

Cashback Development Awards: Evaluation Report

The Prince's Trust

June 2023

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1. Introduction and context

- 1.1 The Prince's Trust commissioned Blake Stevenson Ltd to evaluate its Development Awards which were funded by Phase 5 of the Scottish Government's CashBack for Communities programme.

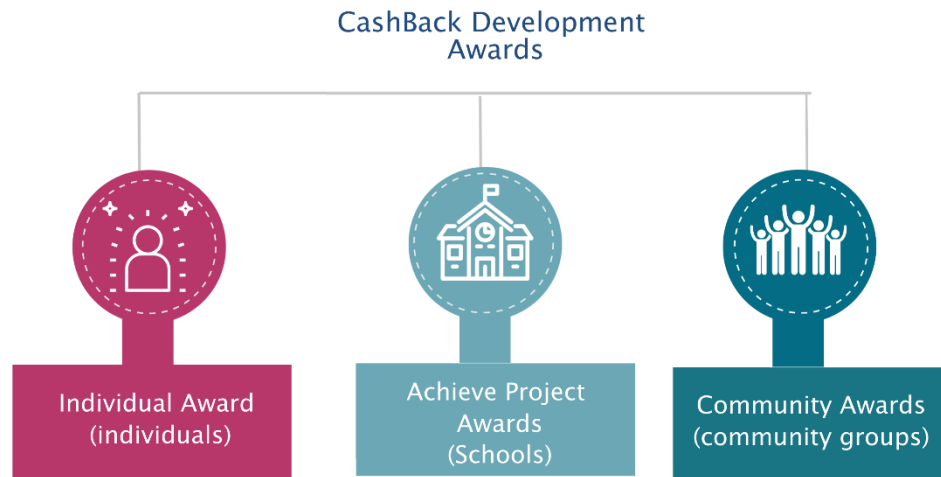
CashBack for Communities and The Prince's Trust

- 1.2 The work of the Prince's Trust began in 1976 and more than 45 years later the charity is still supporting 11–30-year-olds with the belief that every young person should have the chance to succeed, no matter what their background or the challenges they are facing. The Trust helps those from disadvantaged communities and those facing the greatest adversity by supporting them to build the confidence and skills to live, learn and earn.
- 1.3 Since 2008, the CashBack for Communities programme has reinvested criminal assets recovered through the Proceeds of Crime Act (POCA) and channelled them into projects delivering positive futures for young people. In Phase 5 of the programme, the focus of that investment was community projects that supported young people most at risk of being involved in antisocial behaviour, offending or reoffending into positive destinations.
- 1.4 The Prince's Trust has been a CashBack partner since 2014 and this funding has had a positive impact on disadvantaged young people across Scotland. This report explores the delivery and impact of the Awards across Phase 5, with reference to the six core CashBack outcomes that the programme aimed to deliver:



Overview of the CashBack Development Awards Programme

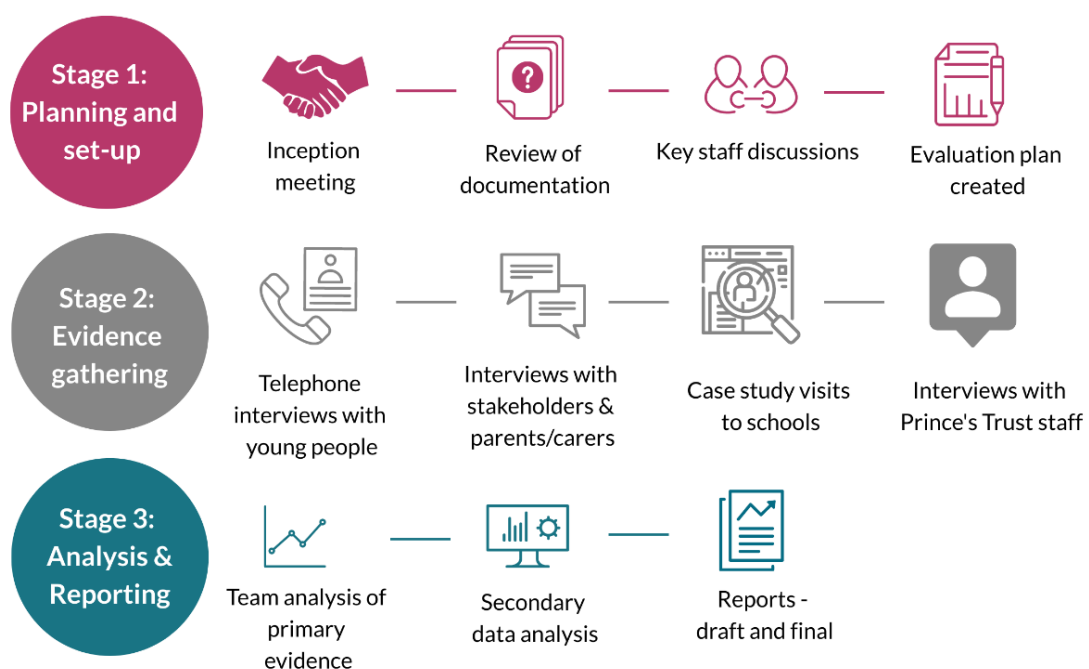
- 1.5 As part of Phase 5 of the CashBack for Communities programme, The Prince's Trust received £555,263 to deliver the CashBack Development Awards.



- 1.6 The awards are disbursed through three routes, and they aim to build confidence, improve mental health, increase aspirations, skills and qualifications and help secure a positive step towards a more fulfilling future. The programme is delivered by a team of Prince's Trust staff who work closely with other staff across the organisation, statutory sector partners, educational settings and the third sector to promote the Awards and identify young people and communities that could benefit from the programme.

Evaluation approach and methodology

- 1.7 Blake Stevenson's role was to independently evaluate the CashBack Development Awards programme delivery against the funded outcomes and to add value to the self-evaluation activity. Our evaluation methodology is summarised below.



- 1.8 This mixed-methods approach to evidence gathering included:
- telephone surveys with 200 young people that answered the survey questions and explored more of their experience
 - focus groups with young people at three schools (32) involved in the Achieve Project Awards
 - interviews with school staff (8) at three schools
 - interviews with stakeholder who referred young people onto the Award programme (10)
 - interviews with Prince's Trust staff (4)
 - interviews with parents/carers (4) of young people
- 1.9 Alongside this primary evidence gathering the team analysed secondary data from the survey responses from schools and community groups and profile data collected by the Trust.
- 1.10 This report presents the evaluation findings.

Structure of the report

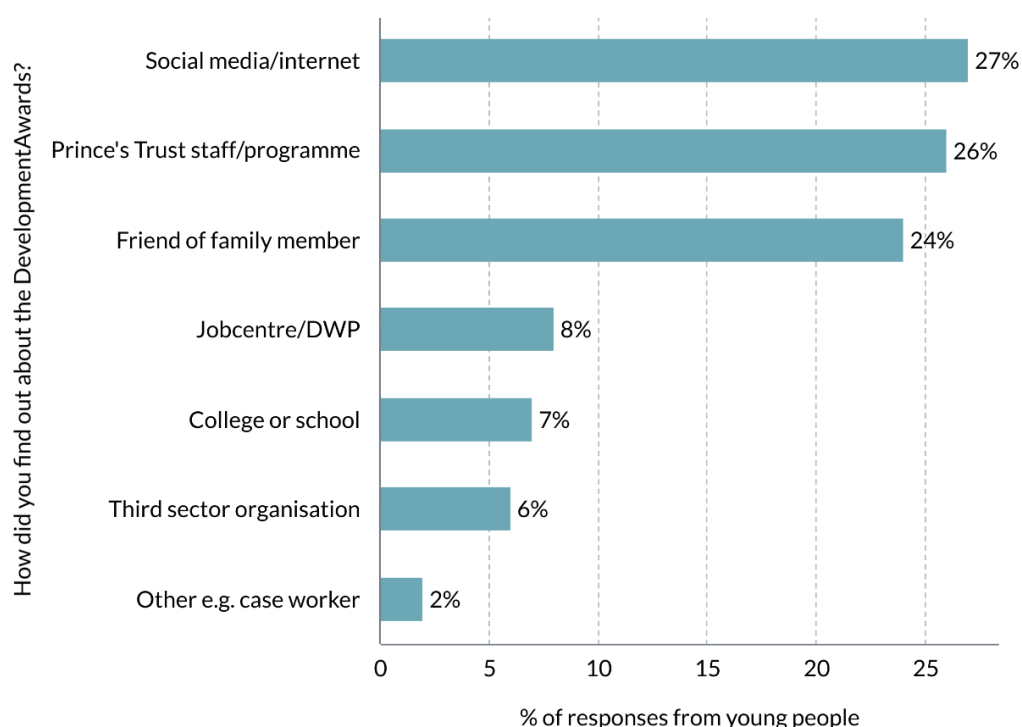
- 1.11 The remainder of the report is structured as follows:
- In Chapter 2, we provide an overview of CashBack Development Awards delivery model
 - In Chapter 3, we explore the impact of the programme on the young people involved
 - In Chapter 4, we summarise the key findings from the evaluation over Phase 5.

2. Programme delivery

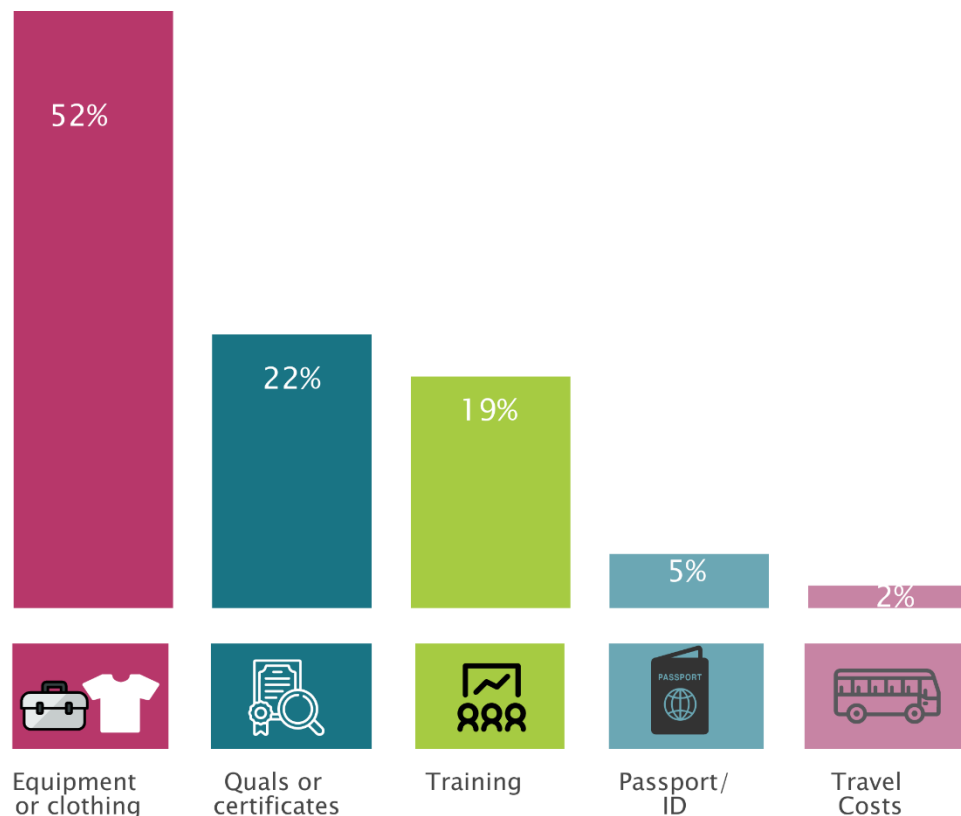
- 2.1 The Cashback Award Programme delivered during Phase 5 resulted in 1559 young people receiving an award to support their progress towards education, employment, or further training. In this chapter we discuss the delivery of the programme and look at the three awards in more detail.

Individual awards

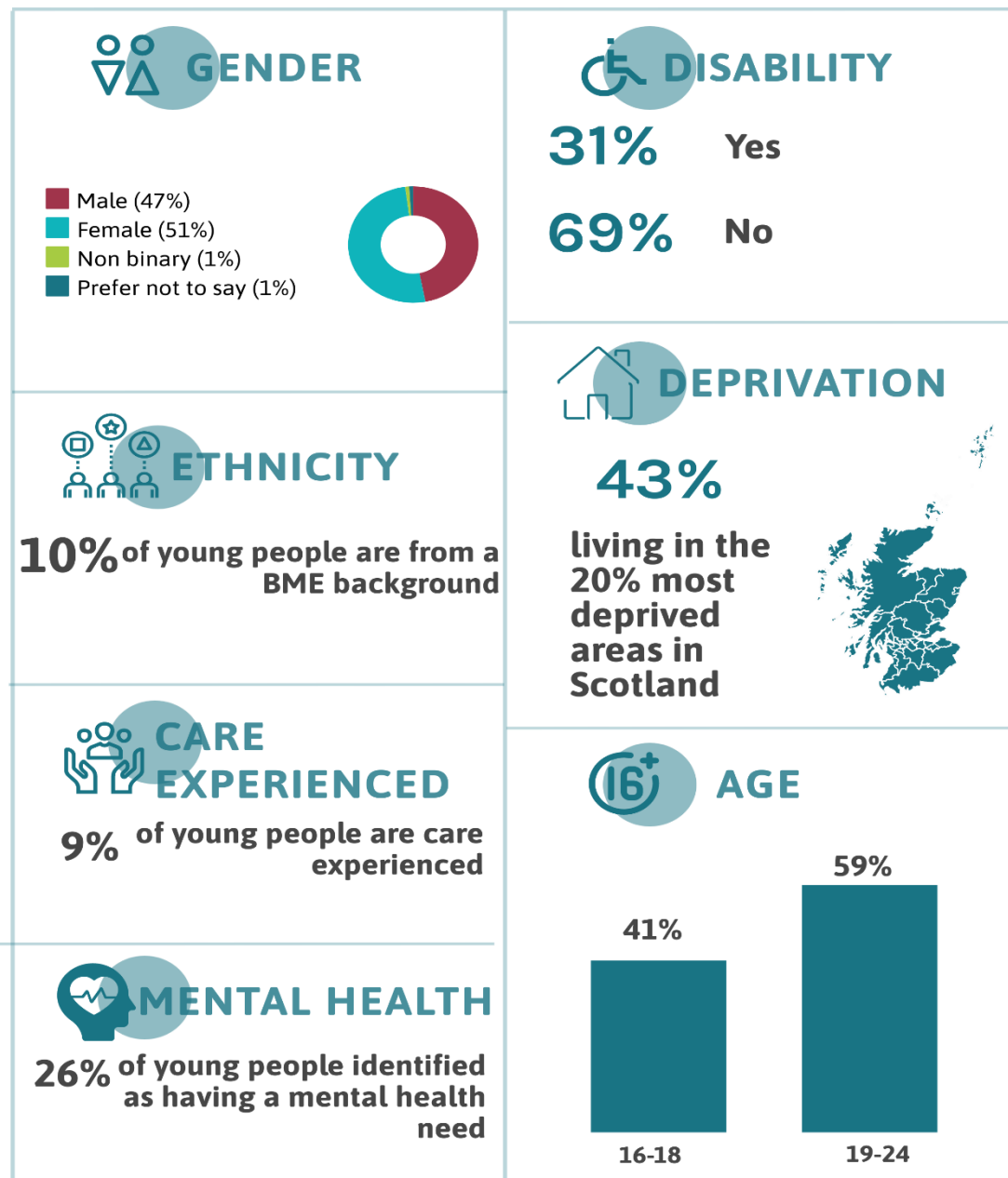
- 2.2 The Individual Awards are intended to support young people to make a fresh start, in education, employment and further training by either removing financial barriers or supporting the costs of alternative learning opportunities within schools.
- 2.3 Young people aged 16 – 24 were eligible for the award if they were:
- aged 16–18 and no longer in compulsory education
 - aged 18–24 unemployed, working less than 16hrs per week or in education less than 14 hours per week
- 2.4 Individual Awards of up to £250, or £500 if the young person was care experienced, could be used for anything that helped a young person secure their next step or a positive destination.
- 2.5 The programme was promoted well, and young people were made aware of the Individual Awards through various routes, as highlighted in the diagram below. From the survey and discussions with young people, social media was just ahead of the Trust's own teams and programmes for promoting the Awards. Other partners from the public sector like Job Centres, educational settings like colleges and schools, and third sector organisations also played an important part in promoting the opportunity to young people.



- 2.6 The process for applying the award involved a conversation with a Prince's Trust Executive to understand how the award could support the young person to progress on their education/employability journey and ensure they met eligibility criteria. The young person was then tasked with completing a short form to then come together again with the Trust staff to support final completion and share relevant information, like their identification, before the application was processed.
- 2.7 When considering the ease of application, based on the telephone surveys with young people there was a very positive response with 97% reporting they found it very easy (52%) or easy (45%) to apply for their Award, reflecting the supportive approach taken by the Trust to encourage and assist applicants.
- 2.8 The use of the awards focused on aspects that would support a young person to move closer to employability, further training, or education and in general the award was spent on:
- vocational training courses, for example nail and beauty, hospitality, specific trades like joinery, bricklaying, painting and decorating
 - securing skills-based licenses like SIA badge for security or a CSCS card for construction
 - equipment and clothing required for the workplace like tools, work clothes/overalls
 - and identification, like applying for a passport, that was evidence required to access training or employment.
- 2.9 The table below summarises the five categories that the awards were used for.



2.10 Over Phase 5, 686 young people received an Individual Development Award. As the profile diagram below shows, these recipients faced challenges and were more disadvantaged than those supported within schools.



Achieve Project Awards – Schools

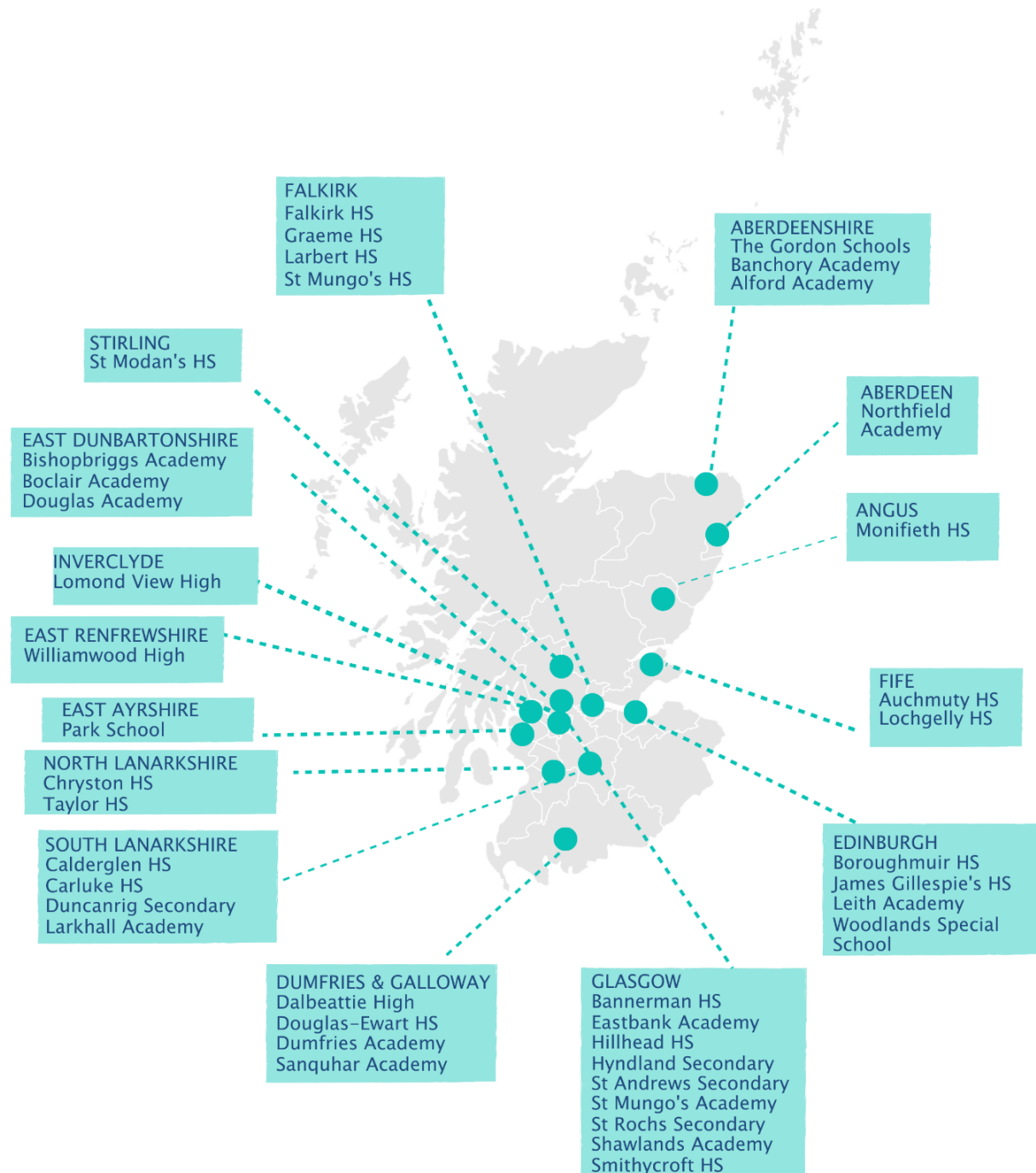
2.11 The Prince's Trust Achieve programme supports young people aged 11–19 who are at risk of underachieving in education. The programme is delivered informally in education and youth work settings and provides young people with the space and attention they need to learn skills, develop confidence, raise aspirations, and improve their attitude to learning.

2.12 The programme is flexible and can run as a short intensive programme over six weeks or part-time over two years during which young people can undertake qualifications to gain formal recognition of their skills and achievements. The programme curriculum has five

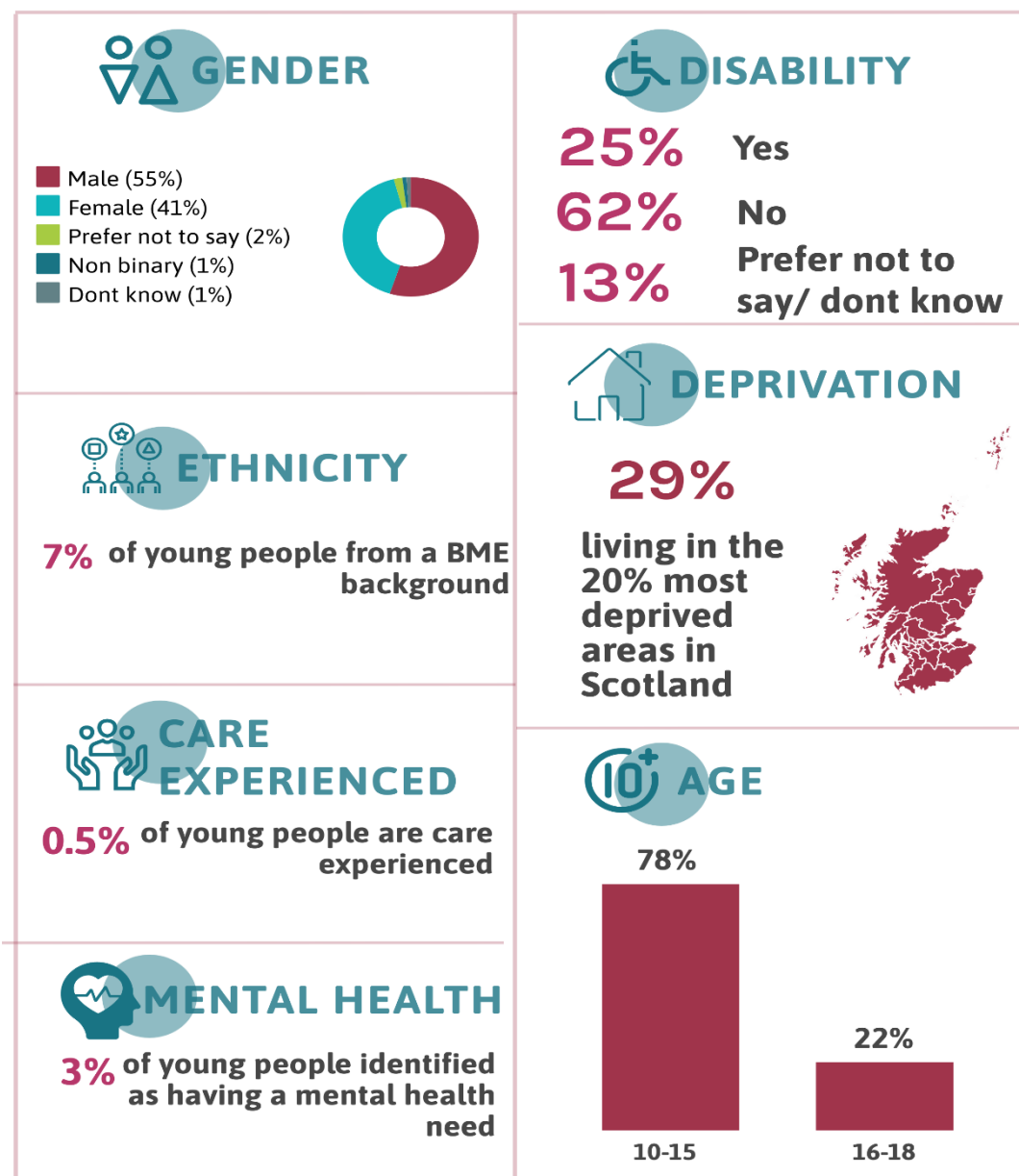
activity areas: Personal & Social Development, Life Skills, Active Citizenship, Enterprise Project, and Preparation for Work.

2.13 The Achieve Project Awards (APA) complement this programme and provide education partners with grant funding to establish an in-school enterprise (or community) project, operating as closely as possible to a commercial business or social enterprise within the school context and developing the practical and vocational skills of the Achieve participants and accreditation while delivering the enterprise.

2.14 The map shows the location of the schools with APA projects.



2.15 During Phase 5, 41 schools delivered enterprise projects and 652 young people took part in Achieve Project Awards.

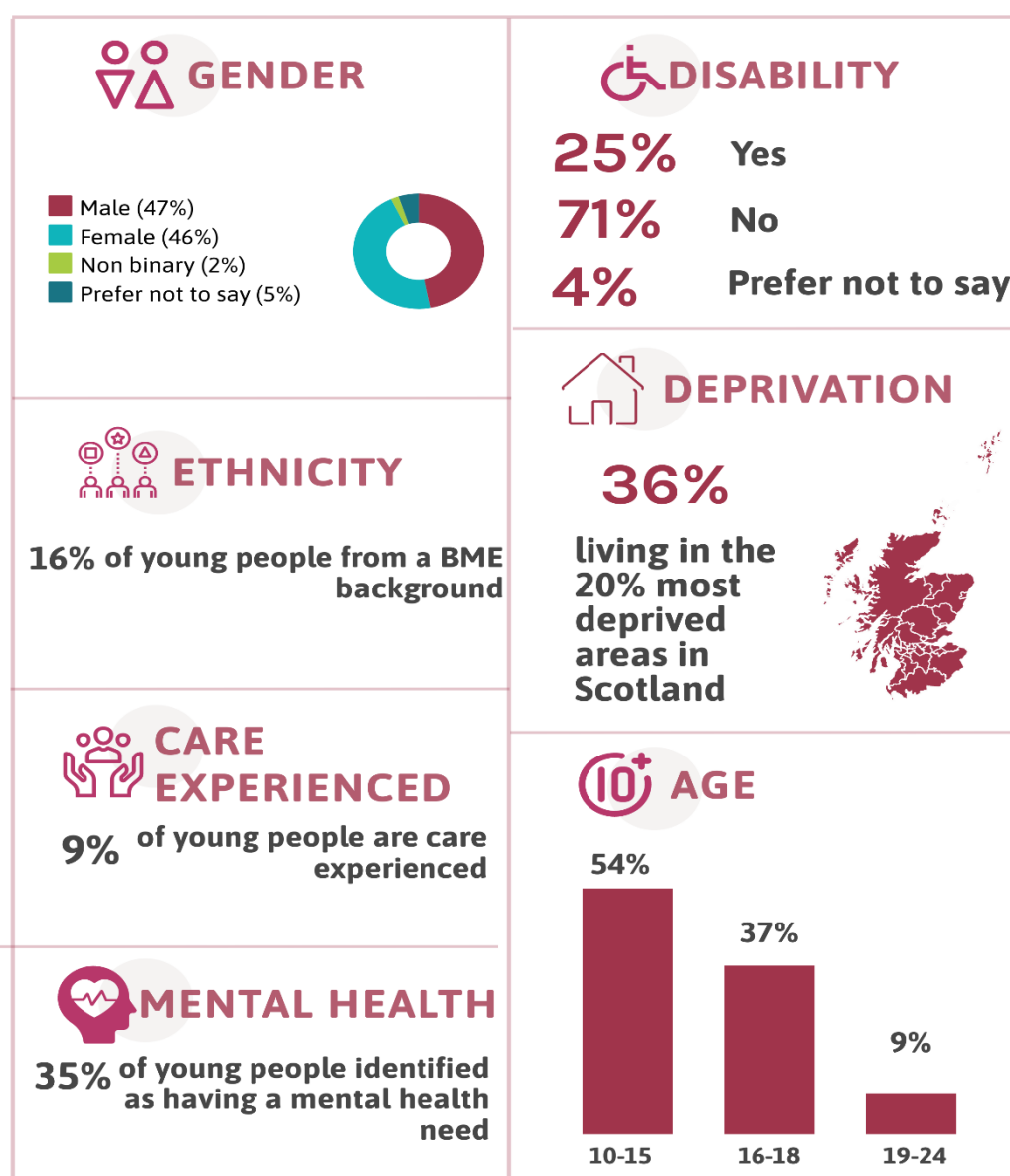


Community Awards

- 2.16 The Community Project Award is a partnership initiative with local community groups which engages at-risk young people aged 16–24 who need diversionary activities and additional support to identify and access their next developmental steps. Similar to Achieve Project Awards, participants gain practical skills and accreditation while delivering an Enterprise or Community Project
- 2.17 The project provides grant funding to an organisation which allows participants to undertake vocational skills training, and/or purchase resources that are then used to establish a project or opportunity. The projects are supported to plan their application form by Prince's Trust Youth Development Leads with a focus on enterprise, community,

creativity and preparation for the world of work, along with the provision of relevant accredited vocational skills training.

- 2.18 Through Community Awards, organisations such as Addaction, Tayside Council on Alcohol, HMP Barlinnie, Youth Community Support Agency (YCSA) and Greenock Morton Community Trust have accessed funding and resources that complement their expertise in working with harder-to-reach young people. By creating these partnerships, the organisations can also link up with other services across the Trust to support young people into further learning or employment.
- 2.19 In Phase 5, 221 young people were engaged in 22 community projects and the profile of award recipients highlights the diversity of young people who have accessed this support and some of the disadvantage that they faced.



Delivery

- 2.20 The CashBack Awards Programme supported 1559 young people over Phase 5. The total cost for delivering Phase 5 was £524,396, with total project activity totalling £444,275 and supporting costs of management, marketing, and external evaluation of £77,121. The diagram below provides a breakdown by award.



Challenges with delivery and learning

- 2.21 As with any programmes that have been delivered during or following COVID-19, there were some delays to all aspects of the Awards as a direct result of the impact of the pandemic and the adjustments to processes and engagement, for example during lockdowns.
- 2.22 There was some staff turnover during the Phase which led to some lost time as new staff were training and brought up to speed.
- 2.23 There were also Award specific issues that the team had to overcome, these included:
- Development Awards – keeping young people engaged whilst undertaking the ID requirements and paperwork checks that needed to be done and the reporting requirements
 - School Awards – term dates and holidays required amendments to delivery timeframes and the teachers' industrial action led to last minute adaptations so that the full content of the awards could be delivered. The request for pupil information and particular data about attendance was not routinely gathered and shared which limited the evidence for CashBack outcomes
 - Community Awards – working with smaller community organisations and having more cognisance of the resources and experience of staff and volunteers to undertake the evidence gathering for the award and completion of funding agreements
- 2.24 The lessons learnt from the delivery in Phase 5 highlighted the need for more upfront investment of time to work with potential community groups and schools to ensure the relevant systems are in place so that agreements can be signed, and payments released in a timely fashion. With schools, greater clarity at the outset about the reporting requirements and input to evidence is needed so that the full impact of the Awards can be articulated.

3. Impact of the Development Awards

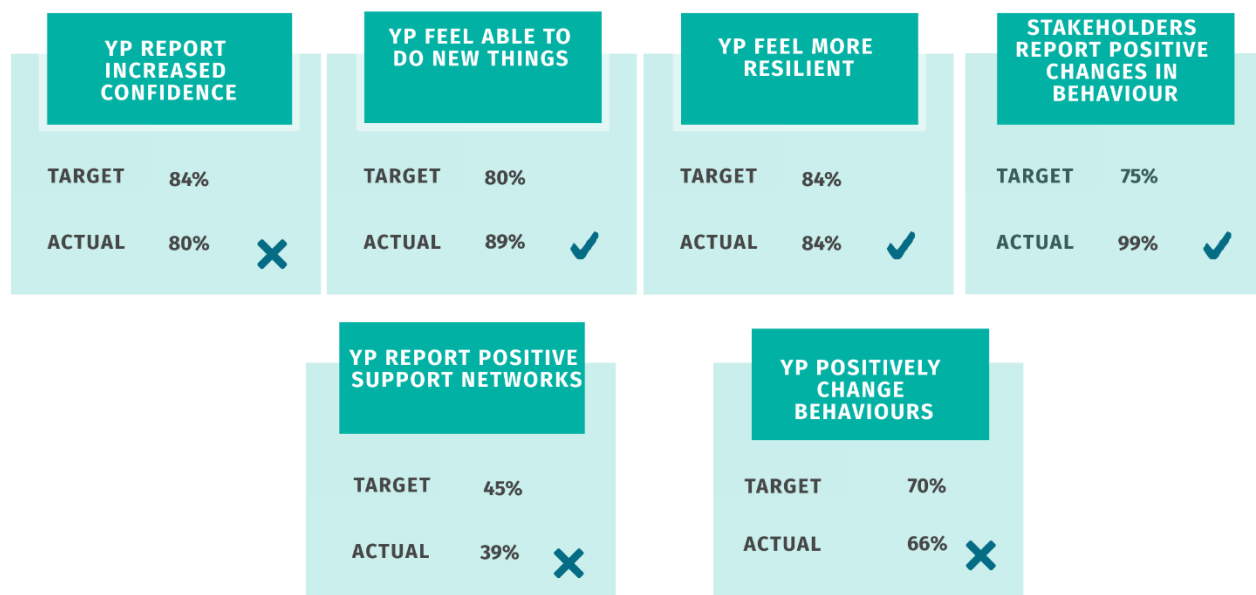
- 3.1 This chapter considers how the Prince's Trust CashBack Awards Programme delivered against its intended outcomes and discusses the overall impact of the programme across Phase 5.
- 3.2 The analysis is based on a range of evidence collected by Blake Stevenson and the Prince's Trust during Phase 5. This includes data gathered through:
- the telephone interviews with young people
 - the focus groups and discussions with pupils in schools and interviews with staff
 - stakeholder interviews
 - profile data, school surveys and community surveys collected by the Prince's Trust
 - Award application forms
- 3.3 This chapter also includes case studies of young people supported during this phase. The names of the young people in the case studies have been changed in order to preserve their anonymity.
- 3.4 The evidence presented in this chapter indicates that there are some targets that were not fully achieved during Phase 5. In some cases these are a result of overly ambitious target setting; suitability of the target for what the Awards aimed to deliver or difficulty in gathering the information to use as evidence for the target. This should not detract from the impact that the Awards have had on supporting young people to make that next step towards or onto a positive destination.
- 3.5 The Phase 5 CashBack outcomes and indicators are presented in figures 3.1 to 3.6 and this data is based on evidence collected during the 200 telephone surveys of young people; the achievement data collected from the young people receiving school and community awards (852); and the stakeholder evidence from the Prince's Trust Survey with schools.
- 3.6 It is also important to note that Blake Stevenson carried out stakeholder interviews and this qualitative evidence is used as part of the narrative and quoted throughout this chapter.

Outcome 1: Young people build their capacity and confidence

- 3.7 All three Awards had positive impacts on the confidence of the young people. For Development Awards, the funding enabled them to take the next step towards their positive destination – whether that was buying equipment or clothes for courses or apprenticeships that gave them confidence in the workplace or educational setting; or covering the cost of a course that boosted their self-confidence about their new skills and increased employability. Staff and pupils in schools identified how the Achieve Project Awards helped them to develop their confidence in their skills and abilities – engaging with others; developing products to sell; and working with others. This increased

confidence helped young people to communicate more often and more effectively with their peers, school staff and customers involved with the enterprise project.

Figure 3.1: Capacity and confidence



- 3.8 Similarly, in the Community groups, confidence amongst participants developed because of trying new things; overcoming obstacles and persevering with tasks and activities that they needed to solve. The project leads and school staff commented on the changes that they observed amongst young people, as the projects progressed – in particular, positive behaviour change and increased resilience. They were able to see that the young people were not giving up but instead were focused on solutions and bouncing back when things did not go to plan.



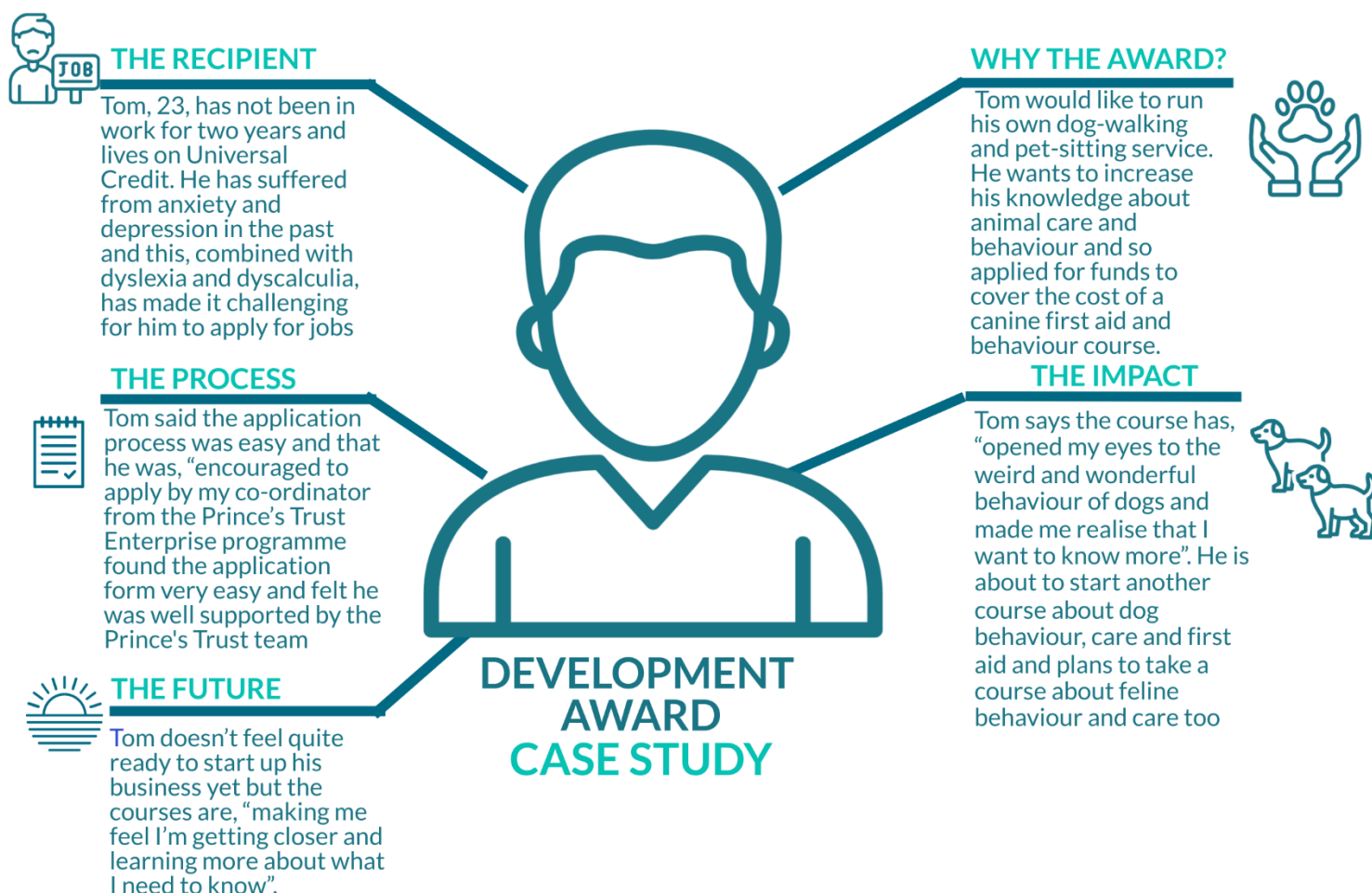
I supported Chris in obtaining the award, where he was provided with a laptop. The reason for the laptop is because Chris wanted to gain his CSCS card. I supported him to get funding for a Health and Safety and CSCS course, through Individual Training Account with DEAP. This course is all online and the materials are sent via email, so without the laptop, Chris would have to do this on his mobile phone. I have noticed a small difference with Chris in relation to his confidence and behaviour. He has definitely improved his personal skills, as he has learned how to use a laptop and the software on it such as MS word. Chris often has online meetings with his worker from DEAP about his course, and he is finding it much easier on the laptop than on his phone. Once Chris completes his course, with the help of the laptop and all things related, he will have more options and a brighter prospect for the future.

Developing Young Workforce Officer Dundee

- 3.9 Young people echoed these observations and described how their involvement in the Awards enhanced their capacity to try new things or do things that they were unable or reluctant to do before. They gave examples of planning, creating, and promoting

products, engaging with customers or members of staff, and becoming more involved with the school or wider community through the project-related activities.

- 3.10 Whilst some of the indicators for the capacity and confidence outcome were not fully met, the resounding achievements felt by young people and observed by stakeholders in schools, community groups and referral organisations were evident as a result of the CashBack Awards Programme.



Outcome 2: Young people develop their physical and personal skills

Figure 3.2: Personal and physical skills



- 3.1.1 Throughout Phase 5 and across all Awards, participants and stakeholders reported that young people developed a range of hard and soft skills.
- 3.1.2 The information collected by the Prince's Trust shows that young people participating in the School Project awards achieved SQA-accredited certificates in Personal Development and Employability Skills (PDE) as well as project-specific accreditation like Barista Skills Award Scottish Credit and Qualification Framework (SCQF) level 5. The timing of the award of these qualifications means that it is not possible to report the number of young people that have successfully gained accreditation for their learning.
- 3.1.3 For Community projects, some supported the young people to also achieve SQA-accredited qualifications and the Development Awards also enabled some young people to develop their vocational skills and receive formal recognition of their newly developed skills.



I used the award to buy equipment which helped me with my apprenticeship in car mechanics - I know about it from playing with engines, think I'm good at it and have talents. People I work with are great, I couldn't ask for any better. Have started working towards mechanics qualifications as part of apprenticeship.
18-year-old male, Dundee

- 3.1.4 Alongside the formal qualifications, young people, school staff and community project leads reported that participation in the different Awards had helped to develop a range of skills including:
- Skills related to looking for work, including job search, CV preparation and interview skills.
 - Sector-specific skills and knowledge through courses that Development awards have funded; project work in schools or communities

- Soft skills, relevant for all employment sectors and further education, such as improved communication, teamwork, organisational skills and time management



I've always worked as a labourer, worked since I was 12, around school and weekends. Using the award to pay for my course meant I have learned some new general joinery skills and have got on an apprentice programme starting in August.
17-year-old male South Lanarkshire



THE RECIPIENT

Rowan, 23, lives in a housing association council house and receives housing benefit. Her family have no savings and so are unable to help her with any extra expenses.



THE FUTURE

Rowan now has ambitions to become a fully qualified chef and get a full-time job in the hotel industry



DEVELOPMENT AWARD CASE STUDY

WHY THE AWARD?

Rowan was offered an apprenticeship in Hotel and Hospitality Skills with her employer, a large local hotel chain. She needed to buy her own chef's whites and knives to start the apprenticeship. The Development Award helped her do this



THE IMPACT

Rowan has, "learnt a great deal through the apprenticeship – health and safety in the kitchen, knife skills, principles of kitchen and fridge hygiene and basic cooking craft. Having the chef's whites and knives made me feel part of the team from day one, it really made a difference



Outcome 3: Young people's health and wellbeing improves

- 3.15 The profile data on the Development Award and Community Award participants identified the mental health challenges that these cohorts faced (26% Development awardees and 35% Community Awardees). The Development awardees provided several examples of the positive impact on their self-esteem of having received the award and what they were able to go on and do.

Figure 3.3: Health & wellbeing



- 3.16 For some young people, the Award hugely improved their outlook on life and led to improvements in their self-esteem.



I was having a hard time after leaving school. I struggled with anxiety and worries about meeting new people in new places. The award helped me to buy a camera for my college course - certificate in photography, and this course has helped me to build my confidence and I now feel less anxious.

16-year-old female West Lothian

- 3.17 In the community groups and the school-based projects, the activities delivered increased their sense of belonging, which is discussed in more detail when considering the community outcomes and raised young people's sense of achievement and self-worth. For those that made products, they felt valued that customers buy items that they produced. As already discussed, this boosted their confidence and morale.



There has been a great sense of pride in the achievements for each young person, tears of joy have literally been shed on completion of the course. Jobs have been secured and general motivation to make a positive change in terms of a career and self-believe. It has been such a pleasure to witness as well as the evaluations documenting the feelings they have shown them too.

Community Project Lead

- 3.18 Again, despite the data that was only collected through the telephone surveys, the qualitative discussions with stakeholders and young people overwhelmingly identified positive impacts on health and wellbeing.



I cried when I got the Award, I felt so insanely lucky. The Prince's Trust recognised I was worth investing in and this has allowed me to make a difference and operate on my own terms. The Prince's Trust didn't make me feel I was leaching from society or that I was less capable or not on the same level. I spent so much time in limbo, on my own, but now I feel I can give back and get involved in things I am passionate about.

22-year-old male, Fife

James Gillespie's High School - Edinburgh



Project Overview

The school applied for their Achieve Project Award to work with S3 and S4 pupils. The project targeted pupils who struggled with behaviour management and self-regulation in school and aimed to

- improve participants' employability skills
- improve pupils' relationships with the wider community
- encourage pupils to make positive choices in future
- improve their attendance at school.

The project involved pupils running a social enterprise café offering hot and cold drinks, sweet treats and healthy snacks in the staffroom. The school used the CashBack Award to buy the hardware required in the café, pay for consumables, and put in place training for pupils.

In addition to improvements in behaviour, the project aimed to increase attainment by participants achieving an SQA in Barista Skills and also contributing towards Prince's Trust Personal Development Units in money management, teamwork, participating in exercise, healthy lifestyle, social enterprise, and planning for personal development.



Key Activities

In the early stages of the project, the pupils had a session learning about social enterprises with a representative of Invisible Cities, and they had the opportunity to take part in a "Dragons' Den" activity with Enterprise Edinburgh.

To inform the development of the café, the pupils conducted market research with staff and then selected products and identified the pricing structure based on this feedback.

Pupils were trained in barista skills by Billy Miller at Coffee Conscience. They worked on developing these skills throughout the project alongside a customer services unit.

The pupils were also taught about the importance of sustainability and were involved in re-using coffee granules from the café in the school garden and using glass instead of disposable cups in the café. They were involved in designing branding for the aprons they wear in the café and undertook marketing by developing posters and putting these up round the school.

Pupils elected to donate their profit from their social enterprise to Ronald McDonald House at the Edinburgh Sick Kid's Hospital, as many of them, or members of their family, had benefited from it at some point.



Impact



The project lead reported a wide range of impacts of the project in addition to the SVQ qualification in barista skills. These included improved communication with teachers, increased engagement with other pupils, improved team-working and a range of other skills including learning how to go to the bank and pay in cash generated through the café. The project lead also reported that taking part in the project has improved participants' enjoyment at school.

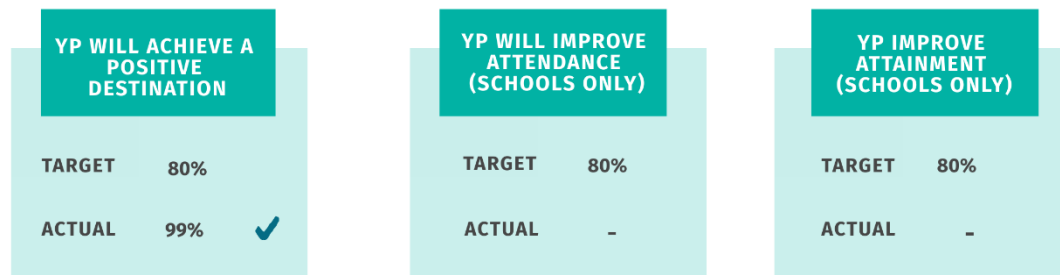
The school is in the early stages of tracking the impact of the project on attendance and attainment. While the impact on attainment is something that will require longer to be fully understood, there was already clear evidence that attendance had improved amongst the cohort taking part.

There had also been a range of other unintended outcomes from the project, including the café bringing staff into the staffroom who did not normally have the opportunity to see each other which had been positive for staff engagement.

Outcome 4: Young people participate in activity that improves their learning, employability and employment options

- 3.19 The achievement under outcome 2 described the learning and skills that young people gained as a result of the different Awards which in turn has improved their employability and options for the future.

Figure 3.4: Learning and positive destinations

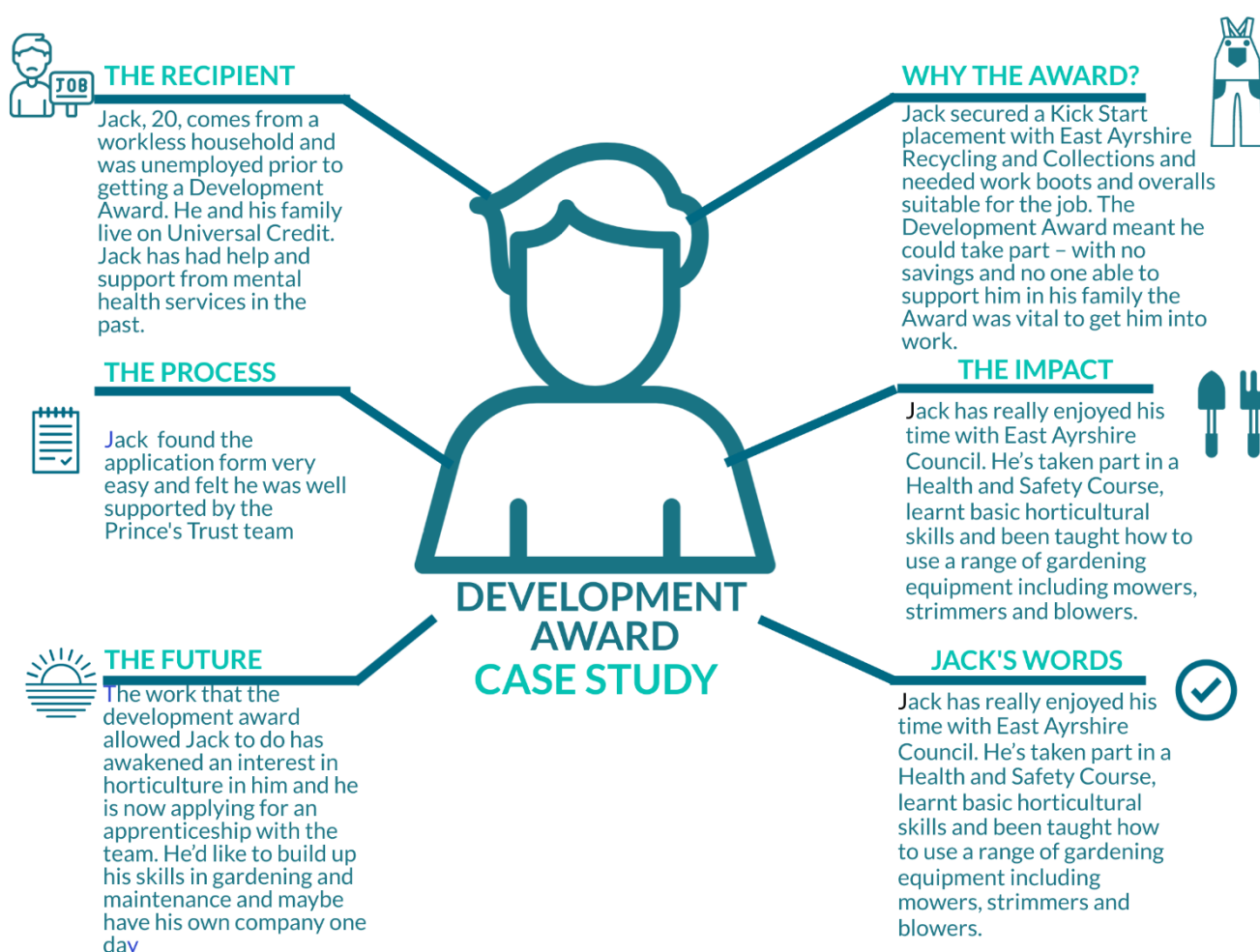


- 3.20 The indicators for this outcome, continue to be difficult to evidence. As noted in Chapter 1, collecting data from schools that could be used to evidence progress towards targets was not possible in terms of attendance and destination data. All pupils participating in the School Award projects are working towards accredited learning but, as already reported, the confirmation of the qualifications they achieved will not be received until August 2023.
- 3.21 Nevertheless, the qualitative evidence gathered during the school visits showed consensus amongst teachers that the School Project Awards had led to improved attendance, particularly on the days when the project was delivered. The pupils echoed these views, confirming that they made an extra effort to attend school on project days.
- 3.22 Young people participating in the CashBack Awards Programme described how the projects or their individual Development Award provided them with new opportunities to learn and explore future options whether this was providing a taster of what they could do next, supporting them at the start of their vocational or further education journey, or building skills that could be transferred into a work environment.



The award meant that I could get my security certificate and then my badge so I could apply for security jobs. I started work 5 weeks ago!
24-year-old male Fife

- 3.23 Despite these accounts, because of the gaps in data available already outlined, there was incomplete evidence of the extent to which the programme improved participants' learning, employability and employment options.



Outcome 5: Young people contribute positively to their communities

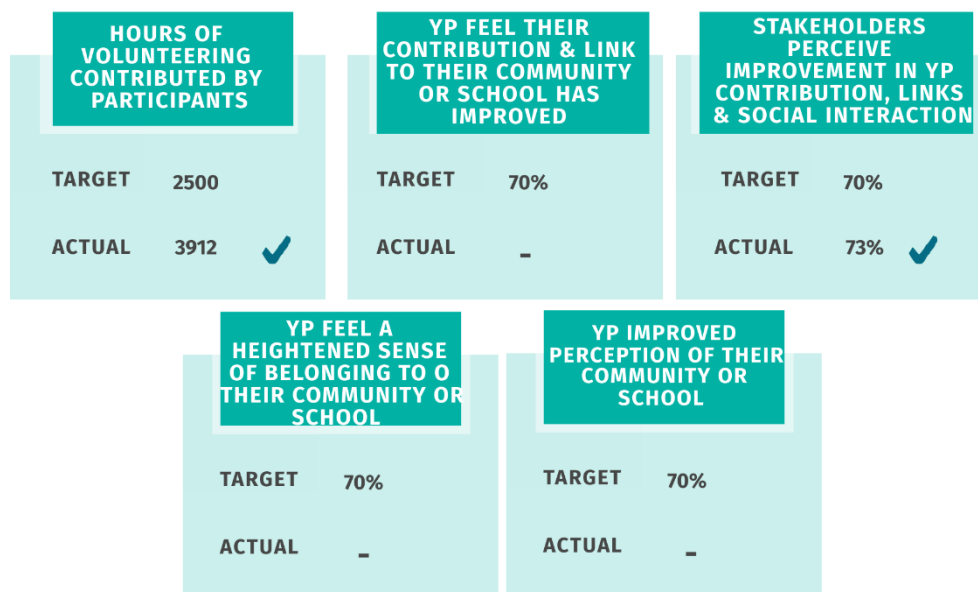
- 3.24 This outcome related to the Community and School Award projects. As a result of their involvement in the enterprise projects and community-based initiatives, the young people interacted and experienced their school and local community through a different lens. The evidence for this outcome was gathered through the interviews with stakeholders and young people, however the community groups and schools were unable to gather the volume of data required for the indicators and so these achievements are based on the rich discussions with participants and staff.



As our funding covered training courses for our young volunteers, many of these courses involved providing sporting provisions for individuals with complex needs. This has also impacted in our community by ways of providing volunteers trained in new sporting activities aiding our journey in making sport available for all

Community Project Lead

Figure 3.5: Community and school



- 3.25 For school pupils, their engagement through the enterprise project with their peers and school staff changed their relationships and, as some described, their sense of place – they felt more connected, more involved and more invested in their school community. Whilst the projects were delivered during school periods, the pupils also volunteered to undertake enterprise activity during their breaks and over lunchtime amassing over 3000 hours of volunteering.
- 3.26 For a few pupils, it was the first time they had interacted positively with some of their teachers – previous encounters were a result of poor or challenging behaviour.



One of the Senior Management Team came up to me and said "Susie has just delivered my order and, in four years that is the first time we have had a positive conversation, she has never engaged with me before but we found common ground over a latte and I was able to praise her for the lovely drink that had been produced". This might seem insignificant but for some of these pupils, who are frequently on that corridor because of issues with their behaviour, the Barista project gives them an opportunity to show a different side, which in turn makes them feel more comfortable in this environment.

School Project Staff

- 3.27 Many of the community projects like the North Ayrshire group supported young people who were not engaged with mainstream services. This project was focused on boys aged 12 –18 from resettled families and unaccompanied young asylum seekers and it aimed to deliver a community initiative that helped to encourage friendship networks and integration within the community whilst supporting the development of language and interpersonal skills. Through the vehicle of sport, weekly football sessions built trust and relationships and brought in wider developmental work and opportunities to gain skills and qualifications through the Duke of Edinburgh Bronze Award and SFA football coaching. The intention is that these New Scots will help with future delivery of football to younger children within the community.

Larbert High School



Project Overview

Larbert High School's Achieve Project Award focused heavily on developing pupils' communication and teamworking skills, something they have had little opportunity to develop over recent years due to COVID restrictions. There was a particular emphasis on resolving conflicts and developing a solutions focused approach to problem solving - valuable skills that would assist the pupils with both their future learning and working environments.

The project involves pupils running a social enterprise company where a variety of pupil groups used vinyl cutting and sublimation resources to create products.

The CashBack Award enabled the school to buy the hardware required for their enterprising activity. The project was completed as part of the learning and teaching within the Business & Enterprise classes.



Key Activities



As part of the project planning, pupils carried out a SWOT analysis to determine their enterprising activity and what products they were going to develop.

They were involved in:

- the designing and the branding
- the pricing
- marketing of their products by developing posters and displaying these around the school and using twitter and Instagram to promote the enterprise

There was a wide range of products which included personalised mugs, t-shirts, hoodies, water bottles; tote bags, greeting cards in a variety of languages and a dog treat recipe book filled with recipes.

As part of the project, pupils were trained in using the mug press and vinyl printer. They were also taught about the importance of sustainability, and some groups designed re-usable and personalised cups and mugs.

Pupils elected to donate their profit from their social enterprise to Strathcarron Hospice, the school charity.



Impact



The project lead and pupils reported a wide range of impacts on pupils. These included improved communication with teachers, increased engagement with their peers and improved team working. The project lead said that

"the project helped build relationships between pupils and teachers, it was something different for the pupils to do outside of the normal timetable, where pupils were keen to work on the project overall a really positive experience."

In addition to learning to work as a team to deliver a project, pupils learnt how to confidently communicate with customers; manage income, expenditures and budget restrictions; carry out effective stock handling; use their time and task management skills in order to meet strict deadlines; listen to the feedback of others in order to adapt approaches, all skills for learning, life and work.

The project lead also reported that taking part in the project improved pupil's confidence by selling their products at events, and speaking to customers.

"The pupils worked well together, really enjoyed selling their products and enjoyed the responsibility of handling money."

One pupil reported that *"I felt shy at the start of the project but at the end I felt more confident and felt confident about making decisions and not afraid to put my feelings forward."*

The school is in the early stages of tracking the impact of the project, however, the project lead reported that the scheme has been

"extremely successful with lots of life skills learnt from planning and budgeting to communications skills which they can apply to everything they do going forward."

Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system



- 3.28 This was a standard CashBack outcome even though the Awards Programme did not have diversion from criminal behaviour as part of its focus.
- 3.29 Despite this, questions were carefully posed to young people and, for those that felt that they had might previously have been inclined to participate in anti-social behaviour, their engagement with the Awards Programme had a positive impact and both targets were met for this outcome.



I supported Anna in obtaining the award so she could get her PVG Disclosure paid for, as she is very interested in getting into the world of childcare. Although this is still in process, I can see a huge difference in Anna. Her confidence has improved massively and I feel that this in turn has helped with the positive destinations as she is now more keen to apply for more vacancies, knowing she can now offer this to employers. I think that once she gains employment, her wellbeing and behaviour (although this is not bad) will increase as she will be doing something that she has always wanted to do.

Young Person Support Worker

4. Summary and learning points

Summary of activity

- 4.1 Our evaluation has found extensive evidence of the positive impact of the CashBack Awards Programme on a diverse range of young people who face the greatest challenges or disadvantage.



It has been great to know that I can refer young people to the Prince's Trust. The awards can give them that extra help for interview clothes or equipment, that we cannot provide, which they need to give them that confidence boost and be more prepared for the workplace. I can phone and speak to a member of their team and let them know about the young person I am sending. They support them through the application process and it really makes a huge difference to the next part of their employability journey.

Jobcentre advisor Glasgow

- 4.2 The qualitative evidence provides detailed accounts and snapshots of positive changes in young people's confidence, behaviour, wellbeing, and an increase in skills for learning and life helping to improve their next steps into employment or education. Alongside the personal and skills development, the community and school-based awards have provided opportunities for creativity and greater engagement and sense of belonging within those environments.
- 4.3 While some of the quantitative targets were not met, there are various mitigating circumstances that help to explain this, including challenges around data collection and the timing of the evaluation that does not capture the full longer-term effect of the impact on the young people. Despite the shortfalls in some of the quantitative targets achieved, the project has provided invaluable support to 1559 young people during Phase 5 of the CashBack Programme.

Legacy

- 4.4 Unfortunately, the Prince's Trust's application for funding through Phase 6 of CashBack for Communities was not successful. However, the organisation has experienced the very positive life line that the Awards can provide to young people in removing financial barriers at key stages of their employment and learning journey and to community groups when working with the most disadvantaged young people to support their development and engage with their communities.
- 4.5 Therefore Prince's Trust will continue to offer the individual Development Awards and the Community Award but at a reduced financial level.

Learning points

- 4.6 As part of the evaluation we have Identified some learning points that could help The Prince's Trust in working with schools, community groups and/or disadvantaged young people.

- **Collecting data from disadvantaged young people:** The challenges of engaging young people in Phase 4 led to an approach in Phase 5 that involved telephone interviews with 200 young people to collect the agreed volume of data. This was effective but very resource intensive to secure this number and the more qualitative discussions were most illuminating in understanding the impact of the Awards on young people's outcomes. The need for high targets should be balanced against the more insightful qualitative evidence that can bring more meaning to the impact of a programme, particularly when engaging this cohort.
- **Collecting data from schools/community groups:** As has been the case in other CashBack funded projects, there were issues collecting data from schools that needed to be used to evidence progress towards targets, in particular those related to young people's school attendance, attainment and destination data. With the community groups, often staffed by volunteers and paid staff, the reporting and monitoring requirements were sometimes challenging and establishing systems that are cognisant of the scarce administrative resource and sometimes limited experience of procurement processes will be important to secure engagement of those smaller organisations working with young people in their communities.
- **Agreeing appropriate outcomes targets for the project being delivered:** As well as the targets around attendance and attainment that are school-based measures, in designing the outcomes and indicators to meet the priorities set by funders, it would be beneficial, as far as possible, to identify ones that the project can collect without the reliance on access to other data systems like those of schools. CashBack outcome six was focused on diverting young people from criminal behaviour or involvement with the criminal justice system. This outcome is appropriate for a project that has this focus but not for ones like the CashBack Awards Programme and asking questions in relation to this outcome was uncomfortable for those collecting the evidence and for the young people answering it because of the perception that this was a relevant question to ask them, even when, for the majority, there was no history of criminal behaviour.
- **Importance of relationships with other services to complement and enhance support to young people:** The Prince's Trust is a well-established and respected charity that has built strong relationships across the third and statutory sectors. This has ensured that their service or projects enhance, complement, or address a gap in the offering from others, maximising the support to young people and avoiding duplication of effort. This network of relationships is vital in a space that can become crowded with so many services providing support to this age group.
- **Value of the initial individual investment to act as a springboard:** the accounts from young people and those that supported them about how invaluable the development Award was in removing those final barriers to employment or training cannot be over-emphasised. The flexibility within the Award to pay for equipment, clothing, identification, etc, that so many other organisations recognise is needed but not

permitted within their service, was often the investment that removed the final hurdle to a young person's positive destination. Other funders and organisations should consider how they can help with these hidden costs that prevent young people from progressing.