA) tool (face to face) in 6 regional areas, and 1 x follow-up session.	8 x online capacity building webinars with grant holders on the following two key areas that grantees identified as areas of learning needs: 'numbers and stories' and 'formative evaluation.	
Facilitated set-up of cluster peer groups.	Written guidance and 1-2-1 coaching with a sub-cohort of YIF grantees on using the YIF outcomes data	Written guidance on running reports on the Impact system.	

	collection tool and inputting survey data onto the IMPACT platform.		
Set up of Core Advisory Group to support the design and delivery of the evaluation and capacity building programme.	Written guidance and instructional videos on the YIF data collection and how to use the IMPACT system to share the data.		

In Year 1, the procurement of the IMPACT data system,[1] for use by the YIF grant holders for data collection and data sharing, was initiated. Alongside this, the shared YIF theory of change was co-designed through the delivery of face to face workshops in each of the six regional areas funded by YIF. The workshops first involved training a selection of staff from each of the 90 YIF grant holders in theory of change and how to use it, before moving on to deliver a co-design workshop to collectively develop a shared theory of change for YIF. Year 1 also involved some training in data collection for a small sub-cohort of grantees who agreed to participate in our attendance, feedback and quality data collection pilots. The learning team gave regular updates to the grant holders during January-April 2018 about the planned roll-out of the YIF data collection strands and the amount of time each strand required, an issue that emerged during discussions with grant holders in the data collection capacity building/ training workshops.

The workplan for Year 2 of the YIF learning project was focussed on introducing the shared measurement approach to all YIF grantees and this consisted of two main parts. Part one included the initial roll-out of our YIF shared data collection to all 89 YIF grant holders[2], encompassing the five types of data (beneficiary, attendance, feedback, outcomes and quality). This was facilitated by the YIF learning team delivering capacity building training and guidance to each of the six regional cluster areas on data collection and data input, i.e., using the online YIF IMPACT system. The second part involved ongoing support for grant holders with data collection in two six-monthly cycles. Halfway through the year we carried out a survey with grantees to identify those having problems and needing support with data collection methods or data input, as well as identifying

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[1] Social Value UK Impact Reporting ©

[2] One organisation withdrew from funding in the first year of the fund, prior to the learning project starting.

those grantees not engaged. Based on grant holder feedback, we produced summary guidance for grantees, together with a timetable of data upload requirements and updated guidance, including videos.

In Year 3, following feedback from grant-holders on their preferred learning topic areas, the learning project team delivered eight online capacity building webinars on the topics of: 'numbers and stories' – using quantitative and qualitative data in your evaluation and 'formative evaluation'.

Although the YIF learning project team had planned to introduce peer learning groups in 2020, the lockdown in March 2020 meant that we were unable to support grant holders to take these forward. However, in Year 4 we have provided YIF grant holders the opportunity to learn more about user feedback as a valuable tool to getting rapid feedback from young people when many organisations were forced to adapt their provision.

4. Research questions

The aims of the quantitative strand of the YIF evaluation are set out in section 3.2.1 of the [main report](#). Table 4.1. presents these alongside the more detailed research questions related to each aim.

Table 4.1: Aims and research questions for the quantitative strand of the YIF evaluation

Aim	Related research questions
Understand which young people engaged with YIF funded open access youth provision	1. How many young people were reached by YIF provision? 2. Which young people engaged with YIF provision?
Understand the types of activities experienced by young people and the ways in which young people engaged with these different activities	3. What activities were delivered through YIF provision? 4. In what ways did young people engage with YIF provision (e.g., frequency, duration)? 5. Do different young people engage with provision in different ways?
Understand the quality of youth provision funded by the YIF	6. What is the quality of the settings delivering YIF provision? a. How does this change over time? 7. What is the quality of young people's experience of YIF Provision? a. How does this change over time? b. What is the relationship between quality of setting and quality of experience?
Assess the impact of YIF funded youth provision on young people's outcomes	8. What is the impact of open access youth provision on young people?
Understand which factors contribute to the impact of youth provision and in what ways.	9. Which factors influence outcomes for young people attending YIF provision? a. Quality of setting b. Quality of experience (mechanisms of change)

	c. Type of provision
	d. Level of engagement
	e. Young people's 'SEL histories' (i.e., baseline SEL skills)
	f. Young people's backgrounds
	10. In what ways do these factors interact to influence impact on young people? (e.g., do young people with poorer 'SEL histories' perform better in high quality settings)?

5. Comparison Group

This section provides a summary of the process used to develop the comparison group data set. It is adapted from a report produced by YouGov for the Learning Team.

5.1 Summary of approach

YouGov was commissioned to provide a comparison group for the YIF impact analysis.

Their approach to conducting this study and the final deliverables included:

- An initial online survey among a sample of c.1000 children/young people aged 10- 18 in England, accessed via the YouGov panel.

- Two re-contact surveys where the original c.1000 sample were re-contacted at equal intervals over the remainder of 2019

- Programmed, hosted and administered online surveys

- Soft launched to a total of c.100 respondents for each survey

- SPSS/ csv data files for all the surveys

5.2 Sampling

Wave 1 - Sample design

- The sample for wave one was designed not to be representative but instead to target children aged 10 to 18 years from a range of English wards, deliberately skewing towards the Index of Multiple Deprivation (IMD) rank 1 to 4. This provided at least 100 responses in each quintile for analysis, whilst moving the sample towards more deprived areas. To obtain a sample for this audience, recruitment quotas were placed on age, gender, IMD and ethnicity.

- Respondents were also later screened during the survey asking if they had attended any clubs in the last year. While this mainly impacted responses in wave one, it is possible that, between subsequent waves respondents could have joined any of the listed clubs, accounting for any screening out seen in waves two and three.

Wave 1 - Sample approach

- YouGov employed an active sampling method, drawing a sub-sample from the panel that is representative of the group in question in terms of socio-demographics.

- For wave one, a quota sampling approach was adopted and the sample was drawn to ensure broad representativeness by age, gender, IMD score and ethnicity. Respondents were contacted by email and invited to take part in an online survey without knowing the subject at that stage. This helped to minimise those opting out on the basis of the topic. YouGov holds information on the number of children a respondent has and this information was used in order to contact children under the age of 16; these children took part in the survey from their parent's account.

Wave 1 - Sample size

A target of 1,000 interviews sourced from the YouGov panel was agreed prior to fieldwork for wave one. Respondents could be screened out of the survey either because the quotas they fitted into had been filled, or they indicated that they:

- Lived outside of England

- Attended clubs from the list provided

After screening, a total of n=1,712 eligible respondents commenced the survey. Among the n=1,712 who started the survey, a total of n=703 respondents dropped out during the survey (i.e., they started but did not complete the survey). The final number of completes achieved at wave one was n=1,009 before cleaning.

Wave 2 - Sample frame

Due to the longitudinal element of the study, the sampling frame for wave two was all panellists who responded to wave one, after cleaning.

Wave 2 - Sample approach

Similar to wave one, respondents were contacted by email and invited to take part in an online survey. Once respondents clicked on the survey link, they were reminded about the purpose of the study and the importance of them answering wave two. They were also asked a question on whether their child's age had changed since they last took part.

Wave 2 - Sample size

Of the n=1,000 invitations that were sent out at wave two, n=764 clicked on the survey link within the email invitation and n=236 did not (i.e., they did not start the survey). As with wave one, if respondents now lived outside of England, or took part in any clubs, they were screened out. The final number of completes achieved at wave two was n=635 before cleaning.

Wave 3 - Sample frame

As with wave two, the sampling frame for wave three of the project was all panellists who responded to wave one or wave two. Respondents who only completed wave one but did not complete wave two were invited to participate in wave three. Of the n=1,000 panellists who responded to wave one, n=61 had left the YouGov panel by the time wave three went into field. As a result, the total number of invitations sent was n=939.

Wave 3 - Sample approach

Consistent with wave one and wave two, respondents were contacted by email and invited to take part in an online survey. Once respondents clicked on the survey link, they were reminded of the purpose of the study and the importance of them answering wave three. They were also asked a question on whether their child's age had changed since they had last taken part.

Wave 3 - Sample size

Of the n=939 invitations sent in wave three, n=689 clicked their survey link within the email and n=250 did not (i.e., they did not start the wave 3 survey).

As with wave one and two, if respondents now lived outside of England, or took part in any clubs, they were screened out. The final number of completes achieved at wave two was n=583 before cleaning.

5.3 Fieldwork method

All three surveys were conducted online using the YouGov bespoke survey platform Gryphon. The fieldwork for wave one was completed between 25th March and 18th April 2019, for wave two it was between 19th June and 12th July 2019, and wave three from 22nd October to 13th November 2019.

Once the sample of 1,000 was established in wave one, for wave two and three an invitation was sent by email with a link to the survey embedded within it.

All respondents completed the survey in exactly the same way, and the YouGov panel management team ensured the invitations to the survey were consistently and professionally managed.

Only respondents who were invited to take part could do so and the surveys could not be undertaken in any other way.

Throughout the fieldwork period for wave one, progress against recruitment quota targets were monitored on a daily basis to minimise the extent to which the data needed to be weighted. Progress was also monitored daily for wave two and three to ensure the highest response rate possible could be achieved.

5.3.1 Reminder email process

Throughout the fieldwork period for wave one, responses to the survey were monitored against the sample targets. The 1,000 completes of wave one were then used as the base sample for two and three. As per wave one, the initial email invite sent out did not include any information on the subject matter. However, in order to increase buy-in and maximise response rates reminder emails sent out at wave two were tailored to include a small amount of information about the longitudinal element of the study. The sample was reminded no more than three times.

5.4 Data cleaning

'Speedsters' are those respondents who have gone through the survey too quickly indicating that they may not have read through the questions properly. Respondents identified as 'grid straight liners' were those who gave the exact same response for each grid in the survey, implying that they had not sufficiently read through each grid item. Overall, nine respondents were cleaned from the wave one sample, three from wave two and none from wave 3.

5.5 Data weighting

Weighting adjusts the contribution of individual respondents to aggregated figures and is used to make surveyed populations more representative of a project-relevant, and typically larger, population by forcing it to mimic the distribution of that larger population's significant characteristics, or its size. The weighting tasks happen at the tail end of the data processing phase on cleaned data.

Weighting was applied only after wave one. The weighting efficiency in this study is 90.3 per cent with the largest weight factor being 1.6 and the smallest being 0.6. Data provided to the Learning Team at the end of wave one contained a weighting variable.

5.6 Statistical reliability and confidence intervals

As a sample rather than the entire population was interviewed, the percentage results are subject to sampling tolerances, which vary with the size of the sample and the percentage figure concerned. For example, for a question where 50% of the people in a (weighted) sample of 1,000 respond with a particular answer, the chances are 95 in 100 that this result would not vary more than three percentage points, plus or minus, from the result that would have been obtained from a census of the entire population (using the same procedures).

Weighting data, whilst important in ensuring that results are representative, can also introduce a 'design effect' and results in an 'effective sample size' that differs from the unweighted and weighted sample size. It is possible to recalculate the effective sample size by taking this distorting effect into account, and this is the figure that is used for statistical analysis. The tolerances presented in Table 5.1 are based on the effective base.

Table 5.1: Confidence Intervals

Weighted base	Confidence intervals at 95% level		
	10% or 90%	30% or 70%	50%
	+/ -	+/ -	+/ -
1,000	1.86	2.85	3.10

6. Monitoring data

Monitoring data, taken from End of Funding forms collected by The National Lottery Community Fund, is presented in the main report to provide context for the beneficiary data. It is intended to give an indication of the reach of YIF grant holders (i.e. the total number of young people that grant holders worked with) as beneficiary data collected during the Learning Project was incomplete.

The monitoring data is based on grant holders' response to a request to provide 'total project beneficiaries'. The National Lottery Community Fund's Grants Team raised queries about the accuracy of the figures presented by four organisations and these were verified or updated by the Learning Team who checked figures with the identified organisations. Table 6.1. shows descriptive statistics for the 80 organisations that had submitted End of Funding forms at the time of reporting.

Table 6.1: Descriptive statistics for end of funding monitoring data

Mean	3630.54
Median	1922.5
Mode	478
Standard Deviation	4740.95
Range	27739
Minimum	80
Maximum	27819
Count	80

7. The Five types of data

7.1 Beneficiary and engagement data

This section provides additional data tables related to beneficiary and engagement data that is reported in Chapter 5 of the main report.

7.1.1 Summary beneficiary and activity data

Young people's data were excluded from the beneficiary and engagement dataset if, based on the information available, they:

a. were outside of the YIF age range of 10-25. This was based on young people's age on 30th April 2019 (approximately mid-way through the learning project) which was calculated based on the date of birth supplied. This is referred to as 'DoB eligible' of 'Not DoB eligible in the following tables; or

b. were registered as taking part in activities prior to the learning project data collection timeframe, but not during it. This is referred to as 'meet selection criterion' or 'do not meet selection criterion' in the following tables.

This information is summarised in Tables 7.1.1 and 7.1.1b

Table 7.1.1: Breakdown of beneficiary data by inclusion and exclusion criterion

Young People DoB Groups	Meet Selection Criterion	Do not meet Selection Criterion	All Young People
DoB Eligible (born between 1993-2010)	42,971	17,896	60,867
Missing DoB or Invalid Format	13,812	5,929	19,741
Not DoB Eligible (born before 1993 or after 2010)	1,848	1,571	3,419
Total DoB eligible & Missing DoB	**56,783**	**Not applicable**	**Not applicable**
Total (excluded plus included data)	**58,631**	**25,396**	**84,027**

Table 7.1.1b: Breakdown of activity data by inclusion and exclusion criterion

YP DoB Groups	Eligible Activity		Missing Activity Dates		Not Eligible Activity	
	Number of Logs	YP Reached	Number of Logs	YP Reached	Number of Logs	YP Reached
DoB Eligible (born between 1993 -2010)	343,737	109,206	19,926	16,087	3,157	571
Missing DoB or Invalid Format	47,074	15,356	6,187	5,307	597	377
Not DoB Eligible (born before 1993 or after 2010)	13,760	5,039	1,714	1,540	41	8
DoB Eligible & Missing Dob	390,811	124,562	26,113	21,394	3,754	948
Grand Total	404,571	129,601	27,827	22,934	3,795	956

7.1.2 Number of beneficiaries per organisation

The following tables provide supplementary information about beneficiary and activity data that is referenced in the main report (see Chapter 5).

Table 7.1.2: The number of young people attending YIF provision per organisation based on YIF beneficiary data

Number of YP attending per organisation	Number of organisations
1-500	55
501-1,000	11
1,001-1,500	8
1,501-2,000	3
2,001-2,500	2
2,501-3,000	1
6,001-6,500	1
6,501-7,000	1
7,001-7,500	1
Grand Total	83

7.1.3 Additional beneficiary data by areas of deprivation

Table 7.1.3: Breakdown of eligible young people by geographical cluster and deprivation deciles

Clusters & Deprivation Deciles	Young People					
	Bristol and Somerset	Eastern Counties	Liverpool City	London East	Tees Valley & Sunderland	West Midlands
1	722	444	5,551	335	977	2,678
2	687	344	2,276	3,895	393	761
3	618	235	892	2,426	209	367
4	997	168	883	575	185	161
5	938	230	616	391	114	147
6	836	320	541	222	44	93
7	581	106	475	111	75	76
8	784	142	563	76	55	70
9	404	217	394	71	91	38
10	671	111	130	19	16	37
Unmatched Postcode	4,556	1,272	6,724	1,475	4,053	2,119
Total	**11,794**	**3,589**	**19,045**	**9,596**	**6,212**	**6,547**
					Grand Total	**56,783**

7.1.4 Demographic information related to beneficiaries and activities

Table 7.1.4 provides a breakdown of young people's ethnicity by geographical areas of service providers receiving YIF funding. Calculations presented in Section 5.1.3 of the main report do not include instances where ethnicity was missing or the provider recorded it as 'Don't know'.

Table 7.1.4: Breakdown of beneficiary ethnicity by areas receiving YIF funding

Ethnicity	Young People						
	Bristol and Somerset	Eastern Counties	Liverpool City	London East	Tees Valley & Sunderland	West Midlands	Total
Asian / Asian British	302	194	39	1,041	46	898	2,520
Black / African / Caribbean / Black British	537	56	28	2,678	14	672	3,985
Mixed / Multiple ethnic groups	436	220	171	1,056	136	531	2,550
Other Ethnic Group	0	0	0	37	0	0	37
White	5,010	1,839	9,004	3,028	3,207	2,626	24,714
Don't Know	1,867	567	612	142	399	285	3,872
Missing Ethnicity	3,642	713	9,191	1,614	2,410	1,535	19,105
Total	11,794	3,589	19,045	9,596	6,212	6,547	56,783

Table 7.1.5 provides a breakdown of eligible young people's age by the geographical cluster distribution of service providers.

Table 7.1.5: Young people's age by geographical cluster

Cluster & Age	Meet Selection Criteria						
	Bristol and Somerset	Eastern Counties	Liverpool City	London East	Tees Valley & Sunderland	West Midlands	Total
8	187	23	274	501	13	103	1,101
9	393	80	923	761	99	216	2,472
10	723	185	1,452	869	340	362	3,931
11	1,145	339	1,685	1,001	527	534	5,231
12	1,215	444	1,619	1,106	585	621	5,590
13	1,360	382	1,949	1,218	578	711	6,198
14	1,020	300	1,727	1,144	588	597	5,376
15	885	320	1,378	953	532	723	4,791

16	786	237	923	727	239	645	3,557
17	510	185	518	450	131	428	2,222
18	228	82	304	249	57	236	1,156
19	124	62	224	94	24	122	650
20	59	24	88	22	7	48	248
21	29	33	56	14	6	31	169
22	22	18	39	6	3	19	107
23	12	14	26	3	2	13	70
24	12	3	23	3	1	12	54
25	4	5	23	2	0	5	39
26	2	3	3	0	1	0	9
Missing DoB or Invalid Format	3,078	850	5,811	473	2,479	1,121	13,812
Total	**11,794**	**3,589**	**19,045**	**9,596**	**6,212**	**6,547**	**56,783**

7.1.5 Activity information by activity classification

Table 7.1.6 provides a breakdown of activity information by activity classification (see section 4.3.2 in the main report for further information about activity classifications). This includes an overview of the number of activities and attendances (logs) recorded for those young people in the eligible sample and average attendance at each activity type.

Table 7.1.6: % split of activities and attendances by activity classification

Activity Classification	Total number of activity sessions run		Eligible young people		Total number of logs		Average number of logs	Average attendance (days)	Average attendance (months)
	Count	Paired %	Count	Paired %	Count	Paired %			
Detached	77	9%	2,641	8%	9,408	4%	3.6	81.9	2.5
Building-based	804	91%	29,102	92%	206,885	96%	7.1	105.9	3.2
Drop-in	462	53%	24,292	74%	149,726	70%	6.2	112.5	3.4
Fixed	409	47%	8,550	26%	62,926	30%	7.4	66.5	1.9
Group	849	90%	30,190	87%	201,586	90%	6.7	103.1	3.1
Individual	96	10%	4,627	13%	23,091	10%	5.0	79.2	2.4
Targeted	262	32%	7,294	24%	28,807	15%	3.9	56.7	1.7
Universal	564	68%	23,051	76%	165,784	85%	7.2	111.5	3.4
Time-limited	453	53%	12,792	40%	56,380	26%	4.4	59.4	1.7
Open-ended	401	47%	19,504	60%	160,482	74%	8.2	134.9	4.1
Unstructured	330	39%	15,046	44%	109,044	51%	7.2	118.6	3.6
Structured	508	61%	18,798	56%	105,705	49%	5.6	84.9	2.6
Total	5,215		195,887		1,279,824		6.0	92.2	2.8
Missing Classification	21,816		84,706		137,655		1.6	13.6	0.4
Total including missing data	27,031		280,593		1,417,479		5.7	86.8	2.6

Table 7.1.7: % split of activities and attendances by activity classification and gender

Activity Classification	Average logs - female	Average logs - male	Average logs - other
Detached	3.8	3.1	3.7
Building-based	6.9	7.4	4.7
Drop-in	5.8	6.3	3.7
Fixed	7.7	8.4	5.3
Group	6.4	7.2	4.2
Individual	4.8	5.2	5.1
Targeted	3.8	4.1	5.1
Universal	6.6	7.7	4.3
Time-limited	5.5	4.1	4.5
Open-ended	6.9	9.0	3.3
Unstructured	6.9	7.1	6.9
Structured	5.3	6.8	3.6

7.2 Feedback data

7.2.1 Feedback questions

The unabridged feedback questions, using the 3-point response scale, are shown in Table 7.1. The response scale used for all questions except for question 2 was 'A great deal', 'Somewhat' or 'Not at all'. For question 2 the response options were 'Very likely', 'Somewhat likely' or 'Not at all likely'. Grant holders selected questions from this question bank to build their own questionnaire. As a result, the number of responses received for each of the feedback questions varies.

Table 7.2.1: Feedback questions

	Question
1	How included do you feel whilst at [organisation]?
2	How likely do you think it is that [organisation] will make changes as a result of your feedback?
3	How much do you enjoy your time at [organisation]?
4	How much do you feel a sense of purpose and achievement through the activities at [organisation]?
5	How much do you feel positively challenged by the activities at [organisation]?
6	How much do you feel the staff and volunteers at [organisation] trust you?
7	How much do you feel valued as an individual while at [organisation]?
8	How much do you influence how the services are run at [organisation]?
9	How much do you trust the staff and volunteers at [organisation]?
10	How much do you value [organisation]?
11	How respected do you feel whilst at [organisation]?
12	How safe do you feel whilst at [organisation]?
13	To what extent do you feel it is worth your time and effort to come to [organisation]?
14	To what extent do you receive the support you need from [organisation]?
15	To what extent do you think the services you receive from [organisation] are good quality?
16	When you are at [organisation], how empowered do you feel to make a positive change in your life?
17	When you are at [organisation], how much do you feel a sense of community?

7.2.2 Feedback data collection

Feedback surveys were submitted directly through the IMPACT data collection platform as well as sourced from paper and electronic copies. All sources were amalgamated into one data file.

Survey design let grant holders present their young people with a range of questions from a bank of agreed questions as outlined in section 7.2.1. Originally, there were two sets of feedback questions: the first used a 2-point response scale ("yes" or "no" response options) which was designed for younger beneficiaries and the second used a 3-point response scale as set out in section 7.2.1. Young people could choose not to answer individual questions. Because of the extent of the absent data in the 2-point response scale, only the 3-point response scale data is reported on.

Furthermore, survey design allowed grant holders to alter question items and response scales, as well as generate their own questions to present to beneficiaries. Altered questions or custom questions are not included in this analysis.

7.2.3 Feedback data - sample

7,411 feedback surveys that contained usable data (i.e., surveys that contained a response to at least one core question) were collected between August 2018 and May 2020. Feedback surveys were anonymous, therefore more than one survey could have been submitted by any given beneficiary over time. Of these, 6,073 surveys included a response on at least one of the items using the 3-point scale outlined in section 7.1.1. This is the data on which the feedback analysis is based.

Age, gender and ethnicity data was collected directly from feedback surveys. 38.1% of age data was missing, 24.4% of gender data was missing and 25.9% of ethnicity data was missing.

Charts 7.2.1-7.2.3 are generated from numbers excluding missing data.

Chart 7.2.1: Age of feedback respondents
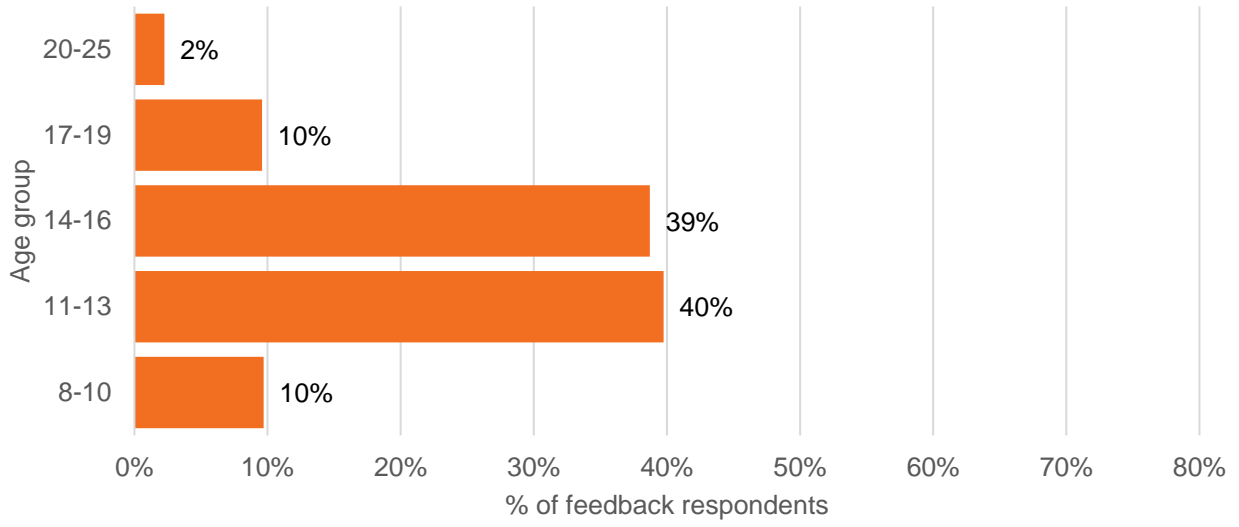
Base: 3955

Chart 7.2.2: Gender of feedback respondents
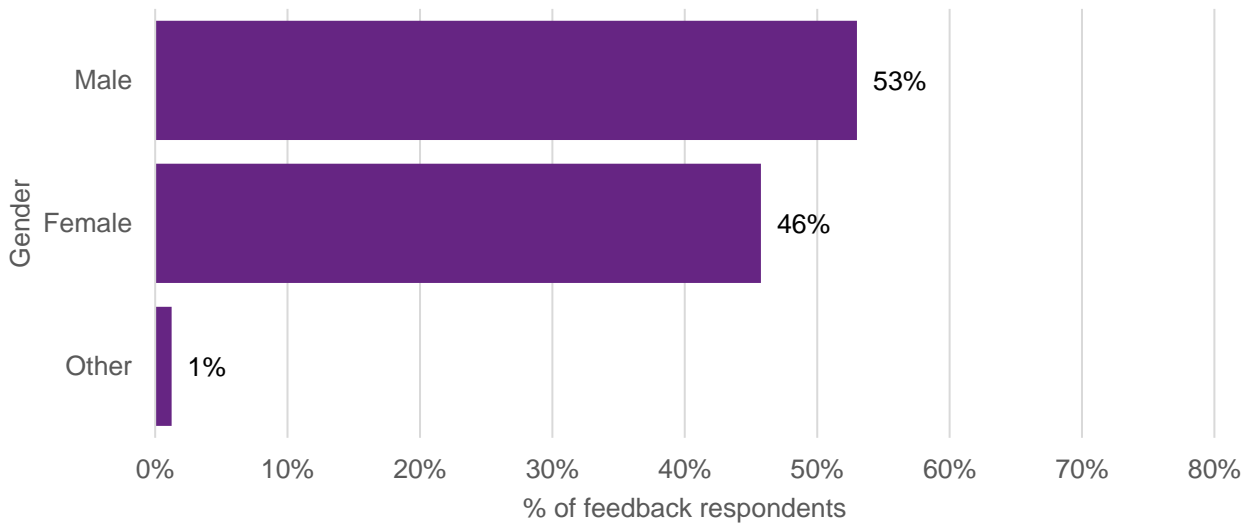
Base: 4190

Chart 7.2.3: Ethnicity of feedback respondents
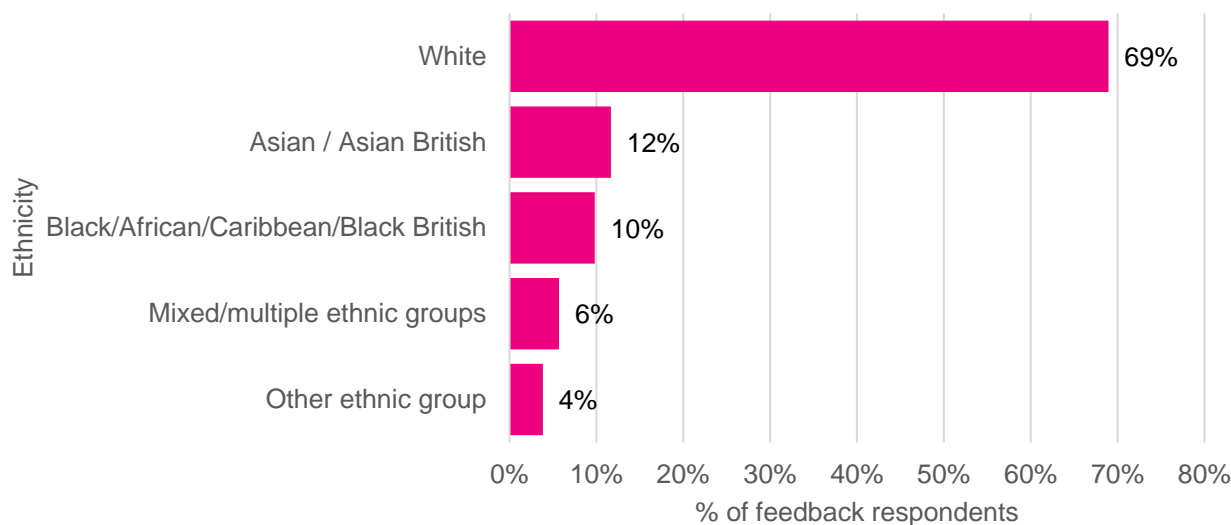
Base: 4240

7.2.4 Feedback data - findings

This section provides data tables and charts summarising findings related to the feedback data.

7.2.4.1 Feedback by individual item

Chart 7.2.4 shows individual item means for each of the 17 core feedback questions with the sample size in brackets. As outlined in section 7.2.1., questions were scored on a three-point scale, with 3 being the most positive response. When reporting on themes, and for Chart 7.2.4, this was converted to a scale of 0-1 in which a score of "1" would indicate a total set of positive answers. For example, if all beneficiaries had responded "A great deal" to the question "how included do you feel?", then the score would be 1. Conversely a score of '0' would indicate a total set of negative responses. Table 7.2.2 shows feedback broken down by response.

Chart 7.2.4: Feedback mean scores across all rounds of data collection.
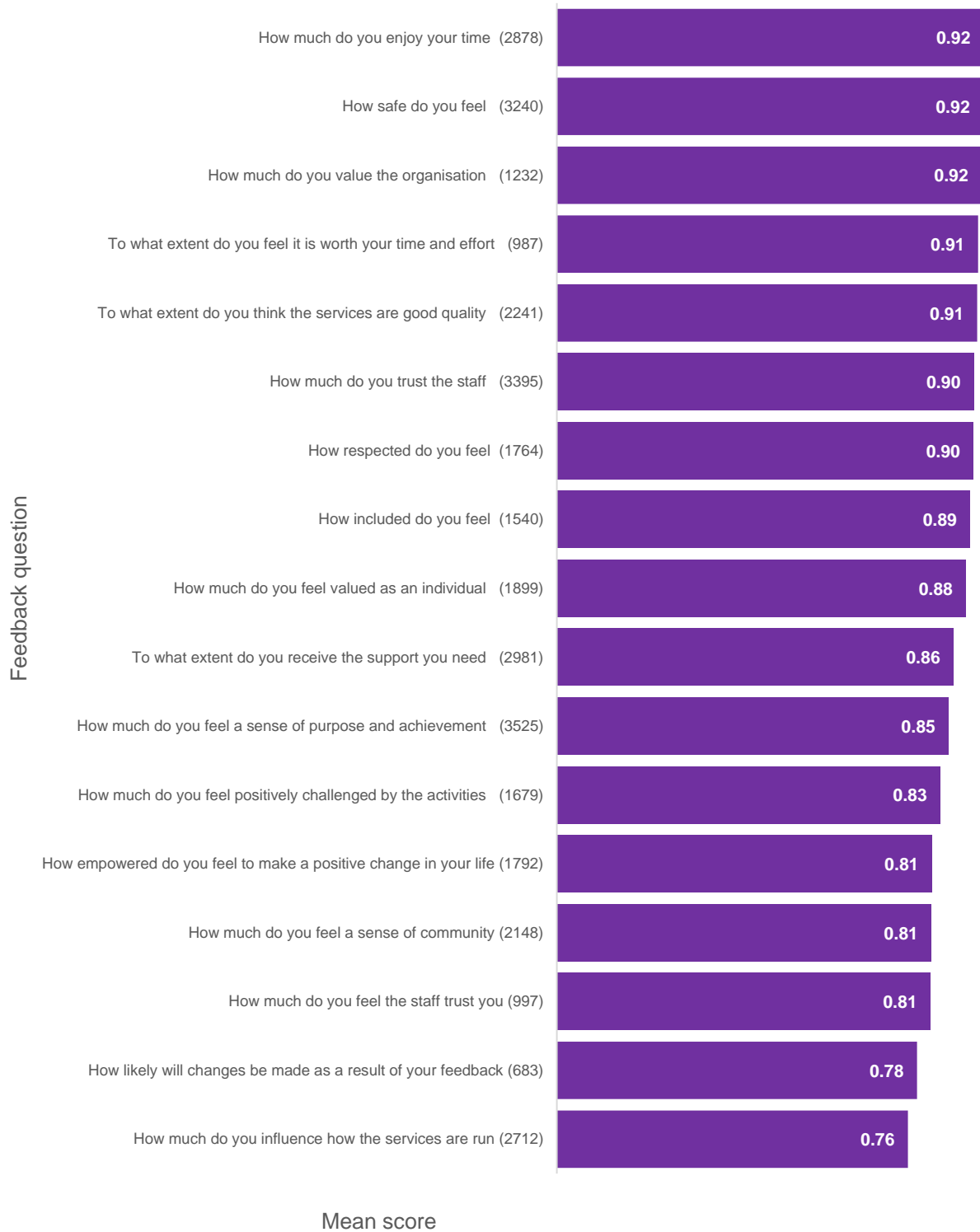
Bases: Show in brackets after each question

Table 7.2.2: Feedback broken down by response

	Number of responses	A great deal	Somewhat	Not at all
How safe do you feel	3240	84.8%	14.4%	0.8%
How much do you enjoy your time	2878	84.7%	14.8%	0.5%
How much do you value the organisation	1232	84.0%	15.3%	0.6%
To what extent do you feel it is worth your time and effort	987	83.1%	15.7%	1.2%
To what extent do you think the services are good quality	2241	82.1%	17.4%	0.6%
How much do you trust the staff	3395	81.2%	17.5%	1.2%
How respected do you feel	1764	81.0%	17.9%	1.1%
How included do you feel	1540	79.4%	19.7%	0.9%
How much do you feel valued as an individual	1899	78.2%	20.9%	1.0%
To what extent do you receive the support you need	2981	73.9%	23.5%	2.6%
How much do you feel a sense of purpose and achievement	3525	71.4%	26.4%	2.2%
How much do you feel positively challenged by the activities	1679	68.6%	28.4%	3.0%
How empowered do you feel to make a positive change in your life	1792	66.1%	30.0%	3.9%
How much do you feel the staff trust you	997	65.3%	30.7%	4.0%
How much do you feel a sense of community	2148	64.6%	32.5%	2.9%
How much do you influence how the services are run	2712	57.5%	36.5%	5.9%
	Response number	Very likely	Somewhat likely	Not at all Likely
How likely will changes be made as a result of your feedback	683	60.0%	35.4%	4.5%

7.2.4.2 Feedback presented by theme

Feedback questions were conceptually grouped and a weighted mean calculated as illustrated in Table 7.2.3.

Table 7.2.3: Feedback questions grouped by theme

Item	Count	Mean
Theme: Safe and supportive environment		
How safe do you feel	3240	0.92
How much do you trust the staff	3395	0.92
How respected do you feel	1764	0.90
How much do you feel valued as an individual	1899	0.88
To what extent do you receive the support you need	2981	0.86
How much do you feel the staff trust you	997	0.81
How included do you feel	1540	0.89
How much do you feel a sense of community	2148	0.81
Theme weighted mean	**17964**	**0.88**
Quality and value of provision		
How much do you value the organisation	1232	0.92
To what extent do you feel it is worth your time and effort	987	0.91
To what extent do you think the services are good quality	2241	0.91
Theme weighted mean	**4460**	**0.91**
Stimulating, positively challenging and fun activities		
How much do you feel a sense of purpose and achievement	3525	0.85
How much do you feel positively challenged by the activities	1679	0.83
How much do you enjoy your time	2878	0.92
Theme weighted mean	**8082**	**0.87**
Empowerment and voice		
How likely will changes be made as a result of your feedback	683	0.78

How much do you influence how the services are run	2712	0.76
How empowered do you feel to make a positive change in your life	1792	0.81
Theme weighted mean	**5187**	**0.78**

7.2.4.3 Feedback split by time

The following time intervals were used to split feedback. Table 7.2.4 shows the mean scores across the four rounds by item and Table 7.2.5 shows the data by theme:

- Round 1: Aug 2018 - end Dec 2018 (1,351 surveys)

- Round 2: Jan 2019 - end June 2019 (2,303 surveys)

- Round 3: July 2019 - end Dec 2019 (1,538 surveys)

- Round 4: Jan 2020 - end May 2020 (881 surveys)

Table 7.2.4: Item level feedback means by round

	Round 1		Round 2		Round 3		Round 4	
Question	**Count**	**Mean**	**Count**	**Mean**	**Count**	**Mean**	**Count**	**Mean**
How likely will changes be made as a result of your feedback	158	0.73	175	0.76	167	0.83	183	0.78
How much do you influence how the services are run	567	0.75	929	0.77	615	0.76	601	0.75
How much do you feel a sense of community	506	0.78	914	0.83	523	0.80	183	0.82
How much do you feel the staff trust you	90	0.79	269	0.80	494	0.79	122	0.89
How much do you feel positively challenged by the activities	381	0.82	624	0.86	440	0.79	211	0.80

How much do you feel a sense of purpose and achievement	553	0.84	1189	0.86	1052	0.84	731	0.84
To what extent do you receive the support you need	772	0.84	1205	0.87	622	0.84	382	0.85
How much do you feel valued as an individual	599	0.87	668	0.89	353	0.89	279	0.89
How much do you trust the staff	765	0.87	1142	0.92	981	0.91	507	0.89
How respected do you feel	413	0.89	525	0.91	609	0.89	217	0.93
How included do you feel	307	0.89	462	0.88	525	0.90	246	0.91
How safe do you feel	807	0.91	1054	0.92	940	0.93	439	0.93
To what extent do you think the services are good quality	611	0.91	691	0.90	524	0.92	415	0.90
How much do you enjoy your time	593	0.91	1017	0.92	724	0.94	544	0.91
How much do you value the organisation	475	0.93	247	0.93	333	0.90	177	0.91
To what extent do you feel it is worth your time and effort	117	0.93	217	0.91	416	0.90	237	0.92
How empowered do you feel to make a positive change in your life	373	0.77	702	0.82	497	0.80	220	0.84
weighted mean		0.86		0.87		0.86		0.87

Table 7.2.5: Theme level feedback means by round

	Round 1		Round 2		Round 3		Round 4	
	Count	**Mean**	**Count**	**Mean**	**Count**	**Mean**	**Count**	**Mean**
Empowerment and voice	1098	0.75	1806	0.79	1279	0.79	1004	0.78
Stimulating, positively challenging and fun activities'	1527	0.86	2853	0.88	2216	0.86	1486	0.86
Safe and supportive environment	4259	0.86	6283	0.88	5047	0.87	2375	0.89
Quality and value of provision	1203	0.92	1155	0.91	1273	0.91	829	0.91

7.2.4.4 Feedback split by participation in quality processes

In section 7.5 of the <u>main report</u>, we compare data gathered by organisations taking part in at least one round of the quality process (using the PQA, n=54) with those that did not take part in the quality process (n=35). Table 7.2.6 shows feedback data comparisons for these two groups.

Table 7.2.6: Item level feedback by participation in quality

	Quality participants		Quality non-participants			
	Count	Mean	Count	Mean	Difference in means	Significant P values
How much do you influence how the services are run	2058	0.771	632	0.723	0.048	
How likely will changes be made as a result of your feedback	682	0.778	1	0.500	0.278	
How included do you feel	1396	0.891	144	0.903	-0.012	
How much do you enjoy your time	2066	0.932	812	0.894	0.038	P = 0.014
How much do you feel a sense of community	1995	0.810	153	0.788	0.022	
How much do you feel a sense of purpose and achievement	2819	0.852	706	0.820	0.032	
How much do you feel the staff trust you	964	0.803	28	0.946	-0.143	
How empowered do you feel to make a positive change in your life	1678	0.813	114	0.759	0.054	
How much do you feel positively challenged by the activities	1599	0.831	76	0.776	0.055	
How much do you feel valued as an individual	1807	0.881	92	0.929	-0.048	P = 0.039
How respected do you feel	1548	0.890	216	0.965	-0.075	P = 0.015
How much do you trust the staff	2536	0.907	841	0.884	0.022	
How safe do you feel	2933	0.920	285	0.944	-0.024	

How much do you value the organisation	991	0.921	241	0.90	0.023	
To what extent do you think the services are good quality	1636	0.922	605	0.868	0.054	P = 0.004
To what extent do you feel it is worth your time and effort	905	0.910	82	0.902	0.008	
To what extent do you receive the support you need	2296	0.873	685	0.799	0.074	P = 0.001
	29909	0.87		5713	0.85	

Table 7.2.7: Theme level feedback by participation in quality

		Quality participants		Quality non-participants	
	Total count	Count	Mean	Count	Mean
Empowerment and voice	3080	2333	0.81	747	0.76
Stimulating, positively challenging and fun	1978	1793	0.86	185	0.85
Safe and supportive environment	1788	1214	0.88	574	0.90
Quality and value of provision	2212	1552	0.90	660	0.84
		6892		**2166**	

7.2.4.5 Feedback split by quality grouping

In section 7.5 of the main report, we compare we compare data gathered by organisations who were rated as 'high quality' with those rated as 'lower quality' based on cluster analysis (see Section 8 below for more information on our cluster analysis). Table 7.2.8 and 7.2.9 show feedback data comparisons for these two groups at item and theme level.

Table 7.2.8: Feedback by quality grouping item level data

	High quality count		Low quality count	
	Count	Mean	Count	Mean
How empowered do you feel to make a positive change in your life	224	0.900	150	0.791
How much do you influence how the services are run	206	0.876	498	0.791
How likely will changes be made as a result of your feedback	52	0.904	116	0.784
How much do you enjoy your time	817	0.936	568	0.938
How much do you feel positively challenged by the activities	387	0.868	477	0.861
How much do you feel a sense of purpose and achievement	560	0.905	727	0.831
How much do you feel a sense of community	466	0.900	153	0.761
How included do you feel	518	0.913	153	0.840
How much do you feel the staff trust you	268	0.819	291	0.729
How much do you trust the staff	859	0.926	772	0.898
To what extent do you receive the support you need	498	0.937	615	0.863
How much do you feel valued as an individual	185	0.959	477	0.872
How respected do you feel	271	0.904	708	0.882
How safe do you feel	552	0.920	822	0.923
To what extent do you think the services are good quality	292	0.926	513	0.907
To what extent do you feel it is worth your time and effort	171	0.930	117	0.927
How much do you value the organisation	1	1.000	116	0.884
	6327	0.912	7273	0.867

Table 7.2.9: Feedback by quality grouping at theme level

	High quality			Low quality			
	Count	Mean	Standard deviation	Count	Mean	Standard deviation	P values
Empowerment and voice	482	0.890	0.453	764	0.790	0.569	P = 0.0029
Stimulating, positively challenging and fun activities	1764	0.912	0.405	1772	0.873	0.458	
Safe and supportive environment	3617	0.914	0.393	3991	0.872	0.468	
Quality and value of provision	464	0.928	0.369	746	0.907	0.405	

7.3 Quality data

Details of the quality data collection process are presented in the main report in section 4. The following sections provide additional information about the quality data collected during the YIF learning project.

7.3.1 Quality data – Data collection and scoring process

Grant holders scored their observations against the Programme Quality Assessment (PQA) tool composed of 70 items describing specific staff behaviours. Item responses were mapped on a 3-point scale ranging from high (5), medium (3), or low (1) or "Not observed". Grant holders then entered their observations into a web-enabled database (Scores Reporter) from which reports could be generated. For some behaviours that are less objectively visible like, for example, those making up the mindfulness scale and leadership scales, there were more "not observed" indications made by grant holders.

Table 7.3.1: The relationship between scales and domains

Domain	Scale	Scale description
Safe Space	Emotional Safety	Psychological and emotional safety is promoted
	Interaction with Adults	Staff engage with young people in positive ways
	Warm Welcome	Staff provide a welcoming atmosphere
Supportive Environment	Emotion Coaching	Staff provide coaching and support for emotion management
	Session Flow	Session flow is planned, presented and paced for young people
	Skill Building	Staff support young people in building skills
	Encouragement	Staff support young people with encouragement
	Active Learning	Activities support engagement and learning
	Choice	Young people have opportunities to make choices based on their interests
Interaction	Belonging	Young people have opportunities to develop a sense of belonging
	Collaboration	Young people have opportunities to collaborate and work cooperatively with others
	Responsibility	Young people have opportunities to take responsibility for tasks
	Leadership	Young people have opportunities to act as group facilitators and mentors
	Empathy	Staff engage in practices that support development of empathy
Engagement	Problem Solving	Young people have opportunities to solve problems
	Planning	Young people have opportunities to make and revise plans
	Reflection	Young people have opportunities to reflect

	Mindfulness	Staff support young people in developing skills of mindful awareness or attention

7.3.2 Quality sample

Demographic data of young people was derived from the beneficiary details of the grant holders taking part in the quality process. It should be noted these are beneficiaries that were recorded as attending any YIF funded activities at the participating organisations and not necessarily the activities that were rated during the PQA process. Charts 7.3.1, 7.3.2 and 7.3.3 are calculated excluding missing or invalid data.

Chart 7.3.1 Age of young people attending grant holders taking part in quality processes
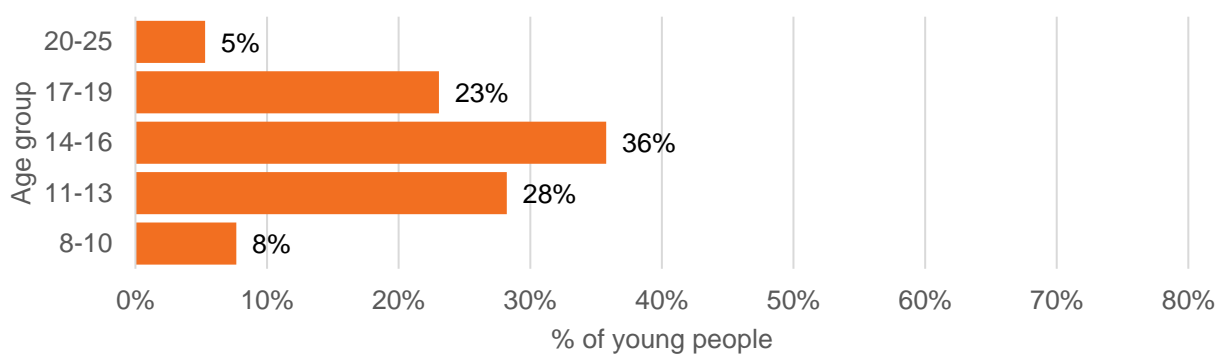
Base: 35,912

Chart 7.3.2 Gender of young people attending grant holders taking part in quality processes
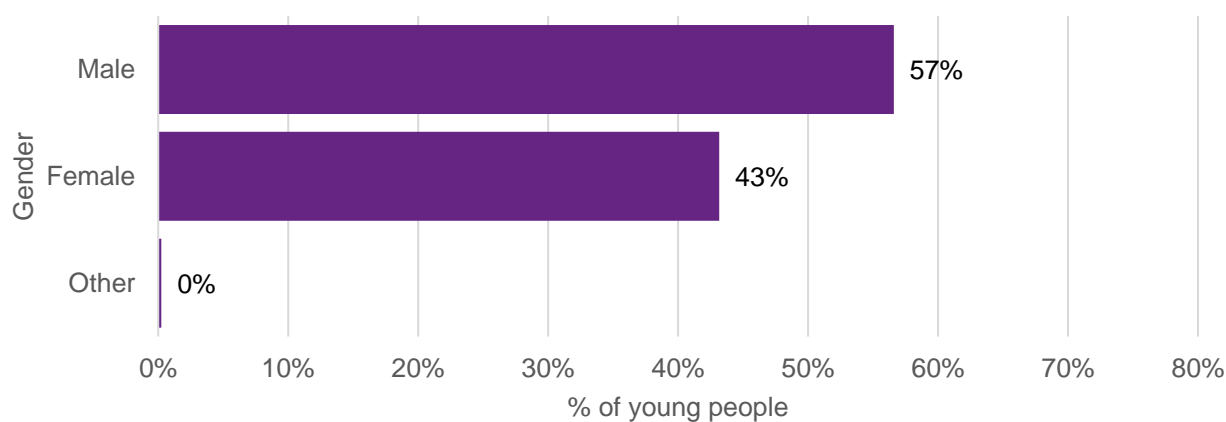
Base: 38,882

Chart 7.3.3 Ethnicity of young people attending grant holders taking part in quality processes
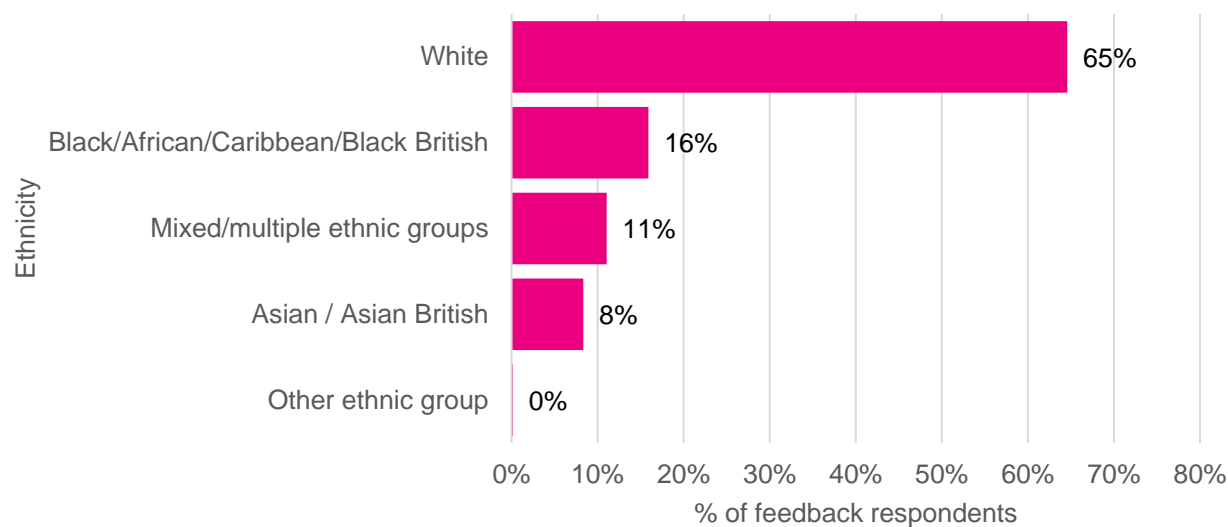
Base: 26,169

7.3.2.1 Beneficiary sample by quality type

The raw data from which beneficiary demographics split into the quality types can be found below in Tables 7.3.2 to 7.3.4.

Table 7.3.2: Ethnicity and quality type

	Black / African / Caribbean / Black British		Other ethnic group		Asian / Asian British		Mixed / Multiple ethnic groups		White		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
High Quality	2593	62%	39	100%	1121	51%	1056	37%	5117	30%	9926	38%
Moderately-High Quality	838	20%	0	0%	272	12%	351	12%	2090	12%	3551	14%
Moderate Quality	204	5%	0	0%	289	13%	1030	36%	5070	30%	6593	25%
Low Quality	527	13%	0	0%	497	23%	452	16%	4623	27%	6099	23%
Total	4162		39		2179		2889		16900		26169	

Table 7.3.3: Age and quality type

	High Quality		Moderately-High Quality		Moderate Quality		Low Quality		Total	
8	96	1%	43	1%	32	0%	51	1%	222	1%
9	616	5%	101	2%	118	1%	91	1%	926	3%
10	903	7%	295	6%	273	3%	132	2%	1603	4%
11	1053	8%	438	10%	656	6%	305	4%	2452	7%
12	1335	10%	520	11%	1116	11%	613	8%	3584	10%
13	1379	10%	517	11%	1339	13%	862	11%	4097	11%
14	1556	12%	547	12%	1368	13%	977	12%	4448	12%
15	1730	13%	457	10%	1142	11%	991	13%	4320	12%
16	1705	13%	386	8%	1165	11%	821	10%	4077	11%
17	1303	10%	375	8%	941	9%	1006	13%	3625	10%
18	833	6%	379	8%	656	6%	937	12%	2805	8%
19	351	3%	220	5%	778	8%	502	6%	1851	5%
20	169	1%	130	3%	337	3%	333	4%	969	3%
21	60	0%	70	2%	202	2%	122	2%	454	1%
22	23	0%	45	1%	73	1%	48	1%	189	1%
23	23	0%	28	1%	66	1%	26	0%	143	0%
24	15	0%	21	0%	41	0%	17	0%	94	0%
25	8	0%	13	0%	21	0%	11	0%	53	0%
Total	13158		4585		10324		7845		35912	

Table 7.3.4: Gender and quality type

	Female		Male		Other		Total	
	Count	%	Count	%	Count	%	Count	%
High Quality	4986	30%	7095	32%	27	29%	12108	31%
Moderately-High Quality	2616	16%	3281	15%	46	49%	5943	15%
Moderate Quality	4845	29%	7000	32%	12	13%	11857	30%
Low Quality	4337	26%	4629	21%	8	9%	8974	23%
	16784		22005		93		38882	

7.3.3 Quality data - findings

This section provides data tables summarising findings related to the quality data.

7.3.3.1 Baseline quality

Sample

54 grant holders took part in at least one round of quality observations in which staff observed each other in a "low stakes" environment interact with young people in the setting.

Data cleaning

Where grant holders entered "not observed" for individual items, it was treated as missing data as per the protocol of the PQA tool which was used. Where items within a scale were missing, the other items made up the scale rating.

Items are combined to form 18 scales. These 18 scales can be further grouped into four domains as illustrated in Table 7.3.1.

Domain and scale level means and variance at baseline are presented in tables 7.3.5 and 7.3.6.

Table 7.3.5: Baseline domain mean and variance for the 54 participating organisations

Domain	Mean	Variance
Engagement	3.1	0.2
Interaction	3.5	0.1
Supportive Environment	3.8	0.2
Safe Space	4.3	0.0

Table 7.3.6: Baseline scale quality mean and variance for the 54 participating organisations

Scale	mean	variance
Mindfulness	2.1	0.34
Leadership	2.8	0.02
Empathy	3.2	0.05
Planning	3.3	0.09
Reflection	3.4	0.03
Active Learning	3.4	0.50
Problem Solving	3.5	0.17
Emotion Coaching	3.5	0.34
Skill Building	3.7	0.26
Responsibility	3.9	0.07
Belonging	3.9	0.28
Encouragement	4.0	0.19
Collaboration	4.0	0.03
Choice	4.1	0.04 **a**
Emotional Safety	4.2	0.02
Interaction with Adults	4.3	0.04
Session Flow	4.3	0.06
Warm Welcome	4.4	0.02

7.3.3.2 Quality examined by grant holders taking part in two quality rounds only

Table 7.3.7: Quality at two rounds of observations (n = 16)

	Round 1		Round 2	
	Mean	**Variance**	**Mean**	**Variance**
Mindfulness	2.5	2.0	2.8	2.9
Leadership	3.0	2.2	3.2	1.6
Empathy	3.5	1.9	3.9	2.3
Reflection	3.7	1.2	3.6	1.4
Planning	3.8	1.2	3.4	2.6
Problem Solving	3.9	1.5	3.8	1.7
Active Learning	3.9	1.5	4.3	1.0
Skill Building	4.0	1.1	4.2	1.1
Emotion Coaching	4.0	1.0	3.8	1.7
Choice	4.1	1.1	4.4	0.8
Belonging	4.1	1.0	4.1	1.4
Responsibility	4.1	1.1	4.3	1.1
Encouragement	4.2	1.1	4.2	1.2
Emotional Safety	4.3	1.2	4.4	0.8
Interaction with Adults	4.4	0.9	4.5	0.8
Session Flow	4.4	0.9	4.8	0.4
Collaboration	4.5	0.9	4.2	1.1
Warm Welcome	4.6	0.6	4.6	0.6
	3.9	**1.2**	**4.0**	**1.4**

Table 7.3.8: Quality at three and more rounds of observations (n = 14)

|	Round		Round 2		Round 3	
	Mean	**Variance**	**Mean**	**Variance**	**Mean**	**Variance**
Mindfulness	1.9	1.6	2.2	2.0	1.6	1.2
Leadership	2.4	1.3	3.1	1.3	2.5	2.0
Empathy	2.7	2.4	3.5	2.4	3.5	2.2
Planning	3.1	2.0	3.3	2.2	2.8	1.5
Reflection	3.3	1.3	3.1	1.6	3.2	1.8
Problem Solving	3.3	2.2	3.7	1.6	3.0	1.9
Active Learning	3.4	1.7	4.1	1.3	3.5	2.2
Skill Building	3.5	2.0	4.1	1.2	3.9	1.4
Emotion Coaching	3.6	2.0	4.0	1.1	3.8	1.8
Encouragement	3.8	1.6	4.2	1.0	4.0	1.1
Belonging	3.9	1.5	4.2	1.0	3.9	1.6
Responsibility	4.0	1.2	4.3	0.8	3.8	1.7
Collaboration	4.0	1.3	4.2	1.2	4.0	1.3
Choice	4.1	1.3	4.2	1.2	3.6	1.7
Emotional Safety	4.3	1.1	4.3	1.0	4.4	0.9
Session Flow	4.4	0.7	4.7	0.7	4.4	1.1
Warm Welcome	4.4	1.0	4.6	0.5	4.6	0.7
Interaction with Adults	4.4	0.9	4.5	0.6	4.3	0.8
	3.6	**1.5**	**3.9**	**1.3**	**3.6**	1.5

7.3.3.3 Quality data - analysis of time intervals between rounds.

The PQA process was intended to take place in cycles of approximately 6 months. To understand what happened in practice we looked at the intervals between cycles (see charts 7.3.4 to 7.3.6). In summary:

- for those taking part in two rounds of quality (n = 16) the average interval was 225 days or almost 7 months.

- for those taking part in three rounds of quality (n= 14) the average interval between:

  a. Rounds 1 and 2 was 189 days or almost 6 months

  b. Rounds 2 and 3 was 181 days or 5.5 months

Chart 7.3.4: Time intervals between rounds 1 and 2 of the quality process (for those taking part in 2 rounds only)
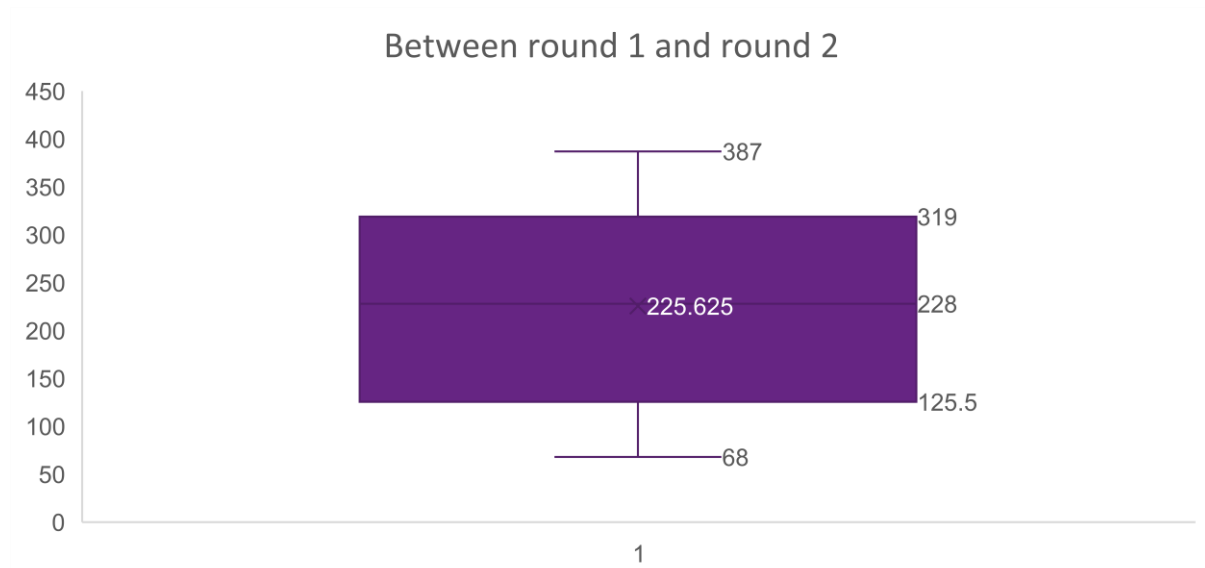
Base: 16 grant holder organisations

Chart 7.3.5: Time intervals between rounds 1 and 2 of the quality process (for those taking part in 3 rounds)
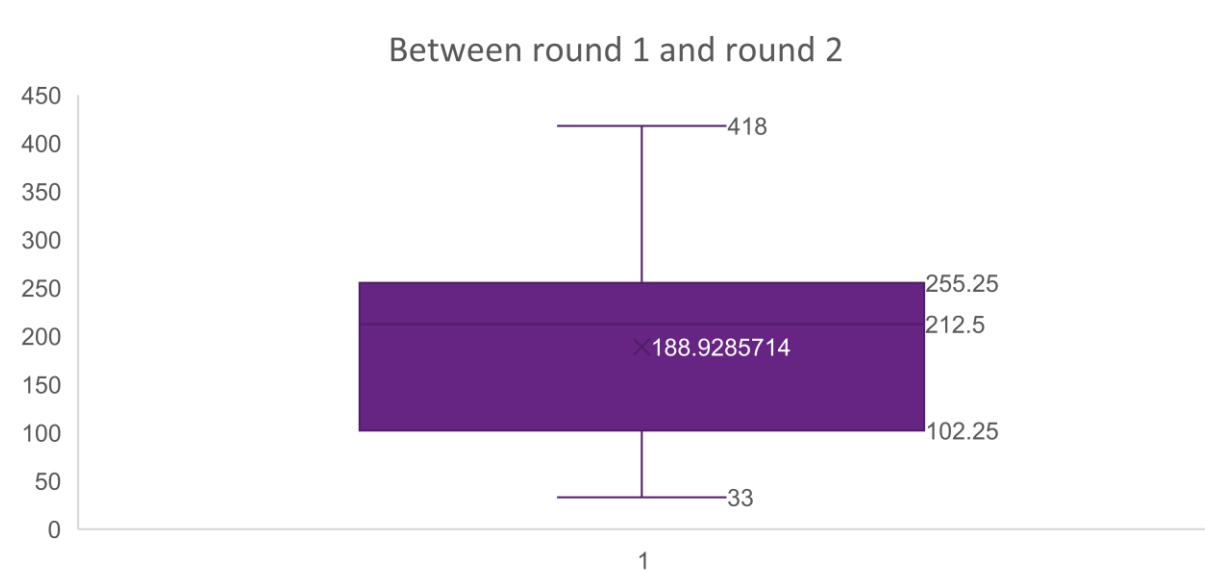
Base: 14 grant holder organisations

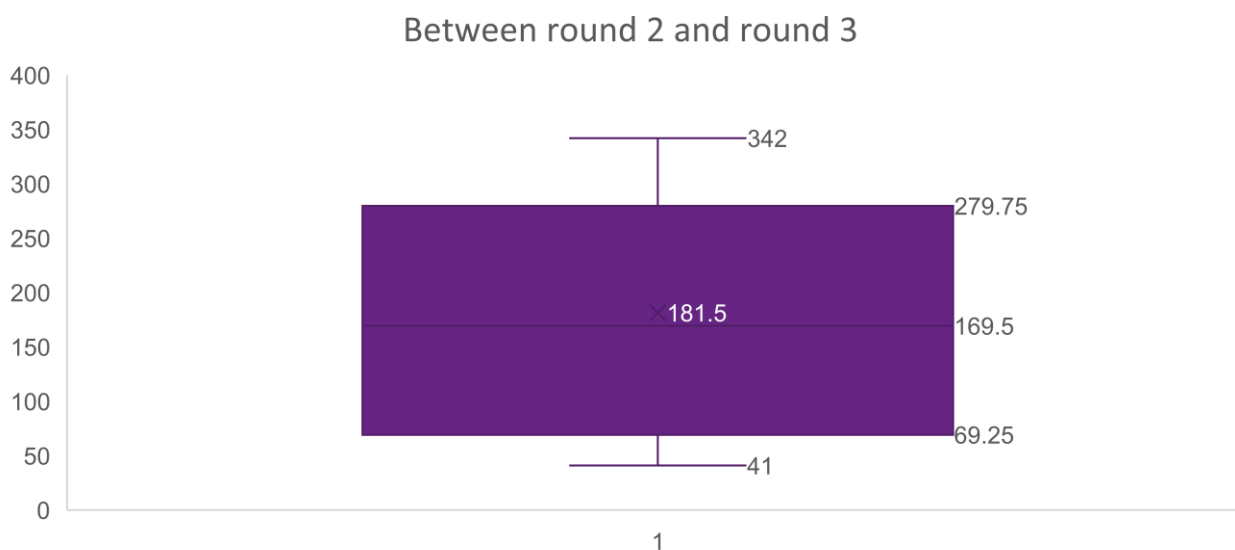Chart 7.3.6: Time intervals between rounds 2 and 3 of the quality process (for those taking part in 3 rounds)

Base: 14 grant holder organisations

7.4 Outcomes data

7.4.1 Outcomes questions

The development and piloting process for the outcomes framework and questionnaire is detailed in Insight Paper three: A shared outcomes framework for open access youth provision. Table 7.4.1 shows the items mapped against the outcomes domains and the original measure (source) on which the items were based. Typically, individual questions or sub-sets of questions were taken and/or adapted from the original sources based on the piloting process.

Table 7.4.1: Outcomes questions and source

Domains	Outcomes questions	Response Options	Source
Self-confidence and personal locus of control[3]	• I am confident that I have the ability to succeed in anything I want to do	1 (False/not like me) to 8 (True / like me)	Adapted from ROPELOC (Review of Personal Effectiveness and Locus of Control)

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[3] Locus of control is defined as 'the tendency to take responsibility for self-actions and successes'

	• I can handle things no matter what happens • My life is mostly controlled by external things[4] • My own efforts and actions are what determine my future		
	• I have a lot to be proud of	1=Very True 2=Partly True 3=Not True at all	NPC well-being (tool available on request from info@thinknpc)
Leadership	How confident do you feel: • Being the leader of a team	1= Very confident 2= Confident 3= Not sure 4= Somewhat confident 5= Not at all confident	Adapted from the Personal Development Scale (NCS)
Social skills	How confident do you feel: • Having a go at things that are new to me • Working with other people in a team • Meeting new people • Dealing with conflict between friends	1= Very confident 2= Confident 3= Not sure 4= Somewhat confident 5= Not at all confident	Adapted from the Personal Development Scale (NCS)

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[4] This is a reverse scored item and was has been dropped from the impact analysis as the data suggested that young people misinterpreted the coding for this negatively worded question.

	• Being in large groups of people		
Self-regulation	How confident do you feel: • Getting things done on time	1= Very confident 2= Confident 3= Not sure 4= Somewhat confident 5= Not at all confident	Adapted from the Personal Development Scale (NCS)
	• I can stay calm in stressful situations	1 (False/not like me) to 8 (True / like me)	Life Effectiveness Questionnaire
Communication and self-expression	How confident do you feel: • Putting forward my ideas • Explaining my ideas clearly • Standing up for myself without putting others down	1= Very confident 2= Confident 3= Not sure 4= Somewhat confident 5= Not at all confident	Adapted from the Personal Development Scale (NCS)
Social connectedness	• I have family and friends who help me feel safe, secure and happy • There is someone I trust who I would turn to for advice if I were having problems • There is no one I feel close to	1= Very True 2= Partly True 3= Not True at all	Millennium cohort study

	• How often do you feel lonely?	1= Often/always 2= Some of the time 3= Occasionally 4= Hardly ever 5= Never	ONS recommended loneliness questions
Happiness and well-being	• How happy are you with your life as a whole?	0-10 response scale 0 = Very unhappy 5 = Not happy or unhappy 10 = Very happy	Good childhood index
	• I've been feeling optimistic (positive) about the future • I've been feeling useful • I've been feeling relaxed • I've been dealing with problems well • I've been thinking clearly • I've been feeling close to other people • I've been able to make my own mind up about things	1= None of the time 2= Rarely 3= Some of the time 4= Often 5= All of the time	SWEMWBS

7.4.2 Creating binary variable for impact analysis

With the exception of the Short Warwick Edinburgh Mental Well-Being Scale (SWEMBWS), each of the binary outcome variables divided young people into those with a 'positive' or 'less positive' outcome, as follows:

Self-confidence and personal locus of control

Three variables used an eight-point scale from 1 'False/not like me' to 8 'True/Like me'. A positive outcome is one where the young person scores 6 or more. This split is based on dividing the comparison group into two roughly equal groups according to their baseline scores (i.e., the data we have which is closest to the distribution among the eligible population). For ease of understanding, the same split was chosen for all three variables. These three variables are:

"I am confident that I have the ability to succeed in anything I want to do"

"I can handle things no matter what"

"My own efforts and actions are what will determine my future"

The fourth variable in this domain is the New Philanthropy Capital measure "I have a lot to be proud of", with a three-point scale from 'very true' to 'not true at all'. Given few young people scored as 'not true at all', the binary split divided young people into those responding 'very true' versus those responding 'partly true or not at all true'

Leadership, social skills and communication/self-expression

The nine outcome measures for these three domains come from the National Citizen Service evaluation, each employing a five-point scale from 'very confident' to 'not at all confident' to rate levels of confidence. Young people were divided into those who were 'Very confident or confident' versus 'Not sure, somewhat confident or not confident at all'. These variables are:

Leadership:

- "Being the leader of a team"

Social skills:

- "Having a go at things that are new to me"

- "Working together as a team"

- "Meeting new people"

- "Dealing with conflict with/between friends"

- "Being in large groups of people"

Communication and self-expression:

- "Putting forward my ideas"

- "Explaining my ideas clearly"

- "Standing up for myself without putting others down"

Self-regulation

One of the measures, confidence in 'Getting things done on time' is part of the NCS suite employing the same scale, to which we imposed the same binary split, as those above. A second item 'I can stay calm in stressful situations' uses the same eight-point scale as the three self-confidence/personal locus of control measures. The same binary split was used with a positive score counted as being six or more out of eight.

Social connectedness

Three measures used to capture social connectedness come from the Millennium Cohort Study and use a three-point scale from 'very true' to 'not at all true'. As with the self-confidence measure above, a positive score for these three outcomes was taken to be 'very true', given that few young people rated themselves as 'not at all true'. These three items are:

- "I have family and friends who help me feel safe, secure and happy"

- "There is someone I can trust who I would turn to for advice if I were having problems"

- "There is no one I feel close to"

A fourth measure, rating levels of loneliness, employs a five-point scale from 'often/always' to 'never'. For the binary outcome, a positive score was those reporting feeling lonely 'hardly ever' or 'never'.

Happiness and well-being

For the purposes of creating a binary variable, an 11-point scale rating someone's happiness with life as a whole was split into those scoring 8 or more as happier and those scoring 7 or fewer as less happy. This split is based on dividing the comparison group into two roughly equal groups according to their baseline scores (i.e., the data we have which is closest to the distribution among

the eligible population).The binary SWEMBWS well-being measure splits young people into those scoring less than 20 out of 25 (a cut-off commonly used to identify those at high levels of psychological distress or being at risk of depression) and those scoring 20 or more.

7.4.3 Outcomes sample

1,140 unique young people completed outcome surveys. Of these, 414 completed a second survey and 84 completed three or more surveys.

Outcomes data has two sources namely the beneficiary data stored within the IMPACT data management software and manually matched paper or electronic sources sent by grant holders in the data collection process. Both data sources were combined to produce the outcomes data file where each row represents a survey completed by a young person.

In the YIF age data set, the age of young people on the 30th April 2019 was calculated using the date of birth supplied. This corresponds roughly to the midpoint of the YIF data collection process.

In the full YIF beneficiary data set, 24% of age was missing or included non-eligible age ranges; 17% of the gender data was missing or unknown and 41% of ethnicity data was unknown or missing.

This contrasts with 10.5% missing or unknown age data for those young people taking part in outcomes surveys. Gender data was missing in 5.3% of outcomes data and 12.5% missing in ethnicity data.

Table 7.4.2 shows a summary of demographic data for young people who completed a baseline outcomes survey alongside those who were included in the impact analysis. The 3-month cohort includes young people who completed a baseline and 3-month follow-up questionnaire and the 6-month cohort includes young people who completed a baseline and 6-month follow-up questionnaire. Table 7.4.3 shows the distribution of young people including in the impact analysis across organisations.

Table 7.4.2: Outcomes sample excluding missing data

	Count	%	3-month cohort		6-month cohort	
			Count	%	Count	%
Age						
8-10	89	9%	1	1%	0	0%
11-13	456	45%	49	27%	14	18%
14-16	409	40%	100	55%	50	63%
17-19	60	6%	31	17%	15	19%
20-25	4	0%	0	0%	0	0%
Total	1018	100%	181	100%	79	100%
Gender						
Female	466	43%	51	28%	17	22%
Male	605	56%	129	72%	62	78%
Other	3	0%	0	0%	0	0%
Total	1074	100%	180	100%	79	100%
Ethnicity						
Asian / Asian British	104	11%	45	28%	22	33%
Black/African/Caribbean/Black British	81	9%	27	17%	15	23%
White	668	73%	74	47%	24	36%
Mixed/multiple ethnic groups	55	6%	13	8%	5	8%
Other ethnic group	8	1%	0	0%	0	0%
Total	916	100%	159	100%	66	100%

Table 7.4.3: Numbers per project in the three and six-month impact analyses

Project number (anonymised)	Number in three month analysis	Number in six month analysis	Number in both analyses
A	17	0	
B	14	13	10
C	4	0	
D	1	3	
E	6	14	2
F	2	1	
G	8	4	1
H	97	22	9
I	4	0	
J	3	0	
K	2	2	
L	23	1	
M	0	5	
N	0	1	
O	0	13	

7.4.4 Outcomes data - findings

7.4.4.1 Six-month charts

The following charts summarise findings from the impact analysis focused on young people completing a baseline and 6-month follow-up outcomes questionnaire.

Chart 7.4.1: Impact of YIF provision on the proportion of participants reporting that each 'personal locus of control' statement is 'like them' after six months

% saying statement 'true/like me'

"I am confident that I have the ability to succeed in anything I want to

Participants
- Baseline: 42%
- 6 months: 59%

+11p

Comparison
- Baseline: 43%
- 6 months: 49%

"I can handle things no matter what happens"

Participants
- Baseline: 38%
- 6 months: 56%

+13p

Comparison
- Baseline: 38%
- 6 months: 42%

"My own efforts and actions are what determine my

Participants
- Baseline: 58%
- 6 months: 65%

+4pp

Comparison
- Baseline: 60%
- 6 months: 62%

■ Baseline ■ 6 months

0%   20%   40%   60%   80%   100%

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.2: Impact of YIF provision on the proportion of participants reporting that they 'have a lot to be proud of' after six months

% reporting it being 'very true' that they "have a lot to be proud of"
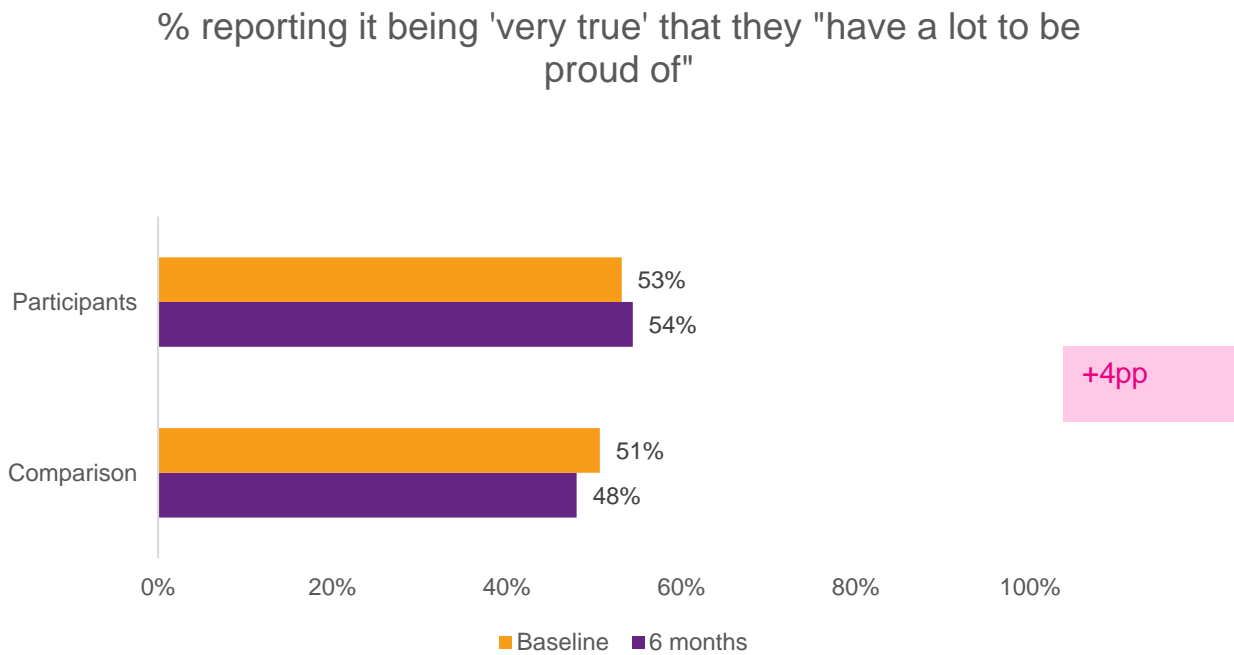
Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.3: Impact of YIF provision on the proportion of participants confident about being a leader of a team after six months

% reporting being 'very confident' or 'confident' about "Being the leader of a team"

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.4: Impact of YIF provision on the proportion of participants confident in their social skills after six months

% saying they are 'very confident' or 'confident'

"Having a go at things that are new to me"

Participants
48%
70%

+19pp

Comparison
55%
57%

"Working with other people in a team"

Participants
61%
82%

+17pp

Comparison
69%
73%

"Meeting new people"

Participants
48%
67%

+17pp

Comparison
55%
56%

"Dealing with conflict with/between friends"

Participants
53%
67%

+17p

Comparison
55%
53%

"Being in large groups of people"

Participants
54%
65%

+14pp

Comparison
62%
58%

0%   20%   40%   60%   80%   100%

■ Baseline   ■ 6 months

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.5: Impact of YIF provision on the proportion of participants confident about getting things done on time after six months

% reporting being 'very confident' or 'confident' about "Getting things done on time"
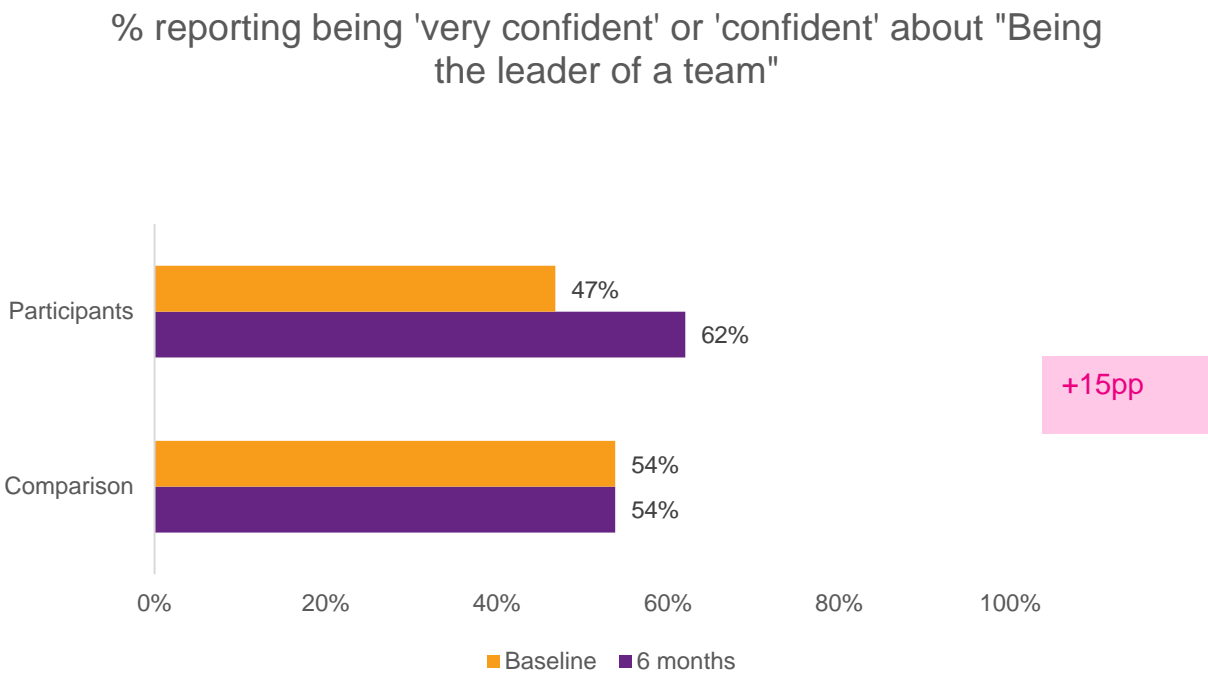

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.6: Impact of YIF provision on the proportion of participants reporting that the statement "I can stay calm in stressful situations" is 'like them' after six months

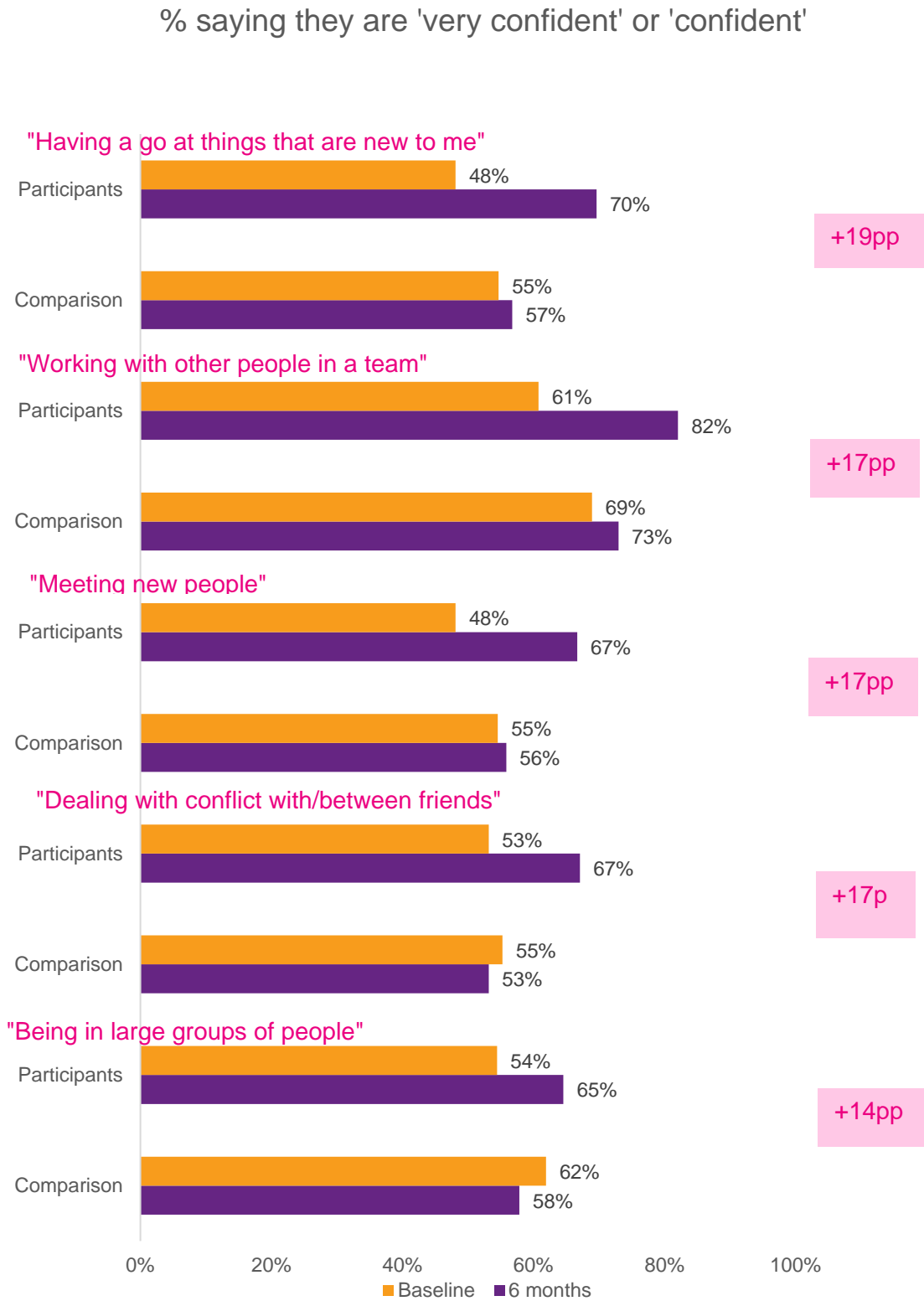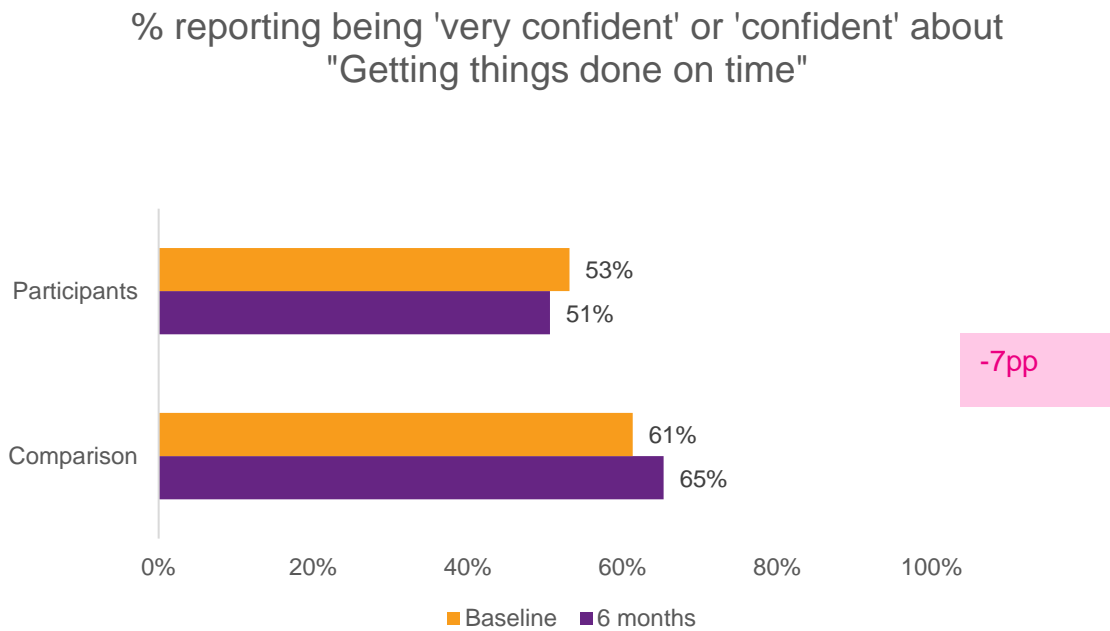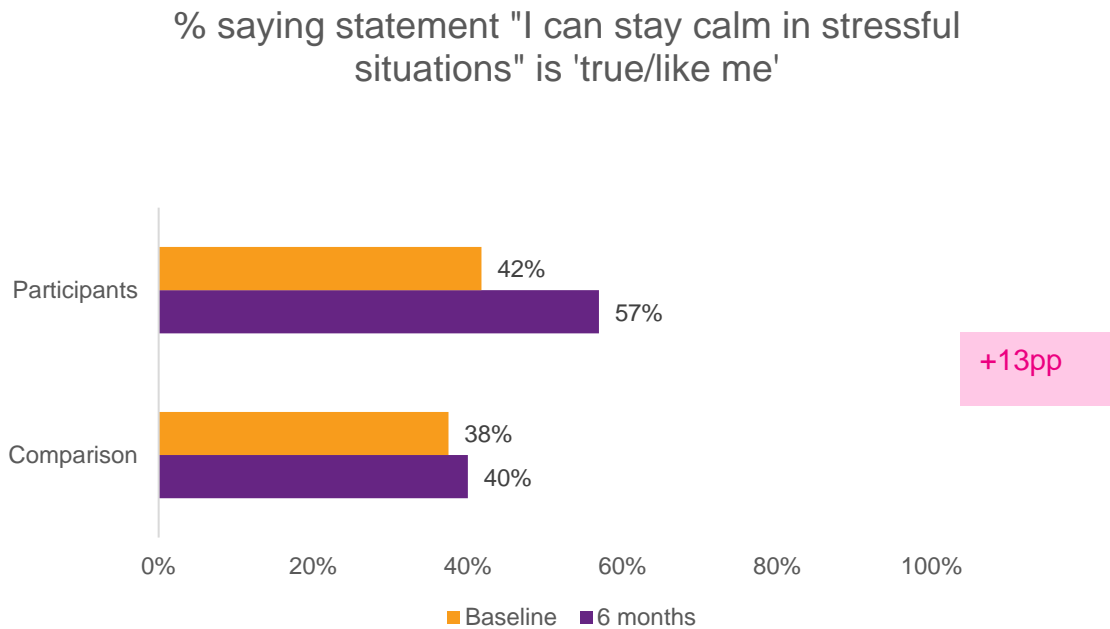## % saying statement "I can stay calm in stressful situations" is 'true/like me'

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.7: Impact of YIF provision on the proportion of participants confident in their communication and self-expression after six months

% saying they are 'very confident' or 'confident'

"Putting forward my ideas"

Participants
- 49% (Baseline)
- 73% (6 months)

+23pp

Comparison
- 56% (Baseline)
- 57% (6 months)

"Explaining my ideas clearly"

Participants
- 55% (Baseline)
- 71% (6 months)

+17pp

Comparison
- 61% (Baseline)
- 59% (6 months)

"Standing up for myself without putting others down"

Participants
- 57.0% (Baseline)
- 71% (6 months)

+15pp

Comparison
- 61.0% (Baseline)
- 60% (6 months)

0%   20%   40%   60%   80%   100%

■ Baseline ■ 6 months

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.8: Impact of YIF provision on the proportion of participants reporting feeling socially connected after six months

% reporting whether this statement is true for them

"I have family and friends who help me feel safe, secure and happy" (% 'very true')

Participants
- Baseline: 66%
- 6 months: 80%

+6pp

Comparison
- Baseline: 63%
- 6 months: 71%

"There is someone I trust who I would turn to for advice if I were having problems"

Participants
- Baseline: 73%
- 6 months: 89%

+16pp

Comparison
- Baseline: 69%
- 6 months: 69%

"There is no one I feel close to" (% 'not at all true')

Participants
- Baseline: 71%
- 6 months: 75%

+2pp

Comparison
- Baseline: 68%
- 6 months: 70%

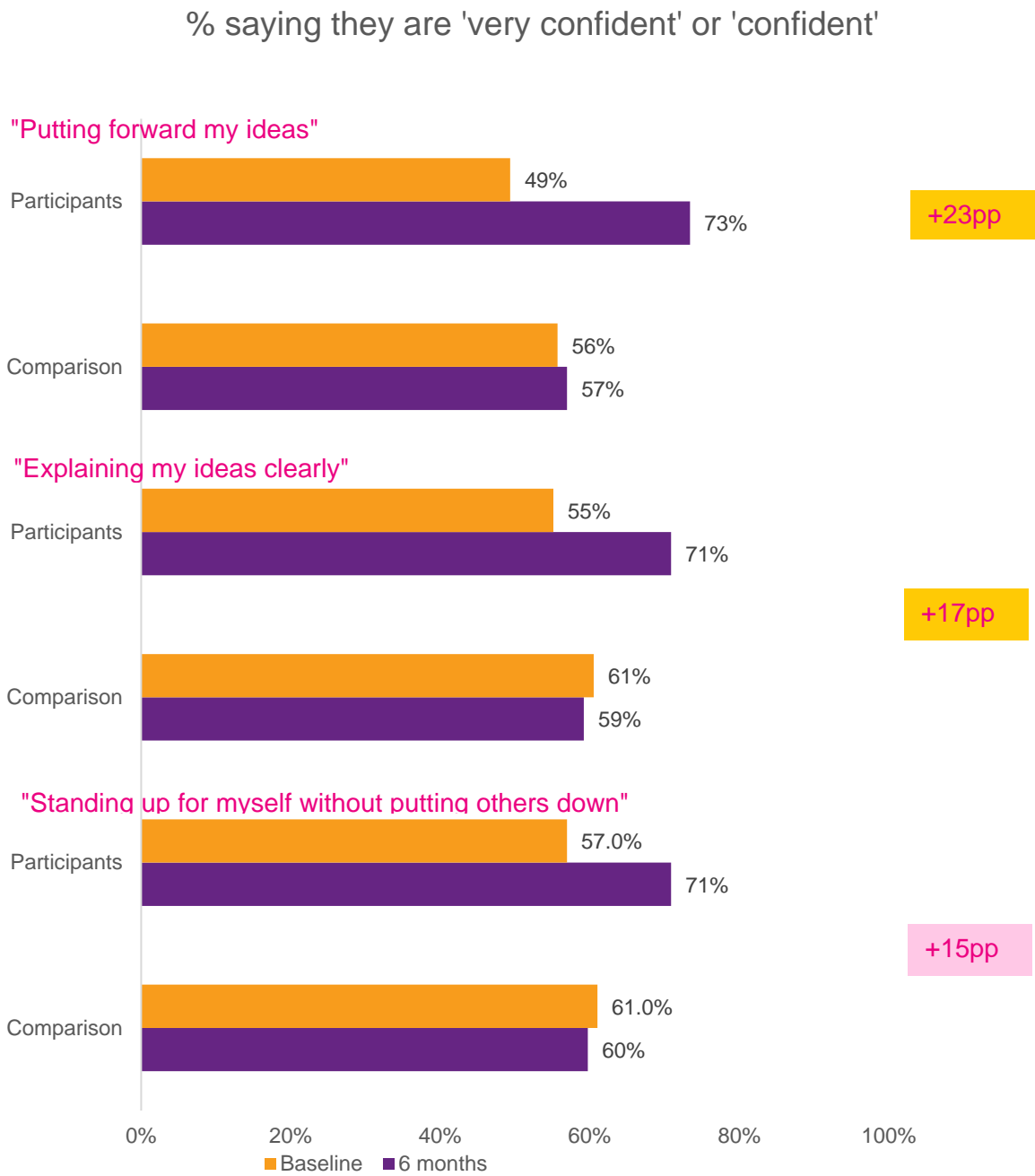0%   20%   40%   60%   80%   100%

■ Baseline ■ 6 months

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.9: Impact of YIF provision on the proportion of participants reporting feeling lonely after six months

% reporting being lonely 'hardly ever' or 'never'

Participants
70%
75%

+21pp

Comparison
65%
49%

0%   20%   40%   60%   80%   100%

■ Baseline ■ 6 months

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.10: Impact of YIF provision on the proportion of participants reporting feeling happy with life after six months
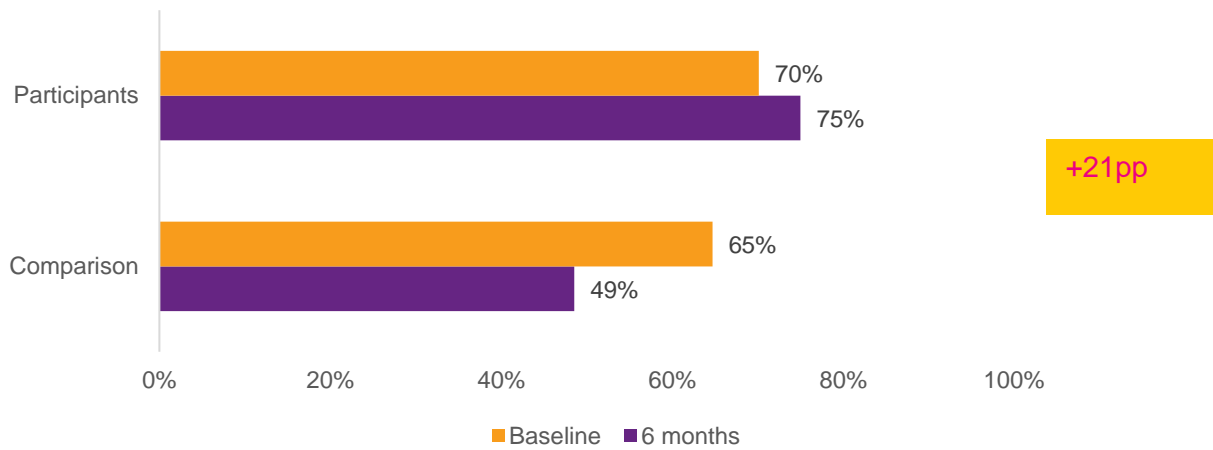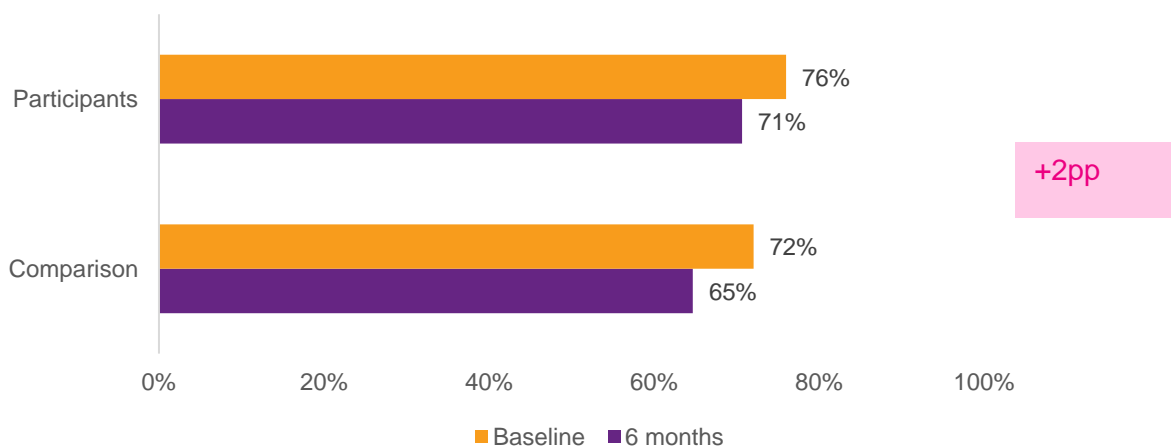
% reporting being happy with life (score of 8+ out of 10)

Participants
76%
71%

+2pp

Comparison
72%
65%

0%   20%   40%   60%   80%   100%

■ Baseline ■ 6 months

Bases: 79 YIF participants; 583 young people in the comparison group

Chart 7.4.11: Impact of YIF provision on the proportion of participants scoring as having high psychological distress or risk or depression on the Short Warwick Edinburgh Mental Well-being Scale after six months

% scoring with high psychological distress or risk of depression (score of 7 to 19 on scale from 7 to 35)
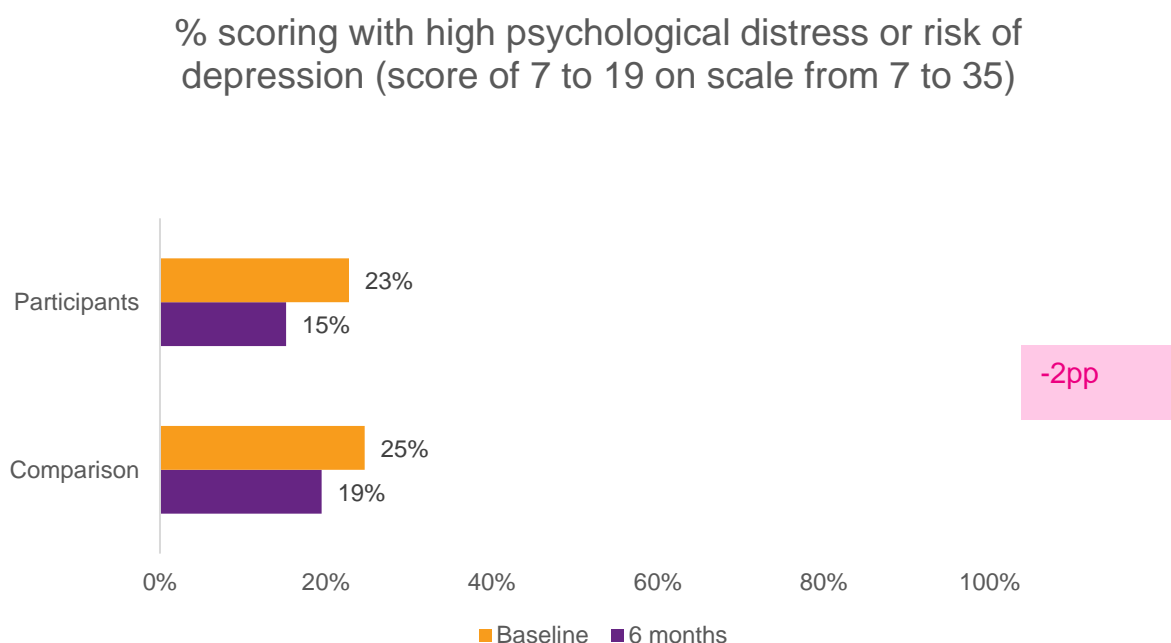
Bases: 79 YIF participants; 583 young people in the comparison group

7.4.4.2 Baseline and three-month follow-up for the full outcome scales

P-values marked in pink in the following tables denote statistically significant findings.

Table 7.4.4: Baseline and three-month follow-up scores for the full outcome scales, YIF and matched comparison groups

	YIF participants: baseline (%)	YIF participants: 3- month follow-up (%)	Matched comparison group: baseline (%)	Matched comparison group: 3-month follow-up (%)	p-value for difference in change in YIF participants relative to comparison group
I am confident that I have the ability to succeed in anything I want to do					0.104
1.00 False not like me	1	2	1	4	
2.00	3	1	2	3	
3.00	7	2	8	7	
4.00	23	15	23	13	
5.00	12	17	12	15	

6.00	13	20	13	21	
7.00	28	25	26	20	
8.00 True like me	13	19	15	17	
I can handle things no matter what happens					0.175
1.00 False not like me	3	3	3	4	
2.00	3	2	4	4	
3.00	5	3	5	7	
4.00	14	10	13	12	
5.00	27	19	26	26	
6.00	18	25	16	22	
7.00	20	27	21	15	
8.00 True like me	10	11	10	10	
My own efforts and actions are what will determine my future					0.226
1.00 False not like me	1	2	1	1	
2.00	0	0	0	0	
3.00	4	1	5	1	
4.00	17	9	16	10	
5.00	18	11	18	20	
6.00	27	24	26	29	
7.00	17	35	16	18	
8.00 True like me	16	18	18	21	
I have a lot to be proud of					0.020*
1.00 very true	62	71	56	48	
2.00 partly true	33	28	38	48	
3.00 not true at all	4	1	6	4	
Being the leader of a team					0.010*
1.00 Very confident	18	22	21	17	
2.00 Confident	25	44	27	31	
3.00 Not sure	33	18	29	23	
4.00 Somewhat confident	16	10	14	15	

5.00 Not at all confident	8	6	9	13	
Having a go at things that are new to me					0.002*
1.00 Very confident	17	17	21	16	
2.00 Confident	35	58	36	42	
3.00 Not sure	38	20	32	22	
4.00 Somewhat confident	8	4	8	13	
5.00 Not at all confident	3	1	3	7	
Working with other people in a team					0.008*
1.00 Very confident	15	19	17	20	
2.00 Confident	41	53	45	44	
3.00 Not sure	34	21	26	13	
4.00 Somewhat confident	8	5	9	19	
5.00 Not at all confident	2	2	3	4	
Meeting new people					<0.001*
1.00 Very confident	16	26	17	15	
2.00 Confident	34	48	39	38	
3.00 Not sure	33	18	25	23	
4.00 Somewhat confident	16	6	17	19	
5.00 Not at all confident	2	2	2	5	
Dealing with conflict with/between friends					0.041*
1.00 Very confident	18	18	23	18	
2.00 Confident	28	43	27	32	
3.00 Not sure	36	26	32	27	
4.00 Somewhat confident	12	7	11	16	
5.00 Not at all confident	7	6	6	7	
Being in large groups of people					<0.001*

1.00 Very confident	16	18	20	15	
2.00 Confident	28	52	29	36	
3.00 Not sure	34	20	31	19	
4.00 Somewhat confident	16	7	16	22	
5.00 Not at all confident	6	3	5	8	
Getting things done on time					0.140
1.00 Very confident	18	18	20	19	
2.00 Confident	26	46	29	40	
3.00 Not sure	32	20	28	17	
4.00 Somewhat confident	15	12	12	16	
5.00 Not at all confident	9	4	12	9	
I can stay calm in stressful situations					0.112
1.00 False not like me	6	4	7	5	
2.00	6	3	7	5	
3.00	7	4	11	10	
4.00	17	11	19	15	
5.00	19	11	15	18	
6.00	22	21	20	25	
7.00	16	33	15	12	
8.00 True like me	6	11	7	11	
Putting forward my ideas					<0.001*
1.00 Very confident	17	27	20	15	
2.00 Confident	32	40	33	36	
3.00 Not sure	28	22	23	19	
4.00 Somewhat confident	19	9	20	20	
5.00 Not at all confident	4	2	5	9	
Explaining my ideas clearly					0.141
1.00 Very confident	18	20	23	17	

2.00 Confident	25	41	27	43	
3.00 Not sure	34	29	30	20	
4.00 Somewhat confident	18	7	16	14	
5.00 Not at all confident	4	3	5	6	
Standing up for myself without putting others down					<0.001*
1.00 Very confident	17	17	20	15	
2.00 Confident	29	50	31	41	
3.00 Not sure	39	22	35	26	
4.00 Somewhat confident	9	9	9	12	
5.00 Not at all confident	6	2	5	7	
I have family and friends who make me feel safe, secure and happy					0.038*
1.00 very true	67	79	66	74	
2.00 partly true	31	21	31	24	
3.00 not true at all	2	0	2	2	
There is someone I can trust who I would turn to for advice if I were having problems					0.008*
1.00 very true	65	78	65	65	
2.00 partly true	32	22	30	31	
3.00 not true at all	3	0	5	5	
There is no one I feel close to					0.495
1.00 very true	2	3	2	3	
2.00 partly true	18	14	19	19	
3.00 not true at all	80	83	79	78	
How often do you feel lonely?					0.006*
1.00 Always or often	3	1	4	4	
2.00 Some of the time	8	4	11	13	
3.00 Occasionally	9	10	11	21	
4.00 Hardly ever	21	20	28	38	
5.00 Never	59	65	45	24	
How happy are you with your life as a whole					0.012*

0.00 very unhappy	0	0	0	1	
1.00	1	0	1	0	
2.00	1	1	2	2	
3.00	3	1	5	2	
4.00	6	1	7	5	
5.00	3	6	3	8	
6.00	4	5	5	7	
7.00	14	12	15	17	
8.00	36	34	27	27	
9.00	22	32	23	17	
10.00 very happy	10	10	12	12	
Short Warwick Edinburgh Mental Well-being Scale					0.005*
1.00 7 to 19	27	11	26	19	
2.00 20 to 24	36	35	38	41	
3.00 25 to 29	25	39	23	32	
4.00 30+	11	16	13	9	
Bases	*181*		*632*		

7.4.4.3 P-values, confidence intervals and effect sizes for the estimates of impact

Tables 7.4.5 to 7.4.8 below show the p-values and 95% confidence intervals for the impact estimates presented in the main report. The final column in each table gives the estimated 'effect size'. Effect size is a standardized measure of an impact and allows for impacts to be readily compared. It is calculated as the impact divided by the standard deviation for the outcome at baseline for the two groups combined (intervention and comparison). It is interpreted as the impact measured in units of one standard deviation.

So, for instance, an effect size of 0.5 would imply that the intervention moves change scores for participants by, on average, half a standard deviation. It is conventional, although controversial, in the social sciences to interpret an effect size of 0.1 as small, an effect size of 0.3 as medium, and an effect size of 0.5 or above as large. On this basis, most of the YIF effects would be judged 'medium'.

The p-values in the second data column of each table are in red font when they are less than 0.05. That is, the impact reaches statistical significance.

Table 7.4.5: Impact estimates, p-values and 95% confidence intervals at three months

Outcome variable	Impact estimate (percentage point)	p-value	95% confidence interval	Effect size
I am confident I have the ability to succeed in anything I want to do (% scoring 'true/like me' 6+ on scale of 1 to 8)	+6	0.287	(-5, 17)	0.12
I can handle things no matter what happens (% scoring 'true/like me' 6+ on scale of 1 to 8)	+15	0.136	(-5, 35)	0.30
My own efforts and actions are what will determine my future (% scoring 'true/like me' 6+ on scale of 1 to 8)	+9	0.277	(-7, 25)	0.18
I have a lot to be proud of (% 'very true')	+16	0.012*	(4, 28)	0.33
Being a leader of a team (% 'very confident' or 'confident')	+23	0.004*	(7, 39)	0.46
Having a go at things that are new to me (% 'very confident' or 'confident')	+23	0.001*	(9, 37)	0.46
Working with other people in a team (% 'very confident' or 'confident')	+15	0.006*	(4, 26)	0.30
Meeting new people (% 'very confident' or 'confident')	+27	<0.001*	(11, 43)	0.54
Dealing with conflict with/between friends (% 'very confident' or 'confident')	+15	0.022*	(2, 28)	0.30
Being in large groups of people (% 'very confident' or 'confident')	+23	<.001*	(9, 37)	0.46
Getting things done on time (% 'very confident' or 'confident')	+9	0.189	(-4, 22)	0.18

I can stay calm in stressful situations (% scoring 'true/like me' 6+ on scale of 1 to 8)	+15	0.063	(-1, 31)	0.30
Putting forward my ideas (% 'very confident' or 'confident')	+19	<0.001*	(8, 30)	0.38
Explaining my ideas clearly (% 'very confident' or 'confident')	+8	0.488	(-15, 31)	0.16
Standing up for myself without putting others down (% 'very confident' or 'confident')	+16	0.001*	(6, 26)	0.32
I have family and friends who help me feel safe, secure and happy (% 'very true')	+5	0.056	(0, 10)	0.11
There is someone I trust who I would turn to for advice if I were having problems (% 'very true')	+14	0.019*	(2, 26)	0.29
There is no one I feel close to (% 'not at all true')	+4	0.443	(-6, 14)	0.10
How often do you feel lonely? (% 'hardly ever' or 'never' lonely)	+15	0.001*	(6, 24)	0.36
How happy are you with your life as a whole? (% scoring happy, 8+ on scale of 0 to 10)	+14	0.004*	(4, 24)	0.29
Short Warwick Edinburgh Mental Well-being Scale (% scoring a high psychological distress/risk of depression)	-9	0.006*	(-15, -3)	-0.20

Table 7.4.6: Impact estimates, p-values and 95% confidence intervals at six months

Outcome variable	Impact estimate (percentage point)	p-value	95% confidence interval	Effect size
I am confident I have the ability to succeed in anything I want to do (% scoring 'true/like me' 6+ on scale of 1 to 8)	+11	0.278	(-9, 31)	0.22
I can handle things no matter what happens (% scoring 'true/like me' 6+ on scale of 1 to 8)	+13	0.221	(-8, 34)	0.27
My own efforts and actions are what will determine my future (% scoring 'true/like me' 6+ on scale of 1 to 8)	+4	0.690	(-16, 24)	0.08
I have a lot to be proud of (% 'very true')	+4	0.648	(-13, 21)	0.08
Being a leader of a team (% 'very confident' or 'confident')	+15	0.223	(-9, 39)	0.30
Having a go at things that are new to me (% 'very confident' or 'confident')	+19	0.093	(-3, 41)	0.38
Working with other people in a team (% 'very confident' or 'confident')	+17	0.065	(-1, 35)	0.36
Meeting new people (% 'very confident' or 'confident')	+17	0.141	(-6, 40)	0.34
Dealing with conflict with/between friends (% 'very confident' or 'confident')	+17	0.054	(0, 34)	0.34
Being in large groups of people (% 'very confident' or 'confident')	+14	0.170	(-6, 34)	0.28
Getting things done on time (% 'very confident' or 'confident')	-7	0.143	(-16, 2)	-0.14

I can stay calm in stressful situations (% scoring 'true/like me' 6+ on scale of 1 to 8)	+13	0.170	(-6, 32)	0.27
Putting forward my ideas (% 'very confident' or 'confident')	+23	0.015*	(4, 42)	0.46
Explaining my ideas clearly (% 'very confident' or 'confident')	+17	0.036*	(1, 33)	0.34
Standing up for myself without putting others down (% 'very confident' or 'confident')	+15	0.117	(-4, 34)	0.30
I have family and friends who help me feel safe, secure and happy (% 'very true')	+6	0.093	(-1, 13)	0.13
There is someone I trust who I would turn to for advice if I were having problems (% 'very true')	+16	<.001*	(-6, 26)	0.35
There is no one I feel close to (% 'not at all true')	+2	0.486	(-4, 8)	0.04
How often do you feel lonely? (% 'hardly ever' or 'never' lonely)	+21	0.015*	(4, 38)	0.45
How happy are you with your life as a whole? (% scoring happy, 8+ on scale of 0 to 10)	+2	0.661	(-7, 11)	0.05
Short Warwick Edinburgh Mental Well-being Scale (% scoring a high psychological distress/risk of depression)	-2	0.342	(-6, 2)	-0.05

Table 7.4.7: Impact estimates, p-values and 95% confidence intervals for outcomes by quality of provision

Outcome variable	Impact estimate (percentage point)	p-value	95% confidence interval	Effect size
I am confident I have the ability to succeed in anything I want to do (% scoring 'true/like me' 6+ on scale of 1 to 8)	+20	0.030*	(2, 38)	0.40
I can handle things no matter what happens (% scoring 'true/like me' 6+ on scale of 1 to 8)	+31	0.004*	(10, 52)	0.62
My own efforts and actions are what will determine my future (% scoring 'true/like me' 6+ on scale of 1 to 8)	+35	0.001*	(14, 56)	0.72
Being a leader of a team (% 'very confident' or 'confident')	+37	0.016*	(7, 67)	0.75
Working with other people in a team (% 'very confident' or 'confident')	+24	0.040*	(1, 47)	0.49
Getting things done on time (% 'very confident' or 'confident')	+37	0.008*	(10, 64)	0.74
I can stay calm in stressful situations (% scoring 'true/like me' 6+ on scale of 1 to 8)	+28	0.001*	(11, 45)	0.56
Putting forward my ideas (% 'very confident' or 'confident')	+26	0.016*	(5, 47)	0.52
There is someone I trust who I would turn to for advice if I were having problems (% 'very true')	+19	<0.001*	(8, 30)	0.41
Short Warwick Edinburgh Mental Well-being Scale (% scoring a high psychological distress/risk of depression)	-19	0.002*	(-31, -7)	-0.43

Table 7.4.8: Impact estimates, p-values and 95% confidence intervals for outcomes by type of activity

Outcome variable	Impact estimate (percentage point)	p-value	95% confidence interval	Effect size
I am confident I have the ability to succeed in anything I want to do (% scoring 'true/like me' 6+ on scale of 1 to 8)	+15	0.325	(-15, 45)	0.30
I can handle things no matter what happens (% scoring 'true/like me' 6+ on scale of 1 to 8)	+24	0.214	(-14, 62)	0.50
My own efforts and actions are what will determine my future (% scoring 'true/like me' 6+ on scale of 1 to 8)	+25	0.157	(-10, 60)	0.51
Being a leader of a team (% 'very confident' or 'confident')	+31	0.017*	(6, 56)	0.62
Working with other people in a team (% 'very confident' or 'confident')	+27	0.022*	(4, 50)	0.57
Getting things done on time (% 'very confident' or 'confident')	+22	0.041*	(1, 43)	0.44
I can stay calm in stressful situations (% scoring 'true/like me' 6+ on scale of 1 to 8)	+12	0.492	(-22, 46)	0.27
Putting forward my ideas (% 'very confident' or 'confident')	+30	0.010*	(7, 53)	0.60
There is someone I trust who I would turn to for advice if I were having problems (% 'very true')	+8	0.592	(-21, 37)	0.18
Short Warwick Edinburgh Mental Well-being Scale (% scoring a high psychological distress/risk of depression)	-7	0.615	(-34, 20)	-0.16

Table 7.4.9: Non-significant impacts for by high, medium and low baseline SEL after three months

	High baseline SEL				Medium baseline SEL				Low baseline SEL				
	Baseline		3 months		Baseline		3 months		Baseline		3 months		
	Participants	Comparison group	Participants	Comparison group	Participants	Comparison group	Participants	Comparison group	Participants	Comparison group	Participants	Comparison group	p-value
	%	%	%	%	%	%	%	%	%	%	%	%	
I am confident I have the ability to succeed in anything I want to do (% 'true/like me' 6+ on scale of 1 to 8)	92	85	89	85	17	28	40	38	29	26	43	26	0.185
My own efforts and actions are what will determine my future (% 'true/like me' 6+ on scale of 1 to 8)	83	75	86	81	42	51	77	63	38	40	61	49	0.058
Being a leader of a team (% 'very' or 'confident')	64	71	84	67	19	36	51	33	30	19	50	30	0.495

Getting things done on time (% 'very' or 'confident'	74	65	88	77	32	59	53	62	0	5	32	22	0.179
I can stay calm in stressful situations (% 'true/like me' 6+ on scale of 1 to 8)	65	69	76	71	40	28	62	30	10	7	50	24	0.061
There is someone I trust who I would turn to for advice if I were having problems (% 'very true')	71	78	87	80	64	59	77	53	52	49	64	49	0.117
% Hardly ever/ never lonely	92	89	88	75	72	62	84	58	68	46	78	37	0.099
Bases	*84*	*280*	*84*	*280*	*53*	*177*	*53*	*177*	*44*	*175*	*44*	*175*	

7.4.4.4 Sensitivity of the impact estimates to the inclusion of the grant holder with the largest sample

Throughout this paper we have highlighted that some of the positive results are very highly influenced by the one grant holder submitting the most data. This is particularly so at three months when, among the 181 participants included in the analysis, 54% attended this one organisation. The organisation is much less dominant in the six-month data.

In this section we present the main three-month results with and without this single grant holder to give some understanding of how much influence it has on the overall estimates, and to establish whether the impacts still point in the same direction if the grant holder is excluded. The participant sample size is clearly much smaller once the largest grant holder (in terms of sample size) is excluded, at just 84, and it is therefore less likely that the impacts now reach statistical significance. Our objective here has been to identify broad patterns in the findings to aid interpretation, rather than to undertake formal testing.

Table 7.4.10 compares the impacts at three months for the impact estimates presented in Section 8.3 in the main report. The general pattern is that excluding the grant holder with the largest sample tends to reduce the size of impact, typically by a factor of about two. But the general trend is still one of positive impacts. Percentage point impacts highlighted in pink are statistically significant.

Table 7.4.10: Impact estimates at three months, with and without the grant holder contributing the largest sample size in the participant dataset

Outcome variable	Percentage point impact for all participants	Percentage point impact excluding the grant holder with the largest sample
I am confident I have the ability to succeed in anything I want to do (% scoring 'true/like me' 6+ on scale of 1 to 8)	+6	+3
I can handle things no matter what happens (% scoring 'true/like me' 6+ on scale of 1 to 8)	+15	-2
My own efforts and actions are what will determine my future (% scoring 'true/like me' 6+ on scale of 1 to 8)	+9	-3
I have a lot to be proud of (% 'very true')	+16	+10
Being a leader of a team (% 'very confident' or 'confident')	+23	+8

Having a go at things that are new to me (% 'very confident' or 'confident')	+23	+12
Working with other people in a team (% 'very confident' or 'confident')	+15	+7
Meeting new people (% 'very confident' or 'confident')	+27	+14
Dealing with conflict with/between friends (% 'very confident' or 'confident')	+15	+5
Being in large groups of people (% 'very confident' or 'confident')	+23	+15
Getting things done on time (% 'very confident' or 'confident')	+9	+3
I can stay calm in stressful situations (% scoring 'true/like me' 6+ on scale of 1 to 8)	+15	+7
Putting forward my ideas (% 'very confident' or 'confident')	+19	+9
Explaining my ideas clearly (% 'very confident' or 'confident')	+8	-6
Standing up for myself without putting others down (% 'very confident' or 'confident')	+16	+5
I have family and friends who help me feel safe, secure and happy (% 'very true')	+5	+2
There is someone I trust who I would turn to for advice if I were having problems (% 'very true')	+14	-1
There is no one I feel close to (% 'not at all true')	+4	-8
How often do you feel lonely? (% 'hardly ever' or 'never' lonely)	+15	+19
How happy are you with your life as a whole? (% scoring happy, 8+ on scale of 0 to 10)	+14	+6
Short Warwick Edinburgh Mental Well-being Scale (% scoring a high psychological distress/risk of depression)	-9	-5

Table 7.4.11 compares the impacts at three months across the three SEL groups as presented in Section 8.5 in the main report, the focus here being on the four outcomes for which statistically significant differences in outcomes across the three groups were found. Excluding the grant holder with the largest sample from the analysis does not change the conclusions reached, namely that the impacts are greatest for those starting with medium or low SEL scores.

Note that once the grant holder with the largest sample is excluded, the sample size of participants in each of the three SEL groups is very small (37 for those with high SEL at baseline; 18 for those with medium SEL; and 29 for those with low SEL) so the individual estimates of impact shown in the final columns of Table 7.4.11 are very approximate.

Table 7.4.11: Impact estimates at three months by SEL group, with and without the grant holder with the largest sample in the participant dataset

Outcome variable	Percentage point impacts for all participants			Percentage point impacts excluding the grant holder with the largest sample		
	High SEL at baseline	Medium SEL at baseline	Low SEL at baseline	High SEL at baseline	Medium SEL at baseline	Low SEL at baseline
I can handle things no matter what happens (% scoring 'true/like me' 6+ on scale of 1 to 8)	-3	+37	+26	-20	+11	+11
Working with other people in a team (% 'very confident' or 'confident')	-4	+34	+26	-8	+6	+29
Putting forward my ideas (% 'very confident' or 'confident')	+8	+42	+13	+2	+26	+9
Short Warwick Edinburgh Mental Well-being Scale (% scoring a high psychological distress/risk of depression)	+1	-18	-16	+5	-11	-17

Finally, Table 7.4.12 compares the change in outcomes between baseline and follow-up for participants for higher quality provision with those in lower quality provision. Taking out the grant holder with the largest sample reduces the sample size of participants in higher quality provision to just 50, from across just four projects.

The pattern of results is not as consistent here, with the added value of higher quality not being as clearly demonstrated across all outcomes when the grant holder with the largest sample is excluded, although there is still evidence that high quality is associated with greater improvements in outcomes. Some of the more surprising results, such as an apparent negative impact of higher quality on working with other people as a team, are explained by the fact that, once the grant holder with the largest sample is excluded, participants in the higher quality group start from a relatively high position so there is less improvement possible.

Table 7.4.12: Impact of higher and lower quality at three months, with and without the grant holder with the largest sample in the participant dataset

Outcome variable	Percentage point impact for all participants	Percentage point impact excluding the grant holder with the largest sample
I am confident I have the ability to succeed in anything I want to do (% scoring 'true/like me' 6+ on scale of 1 to 8)	+20	-2
I can handle things no matter what happens (% scoring 'true/like me' 6+ on scale of 1 to 8)	+31	+10
My own efforts and actions are what will determine my future (% scoring 'true/like me' 6+ on scale of 1 to 8)	+35	+12
Being a leader of a team (% 'very confident' or 'confident')	+37	-8
Working with other people in a team (% 'very confident' or 'confident')	+24	-12
Getting things done on time (% 'very confident' or 'confident')	+37	0
I can stay calm in stressful situations (% scoring 'true/like me' 6+ on scale of 1 to 8)	+28	+16

|		
Putting forward my ideas (% 'very confident' or 'confident')	+26	+1
I have family and friends who help me feel safe, secure and happy (% 'very true')	+19	+5
Short Warwick Edinburgh Mental Well-being Scale (% scoring a high psychological distress/risk of depression)	-19	-3

7.4.4.5 Length of attendance of outcomes participants prior to baseline

Table 7.4.13 and Chart 7.4.12 show descriptive information about the number of months young people participating in the 3-month and 6-month outcomes cohorts had been attending provision prior to completing a baseline questionnaire. This was calculated by calculating the difference between participants registration data and the date they completed the baseline outcomes questionnaire. Registration data was available for 54 out of 181 young people in the 3-month cohort (30%) and 46 out of 79 young people in the 6-month cohort (58%).

Table 7.4.13:

3-month cohort (n= 54)		6-month cohort (n= 46)	
Mean	8.462963	Mean	20.97826
Median	8	Median	13.5
Mode	13	Mode	13
Standard Deviation	6.43608	Standard Deviation	24.47537
Range	21	Range	125
Minimum	0	Minimum	0
Maximum	21	Maximum	125

Chart 7.4.12: Distribution of data relating to number of months attending provision before completing a baseline outcomes questionnaire for the 3-month and 6-month cohorts included in the impact analysis
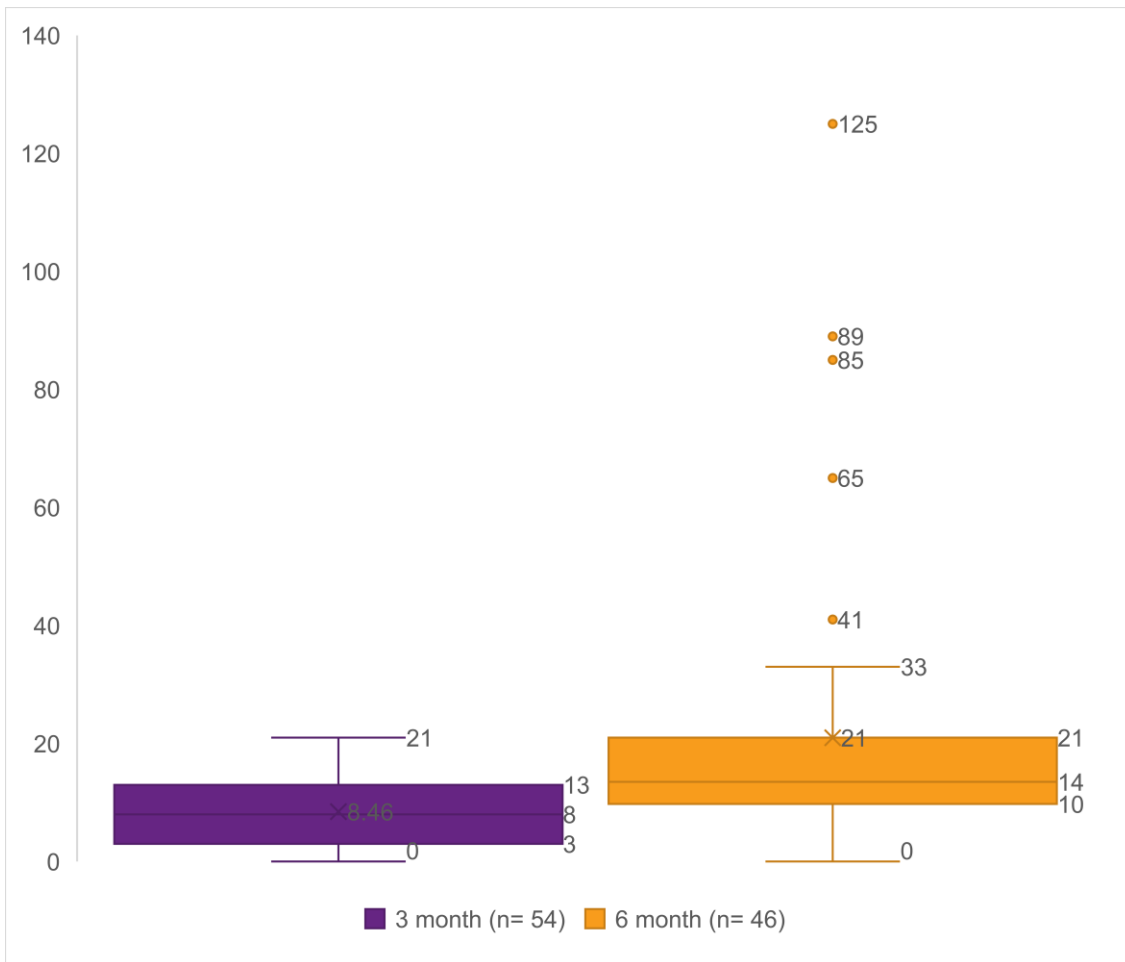
Bases: 54 three-month cohort; 46 six-month cohort

8. Using pattern-centred analysis to identify profiles within the data

8.1 Method

Pattern centred analysis was used to identify homogenous subsets of young people or settings related to a) quality scores based on the PQA and b) young people's SEL baseline score data. The resulting profiles are outlined in Section 8.2.

8.1.1 Technical information about pattern-centred analysis

Profiles of instructional *quality* and young people's baseline SEL skills (*outcomes*) were derived separately by subjecting the corresponding measures (e.g., self-regulation, internal locus of control, and social skills for the outcomes data) to pattern-centred analyses. We began by using SPSS to examine the descriptive, correlational, and missing data patterns characterizing the items and scales used to measure instructional quality and SEL outcomes. In some cases, raw items were recoded so that all input variables used in a given profile analysis were on the same scale (details available upon request). We next used the ROPstat (version 2.0) statistical package for pattern-oriented analyses (Vargha, Torma, & Bergman, 2015) *imputation* module and hot-deck imputation (i.e., using profile similarity between a complete and an incomplete case as the basis for imputing missing values [Bergman et al., 2003]) to impute data for the few cases that were missing data on no more than 33% of the given set of input variables). We then used the *residue* module to identify and evaluate possible multivariate outliers (e.g., cases whose squared Euclidean distance from every other case was greater than .30). The few multivariate outliers that were identified for each set of variables were excluded from the following cluster analyses and then later, where not too different, re-assigned to their closest matching profile. Next, the *cluster* module (using Ward's method on squared Euclidian distances) was applied to the set of input-variable raw scores (i.e., the input variables were not standardized) to obtain initial cluster solutions ranging from 1 to 20 subgroups for each of the analyses. Each of the 20 cluster solutions (for each of the Ward's cluster analyses corresponding to each set input variables) was evaluated by reference to the proportion of the total error sum of squares (ESS) explained by each cluster solution and the change in ESS between adjacent solutions. ESS refers to the sum of the squared differences between individual values on the cluster input variables and the means of these variables within each cluster (i.e., the

centroid), summed across all clusters. Where used to create a scree-type plot (available upon request), this change in ESS information can be used to determine the statistically-justifiable upper and lower number of cluster groups that provide unique information about the given sample. After selecting an optimal Ward's cluster solution, we next used the *relocation* module to conduct a *k*-means cluster relocation analysis of the selected Ward's cluster solution. This procedure re-assigned a small percentage of cases to cluster groups that best matched their particular profile pattern, thereby correcting for premature classification by the hierarchical (i.e., Ward's) algorithm and further increasing within-group homogeneity. Finally, we used the *validation* module to check the final cluster solution against a set of 20 random solutions.

8.2 Profiles

8.2.1 Quality profiles

The data used for this analysis was collected using the Social and Emotional Learning Program Quality Assessment (SEL PQA) from the 54 organisations participating in quality data collection. The four domains used to identify the YIF Quality Profiles were Safe Space, Supportive Environment, Interaction and Engagement.

Pattern-centred analysis was used to identify four profiles of Program Quality namely: (1) High quality, (2) Moderately-high quality, (3) Moderate quality and (4) Low quality. This four-cluster solution accounts for 73% of the variance in Program Quality and is arguably the most parsimonious, statistically justifiable solution.

8.2.2 SEL baseline profiles

The data used for this analysis was collected using the YIF outcomes measures (see section 7.4.1 above) at baseline to understand the 'starting points' of young people in relation to their social and emotional skills. Specifically, the following scales and items were used in the analysis

Self-confidence and personal locus of control:

- I am confident that I have the ability to succeed in anything I want to do

- I can handle things no matter what happens

- My own efforts and actions are what will determine my future

As in the main impact analysis the item 'My life is mostly controlled by external things' was excluded from the cluster analysis as scale reliability analysis revealed it to be problematic. In addition, the item 'I have a lot to be proud of' was removed due to relatively low item-correlation with the other items.

Social skills

- Having a go at things that are new to me

- Working with other people in a team

- Meeting new people

- Dealing with conflict between friends

- Being in large groups of people

Self-regulation

- Getting things done on time

- I can stay calm in stressful situations

Cluster analysis was used to identify four profiles of SEL baselines including:

 1 = High SEL

2 = Moderately-high SEL

3 = Moderate SEL and

4 = Low SEL.

9. Activity types and descriptions

This section provides detailed descriptions of the 89 funded projects[5] which have been categorised according to the groupings set out in Table 9.1. The activity data was used to inform the development of these activity 'types'. These are based on common combinations of the characteristics outlined in section 6.1 of the <u>main report</u>. Pattern-centred analysis was used to identify common ways that the characteristics grouped together, and these clusters were then refined based on the learning team's knowledge of youth provision. This enabled us to categorise the activities of all 89 organisations based on data submitted to The National Lottery Community Fund, including the end of funding report, which included activity descriptions.

Table 9.1: Activity types

Activity types	Cross-reference to original activity categories	Number of orgs
1. Street/ outreach	Detached (dominant, over-rules other types)	29
2. One to one/ mentoring	one to one; time-limited; buildings based	14
3. Open/ group/drop in	Universal; group; buildings based; drop in; open-ended	70
4. Open/ group/programme	Universal; group; buildings based; fixed; time-limited	57
5. Targeted/ group/programme	Targeted; group; buildings-based; fixed; time limited	35
6. Targeted/ group/drop in	Targeted; group; buildings-based; drop in; open ended	25
7. One to one/service provision	one to one; drop in; buildings based	14

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[5] One organisation out of the original 90 funded organisations withdrew in year 1.

Table 9.2: Activity descriptions and types by grant holder

Grant-holder	Activity types (see table 9.1)	Activity descriptions
Acta community theatre limited	3, 5	Age range: 10 – 25 years. Cluster: Bristol and Somerset. This arts-based charity has used YIF funding to continue delivering open access youth sessions in drama and expand its reach through delivering new youth theatre provision in Lockleaze, Bristol. YIF funding also contributed to the expansion of its young carers service for 20 to 30 young carers.
Aston Villa Foundation	3, 5	Age range: 10 – 25. Cluster: West Midlands. AVF provided a range of sporting opportunities. This included: football, athletics, boxing, basketball, fitness and tennis sessions, continuing current services but expanding to more areas so more young people could access the service. They also provided community action programmes, workshops and interventions for issues that affect young people such as drug and alcohol awareness, housing, education, careers support and sexual health.
Avon County Scout Council	4	Age range: 10 – 18. Cluster: Bristol and Somerset. Two core activities delivered for young people included: **Scouts** which is a programme for those aged between ten and a half and fourteen. Scouts take part in all sorts of activities including camping, night hiking, cookery, first aid, kayaking, caving and much more. Badges can be gained and life skills learned from many activities. **Explorer Scouts** which is for people aged 14-18 years, and scouts have the opportunity to get involved with life-changing experiences both at home and abroad. Young people get to fully put into practice all they have learned as they progress through the stages of the Scouting family. At the heart of Explorer Scouts is the belief that young people really get a say in what activities will happen. They are encouraged to become Young Leaders and help with other sections such as

		Beavers, Cubs and Scouts. YIF funding enabled ACSC to increase Scout provision – particularly the scouts (10-14 yrs) and explorers (14-18 yrs) programme – across the district. It also enabled them to run a series of community awareness and open events to engage local young people and to recruiting volunteers to support delivery of the districts Scouts explorers events and community events.
Barking and Dagenham Youth Zone	5, 6	Age range: 10 – 25. Cluster: London East. YIF funding supported BDYZ to undertake preparatory work required to create the BDYZ youth centre. It forms part of OnSide Youth Zone network which has centres across England. Renamed Future Youth Zone, the centre now delivers over 20 different open access, group and building based sports and art-based activities. These include a full range of indoor and outdoor sports; music and drama; and art and crafts. The centre also offers a group-based employability programme targeting young people thinking about careers, helping them develop enterprising and employability skills. It also offers open access targeted, group and building based sports activities delivered weekly with young people with special needs, visual or hearing impairment.
Big Creative Training Ltd	5	Age range: 14 – 18. Cluster: London East. This is a company limited by guarantee and is an independent training provider targeting disadvantaged and NEET young people with group, time-limited programmatic training courses and apprenticeships in creative skills. The training programmes aim to support young people into work in the cultural industries (film, television, media, music etc).

Blue Watch Youth Centre	3, 4	Age range: 10 – 18 years. Cluster: Tees Valley and Sunderland Open seven days a week, the centre provides a range of open building-based provision including regular drop-in sessions for local young people. Activities include a range of recreational and leisure activities, services for those who are/ at risk of homelessness/ temporary accommodation, substance misuse, or are excluded from education and who may have learning difficulties or disability. In addition, the charity also delivered outreach and detached services. YIF funding enabled BlueWatch to increase its outreach and detached work, alongside developing new youth involvement initiatives across the five wards of Sunderland. These initiatives include establishing and running youth committees made of groups of young people who participate in making decisions about the programmes on offer to young people; and peer mentors - whose role is raise awareness among young people about the benefits of youth work programmes;
Boomsatsuma Creative CIC	1, 3	Age range: 10 – 19. Cluster: Bristol and Somerset. The Boombox Youth Project is governed and supported by Boomsatsuma Creative CIC. -established in 2011, to deliver high quality arts and creative opportunities for young people across the South West of England. The Boombox Youth Project, operating out of the 'Boombox Bus', was created through YIF and delivers open access and detached youth work in the South Ward region of Weston Super Mare in North Somerset, an area ranked as being in the top 5% most economically and socially deprived in the UK.
Brunswick Youth and Community Centre	1, 3, 4. 6	Age range: 10 – 18 years. Cluster: Liverpool City Region. BYCC provide a range of youth services as well as introducing an additional weekly outreach session to engage with disenfranchised young people and provide open

		targeted group support – including weekly girls group; ADHD group, and topic-based group work. Senior youth club offers activities such as: sports, arts/crats; IT suite, pool, community garden and healthy eating sessions.
Centre 33	2, 3	Age range: 8 - 18 (or 13-25 if user has SEN or disability). Cluster: Eastern. YIF has enabled the charity to expand its 'Someone to talk to' service, its open access 1:1 counselling service, and deliver sexual health and financial advice workshops to young vulnerable people.
Centre 63 Kirkby	3, 5, 6	Age range: 10 – 25. Cluster: Liverpool City Region. Provide a range of open building-based youth club sessions for different age groups that offer young people activities in sports, arts etc. Centre 63 also offer targeted time limited employability training programmes for NEET young people (age 16-19) and a targeted open access youth club for disabled young people.
Clapton Common Boys Club	6, 4	Age range: 10 – 16. Cluster: London East. An open-access youth club for the Orthodox Jewish community. This charity used YIF funding to establish a new open-access youth club for the Orthodox Jewish community (targeting boys aged 10 -16 years). Activities include a range of sports, arts, cookery, music and employability skills sessions, that are co-designed with young people, as well as a range of social action projects. CCBC also established a Youth Board to give young boys from the Orthodox community the opportunity to shape provision.
Compass Support Services Ltd	3, 4	Age range: 8 – 25. Cluster: West Midlands. The centre offers a range of open access enrichment activities for young people. They developed a volunteering programme and youth voice to develop the role of young people as young leaders and peer mentors.

Creative Youth Network	3. 5	Age range: 12 – 19. Cluster: Bristol and Somerset. A traditional youth club with pool tables and other informal activities and personal/social education. There were also 10-week creative courses (e.g., theatre, design) with groups of up to 10 young people.
Daisy Chain	6, 1, 5	Age range: 8 – 25. Cluster: Tees Valley and Sunderland. Daisy Chain provide a range of open and programmatic services for children and young people with autism and their families - including support and activity groups. Activities include bespoke outdoor clubs- these clubs have the biggest and most consistent uptake. They run half termly and example activities include forest club, wetlands club, gardening club, outdoor adventure club. Dedicated high needs sessions for young people with high autistic needs run monthly and through holiday periods. Other activities include: John Muir club and day trips/ activities also provided, and outreach to young people in the area.
Durham Scout County Council	4	Age range: 10 – 18. Cluster: Tees Valley and Sunderland. Scouting activities open to all but with a focus on young people in socially deprived areas. Note the model in part is dependent on some young people not being socially disadvantaged as it is trying to encourage greater mixing between young people from different backgrounds in the area.
Eastern Ravens Trust	3, 5	Age range: 10 – 25. Cluster: Tees Valley and Sunderland. YIF funding provided opportunities for ERT to work in partnership with North Shore Academy Community Zone, to provide open access youth club three evenings per week during term time; School holiday programmes; Volunteering (Year 2); opportunities for multi-agency networking; and a Young People's Steering group. Also offer targeted group support for young carers.

Empire Fighting Chance	3, 5, 6, 7	Age range: 10 – 18 years. Cluster: Bristol and Somerset. Deliver a mix of open small group boxing sessions, gym support-based sessions, and one to one coaching sessions on a weekly basis. Through gym support sessions - every young person is now accessing some kind of support, whether light touch or more intensive. Those requiring more intensive support are cross referred to other programmes. They also offer an educational programme with teachers to support young people not attending school. Summer programme consists of activities such as: employability trips; bouldering; group mentoring activities and lunches.
Essex Boys and Girls Clubs	3, 1, 5	Age range: 11 – 25. Cluster: London East. Offer young people open access youth club provision that delivers activities such as sports, recreation and healthy lifestyle opportunities. They also offer alternative therapeutic activities such as music, drama and other arts and develop a weeklong and weekend residential. YIF has also enabled EBGC to engage with young people outside of the club environment including through outreach work in schools, connecting with other youth groups, support groups, local voluntary sector organisations and through the National Citizen Service programme.
Families First (North East), formerly Hartlepool Families first	5, 6	Age range: 8 – 25. Cluster: Tees Valley and Sunderland. Targeted programmes for young people with additional needs, disabilities, and autism. Activities include physical activities such as football, basketball, and tennis. Other sports like mountain biking, canoeing, and sailing in the summer holidays. YIF funding enabled new media and arts activities and more age-appropriate and disability specific provisions (e.g., new media lounge and improved toilet facilities).

Felixstowe Youth Development Group (Level Two Youth Project)	1, 2, 3, 7	Age range: 10 – 18. Cluster: Eastern. Open access sessions with table sports, art room, internet café area, games, exercise bikes, and a kitchen. One to one counselling sessions and mentorship programmes. Outreach work in rural underserved areas, lunchtime drop-in surgeries in schools for young people to discuss issues. Provision of advice, guidance and informal active learning opportunities.
Fight for Peace (UK)	4	Age range: 8 – 25. Cluster: London East. A group programme that combines boxing and martial arts with education and personal development in communities affected by crime, violence, and social exclusion. Personal development sessions covered topics such as mental strength, self-defence, social media, violence in our communities, respect for others, and knowing your worth. There were also weekly offsite trips delivered during the school summer holidays.
Frank F Harrison CA	1, 3, 7	Age range 10-18. Cluster: West Midlands. Deliver outreach and detached projects to groups of young people who are unable to attend the youth club. Set up 'pop-up' youth clubs in different venues due to the lack of suitable venues and refurbishment of a new site. Also deliver general youth club, drop-in advice sessions, targeted youth evenings and a young volunteer scheme.
Free at Last	3, 4, 7	Age range: 10 – 18. Cluster: West Midlands. A range of services including open group drop-in sessions and scheduled programmes. Activities include a football club, one-to-one advice services, traditional drop-in youth club activities, and courses and support for independent living skills, employability skills, CV writing, leadership and starting a business.

Frenford Youth Clubs	1, 3, 5, 6	Age range: 10 – 18. Cluster: London East. Predominantly open programmed sport and recreational activities such as badminton, football, and basketball. There were also some public speaking workshops and outreach work in areas of high deprivation with the use of a youth bus. Targeted activities include female football and disabled multi-sports.
Hackney Play Association	3, 4	Age range: 10 – 18. Cluster: London East. Drop-in and programmed group provision including trips to other centres. Activities included boxing, football, cycling, adventure playground, parkour, horse riding gardening, cooking, music, dance, camping, go-kart building and racing.
Hackney Quest	3, 4, 6	Age range: 10 – 18. Cluster: London East. A mix of open group drop-in and programmed provision. After school activities including sports, drama, arts and creative projects and workshops. There were also holiday trips and residential weekends; ASDAN – accreditations, training and qualifications; and organising and planning community peace events. Some services were specifically targeted at local Gypsy, Roma and Traveller communities and young people that were involved with gangs.
Hemlington Detached Youth Work Project (Linx)	3, 4, 7	Age range: 8 – 25. Cluster: Tees Valley and Sunderland. Drop-in and programmed, group and one-to-one activities. Universal open access youth sessions after school – mostly indoor with some detached outreach. Programmes included employment skills and training, and workshops about topics such as sexual health, relationships, alcohol, and drugs.
Inspire Suffolk Limited (Ipswich Community Media)	3, 4, 5, 7	Age range: 8 – 25. Cluster: Eastern. Weekly group drop-in and timed activities such as boxing fitness, football, and dance. Structured employment

		and accreditation courses. Mostly universal activities but some targeted programmes (e.g., football for young people with disabilities). There was also a one-to-one wellbeing service.
KIDS	6, 5	Age range: 14 – 25. Cluster: West Midlands. KIDS provide open access youth services to young disabled people in Dudley. The offer range of activities, including "Staying Positive" groups - one to support young disabled people aged 14-25 and the other supporting siblings and young carers aged 14-18. Some sessions run in the community at sports, arts and recreational venues, empowering young people to be part of their community and other sessions will focus on skill-building workshops. Young people are involved in the planning and delivery of the sessions. Young people who wished to could also access accredited volunteer training so they can help to deliver the groups and support their peers.
Kingsley Hall Church & Community Centre - Urban Youth	3, 4	Age range: 11 – 19. Cluster: London East. Group drop-in sports (e.g., futsal), crafts, performing arts, and social activities (e.g., urban girls club). Timed group programmes and skills training in areas like social enterprise, gardening, social media, leadership, and catering / hospitality. There were also discussions about topics such as sexual health, crime and gang culture.
Knowsley Youth Mutual (now known as Vibe)	3, 4, 7	Age range: 11 – 19. Cluster: Liverpool City Region. Open drop-in group activities such as pool and table tennis, gaming, sports, or art and craft sessions. Timed programme activities such as climbing, canoeing and sailing. There were also some targeted one-to-one and group programmes which support young people with specific needs or issues (e.g., if they have a caring role with a family member, or if they are vulnerable due to family substance

		misuse issues, have experienced domestic abuse or have a parent or carer suffering mental health issues or illnesses).
Laburnum Boat Club	3, 4	Age range: 10 – 25. Cluster: London East. Regular kayaking, canoeing and climbing wall drop-in group activities. There were also boating residential trips around the UK, arts activities and youth forum discussions.
Litherland Youth and Community Centre	3, 4	Age range: 8 – 25. Cluster: Liverpool City Region. Predominantly open group sports activities including football, kayaking, climbing, and visits to a local gym. There were also residential trips which included further sports and informal learning sessions.
Mancroft Advice Project (MAP)	2, 3, 6, 7	Age range: 10 – 18. Cluster: Eastern. Traditional open group drop-in youth clubs and weekly groups such as boxing, cultural activities and a nurturing group for young people who are anxious about going to the main larger youth groups, as well as weekly drop-in sessions in schools and one-to-one support, advice and counselling.
Merseyside Youth Association	3, 4, 5	Age range: 8 – 25. Cluster: Liverpool City Region. Group drop-in and timed programme activities centred around performing arts, alongside a youth led programme of stage adaptations, and issue-based theatre work with a focus on disability.
Minehead EYE CIC	3, 4	Age range: 10 – 18. Cluster: Bristol and Somerset. Group drop-in and programmed activities including an indoor skatepark, bouldering, and music studio. There was also a peer support service.
Ministry of Stories	5	Age range: 8 – 15. Cluster: London East. Creative writing group workshop programmes at the youth club and in schools. Targeting at low-income households where English is not their first language.

OPEN Youth Trust	3, 4	Age range: 8 – 25. Cluster: Eastern. A range of drop-in and programmed group activities which included climbing, dance, gym, and music. Free bus travel was provided to help young people to access the venue.
Oxclose and District Young Peoples Project	1, 3, 4	Age range: 8 – 25. Cluster: Tees Valley and Sunderland. Group drop-in and timed programme activities. Traditional open access youth club sessions, school holiday activities and detached outreach work.
Pennywell Youth Project	1, 3, 4	Age range: 8 – 25. Cluster: Tees Valley and Sunderland. A mix of open group drop-in and timed programmes. Activities included sports, training and employment education, garden and outdoor activities including lazar quasar, coast steering, climbing, archery and fencing. There was a variety of workshops covering topics such as substance misuse and sexual health. Targeted outreach work with young people in BME community.
Phase Trust	1, 2, 3, 4, 6	Age range: 10 – 18. Cluster: West Midlands. A range of open and targeted group provision and 1-2-1 mentoring and support. Activities include sports (indoor 4 aside football, outdoor climbing wall, skate ramps and basketball court), dance, and other creative activities. The detached outreach service operates in local neighbourhoods and in schools. Targeted services include preventative interventions with young women and support sessions for children and young people who are at risk of or involved in exploitation.
Portishead Youth Centre Limited	1, 3, 4, 6	Age range: 8 – 25. Cluster: Bristol and Somerset. A range of activities including open group sports and fitness activities, targeted sessions on Friday nights for young people with disabilities, and issue-based sessions covering subjects which include sexual health, drugs and alcohol

		abuse and social relationships. There were also detached outreach services.
Positive Futures North Liverpool	1, 3, 4, 5	Age range: 8 – 25. Cluster: Liverpool City Region. Open access service through street outreach (before/after school and at times when reports of anti-social behaviour are higher), youth volunteering opportunities, events, and a mix of open and targeted group activities. The weekly group activities included drama, healthy eating / cookery sessions and football. The structured personal development programme covered matters such as life skills, anger management, self-harming and family background issues.
Romsey Mill Trust	3, 4, 5, 6	Age range: 13 – 25. Cluster: Eastern. Open-access youth provision with some targeted programmes (e.g., for young parents, for people with autism). Activities include group creative arts and music studio sessions, sports projects (e.g., Friday night football), youth leadership programmes, adventurous activity residentials, Easter Egg Hunt and skating/BMX events. Commissioned alternative education, maths and English support, and accredited courses (such as arts awards, home cooking skills and sports leadership) were also provided.
Royal Society for Blind Children	5, 6	Age range: 11 – 17. Cluster: London East. Targeted outreach and activity club programmes for blind and partially sighted children and young people. The sessions include physical activity, nutrition, art, technology, and socialising.
Shaftesbury Youth Club	3, 4, 5	Age range: 8 – 21. Cluster: Liverpool City Region. Open drop-in outdoor football, basketball, and indoor games and common room. The services also included a range of creative arts and targeted alternative education.

SkyWay Charity	1, 3, 5	Age range: 10 – 18. Cluster: London East. Open access programmes after school and during the holidays, as well as outreach detached youth work and providing targeted alternative education for young people at risk of low attendance or social exclusion. Vocational learning included: enterprise, mechanics, beauty, literacy, and numeracy.
SoLO Life Opportunities (Grow organic)	2, 3, 4, 5	Age range: 8 – 25. Cluster: West Midlands. A varied programme of open group activities including gardening, arts, crafts, and community activism. One-to-one and group mentoring, group programmes - including targeted programmes for young people with disabilities - and employability support. Young people are referred by schools and often include those at risk of educational exclusion or anti-social and/or criminal behaviour.
Sport 4 Life UK	5, 6	Age range: 12 – 16. Cluster: West Midlands. A range of targeted sports-themed personal development and employability programmes. There were programmes running during term time and summer holiday programmes. Activities targeted at students who the schools felt needed the provision the most – e.g., those with behavioural or self-esteem issues.
Sport Birmingham (Birmingham Sport and Physical Activity Trust)	3, 4, 7	Age range: 11 – 25. Cluster: West Midlands. The main activities were open group sports and physical sessions. Other activities included open group music production, DJing, and PS4 gaming sessions. There was also a drop in mentoring 1-2-1 service.
Studio 3 Arts Limited	4	Age range: 8 – 18. Cluster: London East. Open group programmes encompassing theatre, dance, music production, filmmaking, and set design to enable young people to create performances that articulate their experiences, stories and hopes for the future.

Suffolk Young People's Health Project (4YP)	2, 3, 4, 5	Age range: 12 – 25. Cluster: Eastern. A mix of open group drop-in and timed programmes, as well as one-to-one services such as a nurse, councillors, sexual health clinic, advice (legal, employment education, benefits, housing, substance misuse). One of the group activities was targeted at girls.
The Access to Sports Project	3, 4, 6	Age range: 10 – 25. Cluster: London East. In addition to an open access drop-in space, there were a variety of open and targeted group active programmes including fencing, archery, and boxing, street dance, basketball, and roller skating. Targeted activities include female only groups and a SEND programme.
The Albion Foundation	1, 3, 4, 7	Age range: 10 – 18. Cluster: West Midlands. The main activity was open group football programmes. There was also group arts programmes, one-to-one advice and guidance, a group employability programme, a group positive wellbeing programme and a detached outreach team of youth workers to engage with young people in the community.
The Attlee Centre	3, 4, 5	Age range: 11 – 18. Cluster: London East. A range of open group drop-in arts activities, sports (badminton, football, etc), school holiday residential trips, open workshops about topics such as knife crime, and online courses (e.g., food and hygiene course).
The Garage Trust Limited	1, 2, 3, 5	Age range: 8 – 25. Cluster: Eastern. Group creative class programmes, outreach, 1:1 mentoring, and holiday programmes. The services are open/universal but there are targeted bursaries available for low income YP previously unable to take part.

The Junction Foundation	1, 2, 3, 4	Age range: 8 – 25. Cluster: Tees Valley and Sunderland. Mix of open group drop-in, one-to-one programmes, targeted group programmes (for young people at risk of exclusion from school), and detached outreach services. Activities included after school, a Saturday Club and residential trips. Designed to help young people to build relationships through team building and challenging activities. There was a focus on wellbeing and confidence building.
The Kite Trust (formerly SexYouality)	5, 6, 7	Age range: 8 – 25. Cluster: Eastern. Targeted group and one-to-one drop in and programmes providing LGBTQ support for young people. Specific focus on building new support hubs in isolated rural areas with religious and ethnic minority communities where there may be challenges to sexuality and gender identity.
The Limes Community & Children's Centre	3, 4, 5	Age range: 8 – 25. Cluster: London East. After school provision including universal and targeted programmes for young people living with complex needs including disabilities and SEN. Non-disabled young people were encouraged to deliver activities to those living with additional needs to enable the wider participation of all young people attending the centre. Activities included school holiday and weekend trips, craft sessions, cooking, films and gaming.
The Mix Stowmarket	3, 5, 7	Deliver open access youth club provision, drop-in 1-2-1 and employability support programmes for young people aged 10-18 years. By expanding open access provision, demand for more targeted 1-2-1 and group-based support increased as in year 2 and 3 as youth workers identified areas that young people needed more intensive support. YIF enabled the Mix Stowmarket to invest in volunteer training and a training programme for youth workers. New initiatives were also established, such as producing 40 different Information,

		Advice, Guidance & Support videos for young people around issues such as mental health and employability skills.
The Pump (East Birmingham) Ltd	3, 4	Age range: 8 – 25. Cluster: West Midlands. Open access group drop in and open group programmes. Activities include participatory arts, music, media and maker session, and an employability programme.
The Way Wolverhampton Youth Zone	1, 3, 4, 7	Age range: 10 – 25. Cluster: West Midlands. A mix of outreach and a youth club with open drop-in and timed programmes. 20+ activities including sports, arts, media, cooking, mentoring, girls' activities, employability skills and a recreation area. There was also a "Get Sorted' programme helping young people around health and well-being through one-to-one provision counselling and group workshops.
The What? Centre	2, 7	Age range: 13 – 25. Cluster: West Midlands. One to one advice and counselling services to young people who are either referred via a GP or are self-referred and feel they are suffering from some form of mental illness.
The Worth Foundation	1, 3, 4	Age range: 11 – 18. Cluster: London East and West Midlands Open group drop in and programme run from building hubs and mobile youth venues (buses) for detached outreach work. Activities including open-access youth club sessions, computer games, sports, discussions, learning activities, weekend groups, horticulture, as well as targeted group trips and residentials.
Travelling Light Theatre Company	1, 3, 4, 5	Age range: 8 – 25. Cluster: Bristol and Somerset. Predominantly an open group drop-in theatre programme with additional group services (e.g., 'ActionSpeak' group for disabled young people aged

		16-25) and community outreach. Theatre for and with young people from low-income families.
UpRising Leadership	2, 4	Age range: 16 – 25. Cluster: Liverpool City Region. Universal group programme and one to one mentoring with a focus on attracting young people from marginalised communities. Activities include an introduction to democratic engagement, social action through workshops, and a mentoring/coaching scheme.
Walsall Voluntary Action (OneWalsall)	1, 2, 3, 4, 5, 6,	For young people aged 10-18 years. Cluster: West Midlands. Walsall Youth in Unity is a collaboration between three Walsall-based youth service providers (Bloxwich Community Partnership (BCP) Youth Connect and Kids in Communication -KIC), who provide open access youth activities for young people aged 10-18. The collaboration is facilitated by One Walsall. Youth Connect provide a range of open building-based activities; regular detached and outreach sessions among the local south Asian communities, offering weekly sports sessions (such as Football, Cricket, Basketball, Badminton) in local parks and recreation centres; and mentoring programmes for young people at risk of extremism and seek to run residential and outdoor pursuit trips for young people. Bloxwich Community Partnership (BCP) offers both dedicated building-based youth provision to young people from Bloxwich, Blakenall and surrounding areas, and street based (detached) youth provision aimed at anti-social behaviour hot spots and places where young people gather. The centre also offers an alternative education provision for young people excluded from school, providing them with a foundational skills training programme, and a highly successful summer programme for young people. A range of fun activities are offered, including cooking, table tennis, pool, games consoles, arts & crafts. Kids In Communication (KIC) are a quality endorsed centre with Open College Network providing accredited awards for digital and creative skills learnt by young people. Accredited awards can be achieved in photography, radio &

		podcasting, community reporting, community impact, online safety, digital citizenship and more.
West Ham United Foundation	3, 4	Age range: 10 – 21. Cluster: London East. Open group drop in provision including football, boxing, and informal education workshops.
West View Project CIC	3, 4	Age range: 11 – 19. Cluster: Tees Valley and Sunderland. Open group outdoor learning programmes with activities including forest school, climbing tower, water activities, and archery.
Wirral Youth Zone (The Hive)	1, 2, 3	Age range: 10 – 19. Cluster: Liverpool City Region. Outreach youth work in the community and building based activities including sports, arts, music, wellbeing support and 1-2-1 mentoring.
Woodcraft Folk	3, 4	Age range: 10 – 13. Cluster: Eastern. Open group fixed weekly and summer camp programmes with activities including craftwork, drama, singing, bushcraft skills, litter picking, swimming, cycle rides, playing 'thinking' games to raise awareness of issues such as equality, stereotyping, racism etc.
YMCA Bridgwater (Somerset Coast)	3, 4	Age range: 11 – 16. Cluster: Eastern. Universal drop-in and time-limited activities including a gym and outdoor fitness activities, dance, arts, cooking, and school holiday clubs.
YMCA Coventry and Warwickshire	3, 4	Age range: 8 – 25. Cluster: West Midlands. Universal time limited activities such as community events, a mental health programme, art projects, and sport leader training as well as more traditional universal drop-in youth club services.

YMCA Mendip	3, 4	Age range: 8-25. Cluster: Bristol and Somerset. A mixture of universal drop-in open access services and timed targeted services. The issue-based work covered subjects such as: sexual health, low self-esteem, financial capabilities, and addictions. The fund also helped to establish a youth council.
YMCA Norfolk	3, 4	Age range: 8-25. Cluster: Eastern. A network of universal open access youth clubs with a broad range of drop-in and timed activities including music and dance sessions, summer holiday pop-up services, and mental health and wellbeing support.
YMCA St Helens	6	Age range: 10-18. Cluster: Liverpool City Region. Targeted sports and physical activities to support young people who on the edge of being excluded from school and general society.
YMCA Stoke-on-Trent and North Staffordshire Foyer	1, 3	Age range: 14 – 25. Cluster: West Midlands. Universal open access youth sessions and detached sessions in areas of Stoke-on-Trent which traditionally has less youth provision.
YMCA Trinity Group (formerly YMCA Suffolk)	1, 3, 4, 6	Age range: 8 – 25. Cluster: Eastern. Detached sessions in schools and rural areas. Pop-up sessions on cooking, arts, crafts, sports, tournaments, movie nights, and educational workshops on issues such as sexual health, drugs and positive mental health and wellbeing. Primarily aimed at YP who have experienced substance misuse, crime, domestic violence, and poor mental health.
YMCA Sutton Coldfield	1, 5	Age range: 10 – 19. Cluster: West Midlands Urban. The focus was on delivering detached street outreach sessions in areas with limited youth provision. Targeted at disadvantaged children and young

		people. Services include life coaching and respite for young carers.
YMCA Taunton	3, 4	Age range: 8 – 25. Cluster: Bristol and Somerset. Primarily universal drop-in youth clubs, physical activities and a range of support and advisory services. There were also some timed activities and a youth forum.
YMCA Tees Valley	1, 3, 4	Age range: 16-25. Cluster: Tees Valley and Sunderland. Included a range of detached youth work, centre based provision (open access drop-in and programmed youth services) and outreach in schools and colleges.
Young Bristol	3, 4, 6	Age range: 8-19. Cluster: Bristol and Somerset. A mix of universal drop-in youth clubs, open group timed programmes, and targeted programmes (e.g., students that local teachers think will benefit from an opportunity to excel in a non-school setting). Activities include outdoor sports, creative arts.
Young Persons Advisory Service	2, 4	Age range: 10-25. Cluster: Liverpool City Region. A range of universal informal education programs designed to build life skills and a young people's well-being service.
Young Persons Opportunities Project	3, 4	Age range: 10-18. Cluster: Liverpool City Region. Universal group drop-in open access youth activities ranging from pool and table tennis to music workshops and social events. No specific target group but users tend to come from families who are unemployed and living in poverty.
Young Somerset	2, 3, 6	Age range: 8-18. Cluster: Bristol and Somerset A mix of universal open access group drop-in youth work; targeted programmes (e.g., for young people for whom mainstream education isn't working); and wellbeing

		and mental health support in partnership with the NHS in community and school contexts.
Youth Federation Limited	4, 5, 6	Age range: 8-25. Cluster: Liverpool City Region. Some universal services but mostly targeted programmes for groups with specific needs (e.g., NEET or currently inactive / not exercising enough). Activities include digital literacy programs and sports activities. Also includes a seven-week programme designed to develop soft transferable skills such as communication and leadership.
Youth Focus: North East	1, 3, 4	Age range: 11-25. Cluster: Tees Valley and Sunderland. Universal drop in provision; timed group programmes; and a mobile youth service in rural areas. Activities are themed around topics such as social action, civic engagement, and mental health.
Youth Inspired (Peterborough Council of Voluntary Service)	1, 3, 4, 6	Age range: 8 – 25. Cluster: Eastern. Universal outreach and a range of arts, music, sports, and LGBTQ+ drop-in activities.
Youth Moves	1, 3, 5	Age range: 8-19. Cluster: Bristol and Somerset. Youth club activities, educational support, outreach services and a range of positive programmes in sports, arts, music and the environment improved skills development to increase employability and improved physical and mental health. Activities delivered in schools, at youth centres and outreach in the community.