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WE ARE GENUINELY EXCITED ABOUT THIS PROJECT AS IT IS A CHANCE TO WORK WITH YOUNG PEOPLE AT A STAGE IN THEIR LIVES WHEN THE SUPPORT CAN MAKE A REAL DIFFERENCE

KATHARINE HORLER, CEO, ADVIZA

WE HAVE ALWAYS TAKEN EVALUATION SERIOUSLY, BUT THIS PAYMENT BY RESULTS CONTRACT HAS ACTUALLY HELPED US SHARPEN OUR EVALUATION PROCESSES, AND BEGIN IDENTIFYING NEW WAYS TO IMPROVE OUR PROGRAMME DELIVERY

LADY DIANA WHITMORE, CEO,  
TEENS AND TODDLERS



## INTRODUCTION

In October 2012 Social Finance was awarded two Social Impact Bond (SIB) contracts from the Department of Work and Pensions Innovation Fund. The DWP contracts were awarded to Social Investment Partnerships, established by Social Finance and chaired by Richard Johnson, formerly of SERCO with broad experience in the complex area of outsourced welfare to work.

DWP have traditionally intervened with young people who are NEET (not in education, employment or training) once they reach the age of 18. The Innovation Fund contracts see a shift in this focus. Providers will start intervening with young people at the age of 14 with the objective of preventing them from being NEET at 18. The contracts are structured to incentivise providers to support young people in addressing the two main issue areas most commonly associated with NEET young people: lack of qualifications and exclusion from school.

The DWP has identified a number of outcomes against which the contracts will be measured including improved behaviour, school attendance, educational qualifications and employment opportunities. Outcomes payments from the Innovation Fund will be paid over three and half years. Unlike typical social service delivery, the funding is provided at risk by social investors, including Bridges Ventures, Big Society Capital, Barrow Cadbury Trust and the Impetus Trust, whose financial return is aligned to the positive social impact of meeting pre-agreed educational, training and employment outcomes.

This report will share our experiences to date, and look forward to how we plan to implement the lessons learned during the next year of service delivery.



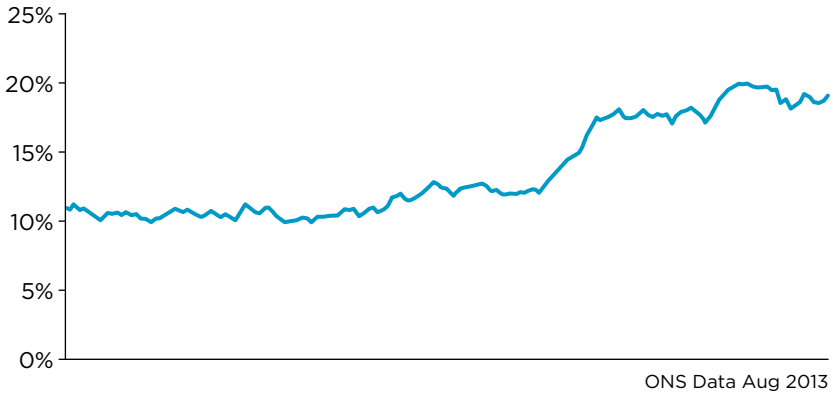
MY DAUGHTER HAS GROWN  
IN CONFIDENCE AND IN  
THE ABILITIES SHE HAS. I  
HAVE SEEN AND HEARD HER  
TALK WITH PASSION AND  
EXCITEMENT ABOUT THE  
EXPERIENCE SHE HAD

Parent Feedback

## Social Issues and DWP Context

### The Percentage of Young People (18-24) Who are Unemployed has Risen Over the Past Decade

The Percentage Of 18-24 Year Olds Who Are Unemployed.



#### DWP INNOVATION FUND SUMMARY

Total Outcome Payments: £30 million

Target Population: Young People aged 14-24

Geography Covered: Thames Valley, Greater Manchester, West Midlands, Perthshire and Kinross, Nottingham City, London, Greater Merseyside, Cardiff and Newport

#### DWP LAUNCHED THE INNOVATION FUND - A PAYMENT BY RESULTS PROGRAMME TO PREVENT YOUNG PEOPLE FROM BECOMING NEET.

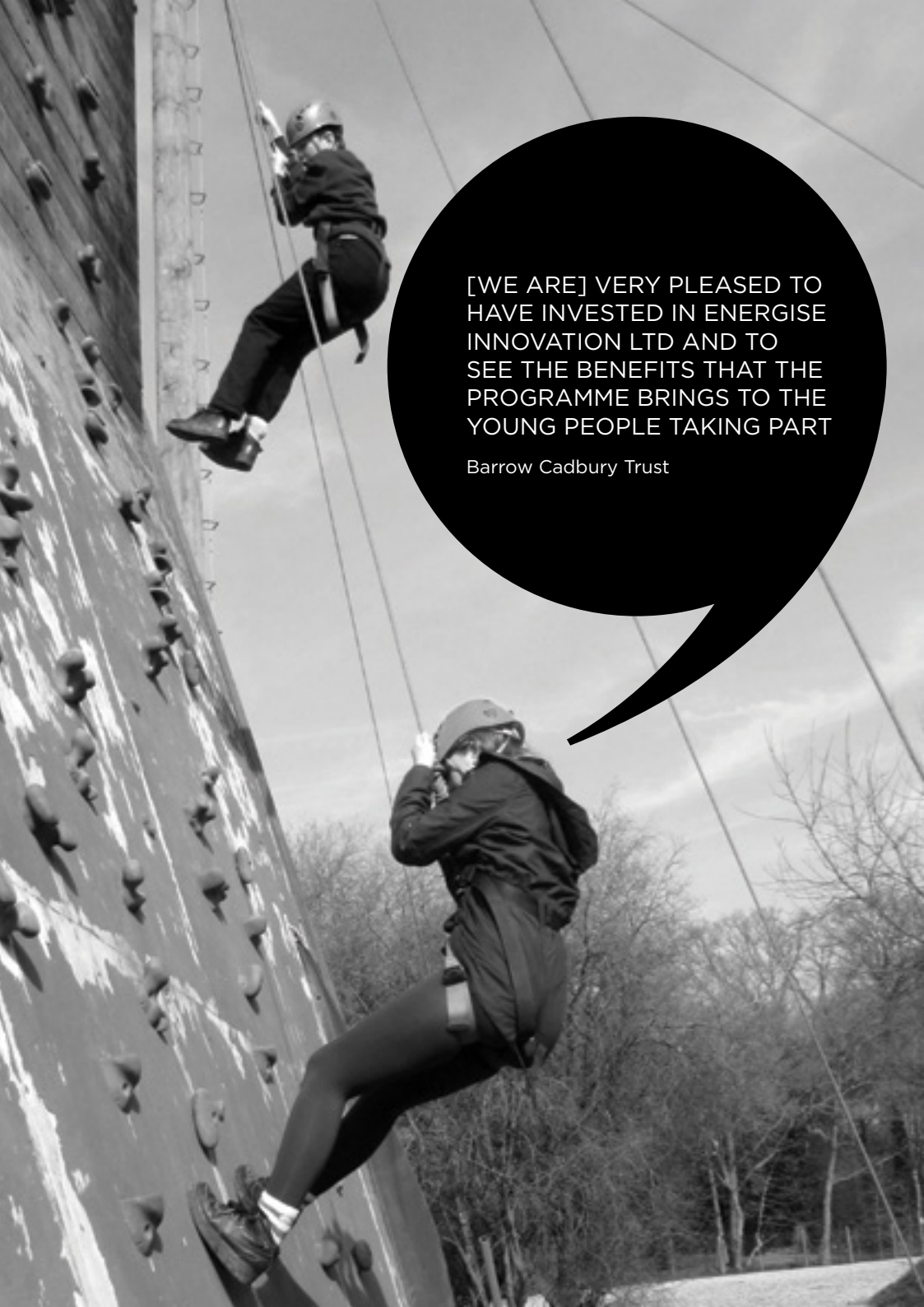
- DWP launched the Innovation Fund, a payment by results programme, to support young people to overcome the long term structural barriers that prevent them from gaining a qualification and starting a career.

- Young people who become NEET are more likely, over their life, to experience unemployment, have a criminal record, and have mental/physical health difficulties in comparison to their peers.
- With the Innovation Fund contracts DWP has focussed on early intervention and prevention from becoming future NEET.
- The contract is structured to incentivise providers to support young people in addressing the main issue areas most commonly associated with NEET young people.

## OUTCOME OVERVIEW

- Age 14 and 15 years:
- Improved attitude to school
  - Improved attendance at school
  - Improved behaviour at school
  - QCF accredited Entry level qualifications (below GCSE)
- 

- Age 16 years plus:
- Basic Skills
  - Level 1 NQF or equivalent
  - Level 2 NQF or equivalent
  - Level 3 NQF or equivalent
  - Entry into First Employment
-



[WE ARE] VERY PLEASED TO  
HAVE INVESTED IN ENERGISE  
INNOVATION LTD AND TO  
SEE THE BENEFITS THAT THE  
PROGRAMME BRINGS TO THE  
YOUNG PEOPLE TAKING PART

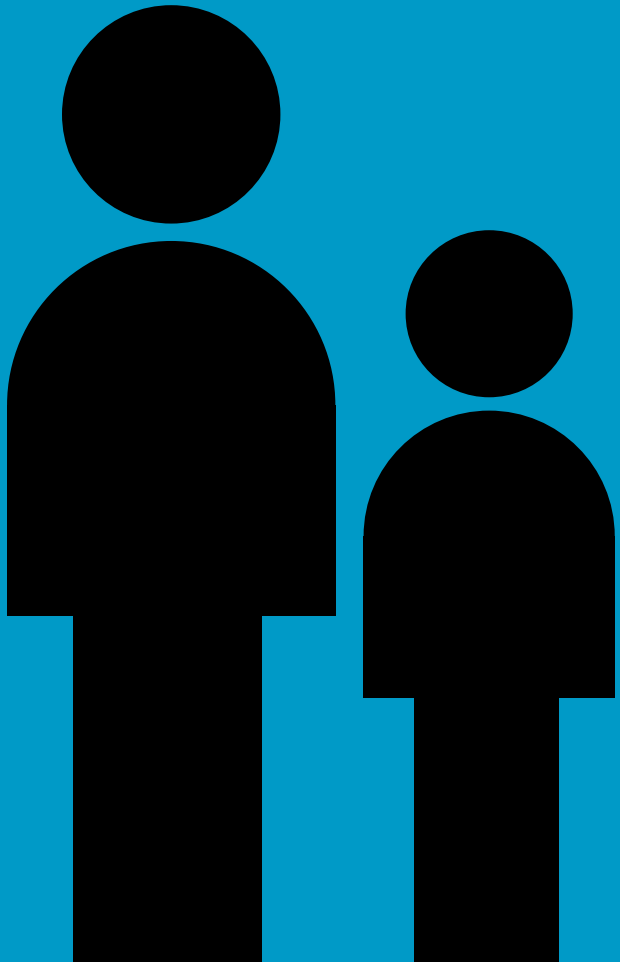
Barrow Cadbury Trust



# **ENERGISE INNOVATION LIMITED**

A YEAR IN REVIEW

OCTOBER 2012 - OCTOBER 2013





## FOREWORD

Energise Innovation is a new programme, created to address the root causes of young people becoming NEET (Not in Education, Employment or Training), as part of the DWP Innovation Fund.

The Energise programme offers mentoring combined with structured activity days and residential courses designed to foster re-engagement with school, build self-esteem and to improve interpersonal skills.

Energise is delivered by the Adviza Partnership and the programme is managed by Social Finance. This has been a first year of considerable achievement, building the foundations for a potentially impactful service for vulnerable young people. It has been a year also of rapid learning. The need for a robust operational model was quickly identified to track how young people would flow through the programme, and what levels of contact were desirable at each stage of engagement. Energise and Social Finance worked together to develop a flexible caseload model, which drives quality and performance, clearly showing the link between inputs, activities, costs, outputs and income. In the second year, we look to maintain this informed deployment of resources, and apply the same learning to the use of volunteer mentors.

The programme ended the first academic year in an excellent position for programme starts, though there was considerable fluctuation from month to month. The profile of when young people join the programme has now been redrawn to reflect the academic calendar (i.e. recognising that at some times schools just aren't in a position to refer because of, for example, holidays or exam periods). The strength of the Energise relationship across the requisite number of schools is clear, and feedback suggests the programme has been well received.


The number of soft outcomes being captured is ahead of target and is expected to remain strong – with significantly improved attitude and attendance from the young people, reflecting higher levels of self-confidence and motivation. The challenge now is to track delivery against the hard targets, notably GCSE performance.

The Energise team learnt from the first year's residential programmes (offered to the young people needing the greatest support) and is shortening the duration of the residences and increasing their number. This means that more young people will benefit from these interventions. Feedback from the young people who have attended has been excellent but trying to recruit sufficient numbers has been a challenge. We go into the second year (following much appreciated, specialist advice from Big Society Capital's Marketing Team) with a series of social media initiatives looking to increase engagement.

The Energise team has responded well to the challenges thrown their way this year. The head of the project has particularly impressed in the way he has committed to his role and built his understanding of the business drivers. I am also struck by the positive collaboration driving this programme, from the focused input of the investors, to the senior leadership backing of Adviza, with support across local authorities and throughout schools, and with the overall facilitation and contract management of Social Finance. Working together in this way, learning and developing as we go with this innovative programme, and we are achieving real changes in the life chances of vulnerable young people.



**Richard Johnson**  
**Energise Innovation Ltd, Chair**



THIS PROJECT IS REALLY  
GOOD FOR PEOPLE WHO  
NEED HELP IN SCHOOL.  
I'M SO GLAD I GOT PICKED

## Energise – Triage and Needs Assessment Process

**The Energise programme is designed to work with vulnerable and disadvantaged young people who are at significant risk of becoming long-term NEET in the future.**

### SCHOOL IDENTIFICATION

Energise works with schools in Berkshire, Buckinghamshire, Oxfordshire and Milton Keynes. Schools were identified based on historic data, such as past GCSE performance, number of NEET young people, and the percentage of truant young people. Based on this information, Adviza selected 40 schools with a high concentration of at risk young people.

### SCHOOL REFERRAL TO NEEDS ASSESSMENT

Schools and other organisations refer young people to Energise through completing an initial risk of NEET assessment. Only young people demonstrating sufficient need are eligible for the programme. After being assessed as eligible, these young people undergo an in-depth needs assessment by an Adviser that covers a range of issues including: accommodation issues, low motivation, behavioural issues, unemployment in the family, poor basic skills, school attendance below 80% and learning difficulties and disabilities (LDD). Using these assessments, an action plan is created that incorporates the different core and specialised service offerings available to young people on Energise.

## Energise Intervention Overview

The Energise programme combines bespoke and generic activities to address individual needs. It is aimed at supporting more than 1500 young people aged 14 to 16 who are at risk of becoming NEET over a three and a half year period.

Pathway 1	Pathway 2	Pathway 3
Needs assessment and action plan	Needs assessment and action plan	Needs assessment and action plan
Pre residential programme	Pre residential programme	1-1 support
Residential programme 5 days	Residential programme 2 days	Group support
Activity day programme 5 days	Activity day programme 3 days	Mentor support
Entry level qualification	Entry level qualification	Work experience
1-1 support	1-1 support	
Group support	Group support	
Mentor support	Mentor support	
Work experience	Work experience	

Specialised provision  
 Core provision

The programme is designed to build resilience, confidence and aspiration. These skills will help them progress in their lives particularly in terms of education and work. Each young person starts the provision with a needs assessment. Based on the young person's unique needs profile, frontline staff select from a menu of support options to create a bespoke action plan tailed to the young person.

**Pathway 1:** Pathway 1 is an intensive 12 week support programme for the most at risk and challenging young people. It combines specialised provision, such as residential programmes and activity days, with core provision provided on a regular basis by an Adviser.

**Pathway 2:** Pathway 2 is for young people needing a short intensive period of residential support to overcome the barriers preventing them from engaging in school. The pathway uses residential programmes and activity days to create a foundation in which Advisers will build upon during the core provision.

**Pathway 3:** Pathway 3 is designed for young people who need support, encouragement and practical skills for improving engagement and motivation.

## The Impact of Energise on Young People

### SUZANNE\* - ADDRESSING CONFIDENCE AND SELF ESTEEM

When Suzanne joined Energise, she struggled with confidence and self-esteem issues. During the initial needs assessment, she was withdrawn and struggled to maintain eye contact. It soon became clear that Suzanne had been bullied by her friends. Suzanne began acting out in response. To avoid her friends, she would intentionally get in trouble so that she did not have to see them during lessons or breaks.

We initially focused our sessions together on understanding bullying and how to respond. We discussed how everyone can have low confidence at times and the importance of body language. We used role-playing to understand how to act confident.

This led to Suzanne attending a residential programme and activity days where her behaviour started to change. After she returned to school, we discussed how she could deal with bullying more effectively including options of ignoring, reasoning and using non-violent methods of confrontation.

During our last 1-1 session, Suzanne mentioned how she had confronted the bullies the last time they started picking on her. She told the bully that she was fed up with being picked on and it was going to stop. This shocked the bully (which we discussed might happen) and they have not bothered Suzanne again.

Since Suzanne joined Energise, there has been a change in her character. She has gone from being very withdrawn to being confident and engaging.

### GEORGE\* - SUPPORTING TO EMPLOYMENT

George was referred to the programme because his low motivation and behavioural issues were preventing him from engaging in school.

When we completed the Rickter Scale assessment, I learned that George was keen to gain some work experience. Over a number of weeks, we worked together to create a CV, explored the idea of apprenticeships, and career choices in construction and mechanics. Together we used the National Apprenticeship Service (NAS) site to apply for a few apprenticeships.





AN AMAZING PROJECT WHICH  
HAS REALLY ENABLED PUPILS  
TO DEVELOP INDEPENDENTLY  
FROM SCHOOL, WITH SOME  
AMAZING STAFF WHO GIVE  
CONTINUOUS SUPPORT

Headteacher

Last month, George started an apprenticeship as a Vehicle Parts Assistant at Volkswagen (VW). He has been working there for four weeks and has an interview with the college next week to do the theory element of his apprenticeship.

George has shown a great deal of responsibility since leaving school. He recently purchased a moped to get to work and is paying a family member back for it on a repayment plan.

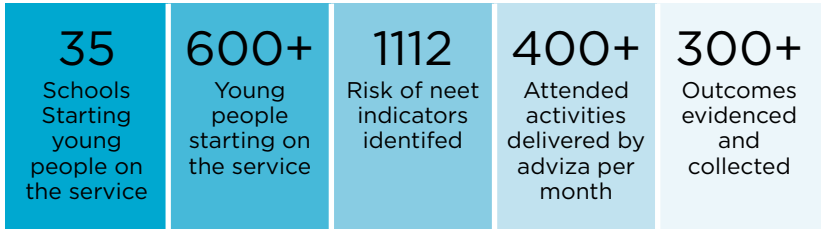
Considering that George started Energise as a part time student, his progress has been phenomenal. He now works from 8.30am–5.30pm five days a week.

During George's time on Energise, he improved his behaviour, attitude, and attendance as well as achieved a level 1 qualification after passing his GCSE exams.

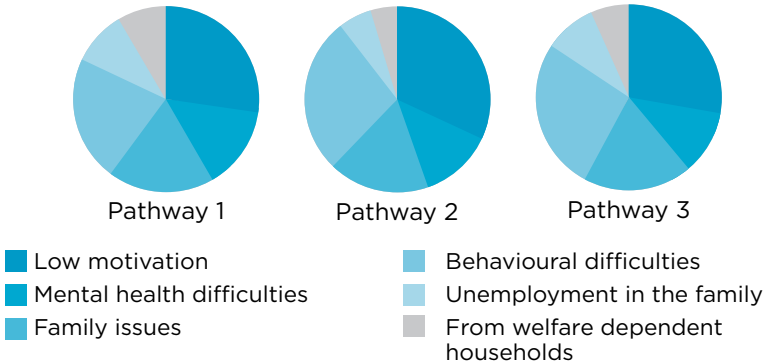
BRILLIANT PROJECT, OUR  
ADVISER HAS BEEN VERY  
VERY GOOD AND EXTREMELY  
FLEXIBLE WHICH HAS BEEN  
MUCH APPRECIATED...THE  
STUDENTS INVOLVED HAVE  
BEEN EXTREMELY POSITIVE  
AND HAVE REALLY ENGAGED  
WITH THE WHOLE  
EXPERIENCE

Headteacher

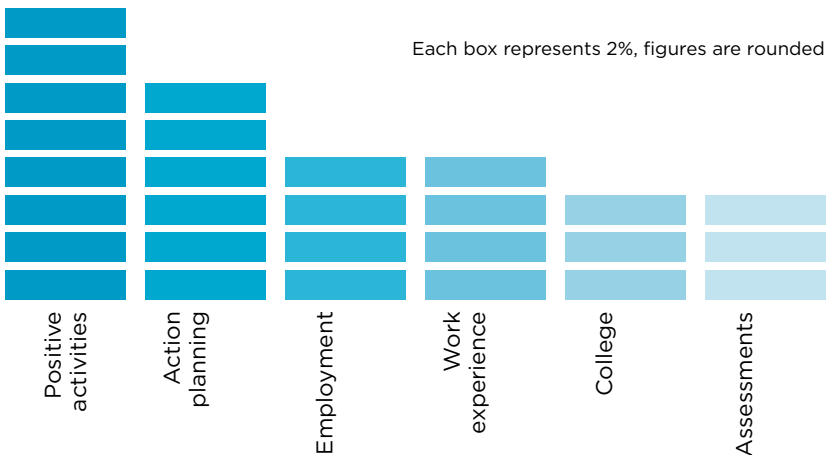
## A Year in Numbers



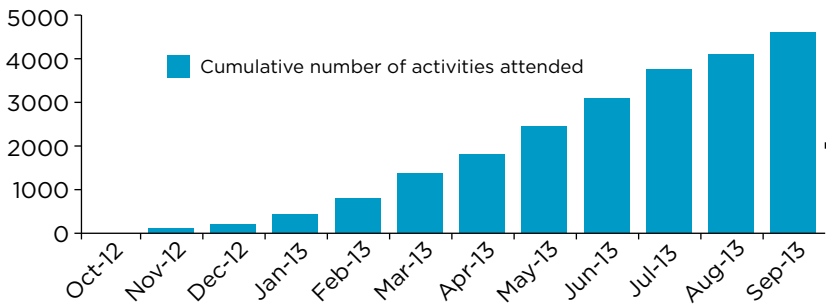
### TOP 6 NEEDS BY PATHWAY



### TOP SIX TOPICS COVERED



## ACTIVITIES DELIVERED



## Lessons Learned

### MANAGEMENT INFORMATION

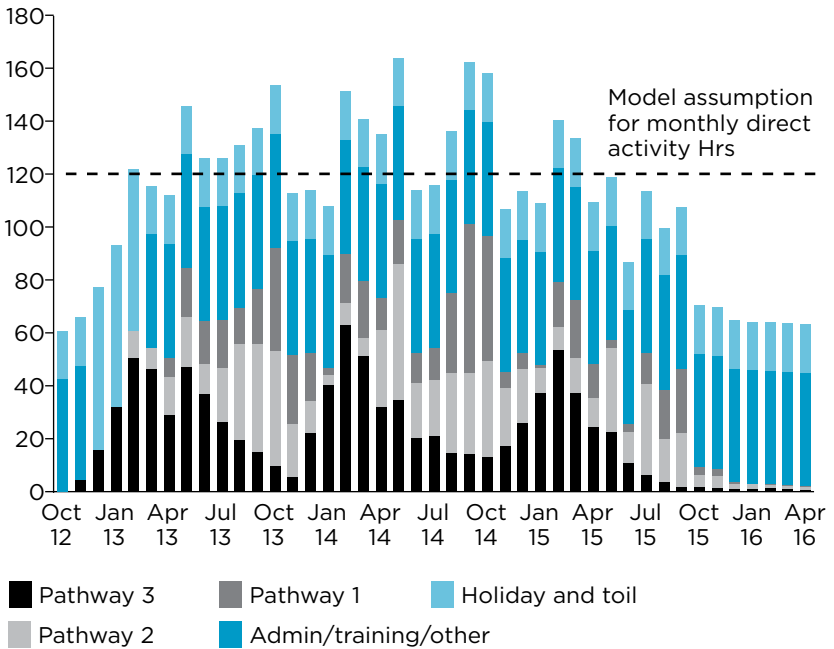
Energise Innovation will deliver to 1500+ young people over three and a half years. During any given month, young people are at different stages of their personal journey. To facilitate the management of this type of service, Adviza and Social Finance developed a customised information, communication, and technology (ICT) system designed to provide staff with realtime data. Using the ICT system, Adviza and Social Finance created a series of regular activity and case management reports to help identify where each young person is in their journey and ensure they are accessing the appropriate level of support.

### RESOURCE ALLOCATION WITH A BESPOKE INTERVENTION

Managing a personalised delivery model requires identifying and addressing resource strain. The resources required to effectively run the intervention change depending upon the pathway and the combination of core and specialised provision a young person receives. Adviza and Social Finance built an operational model to test assumptions on resource strain and identify months where additional resource



**INDICATIVE**



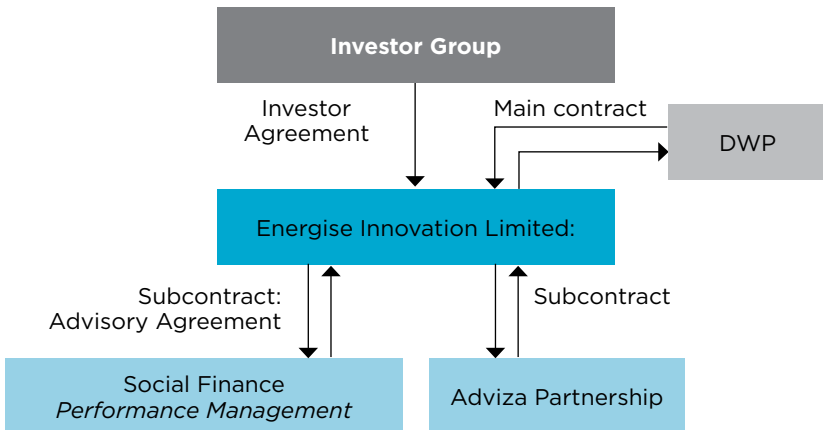
would be needed. This model has allowed Adviza and Social Finance to implement policies to address strain during peak months so that the quality of the provision does not change.

**SERVICE ADAPTION**

Real-time analysis and flexibility to innovate and evolve allows Adviza and Social Finance to adapt the delivery model. Recognising that the current structure of pathway 2 residential programmes did not meet the needs of young people, the intervention was changed. The updated pathway 2 provision is longer and more intensive. This provides the young people more time to build resilience, confidence and aspiration, which is awarded with a national qualification at the end of the programme. This commitment to innovate and adapt is a programme strength that ensures young people's needs are met.

## Energise Investment Structure

**Energise Innovation Limited was funded by six social investors whose financial return is aligned to the positive social impact of meeting targeted educational, training and employment outcomes.**







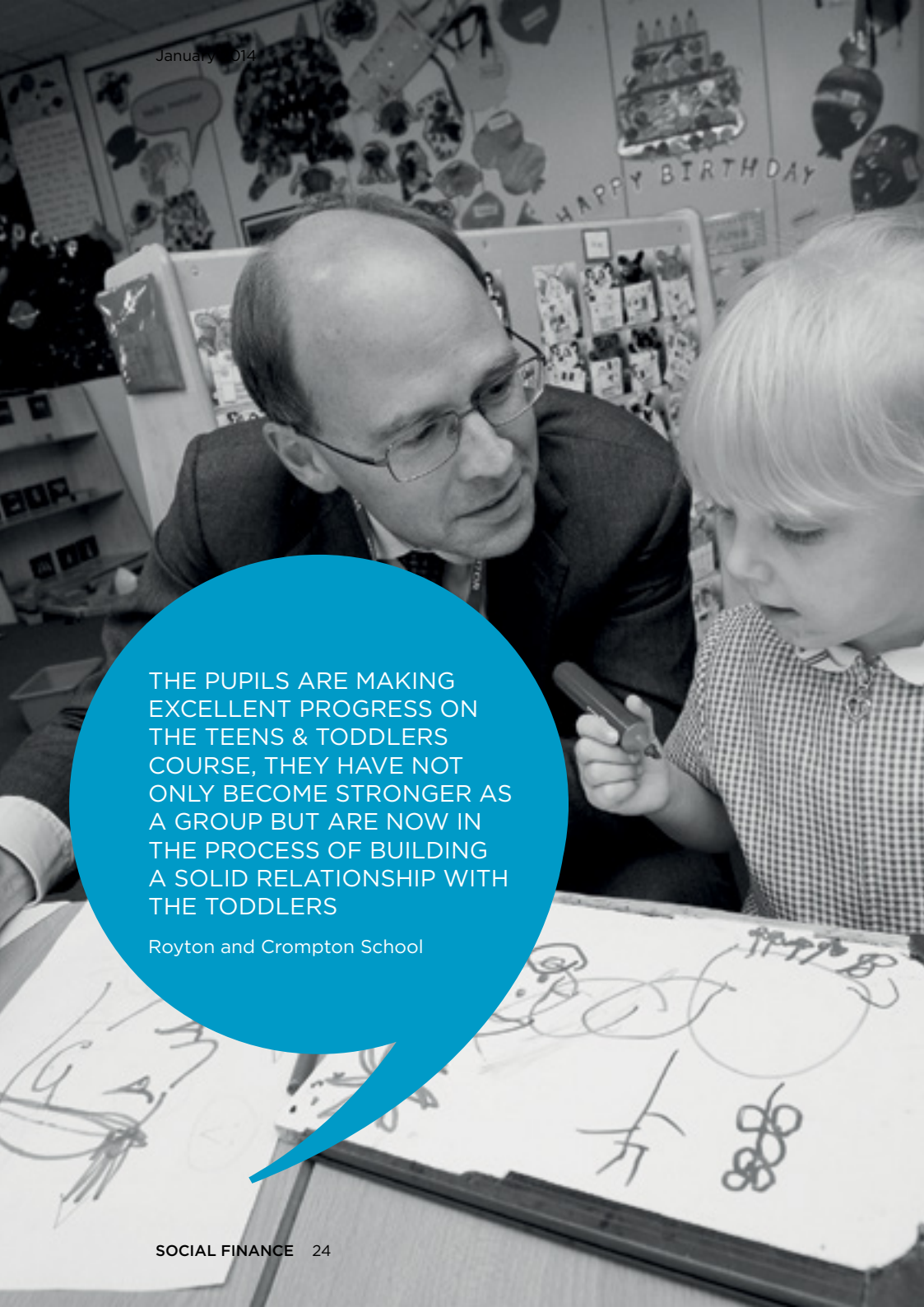
## CONCLUDING REMARKS

We have enjoyed our involvement with the Innovation Fund, it has helped us to grow and develop as an organisation and has exposed us to challenges, new learnings and new partnerships. However the part that none of us will ever forget is the impact on young people. They have spoken to our trustees at our Board, been involved in consultations about how to develop the programme and have had many other opportunities to have their voices heard.

The message that comes across loud and clear is that this project is working, it is making a huge difference to young people's lives. They are being challenged by activities they've never tried before and are being inspired by their key workers and the other adults that they have met through the programme.

The best way of summing this up is in Sophie's words. She is a young carer trying to complete her GCSEs whilst looking after her very ill mother. "They have all put their heart and souls into helping us and I see them more as friends that I know I can trust and confide in. They all show love towards us and I feel truly touched to know that they have put in so much time, effort and dedication... I'd like to say a massive thank you...for their time and showing their faith and support in us." Sophie passed her GCSEs and is now at College. Energise was able to unlock the spark that helped her to achieve so much in very challenging circumstances.

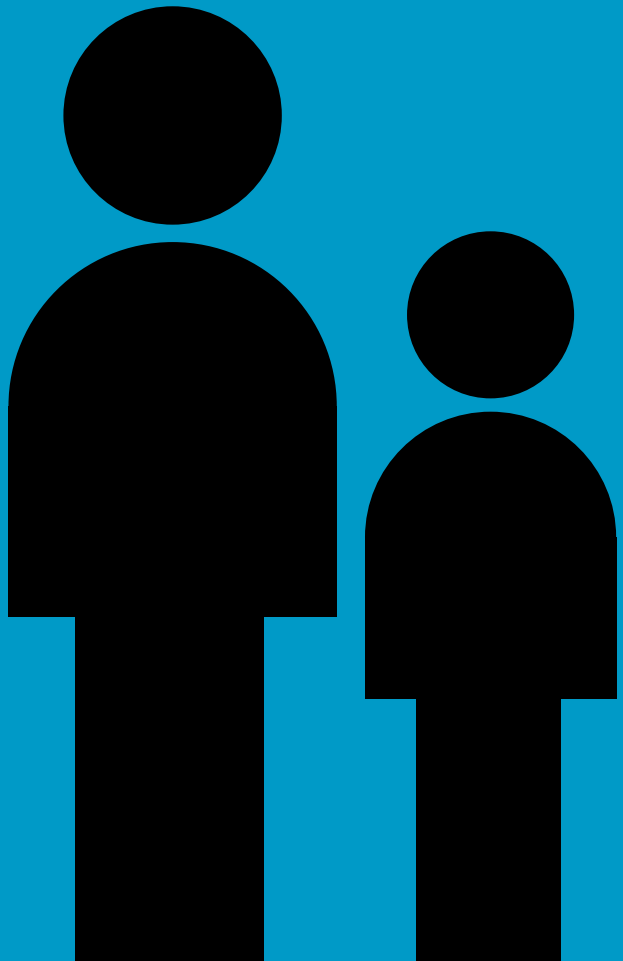
**Katharine Horler**  
**CEO Adviza Partnership**



THE PUPILS ARE MAKING EXCELLENT PROGRESS ON THE TEENS & TODDLERS COURSE, THEY HAVE NOT ONLY BECOME STRONGER AS A GROUP BUT ARE NOW IN THE PROCESS OF BUILDING A SOLID RELATIONSHIP WITH THE TODDLERS

Royton and Crompton School

**T&T INNOVATION LIMITED**  
A YEAR IN REVIEW  
OCTOBER 2012 - OCTOBER 2013





## FOREWORD

It has been a privilege to work with the remarkable Teens & Toddlers programme this last year.

Despite the relatively slow start on this new contract in Greater Manchester, with pressure on referrals for the first cohort, a strong pipeline was established for the second cohort. This was evidently built on the back of good relationships across a wide number of schools, and this ability to build and maintain a very positive local profile is clearly a great strength of the programme.

A strong pipeline is set to continue to deliver ahead of target for starts. The programme is also underpinned now by a robust operational model, which shows precisely what resources are needed at any one time and enables close tracking of activity levels.

The programme is now being viewed as two distinct stages. Stage One encompasses the 'core' Teens & Toddlers model of nursery placements alongside personal development group work. The effectiveness of this model continues to impress, with excellent achievement of soft outcomes and extremely positive feedback on impact on the participants.

Stage Two is an attempt to establish a clear model for interventions linking the core nursery work with achievement possibly a year down the line in GCSEs. This is a new element for Teens & Toddlers and is in its early stages of development. There are challenges around re-establishing contact with the young people and then maintaining their engagement in this rather more general support without the 'hook' of the nursery work. The team in Manchester, however, are building a good picture of what this stage should entail and how to track and report. They are also trialling different ways to incentivise and reward on-going attendance.

The Board continue to be impressed by Michelle and her committed, inspiring leadership in Manchester. We greatly look forward to working with her and her team in the coming year, continuing to learn and to develop, extending the impact of this special programme to more young people, and gathering clear evidence of the 'hard' outcomes delivered.

A handwritten signature in black ink, appearing to read 'Richard Johnson', is centered within a light blue rectangular box.

**Richard Johnson**  
**T&T Innovation Ltd Chair**

## Teens and Toddlers Intervention Overview

**The Teens and Toddlers programme combines an 18-week intensive intervention with regular support through to GCSEs. It aims to support more than 1150 young people aged 14 to 16 who are at risk of becoming NEET over a three and a half year period.**

Teens and Toddlers is unique because it targets two sets of vulnerable children simultaneously, raising the aspirations of young people from disadvantaged areas by pairing them as a mentor and role model to a child in a nursery who is in need of extra support. This transformative work experience, combined with classroom training, teaches young people interpersonal skills and builds their sense of responsibility so they make positive decisions about their education, their health and their future. The mentoring provided by the teens also helps the toddlers (who may be autistic, elective mutes, refugees etc.) to improve their personal, social and communication skills.

**Stage 1:** is an intensive intervention offering up to 18 weeks of support. Young people are paired with a toddler. The opportunity to be a role model teaches them that they have something to contribute. The bond that develops changes attitudes, aspirations, and behaviour.

After the nursery, the young people spend an hour in the classroom as a peer group discussing and reflecting on what they have learnt. Specifically, they discuss what their experience has to teach them in regards to their own lives and how it can build interpersonal skills and emotional literacy (confidence, self esteem, self management /valuing and social skills).

The 18-week programme gives young people the skills to address underlying issues that can lead to them becoming disengaged, such as low self-esteem, low educational attainment and lack of positive role models.

**Stage 2:** provides young people with support in an established and trusted learning community. Groups meet regularly to cover topics relating to life and school with the goal of helping participants achieve success.

Young people build on the existing strengths and skills developed on Teens and Toddlers through applying them to school behaviour and

academic studies. Young people set learning and behavioural goals in five key areas of school life known to impact performance (relationships with teachers, peers, commitment to their studies, learning at home and staying healthy throughout) and work to achieve them with the help of a facilitator.

Stage 1 - Themes		Stage 2 - Themes
Interpersonal skills	Setting expectations	School life
Goal setting	Human potential	Relationships
Healthy relationships	Community engagement	Time management
Reaching aspirations	Valuing education	Learning at home
Continuing development	Sexual health	Health
Body language	Learning styles	Commitment to studies

## School Selection and Referral Process

**The Teens and Toddlers approach is to change behaviour of young people by focusing on the unique potential of each young person and addressing the issues that make them believe they have no future.**

### SCHOOL IDENTIFICATION


Teens and Toddlers delivers to schools in Greater Manchester. Target schools are identified through the local authority and using data from the Department of Education (DfE) and the Office of National Statistics. Based on this information, Teens and Toddlers selects schools in areas with high rates of teenage pregnancy and young people who are NEET.

### SCHOOL REFERRAL TO NEEDS ASSESSMENT

Teens and Toddlers works closely with the participating schools to identify the young people most 'at risk' of becoming NEET using a psychological and behavioural assessment form approved by the DfE.

The form evaluates young people's risks and disadvantages using a number of measures, including high truancy/exclusion, low educational attainment, disruptive/aggressive behaviour, low self esteem, poor parental support and risky behaviours (drugs/alcohol/unprotected sex). Based on this information, Teens and Toddlers will determine which young people are eligible for the programme.





SHE HAS MORE CONFIDENCE  
IN HERSELF AND MORE DRIVE  
TO ACHIEVE HER GOALS IN  
THE FUTURE

Parent Feedback

## The Impact of Teens and Toddlers on Young People

### MEGAN\* – ADDRESSING BEHAVIOUR ISSUES

Megan was a ‘trouble-causer’ and her behaviour was very childish. She was routinely disrupting classes. When challenged Megan would get defensive and her responses would clearly indicate an attitude of ‘I don’t care.’

During the project Megan started to mature through working with her toddler. The programme gave her a sense of responsibility and the feeling that she was an adult. Although the transformation in Megan’s behaviour was becoming more and more apparent every week, she did not initially respond well to positive feedback. She would dismiss praise from Teens and Toddlers facilitators.

Once she started to see the appreciation of her toddler and the nursery, Megan realised that the praise was genuine and her self esteem began to improve. She started to become a more active and vocal member of the group, making sure her peers participated and followed the ground rules.

The classroom sessions encouraged Megan to self-reflect on her behaviour and how the consequences of her actions influenced people’s perception of her and what her future would look like.

Since joining Teens and Toddlers, Megan has become more mature and is making more of an effort in school. Her enjoyment of the programme led her to apply for and secure a placement in a nursery for one day a week while she attends school. Megan’s school has also seen the improvement in her engagement. They recently sent a letter home to her parents detailing Megan’s hard work.

### JACK\* – ADDRESSING SCHOOL ENGAGEMENT

Jack was referred to Teens and Toddlers as his attendance and attitude to learning had decreased since Year 9. Teachers predicted Jack had a 65% chance of being NEET at 18.

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\* Names have been changed

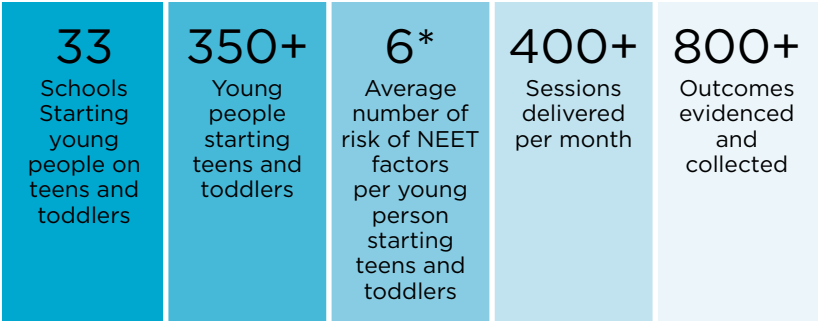
Initially, Jack's attendance on the programme was good. He appeared to really engage with his toddler and other members of the group.

However, mid-way through the programme his attendance started to decline in school and on the project. The lead facilitator contacted Jack and arranged to meet with him. Jack was able to share with her that his mum had started drinking again and that he was concerned about her not being able to get his younger siblings to nursery and school. He also said that he had been looking after the home. With Jack's permission this information was shared with the Family Support Lead at the school and his family are now in receipt of additional support. Jack returned to the project and although he at times struggled to re-establish himself in the group, he did incredibly well and managed to achieve a National Award.

Jack is continuing to grow with each session and establishing realistic goals for the future.

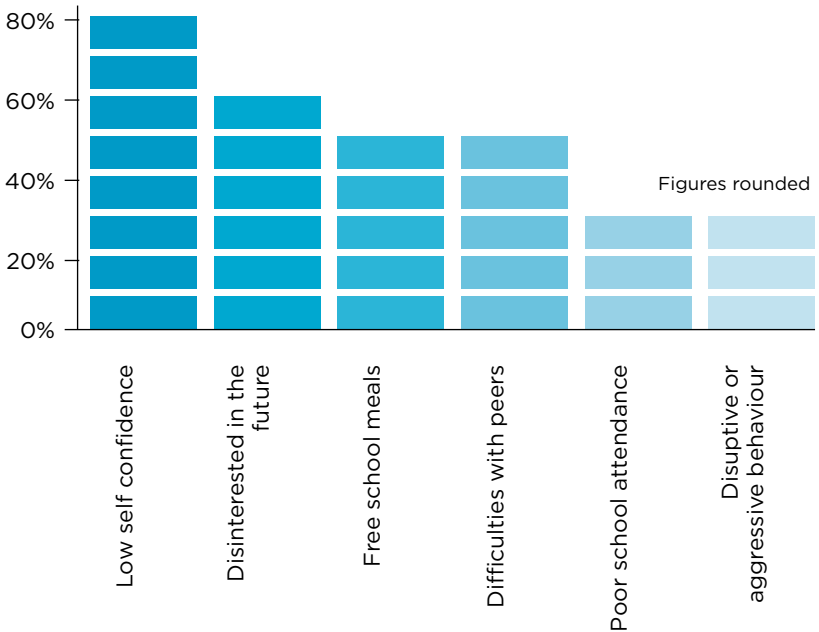


## A Year in Numbers

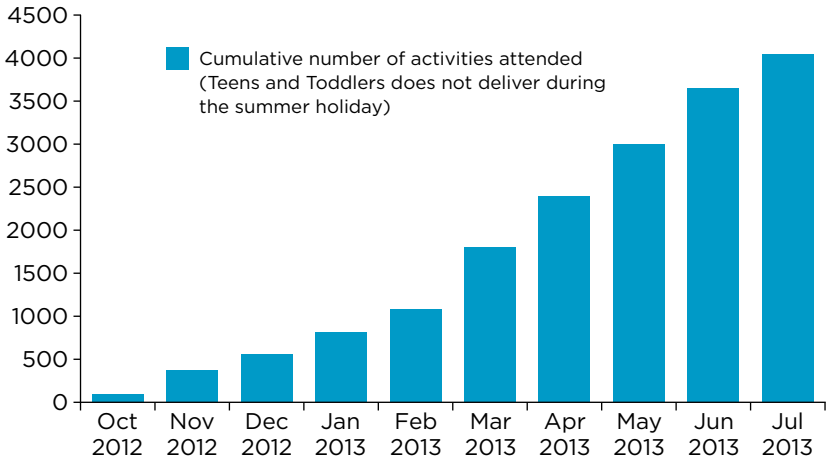


\* Teens and Toddlers evaluate young people across 14 Risk of NEET Factors

### TOP SIX RISK OF NEET INDICATORS



## SESSIONS DELIVERED



## Lessons Learned

### SERVICE ADAPTION

Real-time analysis and flexibility to innovate and evolve allows Teens and Toddlers and Social Finance to adapt the delivery model. The decision to provide support through to GCSE was a new element to the existing Teens and Toddlers model. When attendance on this part of the programme began to decline, the intervention was changed to reflect better the needs and interests of young people. The programme now includes activity days and tutoring support in addition to the core service provision.

### DATA COLLECTION

Teens and Toddlers has a long standing commitment to data collection and evaluation. The reporting and outcome collection requirements of the DWP Innovation Fund contract required Teens and Toddlers and Social Finance to develop further processes, systems and

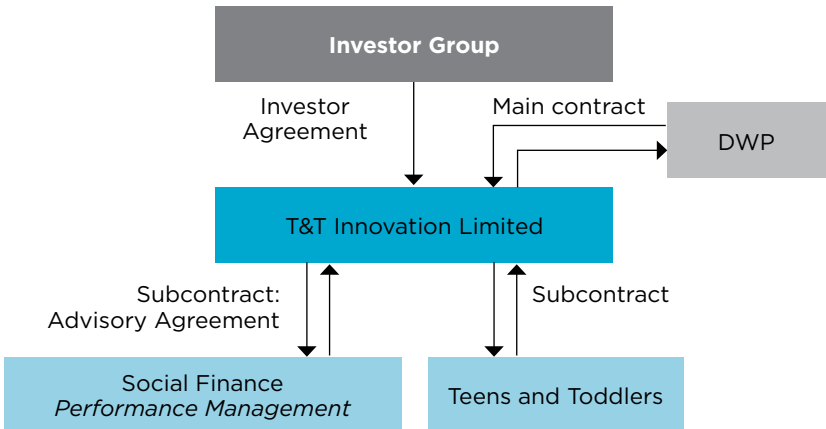
policies around identifying and tracking young people. This ensures demographic, eligibility, operational and outcome information and data on all young people starting the programme is available in a timely manner to all stakeholders.

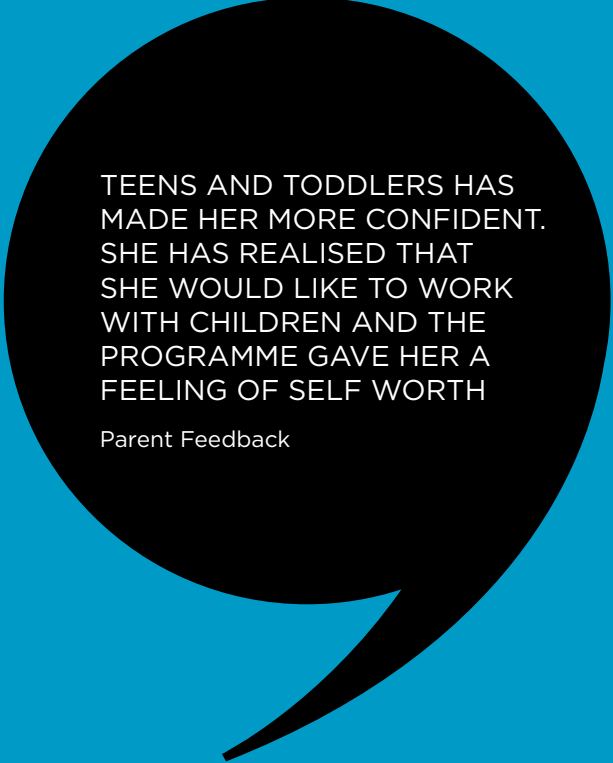
## MANAGEMENT INFORMATION

Teens and Toddlers will deliver to 1100+ young people over three and a half years. During any given month, young people can be on stage 1 or stage 2. To provide greater visibility of programme attendance to all stakeholders, Teens and Toddlers and Social Finance developed a customised information, communication, and technology (ICT) system designed to provide visibility of programme attendance and attainment in realtime. Using the ICT system, Teens and Toddlers and Social Finance created a series of regular reports to help identify which young people are attending and who requires extra support.

## Teens and Toddlers Investment Structure

**T&T Innovation Limited was funded by six social investors whose financial return is aligned to the positive social impact of meeting targeted educational, training and behavioural outcomes**





TEENS AND TODDLERS HAS  
MADE HER MORE CONFIDENT.  
SHE HAS REALISED THAT  
SHE WOULD LIKE TO WORK  
WITH CHILDREN AND THE  
PROGRAMME GAVE HER A  
FEELING OF SELF WORTH

Parent Feedback





## CONCLUDING REMARKS

After being commissioned by the Department for Work and Pensions as part of its Innovation Fund in 2012 to expand our programme in the North West of England using the social impact bond model, we have been able to increase the number of young people we help significantly. By the end of the three and a half year contract we will have worked with over 1100 young people across five boroughs in the North West identified as having the highest number of NEET young people in the country.

Whilst we will not have 'hard' (GCSE) outcomes until summer 2014 when the students involved have taken their exams, we are seeing considerable success with the softer outcomes – which include improved attitude to school, improved attendance and behaviour at school and the achievement of a QCF Level 1 qualification in interpersonal skills.

A key factor in the charity's success with the social impact bond so far is that we were already measuring our own impact before signing the DWP contract and are able to prove the continued success of our programmes: only 5% of the young people in our programme become NEET – compared to their teachers' prediction that 45% will drop out – and only 1.6% report a pregnancy. This evaluation track record is critical for us because it demonstrates we are a sound investment – something that we understand to be particularly important to funders now that money is scarcer than ever.

We have always taken evaluation seriously, but this payment by results contract has actually helped us sharpen our evaluation processes, and begin identifying new ways to improve our programme delivery. This model has given us a wide body of evidence to support the extension of

our programme. Working closely with schools has allowed us to look closely at the idea of working for a longer period with young people. Currently Year 10 is the cut-off for participation in our programme, but we have been investigating extending the programme through GCSEs.

Overall, and thanks to our fantastic team in the North West who have been under huge pressure to deliver the DWP contract, our experience has been positive. What ultimately underpins the work we do is belief – just as we instil a sense of self-belief in the young people we work with, so we must constantly remind ourselves that anything is possible as long as we keep focused on what we want to achieve.

**Lady Diana Whitmore**  
**CEO, Teens and Toddlers**

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WE BELIEVE THAT  
IF SOCIAL PROBLEMS  
ARE TO BE TACKLED  
SUCCESSFULLY, THE  
ORGANISATIONS SEEKING  
TO SOLVE THEM NEED  
SUSTAINABLE REVENUES  
AND INVESTMENT TO  
INNOVATE AND GROW.

Our role is to devise the financial structures and raise the capital to enable this to happen.

Social Finance injects market principles into funding in a way that stands or falls on results - both social and financial. We support social organisations to raise and deploy capital; we work with government to deliver social change; and we develop social investment markets and opportunities.

Now more than ever, there is a pressing need to harness social investment to make a long-term difference to society.

This is our ambition.

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