

TERMLY MONITORING AND EVALUATION

The purpose of termly monitoring reports is to:

- Demonstrate how the club is meeting the aims and outcomes contained within the agreement and the statutory requirements;
- Gather service user feedback,
- Demonstrate that your services are listening and responding to service user feedback (children and where appropriate parents / carers).

The termly monitoring reports shall include:

Provider name:	SYA
Club/project name:	HEADS UP THOMAS ADAMS
Term:	AUTUMN 2021
Date:	6.1.2022

1. Outcomes

Please give specific examples/case studies of how your service has contributed to the Children and Young People Outcomes during the last term:

1. Ensure all children and young people are safe and well looked after in a supportive environment
2. Ensure the emotional well-being of children and young people by focusing on prevention and early intervention
3. Keep more children healthy and reduce health inequalities

2. Outputs Reporting

Total number of different individuals who have benefited from the activities since contract start		18																		
Average attendance per session		6																		
Number of individuals x frequency	Subject	<p>Interventions Made</p> <table border="1"> <caption>Interventions Made Data</caption> <thead> <tr> <th>Intervention</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>47%</td> </tr> <tr> <td>Transition</td> <td>21%</td> </tr> <tr> <td>Stress</td> <td>13%</td> </tr> <tr> <td>Friendships</td> <td>5%</td> </tr> <tr> <td>Family</td> <td>3%</td> </tr> <tr> <td>Anger</td> <td>3%</td> </tr> <tr> <td>Bullying</td> <td>5%</td> </tr> <tr> <td>Confidence</td> <td>3%</td> </tr> </tbody> </table>	Intervention	Percentage	School	47%	Transition	21%	Stress	13%	Friendships	5%	Family	3%	Anger	3%	Bullying	5%	Confidence	3%
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2	Friendships																			
18	School																			
5	Stress																			
8	Transition																			

3. Project Overview/Case study

Initially the Heads Up was working from Wem youth club. No young people attended so we reviewed and approached Thomas Adams school to see if they would host the sessions. Now it runs during the school day, we have agreed to deliver in the school for 5 half terms, the 6th half term we will relocate to the primary school to offer support with issues around transition into secondary schools.

We have a drop in over break which is 20 minutes, and we have a topical workshop available.

Some Yr7s attended the first and expressed an interest in more workshops looking at what was helpful for their transition. A second workshop looking at what triggers stress and how to manage it was attended by different Yr 7s. The space we use is used by pupils as a meeting place during break, which makes it hard to deliver work as it is noisy and quite public. 20 minutes isn't long enough to hold a quality workshop, so as the project develops we will speak to the school about finding a more central spot with more footfall but less noise. This may mean less focused sessions initially, but will encourage relationships and interest in the project. Once this is done, the lunch time session will develop into workshop style sessions. We have a range of resources like Mind leaflets to use at future drop-in sessions.

121 interventions happen in the lesson after break for an hour. Pupils perceived to need support are brought by staff to us. 2 staff, 1 yp can be a little overpowering. Sometimes YP do not seem to know why they are with us, so we have explained to them and reflected this back to the pastoral team. In the interests of reducing stress and supporting good mental health, pupils should completely understand the meaning of their time with us, and this could be made clearer to them before their meeting with us.

We are also available over lunch, again this is for anyone to drop in, but as break, is a little confused. We don't always see a member of staff, sometimes we are in different rooms so it feels a little chaotic at times, however these are fairly normal teething issues for as we become established in the school.

The school is running under covid guidance that changes the spaces pupils use and how they move about the school; which has meant that we haven't been able to deliver information through assemblies. It is early days and this project has seen an increase in young people attending and will grow. We now have a board now to advertise the service and are getting our faces known by pupils and staff alike. It is an encouraging and exciting start.

4. Variation to service

Has there been any significant variation to the service that you were commissioned to provide in this quarter and what actions are you planning in responses?

SYA have adapted and changed to a School based provision in order to increase the impact and reach more young people than in the community setting.