

CashBack for Change

ANNUAL REPORT

2021/22



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NB: All names and identities of participants have been removed or changed throughout this report to protect their identity. All images are the copyright of YDance and may not be copied or used without our permission.

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INTRODUCTION

About the Project

CashBack for Change uses dance and drama to positively influence those 10-21 year olds that are most at risk of anti-social behaviours or entering the criminal justice system. The project is led by YDance in partnership with Glass Performance.

There are three strands to the programme:

Strand 1 - HMYOI Polmont:

Weekly dance and drama sessions in partnership with Barnardo's and the Scottish Prison Service. YDance run Polmont Youth Dance Company as well as the Extend qualifications programme, while Glass Performance run Polmont Youth Theatre and the Theatre Lab programme. Participants are welcomed to HMYOI Polmont's Performing Arts Space to learn dance and theatre techniques, improve their physical fitness, increase their skills and gain accredited awards and qualifications. There is also the opportunity to participate in an annual performance piece.

Strand 2 - Alternative Education:

Our outreach programme targets young people in alternative schools or secure accommodation through weekly dance sessions that encourage young people to express themselves in a safe environment with some participants gaining an SQA Personal Achievement Award or Award in Dance Leadership (Sports Leaders)..

Strand 3 - Community Diversion:

Through community outreach sessions, YDance artists deliver dance sessions in a range of communities across Scotland. The activities are designed to remove barriers to access, by making dance sessions safe and accessible whilst building confidence, communication, coordination and commitment in participants. This strand also contains access to achieving awards and qualifications and working on performance elements that engage with families and wider communities.

INTRODUCTION

Context

As we transition out of the Covid-19 pandemic, it is notable that our project has been delivered in the most exceptional circumstances. Secure settings used in strands one and two had to deny all face to face contact or allow it sporadically, with the "stop/start" structure impacting on our plans, targets and outcomes.

Flexibility and adaption has been key, with YDance and Glass Performance making every effort to protect the wellbeing of our staff, participants and partner organisations throughout. The results and examples presented in this report describe the remarkable achievements of the CashBack for Change delivery team. There are both planned and unexpected successes to celebrate. For instance, those attending the taster sessions in HMYOI Polmont, commented that the virtual video tutorials that appeared on the in-house TV channel in year one gave them the confidence to come and try the face to face sessions this year, due to knowing who they would meet and what to expect.

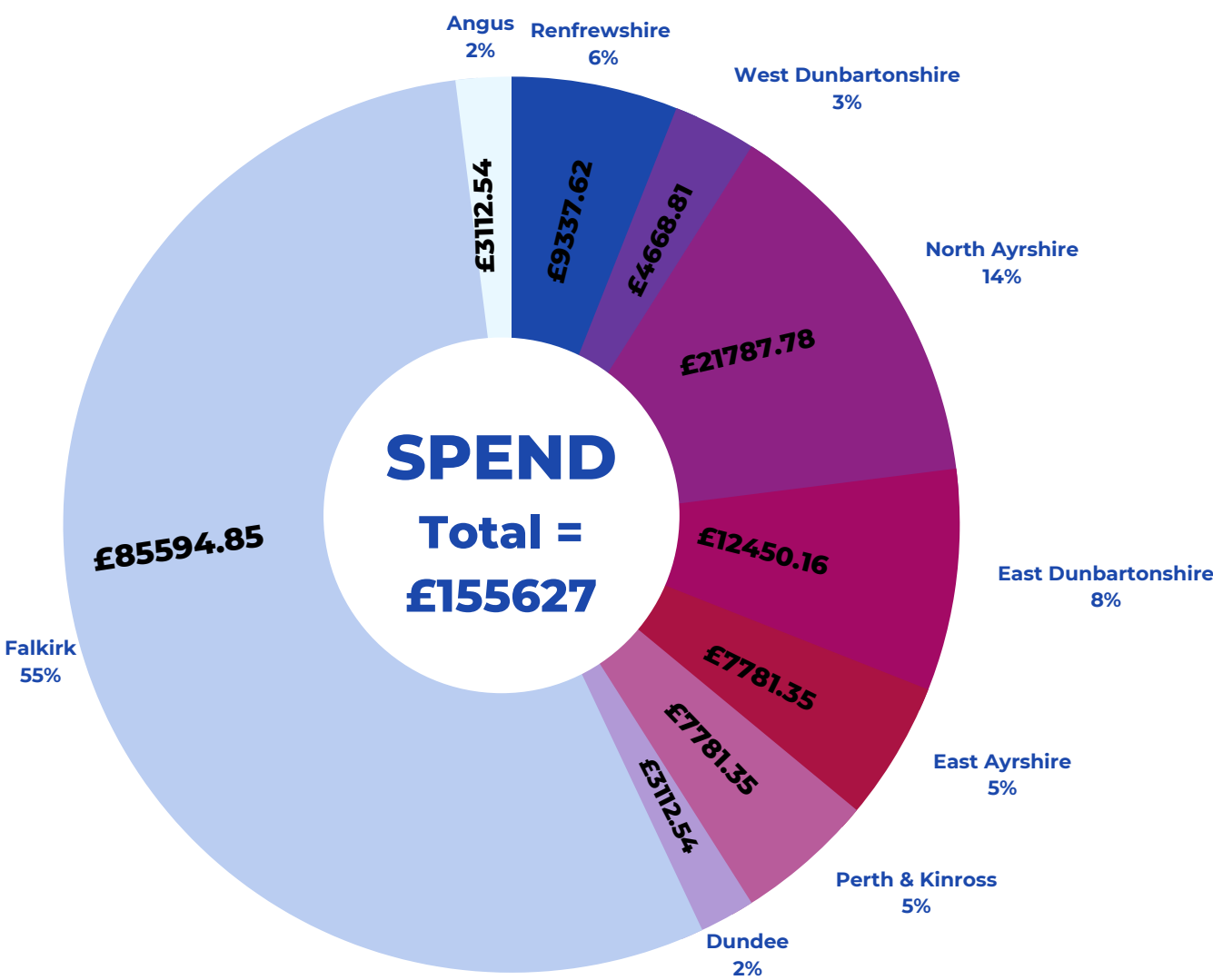
Measuring and reporting the progress on targets requires taking cognisance of what it has taken to deliver this highly targeted programme in this context.

" I watched the short dance films that was put up by YDance and felt like I had an idea of what and who I was coming to when the project was able to fully start up. Everyone watched them in their gaff. We also had the options for emails which helped build on my confidence and knowledge before coming to class with everyone for the first time. - Participant from HMYOI Polmont "

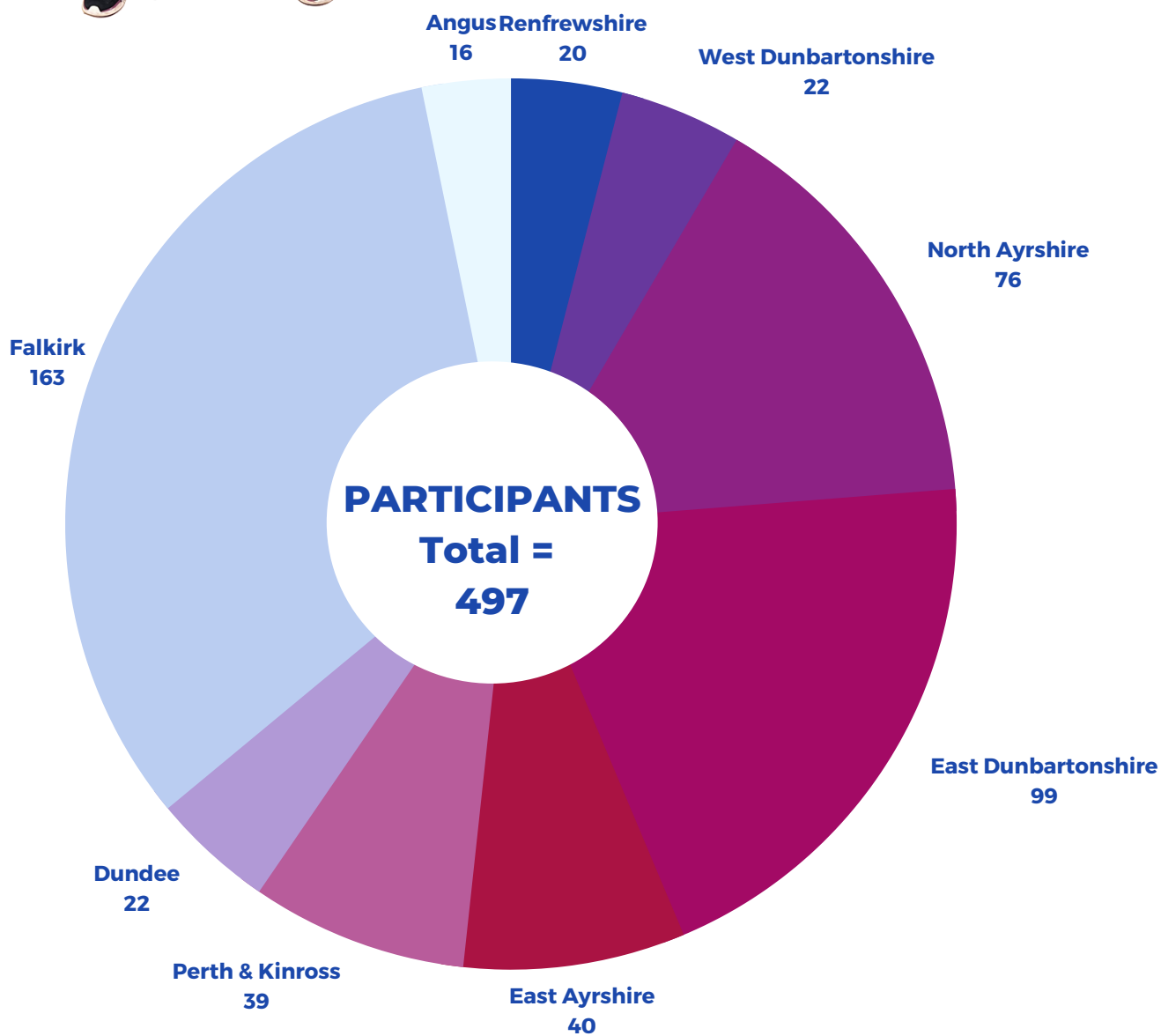
PROGRAMME DELIVERY

	Group/Partner	No. of sessions in Year 2	Total Hours of Delivery	No. of YP engaged
Renfrewshire	Kibble Mirin Academy	24	24	10
	Kibble Goudie Academy	24	24	10
North Ayrshire	North Ayrshire Extended Outreach	16	24	10
	Spark of Genius Caledonian School	30	45	21
	North Ayrshire Community Group [Redburn]	33	33	40
	North Ayrshire Summer programme	5	10	5
East Dunbartonshire	Hillhead Primary ASC	20	20	40
	Hillhead Community Group	20	20	41
	East Dunbartonshire Summer programme	10	20	9
	Kirkintilloch HS Wider Achievement	5	5	9
East Ayrshire	Barnardo's East Ayrshire	23	23	31
	East Ayrshire Summer Programme	5	10	9
Perth & Kinross	YMCA Tayside	28	28	33
	Crieff Hs Wider Achievement	10	10	6
Dundee	Barnardo's Tayside	16	16	22
Angus	Rossie Young People's Trust	15	15	16
Falkirk	HMYOI Polmont	148	444	163
West Dunbartonshire	Spark of Genius Skypoint School	24	36	22
	Totals	456	807	497

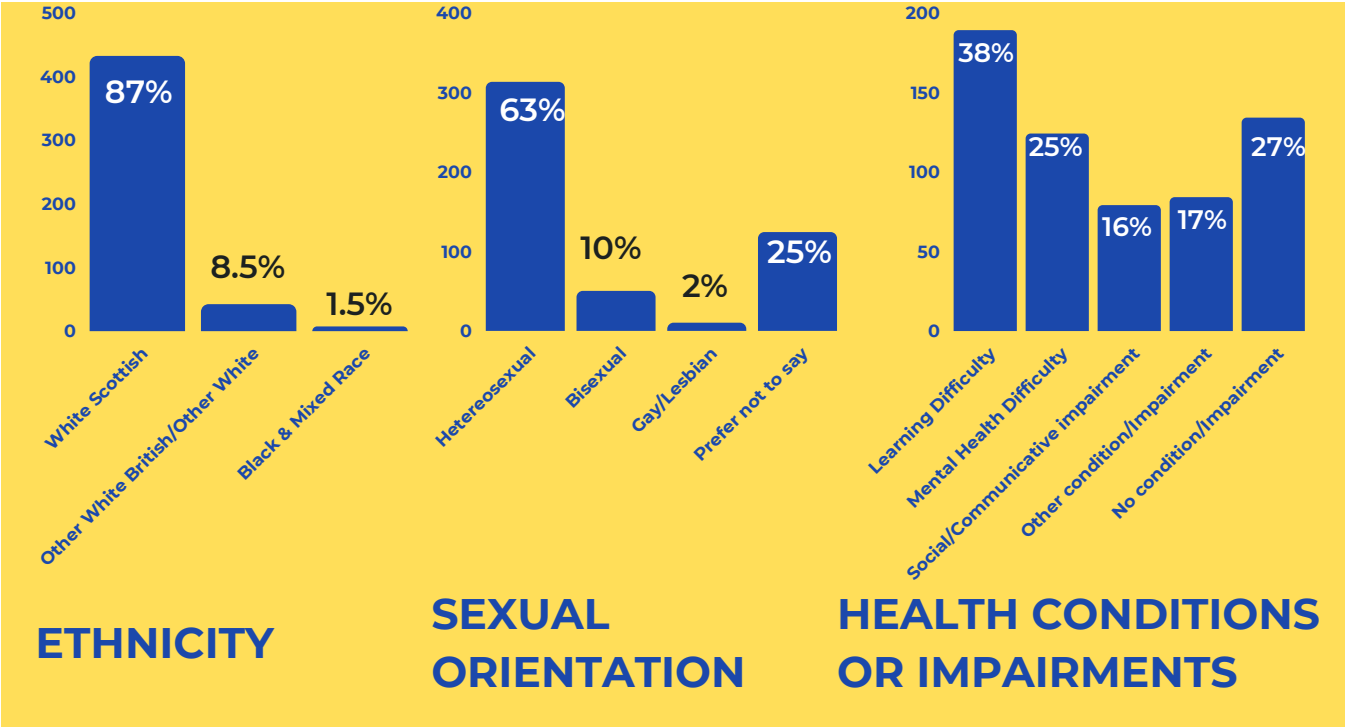
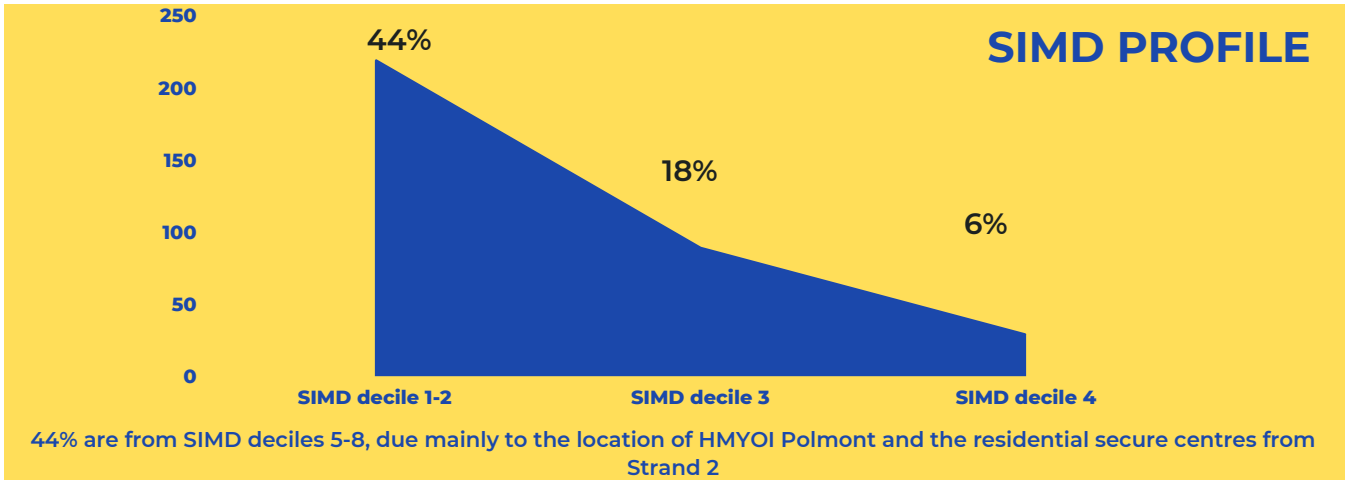
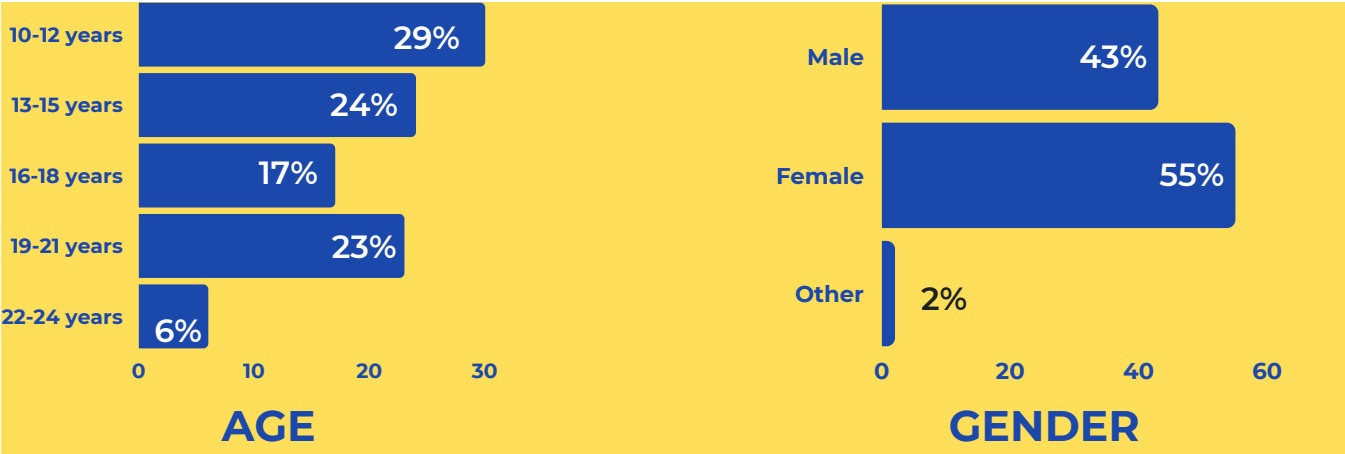
FINANCES & LOCAL AUTHORITY BREAKDOWN



PROJECT STAFFING	£96300
TRAVEL	£17359
VENUE HIRES	£2875
MUSIC/WORKSHOP MATERIALS	£3736
VIDEO/PHOTO/ONLINE PROVISION	£1439
AWARDS CERTIFICATION	£3402
PERFORMANCE DESIGN/SET/COSTUMES	£1219
TRAINING/SPECIALIST TUTORS	£5773
MANAGEMENT AND MARKETING	£14000
EVALUATION	£6900
UNDERSPEND YEAR 1 CARRIED FORWARD	£2624
TOTAL	£155627



EQUALITIES



OUTCOMES

This infographic highlights key achievements in accordance with the 497 participants in Year Two, and the impact made against each of the six outcomes determined in advance by the Scottish Government as a requirement of funding.



KEY: **TARGET** **ACTUAL**
% of 497 young people who achieved each outcome in Year 2



CAPACITY AND CONFIDENCE

	Increased confidence	Feel more resilient	Able to do new things
01	80% 91% +11%	80% 97% +17%	70% 83% +13%

DEVELOP SKILLS

Report increased skills

70% 91%
+21%

Achieved accreditation

40% 40%
ON TARGET



HEALTH AND WELLBEING

Reported improvements against the SHANARRI wellbeing indicators

80% 79%
-1%

SAFE | HEALTHY | ACHIEVING | NURTURED | ACTIVE
RESPECTED | RESPONSIBLE | INCLUDED

03

OUTCOMES

Continued evaluation is being carried out by YDance, Glass Performance and externally by Catch the Light.



04

LEARNING AND EMPLOYABILITY

Achieved a positive destination

45% **38%**
-7%

Improved attendance*

16% **47%**
+31%

Took part in training

14% **34%**
+20%

*attendance in within the context of the prison or secure units in Strands 1 & 2

COMMUNITY CONTRIBUTION

Feel that their contribution and links with their community or organisation and their social interaction are improving

40% **45%**
+5%



05

DIVERSION FROM CRIME

Feel less inclined to participate in anti-social or criminal behaviour

50% **44%**
-6%

Report that their participation in anti-social or criminal behaviour has reduced

50% **21%**
-29%

(N.B. only 30-32% report any previous involvement)



06

FEEDBACK ON OUTCOMES

01. BUILD CONFIDENCE AND RESILIENCE

"LM is in residential care and also struggles in school. She has been suspended and therefore she is being home-schooled. Since she doesn't have the support system of family and friends in her day-to-day life, coming to the YDance sessions allows a safe place for her to contribute ideas without a fear of judgement; to be respected and included."

- YDance Dance Artist

"We have seen the young people's confidence increase through their participation in games, improvisations and creative challenges set during sessions. Young people have contributed ideas, tried new skills and articulated their learning experience to the rest of the group. Eight young men took on the challenge of performing a pantomime for a small audience that they had worked on for only three sessions. They wore costumes, learned text and improvised scenes showing great confidence and belief in each other."

- Glass Performance Drama Artist

The support from YDance makes a huge difference to my life at the moment. I feel a lot stronger as a person since I started the classes. I get bullied at school, so these classes bring my confidence back up. It gives me something to do, there's not much to do in my community outside of this because the people aren't very nice.

- Participant from Strand 3 (Community Diversions)

02. DEVELOP PERSONAL AND PHYSICAL SKILLS

"SM took part in class even when no other pupils were in attendance. Not only did she take part but she contributed in such a meaningful, creative way. We used contemporary dance to explore the meaning of bravery. SM learned that it doesn't mean "feel the fear and do it anyway". It means staying true to yourself and listening to your gut."

- YDance Dance Artist

"Throughout the block, participants have experienced various creative tasks and are really exploring and challenging their own creativity and ways of moving. The choreography being created is more advanced now than ever and the participants are becoming more and more confident in expressing themselves and their ideas to the group."

- YDance Dance Artist

FEEDBACK ON OUTCOMES

03. IMPROVED HEALTH & WELLBEING

“One participant felt overwhelmed by the change in the group but has spoken with me about this and we have come to a place where she feels more resilient and comfortable with the changes in the group. She is still attending consistently.”

- *YDance Dance Artist*

“I’d rather come down and workout to try take my mind off things for a bit than just sitting doing nothing in a cell that feels like it’s getting smaller and smaller every day because I’ll just start to spiral out of control again. End up going off the rails and I don’t want that to be honest. Yeah, the sessions are great, it’s hard work but then again it wouldn’t be as fun if it was easy (well, that’s my opinion anyway)”.

- *Participant from Strand 1 (HMYOI Polmont)*

“I’ve dealt with depression and anxiety my whole life and I cope with it relatively well, but performing arts has played a major part in helping me with it since I’ve been in here. I don’t know how I’d cope in here without it. I definitely want to continue with performing arts when I leave Polmont”.

- *Participant from Strand 1 (HMYOI Polmont)*

“SM lives with mental health difficulties and has stated that the YDance sessions really help them to feel more positive and healthy.”

- *YDance Dance Artist*

“KD has anxiety and would previously shake in class/not join in with certain parts. This is something that settled the more she would come to dance.”

- *YDance Dance Artist*

FEEDBACK ON OUTCOMES

04. IMPROVED LEARNING AND EMPLOYABILITY

"IM and LM are involved in a lot of volunteer work, including Duke of Edinburgh and the local youth forum."

- *Partner staff member from North Ayrshire Community Group*

05. CONTRIBUTE POSITIVELY TO THEIR COMMUNITIES

"B and J were asked at the start of the session if they knew anyone in the hall who would be interested in joining and they both said no but at the end of the session both came to us without being asked and gave us 2 names each of people they would like us to add to the list. Really positive journey for them both in that one session of having lots of fun, making things and bonding with each other which ultimately made them want other people to experience it too!"

- *Glass Performance Drama Artist*

"MW is taking on volunteering through teaching the younger pupils in the school what she is learning at YDance."

- *YDance Dance Artist*



FEEDBACK ON OUTCOMES

06. DIVERTED FROM CRIMINAL BEHAVIOUR AND THE CRIMINAL JUSTICE SYSTEM

"A speaks about her involvement with antisocial behaviour (arguing with teachers in school, physical fights with other young people, drinking on the streets). However, she comes to YDance and achieves positive outcomes every Friday night. Her attendance is excellent.

It seems that her involvement in something that she loves to do is keeping her from spending her Friday nights getting into trouble."

- YDance Dance Artist

"LH's behaviour has improved drastically. She used to disengage quickly and refuse to continue with the sessions, this is now a thing of the past. Her resilience has grown, and she now perseveres even when it seems difficult."

- YDance Dance Artist

"Pupils were able to bounce back after some heated arguments with each other during the session. They were able to set aside their differences and continue on with the class."

- YDance Dance Artist



NEXT STEPS

Our priorities for the year ahead:



01

Project profile

We aim to increase profile of the project by presenting current findings and impact at, at least two conferences: **Scottish Ballet's Moving Minds Conference** (May 2022) and the **International Teaching Artists Conference (ITAC6)** in Oslo (September 2022). One Dance UK will also feature an article on the project in their bi annual publication "One".

02

Strengthened and new partnerships

We are focusing on nurturing the existing partnerships that we have formed over Years 1 & 2 of the project to have the greatest impact on the young people involved. We will also build new partnerships with Wider Achievement Groups in secondary schools across North Lanarkshire.

03

Continued CLPL for staff

We will ensure our artists and staff are supported and continually trained to ensure they can positively influence and inspire the young people that we work with. This will and has included training by leading inclusive dance companies such as Company Chameleon and Stopgap Dance Company.





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