

**LEICESTER, LEICESTERSHIRE
& RUTLAND**

Evaluation of the Unlocking Potential Project

Findings and Recommendations

#PreventionThroughConnection

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1. Introduction

The UP project has been operational since October 2019, initially, aimed at 18-24 year olds with a wider range of individuals now eligible for the service. The project originally provided a broader range of support and has since evolved to include more multi-agency working. This includes signposting and referring young people who need more specialist support around money management, developing healthy relationships, substance misuse, mental health, and housing, giving the UP project more time to focus on ETE outcomes. The project now works with a wider age-range of young people (aged 16 to 25), which aligns with other youth projects at Leicestershire Cares.

In October 2021, Rocket Science were commissioned by Leicester, Leicestershire, and Rutland Violence Reduction Network (VRN) to provide an independent evaluation to the Unlocking Potential project (UP project). This is the final evaluation report and builds upon the interim report completed in January 2022. The UP project provides support for young people between the ages of 16 and 25 who have committed a serious violent offence. The service is delivered by Leicestershire Cares and until February 2022 comprised of a single member of staff the Project Development Manager (PDM). Since February, the PDM role became vacant, and the UP caseload has been split across 2 members of staff across Leicestershire Cares. As a result of these staffing changes we were not able to interview any additional young people since the interim report was completed.

The project seeks to provide holistic support to remove barriers and increase engagement with education, training, and employment opportunities. This includes providing one to one psycho-social support addressing areas including housing and mental wellbeing as well as practical advice and guidance in relation to CV building, disclosure and employability workshops and training opportunities.

Evaluation methodology

This report presents the findings from the evaluation which was commissioned with three specific aims:

- To understand what short-term outcomes young people do and do not achieve through the UP intervention and how these outcomes are achieved
- To evidence the longer-term impacts of the intervention in relation to offending and reoffending
- To provide recommendations for the future delivery of the UP Project

In order to achieve these outcomes, the evaluation took a mixed-methodological approach combining data analysis with qualitative interviews with young people, delivery staff and external stakeholders.

Data analysis using monitoring and outcome data supplied by the service between October 2019 and March 2022 has been used to understand the range and types of young people involved in the UP project and the success of the programme in terms of achieving outcomes for particular categories of young people.

In total, 16 interviews have been completed as part of the evaluation. This comprised 11 interviews with young people accessing the project, the 3 members of staff involved with project delivery and 2 people representing organisations who refer young people to the UP project. Throughout the report we have included a number of quotes from both young people which are highlighted in **purple** and from staff and other stakeholders which are highlighted in **yellow**. Where quotes are from stakeholders external to the UP project, such as referrers, this is stated. The sampling framework developed to ensure representative inclusion of young people in the research can be found in [Appendix 2](#).

2. Service Overview

Summary of findings:

- Analysis in this section is based on monitoring data for **153 UP project participants**, 135 of whom have now completed the project
- The largest number of new starters on the project were in the period from Q3 2020-21 through to Q3 2021-22
- Out of 139 participants on the UP project with postcode information available, **most were from Leicestershire** (59%) and just over a third were from the Leicester City Council area (36%)
- **There is evidence that the project is reaching a diverse range of communities across Leicestershire.** This is in relation to both areas of deprivation and also the demographic profile of young people accessing the project
- **94% of participants** are male. This may be an under representation of young women and girls eligible to take part in the project
- **81% of participants are aged between 17 and 23**
- The **National Probation Service** (51 participants) and **ENGAGE** (36 participants) are the two most common sources of referrals.

This section provides an overview of the demographics of the young people accessing the UP project including where they live, age, ethnicity, and gender. Analysis in this section is based on monitoring data for all 153 UP project participants, 135 of whom have now completed the project. Table 1, below, outlines case status.

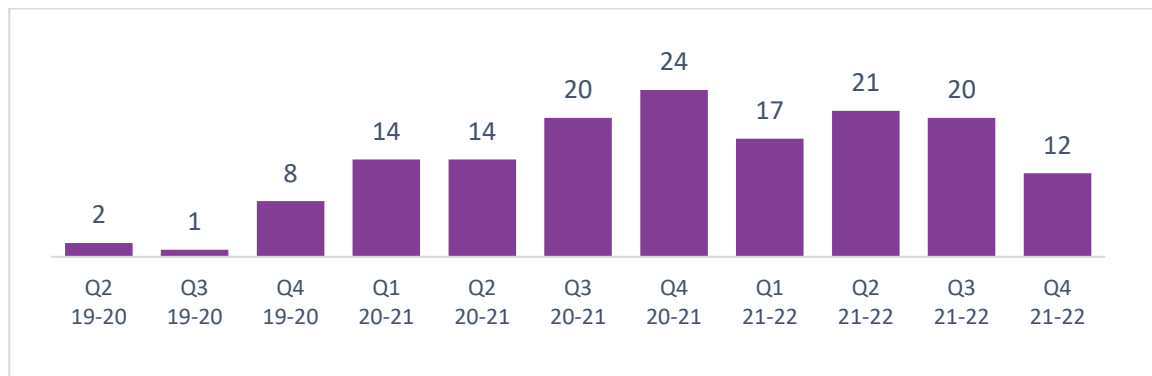
Table 1: UP project participants by case status [Source: UP project monitoring data]

Case status	Number of participants
Closed	135
Pending	1
Open	12
Closed due to recalled / reoffended	4
On hold	1
Grand Total	153

The largest number of new starters on the project were in Quarter 3 and Quarter 4 of 2020-21

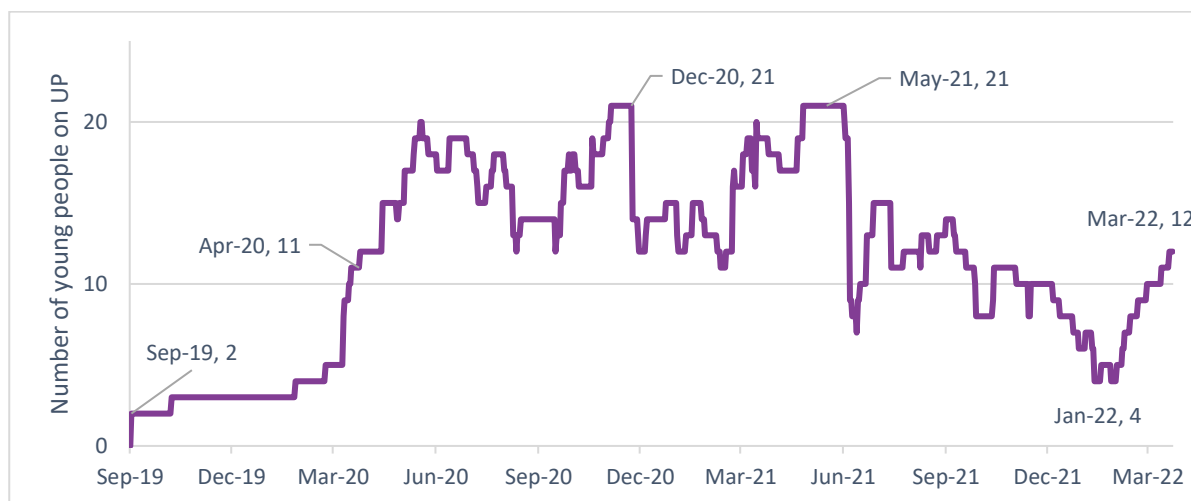
On average 14 young people have started on the UP project each quarter since its start. Since Q3 2020-21, the average has been 19 young people starting each quarter, although this figure dropped in the most recent quarter (Q4 2021-22) to 12.

Figure 1: UP project participants by start date



By comparing start dates and completion dates, it is possible to determine the number of participants on the UP project at any point. The first two participants were assessed on 10 September 2019; since that date through to 31 December 2021, there have been an **average of 11.5 participants on UP on any given day**. The maximum has been 21 participants and the minimum (since April 2020) has been four participants, as shown in *Figure 2* below. Note that start date and completion date information was less consistently provided for 2021-22 participants, so some dates were added by referring to the additional notes about individual participants.

Figure 2 Number of UP project participants by date



Underlying structural deprivation^{1,2} has been identified as a risk factor for young people’s involvement in crime. For this reason we explored the areas in which young people accessing the UP project were living, by matching MSOA (Middle Layer Super Output Areas) area with the Index of Multiple Deprivation (IMD). Further technical details of this are in [appendix 1](#). From this analysis, there is no clear pattern of distribution by deprivation levels of the localities and as can be seen in table 2 there is a relatively even distribution of participants across the MSOA areas. Whilst this indicates that the UP project is reaching across Leicestershire and meeting need in areas of deprivation, and also areas of relative affluence, it may be that given the links between deprivation and risk, additional resource is considered to support

¹ McVie, S., & Norris, P. (2006) Neighbourhood effective on youth delinquency and drug use. Centre for Law and Society, [Microsoft Word - Nhood, drugs and crime report 15.6.06.doc \(ed.ac.uk\)](#)

² Laming (2015) Keeping children in care out of trouble: an independent review. Youth Justice Board [YJB response Laming Review keeping children in care out of custody.pdf \(publishing.service.gov.uk\)](#)

access for young people in the St. Matthews and Highfields North; Loughborough, Lemyngton and Hastings; and Leicester City Centre areas.

Table 2: Total number of participants in UP project by MSOA – showing the ten MSOAs with the most participants (IMD 2019 rankings are from 1 = Most deprived to 6,791 = Least Deprived in England, IMD 2019 deciles are from 1 = Most deprived to 10 = Least deprived)

MSOA name	Local authority	IMD Rank	IMD Decile	Young people (n)
Thorpe Astley	Leicestershire	4576	7	13
Leicester City Centre	Leicester	2024	3	13
Hinckley Central	Leicestershire	2798	5	8
Loughborough Lemyngton & Hastings	Leicestershire	1351	2	7
Oadby South & West	Leicestershire	4964	8	6
Narborough	Leicestershire	6445	10	6
Glenfield	Leicestershire	4981	8	6
Belgrave North West	Leicester	1470	3	6
St Matthews & Highfields North	Leicester	670	1	5
Loughborough - Outwoods	Leicestershire	6737	10	5
Total – top 10 MSOAs				75
40 other MSOAs				64
Total				139

It is important to also understand the accessibility of the service in relation to young people’s demographic characteristics, even where these are not indicative of risk. From examining the available ethnicity data from 137 of the 153 young people, it would appear that the UP project is successful in reaching young people from diverse backgrounds with proportionally more young people from mixed ethnic and black backgrounds and proportionally fewer young people from Asian backgrounds than might be expected from the most recent available census data (see figure 3, below). It should be noted that in both these cases this comparison is taken from 2011 census data and not police information and so the data may be representative of the young people’s population within the Leicestershire criminal justice system.

Figure 3: Number of UP project participants by ethnicity

Ethnicity	UPP participants		Overall catchment area (weighted by participant numbers)	
	n	%		%
White	82	60.3%		77.9%
Mixed	23	16.9%		2.0%
Black	15	11.0%		2.5%
Asian	9	6.6%		16.4%
Other	7	5.1%		1.1%
Total	136			

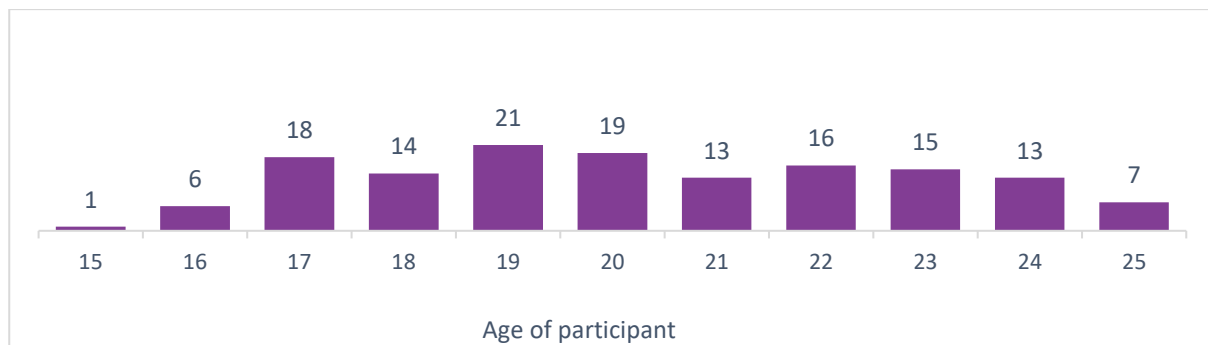
In relation to gender, 93.5% of participants (143 out of 153) are male with just 10 young women/girls having started the project since its start. This is likely to be an under-representation, given that young women and girls comprised 13% of young people receiving a caution or sentence in England and Wales in 2020-21³.

Figure 4: Number of UP project participants by ethnicity

Gender	UPP participants	
	n	%
Male	143	93.5%
Female	10	6.5%
Total	153	

Figure 5, below, illustrates the distribution of age for young people starting the project. 81% of participants (116 out of 143 for whom data was available) are aged between 17 and 23 and 37% (53 out of 143) are aged between 17 and 19.

Figure 5: Number of UP project participants by age



³ Youth Justice Statistics: 2020 to 2021 [Youth Justice Statistics: 2020 to 2021 \(accessible version\)](https://www.gov.uk/government/statistics/youth-justice-statistics-2020-to-2021) - GOV.UK (www.gov.uk). Last accessed 11.04.2022

In total, 16 different agencies/services have referred young people in to the UP project, as well as there being a small number of self-referrals to the project. The National Probation Service⁴ (51 out of 153 participants) and ENGAGE (36 participants) are the two most common sources of referrals. It is worth noting that there are just two police referrals, although there are a further 16 Youth Offending Service referrals.

49 (32%) of young people received an onward referral, the destination of referral is only available for 14 young people. The most common referral destinations were Let's Talk, the Construction Hub and for housing support.

Source of referral	UPP participants	
	n	%
NPS	51	33.3%
ENGAGE	36	23.5%
DLNR CRC	20	13.1%
YOS	16	10.5%
DWP	9	5.9%
Self referral	5	3.3%
16+ team	3	2.0%
CCE team	3	2.0%
Police	2	1.3%
CFWS LCC	1	0.7%
Connexions	1	0.7%
HMP	1	0.7%
LCC	1	0.7%
NDND	1	0.7%
PRU	1	0.7%
Transition UK	1	0.7%
YES Project	1	0.7%
Grand Total	153	

Figure 6: Number of UP project participants by source of referral [Source: UP project monitoring information]

⁴ From June 2021 probation services were renationalised with Community Rehabilitation Company (CRC) services being brought back in to the National Probation Service. As such no further referrals would be received from the CRC from this point.

3. Impact on the risk factors associated with violence

Summary of findings

- As intended, **employment, education and training** are the risk factor most commonly **addressed** through the UP project – 66% of young people had this risk factor addressed
- 69% (93 out of 135) of young people completing the UP project have had at least one risk factor addressed
- Young people self-reported **substantial improvements in their wellbeing** across five categories; optimism, self-esteem, confidence, resilience, and their ability to manage anger
- 80% of young people self-reported that they were **feeling more positive about the future** because of the UP project
- Young people also reported **substantial improvement in their confidence** in getting into work, in the skills they need to get into work and in their motivation to get into work and/or training
- 91% self-reported increased confidence in gaining or staying in employment
- 91% self-reported increased motivation to get into and stay in work
- Given the lack of post-project data we are not able to draw conclusions about the projects impact on subsequent offending or involvement in violence.

This section brings together monitoring information for the UP project with the experiences of the young people involved. Monitoring data includes information on the risk factors addressed through the project as well as risk factors present at the start of the intervention. To ensure that our analysis excludes young people who have yet to complete the project, we have limited the analysis in this section to participants whose case status is 'closed' (135 out of 153 young people).

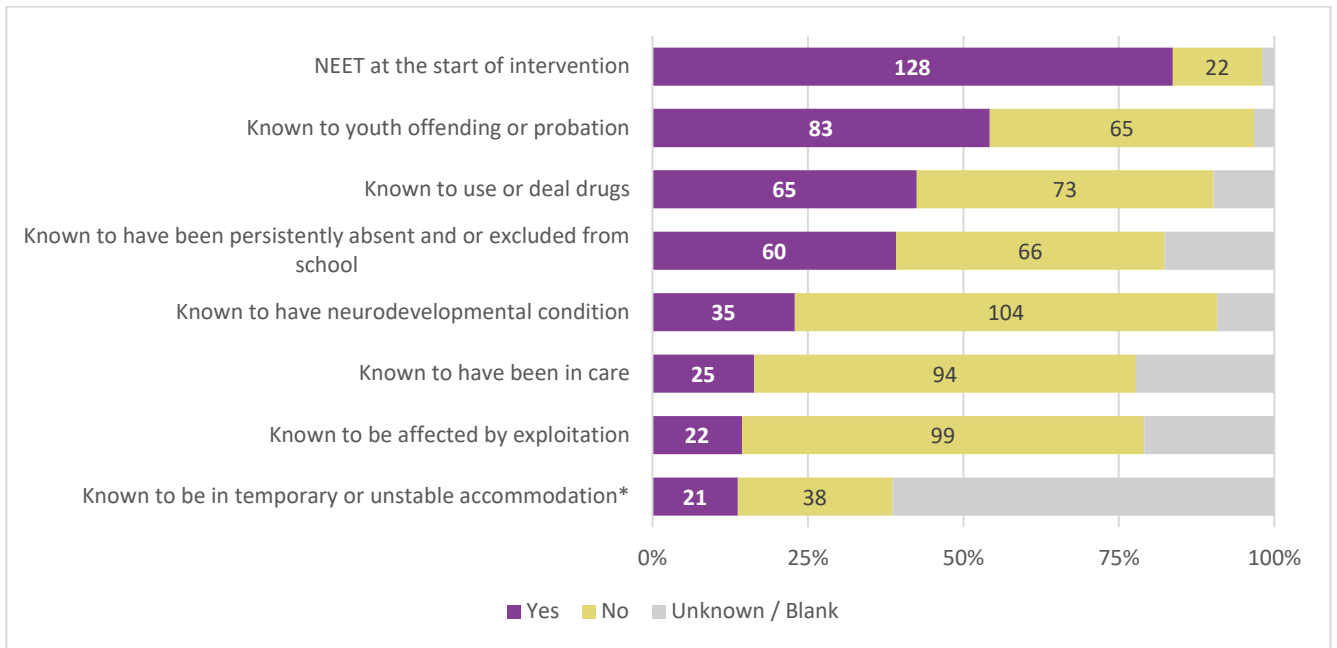
During our interviews with young people they were asked to rate their perceived progress in relation to a number of areas and these, along with qualitative analysis of the interview transcripts are presented after the monitoring data.

Overview of analysis of impact on risk factors from monitoring information

Information relating to risk factors faced by the young person for offending is recorded as part of the assessment process prior to accessing the UP project. The two most common risk factors identified for young people on the UP project are, as would be anticipated, 'known to be involved in offending' (85.6%) and 'NEET at start of intervention' (83.6%).

Figure 7, below, identifies however the holistic nature of young people's needs outside of ETE including factors such as involvement with substances, neuro-developmental conditions, accommodation, and care status. As can be seen however accommodation status is not routinely recorded and there are substantial gaps in data around exploitation, care, and school exclusion.

Figure 7 Identified risk factors for UP project participants at start of intervention (total = 153 participants)*



*Information on the risk factor 'Known to be in temporary or unstable accommodation was only collected in 2021-22 monitoring returns

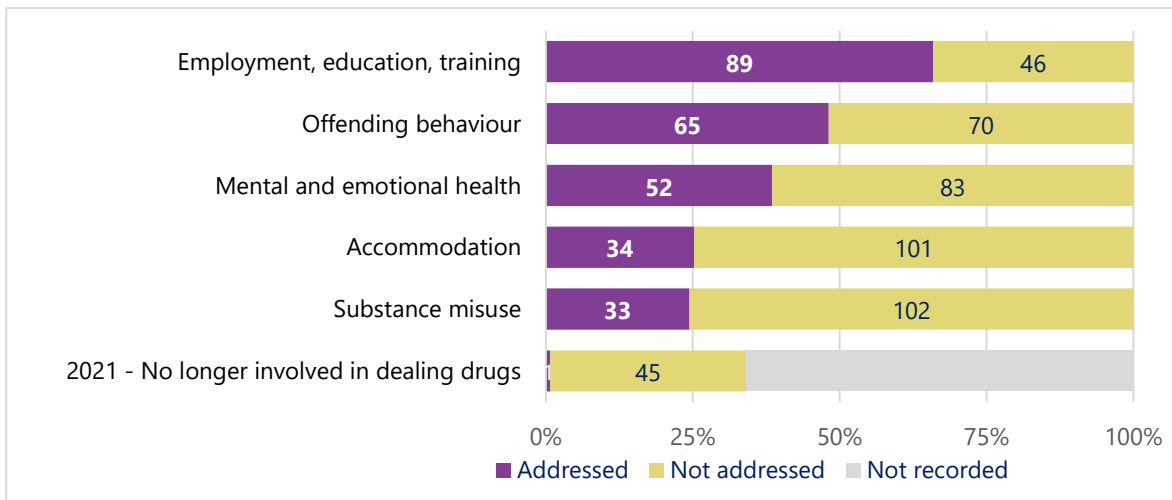
Figure 8 Number of risk factors addressed by number of participants who have completed the UP project

Number of risk factors addressed	Young people completing UP	
	n	%
0	42	31.1%
1	8	5.9%
2	15	11.1%
3	23	17.0%
4	22	16.3%
5	18	13.3%
6	7	5.2%
Total	135	

In total 69% (93 out of 135) of young people completing the UP project have had at least one risk factor addressed at the point of closure from the service (see figure 8).

As might be expected, and as is illustrated in figure 9, this is most commonly related to ETE, although 49% of young people also have offending behaviour recorded as being addressed at the point of closure. As can also be seen, information about drug dealing is not routinely recorded.

Figure 9 Risk factors addressed by number of participants who have completed (n=135) the UP project



Psycho-social risk factors

Data

A small number of pre-intervention and post-intervention surveys completed with the young person at the point of start and exit from the service have been available to analyse. None have been completed since February 2022. This is summarised in table 3 below. This survey collects information relating to the young person’s self-reported wellbeing and aspirations.

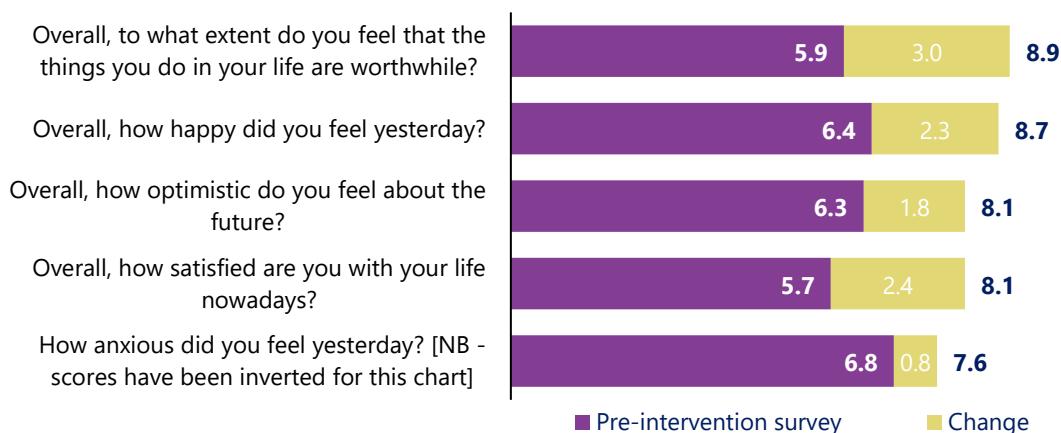
Table 3: Total number of surveys completed, including indicating where young people had completed both a pre- and post-intervention survey

Survey	Total	Completed one survey	Completed both surveys
Pre-intervention	10	13	4
Post-intervention	17	6	4

Participants reported increases in a range of wellbeing indicators

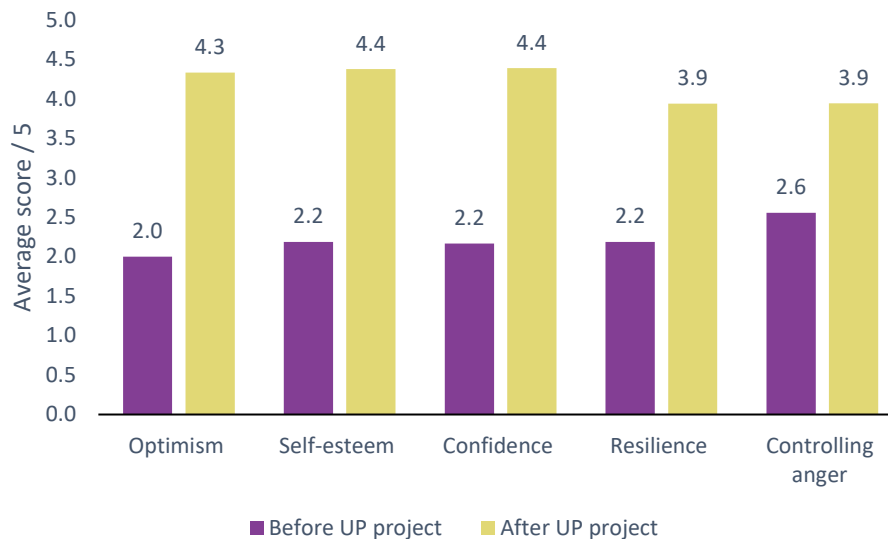
As can be seen in figure 10, young people self-reported improvement across all wellbeing indicators. Average rating (1 = Not at all, through to 10 = Extremely) between project start and exit with the largest changes in feeling life is worthwhile, life satisfaction and happiness.

Figure 10 UP project participants’ self-reported pre- and post- wellbeing average scores and the change between the two scores [All surveys on a rating of 1 = Not at all, through to 10 = Extremely.



Young people’s perspectives of impact

Figure 11. UP project participants’ self-reported pre- and post- wellbeing scores



During interviews with Rocket Science young people were directly asked to reflect on their wellbeing pre- and post- the UP project (in relation to the five areas illustrated in figure 11, above) and whether they would attribute differences as a result of the support they have received from the UP project or other factors. Our findings are consistent with those collected by the project. They were first asked to reflect on changes to their wellbeing, and to what extent these changes

happened as a result of the UP project. Overall, young people reported substantial improvements in their wellbeing across all five of the categories. Many of the young people we spoke to summarised this as a change in their ‘mindset’ as a result of the UP project; that they are now looking at their life in a different way, believing that they are able to achieve their goals, with increased confidence and self-esteem. Each of these areas is explored below.

“They just sort of helped me switch my mentality around, and realise you know I’m alright, I can do it... any time I had a problem, they really really did help.”

“I feel I am in a better place mentally because of them. Because once I had lost my job, I didn’t have any focus and I had a bout of depression, and they gave me this motivation to pull myself out of that slump.”

Optimism

Young people were asked to reflect on how positive they were feeling about the future when they first engaged with the UP project, and how positive they are feeling now. Young people we spoke to were feeling much more positive about the future as a result of their support from the UP project. On average, this had increased by +2.1 points after engaging with the UP project⁵. 80%⁶ reported improvements in their positivity, and none were feeling less optimistic about the future. Some young people said that especially during Covid-19, the UP project gave them focus and purpose, which helped them to stay positive.

*“It [positivity about the future] has majorly improved I know I’m not going to be stuck doing the same s**t forever – I’m going to make something of my life.”*

⁵ Where 1=I don’t feel positive at all about the future and 5= I feel really positive about the future

⁶ 8 of the 10 participants who responded to this question

“[My positivity] was low in terms of working life... I didn’t feel like I could reach the goals I wanted to in life. So for [UP project] to get me onto the courses I needed to do and my first proper job that definitely lifted my spirits a lot.”

“I used to smoke a lot of marijuana to drown it all out and now I have completely stopped, and I feel like a new person.”

“She helped me see things more positively, definitely.”

Confidence

Young people were asked if they had noticed a change in their confidence since taking part in the UP project. Again, young people reported substantial improvements in confidence, with an average increase of +1.8 points⁷. Being given opportunities to step outside of their comfort zone, intensive one-to-one support focussing on strengths and encouragement from the UP project were all identified as factors which boosted both confidence and self-esteem. This boost in confidence was identified by many participants as being transformational:

“Prior to working with the UP project I didn’t really have much confidence in things that I wasn’t comfortable with. I hadn’t been working before that, my confidence in going to a job interview was really low and I would think I won’t get the job. But UP has helped me grow, they had an award show they wanted me to talk at, there were a lot of people there, that took me out of my comfort zone, and that was a turning point when I realised what I can do. You feel good about yourself.”

“The women’s classes and the support from [the Project Development Manager (PDM)] were a huge part of my confidence boost.”

“When I met her, I was really quiet and anxious, and I couldn’t find the words to say things. She helped me find my voice. I was so negative I lacked self-confidence so much, at that period of time I don’t know what I would have done without the UP project, I would be back inside prison, or I wouldn’t be here. She went out of her way to help me I don’t know what I would have done without her.”

Self-esteem

Young people also reported substantial improvements in their self-esteem as a result of the UP project, with an average increase of +1.9 points⁸. Support from the UP project helped young people identify their strengths and to therefore believe that they would be able to achieve something in their lives, building their positivity.

“The UP project helped me boost my self-esteem and then it carried on and got better with time with time on my own. It helped me know I can do it on my own.”

Young people who had taken part in peer mentoring opportunities talked about how this had increased their self-esteem:

“I think it has all been a process – from the start of working with the UP project it has helped me become a better person and taking on the peer mentorship has been a big part of this.”

⁷ Where 1 = I have no confidence and 5 = I feel really confident

⁸ Where 1 = I feel very bad about myself and 5 = I feel very good about myself

“I think the support and the opportunities that got brought to me – things I didn’t think I could do – if you think you can’t do something they say you can.”

Resilience

Young people also said they became more resilient as a result of taking part in the UP project with an average increase of +1.4 points⁹. Young people said they felt better able to manage problems and setbacks and that the UP project had given them opportunities to experience challenges and overcome them:

“Doing things that took me out of my comfort zone - that’s improved my resilience”

Managing anger

Young people were also asked to what extent they felt they were better able to control and manage their anger following being part of the UP project. Participants said their ability to control their anger had improved, on average, with an improvement across the group of +1.4¹⁰ points. None of the young people we spoke to reported being less able to manage their anger following support from the UP project.

“Before I was very angry and now, I still get angry, but I know how to control it. I try not to get to that place.”

To illustrate the person impacts of the UP project we have developed a number of case studies. Below is a case study of one young person we have given the pseudonymous name of Georgina.

Georgina’s story



Georgina¹¹ first got involved with the UP project in 2019 when she came out of prison. At the time, she said she didn’t know where to turn, but the UP project helped her to get back on track. She was provided with holistic support from the UP project, including access to clothing and essentials for her and her new-born baby, support with securing her own tenancy, advocacy during meetings with social work and access to courses that interested her.

Georgina says she was able to ‘take the lead’ over the support she received, and it was the approach the UP project staff took that made all the difference:

“Having someone listening to what I wanted to do and believing that I could do it was the most helpful part of it. Not every day was a good day... Leicestershire Cares are so good, they believed in me. If you miss an appointment, they don’t kick you out. They don’t give up. When they see that you want to do something, they help you in that direction.”

Taking part in the UP project boosted Georgina’s confidence and self-esteem. She says she now feels ‘**really positive about the future**’ and that when she thought she couldn’t do something, UP project staff helped her see that that she could. Georgina also said she felt confident that she would be able to get a job in the future and motivated to find work because of the UP project:

“She made me have confidence in myself... I can thank her for that.”

⁹ Where 1 = I find it really difficult to deal with problems / setbacks and 5 = I feel I can deal with problems / setbacks

¹⁰ Where 1 = My anger quickly gets out of control and 5 = If I start feeling angry, I can control it and know how to calm down

¹¹ Names have been changed to preserve anonymity.

Georgina is now undertaking a peer mentoring course and has been taking part in a knife crime awareness raising project. She hopes to inspire and support others who have been affected by violence in the future through her work.

“I don’t think I would have been involved in anything if it weren’t for the UP project – I don’t think I would have been able to access the educational things that I have or know or known where to turn. It’s literally just an amazing group of people that don’t give up on you. It’s like a little family.”

UP Project perspective:

“Georgina’s story shows how we don’t expect young people to make continuous progress - we know that lives are messy, and we can support them to get back on track. We do not judge them. It’s a safe space.”

Occupational risk factors

Data

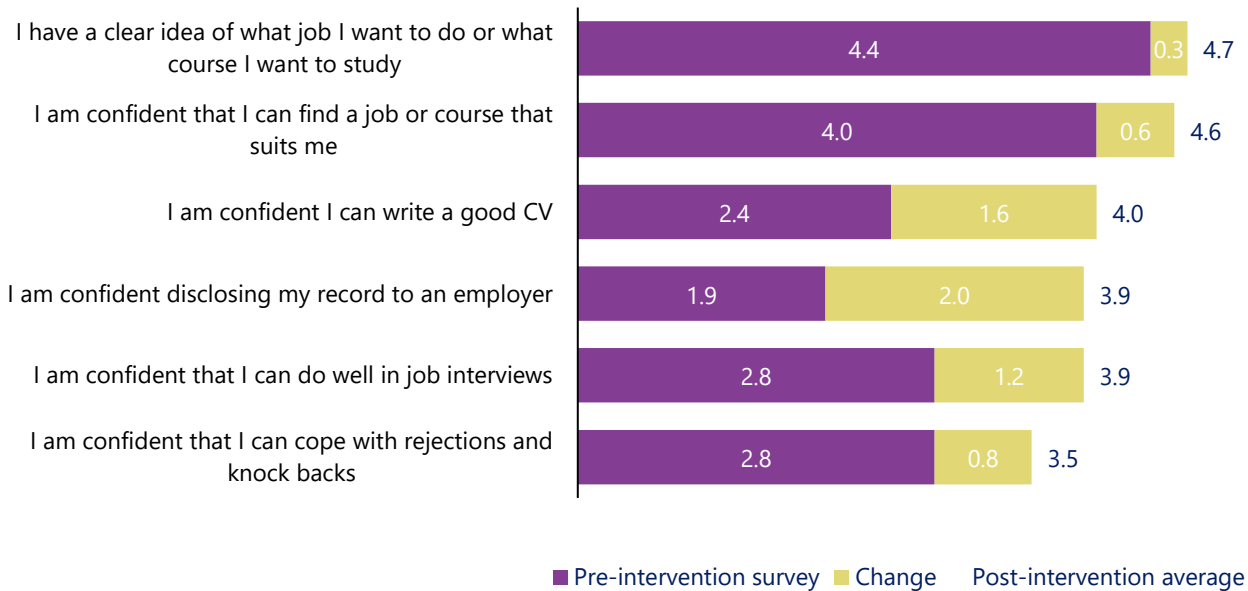
As may be expected given the nature of the project, employment, training, and education (ETE) is the risk factor most commonly present and addressed through the UP project. 81 (75%) young people were assessed as having this risk factor having been addressed at the point of exit. Whilst this is reflected in the experiences of the young people we interviewed, the recorded outcomes at point of closure are substantially lower:

- 7 young people securing employment (8%)
- 5 returning to or restarting education (6%)
- 1 work placement started (1%).

This would indicate a possible need for a more dynamic assessment of risk which can identify reductions in risk, rather than a binary addresses/not addressed, as well as recording outcomes such as distance travelled towards the labour market, soft skills, vocational skills and securing employment. It may be that a renewed focus on education, training and employment and associated outcomes, whilst maximising the support of wider system partners to meet other risks, such as substance misuse, is also required by the project.

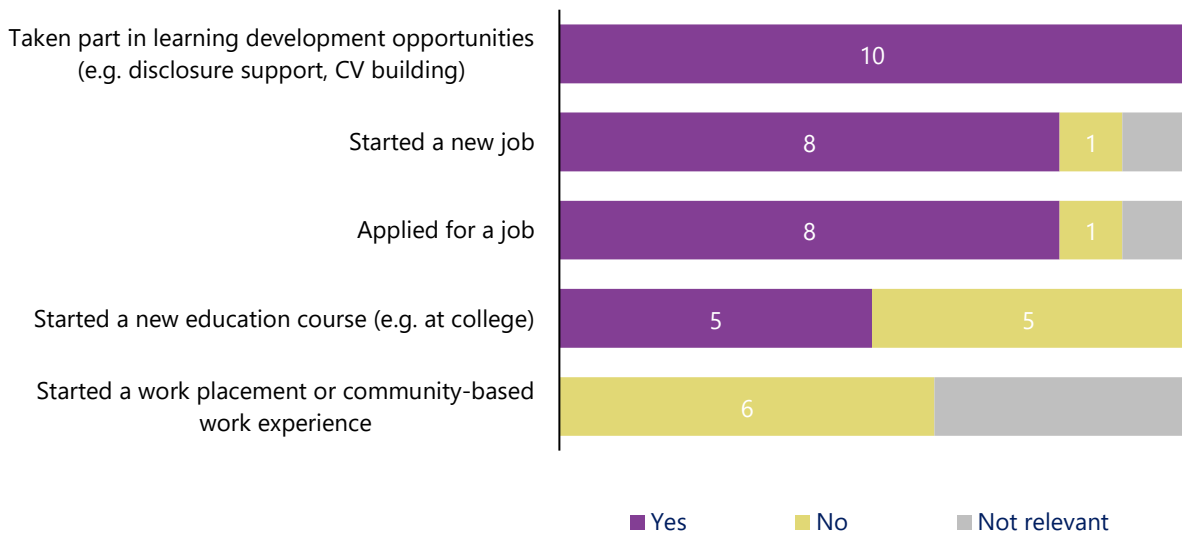
Figure 12, below, illustrates the same set of pre- and post-intervention survey information and again shows positive change in all areas relating to confidence in finding and obtaining work/education and being resilience to set backs. The largest areas of change are in relation to disclosing offences in the job application process and CV building.

Figure 8 UP project participants’ self-reported pre- and post-intervention employability average scores and the change between the two scores [All surveys on a rating of 1 = Not at all through to 5 = Strongly agree]



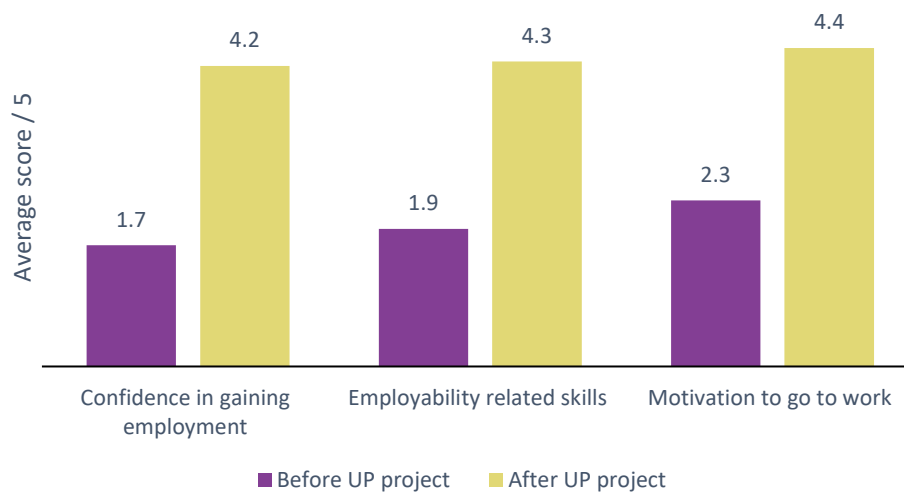
The post-intervention surveys also included a set of statements around participants' employability outcomes. All 10 survey respondents had taken part in learning development opportunities and 8 out of 10 had started a new job. It is not possible to determine whether these are additional, or the same outcomes recorded at the point of closure.

Figure 9 UP project participants' post-intervention employability outcomes



Young people's perspectives on impact

Figure 10 - UP project participants' self-reported pre- post- ETE scores



Young people were also asked in interviews to reflect on changes in their employability related skills and outcomes, and to score a range of ETE related factors on a scale of 1 to 5, the visual aid used during interviews can be found in [Appendix 3](#).

Overall, young people reported substantial improvement in their confidence in getting into work, in the skills they need to get into work and in their motivation to get into work and/or training. Many of the young people we spoke to talked about being 'lost' before the UP project, and that opportunities like working towards qualifications and becoming a peer mentor had given them a 'path,' 'focus' and 'drive.' Some said they never believed they would be able to achieve ETE related goals, but that the UP project has shown them what is possible.

"Getting my CSCS card has been great, it has made me move forward. I was a bit lost before... I didn't have a clue what I was going to do but now I'm on a path and I know what I want to achieve."

"I don't think I would have been involved in anything if it weren't for the UP project – I don't think I would have been able to access the educational things that I have or know or known where to turn."

"I wouldn't have still been trying to chase trying to help other people as something I wanted to do. [PDM] made me see that I could. It's really helpful – when they see that you want to do something, they help you in that direction."

"It has given young people who have not had much experience of succeeding in things the opportunity to do just that."

Among the group of young people we interviewed, all participants were either working towards a qualification or had completed a qualification which would support their journey towards work. For those who were in work, they identified that the UP project had helped them to get into work and that they did not think they would have been able to get into work or training were it not for the UP project.

Confidence in gaining or staying in employment

Young people were asked how confident they were that they would be able to get a job in the future before the UP project, and how confident they are about this now. Where young people were in employment following the UP project, they were asked how confident they were that they would be able

to stay in work. 91%¹² reported increased confidence in gaining or staying in employment, and none had experienced a reduction in confidence. This was the largest change of any of the questions we asked, with an average change in score of +2.8 on a five point scale¹³.

“Cos of the qualification I definitely feel more confident to get a job. I feel way better than I did before you know, the interview practice helped.”

“Of course, this has changed, I came out of prison I didn’t know nothing about courses or jobs, and she has shown me everything, I didn’t even know about CVs.”

Employability related skills

Young people were also asked to reflect on how their employability-related skills had changed since they started the UP project, and whether they felt they had the skills they needed to get into employment. All the young people who were asked this question reported a positive change, with another substantial average increase of +2.3 points¹⁴. Opportunities like engaging in peer mentoring, awareness raising campaigns, taking part in employability workshops and courses were all mentioned as ways young people had increased their employability through being on the UP project.

“Yeah, I feel like I’ve developed skills through UP... personal skills like communication skills, social skills, being able to work as a team.”

“I feel like that was again one of my own goals, to give back to do some work – so the UP project was planning on doing peer mentors, and I was interested as soon as I heard from it, so I’m really pleased. I’m training to be a peer mentor now.”

Motivation to get into and stay in work and training

Young people were asked about how motivated they were to get into work or training before the UP project, and how this compares to their current situation. 91%¹⁵ reported increased motivation to get into and stay in work, and none had experienced a reduction in their motivation to get into work. This was a notable change, with an average increase of + 2.1 points along a 5 point scale across the young people we spoke to.

“Ever since she said to me, I could get a CSCS card – then it put me on a path, and she said I could help you get into work after, and it made me feel differently about things.”

“This [my motivation] has definitely changed.... now [the UP project] gave me that motivation, I’ve even signed up for my provisional licence and am getting driving lessons now.”

“When I started because of my depression [my motivation was low], but now, I’ve not had a single day off my new job. Before the UP project if I had a bad day, I wouldn’t go in. I didn’t have the mentality to

¹² 10 of the 11 participants who responded to this question

¹³ Where 1 = I don’t feel at all confident that I’ll be able to get a job in the future and 5 = I feel really confident that I will be able to get a job in the future or if in work 1 = I don’t feel at all confident that I will be able to stay in my job / training and 5 = I feel very confident that I will be able to stay in my job / training

¹⁴ Where 1 = I don’t have the right skills to get into work / training and 5 = I have the skills I need to get into work / training

¹⁵ 10 of the 11 participants who responded to this question

stick at it. I have stuck through this job I haven't had any days off I've been really consistent with it. Even if I'm having a bad day I will get up and go to work."

Below is a case study of 'Tom's' experience of support towards work by the UP project.

Tom's story



We spoke to Tom a year after he started getting support from the UP project. He described how he felt 'lost' and unmotivated at the time, and that the UP project has given him a 'path' and a sense of what he wants to achieve with his life. Tom was supported to complete his CSCS qualification through the UP project. He thought that the consistent encouragement from his PDM really helped to motivate him to succeed, especially at times when he experienced setbacks:

"At first with the mock tests, I was thinking I've not even passed once – but [PDM] was helping me to see I was getting way more questions right than I was at the beginning – and then I stuck to it, and I just kept passing the mock tests over and over – and she said I think you can definitely do it... and now I have my CSCS!"

We spoke to the UP project PDM about Tom's progress. She said Tom's transition was amazing; in his first one to one session, he didn't know where to start with completing a job application and struggled to engage. By the time he took part in the employability workshop, he was even helping other young people with the tasks.

The UP project has been transformational for Tom. Not only does he now feel confident that he is going to be able to get into work (with work lined up ready for when he receives his CSCS card), he says his mindset has changed as a result of the project. He feels more motivated, is waking up earlier, has more confidence in himself and feels much more optimistic about the future:

"At first before all of this I was a bit lazy you know, I was just a kid... I never used to wake up at normal times – that was about my happiness you know, when I felt like I didn't know what I was gonna do that day I'd just stay in bed you know... but now I have things to get on with"

"The support you get is mad helpful. I actually feel like I'm getting somewhere now and for a long time in my life I didn't have that feeling."

4. Type and quality of support received

Summary of findings:

- The UP project provides holistic support to young people which is focussed on ETE
- Participants typically needed more intensive support early in their time with the UP project, and this was provided by the project to meet participants' needs
- Young people spoke extremely positively about the support they had received from the Project Development Manager (PDM). They felt she was approachable, adaptable, fun, and non-judgemental
- Young people reported that the support was person centred. They felt in control of their support and were able to make decisions about what opportunities they wanted to take
- Young people were asked which element of the UP project support was most helpful to them. Many said that the knowledge that there was someone who believed in them, wanted to help them, and was not going to give up on them was the key to the success of the project
- All young people who were asked said they would recommend the UP project to others. When asked to rate the support from the UP project out of 5, the average rating was 4.7, with 7 of the 9 young people who responded to this question rating the support 5/5.

This chapter includes findings from interviews with young people and UP project staff about the types of activities and support delivered by the UP project, and the quality of that support.

Types of support and activities delivered

The UP project provides holistic support to young people. This is focussed on ETE related activities, and support and activities that address other factors which affect progression towards ETE such as wellbeing support, access to essentials and support with housing.

“They have been an amazing help to me – they have been supporting every step. They introduced me to an online learning portal to do the peer mentoring project. If I ever need someone to talk to or any issues arise, then I have them as a port of call.”

“In a nutshell it is holistic, no one young person is the same. We are aiming at getting people into employment. Some things have to come before getting someone into employment... if someone needs support with getting stable housing and they're struggling with their mental health, we need to get that sorted first [to get them ready for employment]” (Project Development Manager)

Early in the UP project, more extensive support was being offered to address basic needs, such as support for homeless young people and support for people affected by domestic abuse to understand and develop healthier relationships. The development of multi-agency working and referral pathways for UP project participants, as well as the changes in criteria for entering the project, has given the project more capacity and resource to focus on ETE.

The exact blend of support is dependent on each individual's needs and preferences. From interviews with young people, the following types of support were identified:

- Goal setting activities (setting personal development goals)
- Finding and recommending courses, supporting enrolment on courses
- Support in progressing through qualifications
- Support in disclosing convictions to employers including writing disclosure letters and disclosure workshops
- CV writing
- Finding and recommending job opportunities, and supporting submission of job applications
- Support to access housing
- Emotional support / support with wellbeing, including making referrals to therapeutic support
- Access to healthy relationships courses and wellbeing courses through New Dawn New Day
- Development of peer mentoring opportunities.

Referrers noted that supporting young people to achieve their CSCS qualifications is a particularly useful type of support the project offers:

“The CSCS card is tangible... if [young people] put the work in, they see a result... and for a lot of our young people who have never achieved any qualifications through school that is huge.” - Referrer

Frequency and duration of support

We have not included analysis of appointment frequency or duration from the monitoring data as this is only available for approximately two quarters. Whilst monitoring data for 2020/21 did collect appointment information this was inconsistently completed, and it was subsequently removed from the 2021/22 monitoring data.

During interviews, however, we were told that participants typically needed more intensive support early in their time with the UP project, and this was provided by the project to meet their needs. Most young people we spoke to reported initially receiving support on at least a weekly basis, and this typically tapered off as they progressed and moved closer to ETE outcomes, mirroring their growing independence. For those interviewed who had completed their support from the UP project, they knew that if they required additional support, they could still contact the project. Young people reported feeling as though they had the right amount of support and the gradual reduction supported transition away from the project.

Quality of the support provided

Young people spoke extremely positively about the support they had received from the PDM. They felt the PDM was approachable, adaptable, fun, and non-judgemental. She made young people feel appreciated. Those who interacted with other members of staff at Leicestershire Cares also spoke highly of those they had worked with.

“Her style is very relaxed... she instantly puts you at ease and makes you feel open to talking about anything. She has a very bubbly personality and I feel I can say anything to her, she is not judgemental. Sometimes we can have really serious conversations and then other times it can be silly and fun which is great.”

“I think she appreciates everyone you know. All the people are sound. They are all really good people.”

“You know what she made me feel really welcome, I felt like I could tell her anything, I didn’t feel like there was anyone on my back you know.”

The UP project manager who delivered support to young people until February 2022 was effective due to their experience as a youth worker, and their proactive, agile, engaging, and positive approach. The UP project had a number of attributes which enabled her to work effectively with young people and support them to improve their wellbeing and work towards their goals. Her lived experience of some of the issues that have affected young people on the UP project meant she could relate to and connect with the young people she supported. Other staff identified that her longstanding experience as a youth worker gave her the tools to be able to engage with young people effectively. She had a clear belief in the young people she worked with and helped them to identify their strengths. She supported young people to develop a sense of self-worth by demonstrating the pride she has for each young person.

“I ask young people – what are your qualities, what do you want to do... they say I’m not good any anything, I have no qualifications... and then I will say to them, well I can tell you’re great at communicating from this conversation, and I’ve just seen your great IT skills... I think encouragement is a great thing. It’s about offering them opportunities, and showing them they can do it, for young people who have come from very chaotic backgrounds, that encouragement is so important.”

“I think knowing that someone is proud of them makes a big difference – and I do make a bit of a song and dance about them.”

“She has high expectations of the young people she works with and sets realistic boundaries and expectations with them from the start. She is also very flexible and meets young people where they are at the time, and gets them to think about where they want to get to... She has that real understanding of their experiences, knows what is like to be in their position, she is young person centred.”

Young people reported that the support was person centred. They felt in control of their support and were able to make decisions about what opportunities they wanted to take. They contrasted this to other services, such as probation, which made them feel pressurised and disengaged. Young people said that if they had feedback about the service, they felt listened to and that changes were made in response. UP project staff recognise that every young person is different, and that this requires agile working to tailor the project to everyone.

“They definitely left the ball in my court – they didn’t apply pressure, but they gave me the support to do what I wanted to.”

“She let me take the lead –she let me choose what I wanted to do.”

“They will improve anything if I mention it, they do listen – I have had a couple of issues with things I found difficult with them and I suggested trying a different route and they addressed it there and then and then adapted that approach.”

“You just have to think out of the box and be agile – every young person is different.”

Young people said they felt highly motivated by the UP project manager, especially early in their time with the UP project. This helped them to stay engaged with the project.

“[PDM] is enthusiastic you know, she will always try to sound positive. And she motivates me. She really pushed me and motivated me to do it [get my CSCS]... she usually rings every week, to find out how many tests I've done.”

Young people valued the wellbeing support offered by the UPD Project Manager. They said that she helped them express themselves and that they felt able to talk about anything with her, which helped them build trust and a good working relationship to build on.

“The welfare check has been really helpful and the support they have given me in terms of wellbeing. I do feel that is a really key aspect of the support.”

Young people were asked which element of the UP project support was most helpful to them. Many said that the knowledge that there was someone who believed in them, wanted to help them, and was not going to give up on them was the key to the success of the project.

“Having someone listening to what I wanted to do and believing that I could do it was the most helpful part of the support. Not every day was a good day... [but] they believed in me. If you miss an appointment because you don't want to go, they don't kick you out. They don't give up.”

Those who refer into the UP project speak very highly of the quality of the support provided. Referrers thought that the features of the UP project that are key to its effectiveness include:

- Understanding of the complexity of the issues that referred young people are facing
- Setting achievable goals with young people
- Consistency and tenacity with young people who may be initially challenging to engage
- Treating each young person as an individual
- Understanding the impact of trauma on young people and working in a trauma-informed way
- Using language appropriate for working with young people, which is relatable and reduces power imbalance, and a strong ability to engage with young people.

“I found them to be really proactive, tenacious, and there have been some really amazing stories of turnarounds... I've been working in this area since the 90s... it's the one project I have consistently been a fan of and talked to my colleagues about.” – Referrer

“It would be a huge shame if we didn't have the UP project to refer into... I know there are some other places, but not that care or 'get it' as much as the UP project. I would be a lost if I couldn't refer to them.” - Referrer

Overleaf is a case study of Megan's experience of the UP project.

Megan's story



Megan was referred to the UP project from a probation service. At the start, she says she was 'in a bit of a rut' and was coping with coming out of prison and out of an abusive relationship. The UP project provided the person-centred approach she needed to get back on track and move towards employment:

"...Then the UP project helped me, talked to me about what I wanted. They helped me with some of my debts. They gave me lots of mental health support which was a confidence boost... I was in a really bad place, and they helped me look for alternative living arrangements. They just helped me switch my mentality around, and realise you know I'm alright, I can do it..."

Connecting with others who had similar experiences helped Megan realise she was not alone, and she took part in women's classes exploring healthy relationships and managing emotions with a partner organisation following a referral from the UP project. Megan said these classes helped improve her anxiety and depression.

Megan really appreciated that the support from the UP project was voluntary:

"I was sort of dreading it a bit at the start, just thought it would be compulsory stuff – you think that when its probation. [PDM] always said to me, what are you worried about, what would you like help with... it was completely down to me whether I wanted to do it or not. I ended up taking her up on all the things she offered!"

Through the person-centred support Megan received, including 1-1 support, workshops on disclosure and CV writing, Megan developed the confidence and skills she needed to get into work:

"I kept getting turned away from places because of my criminal record and then they wouldn't give me an interview. It would knock my confidence – I did a workshop about disclosing the criminal record. And then when it came to the interview, I got the job! I definitely don't think I would have got my job if it weren't for the UP project."

Peer support and peer mentoring opportunities

A number of young people interviewed had been involved in peer support and peer mentoring opportunities through the UP project. This included opportunities to gain qualifications and train as a peer mentor, and involvement in a knife crime awareness campaign supporting other young people across Leicestershire. Young people worked as a team to produce an awareness raising film. Other young people took part in group support through organisations they were referred to from the UP project, such as New Dawn New Day.

Some young people we spoke to valued being able to connect with other young people who had had similar experiences to them. Participants who had been referred to New Dawn New Day talked about how beneficial this was to them in terms of improving their wellbeing.

Others had been part of delivering awareness raising and peer mentoring through a knife crime awareness campaign. This has given young people the opportunity to 'give back' which in turn boosted young people's self-esteem and helped young people to develop a range of employability-related skills.

“[PDM] is running a project focussing on knife crime in Leicester. There is a team of 5 of us doing this project. We’re trying to address the issue of knife crime in the Leicestershire area by collaborating with a few different people – the BBC, the council, and the police, and we have created an advert to launch this campaign, and from that we are going to take the advert, do peer mentoring and go out into the community. We have that camaraderie as well. We do welfare checks for each other as well. The UP project brought us together and it has given us a focus, especially during this time with Covid-19 – it has given me a focus and drive which I had lost. It is really engaging, and we’re all involved.”

Areas for improvement identified

Most young people said they could not identify anything they would improve about the support provided. Those that did, discussed the impact of the pandemic on their support, and that this impact was not the fault of the UP project

“At the time when I did the UP project it was pandemic time so there weren’t many face to face meetings or being with a group. Support was either just 1-1 or via email so I guess for me personally I can’t think of anything that could have been better it was just the pandemic getting in the way.”

Some young people talked about the potential for expanding the age range of supported participants:

“I just think that maybe they should be allowed to not have a stop age – I’m too old now – I think they should be allowed to support people up until 30.”

Overall views on the quality of support provided

All young people who were asked said they would recommend the UP project to others. When asked to rate the support from the UP project out of 5, the average rating was 4.7, with 7 of the 9 young people who responded to this question rating the support 5/5. Overall, the young people we spoke to had positive experiences of the UP project, thought the quality of support was excellent, and were all able to identify positive changes in their lives that had come about as a result of the UP project:

“It [UP project] is amazing and I think they should always be open to help other people and there should be more organisations like them... there should be more places like Leicestershire Cares. It would be good to have them all over the place and they can join up.”

“Yes of course I would recommend [the UP project]. If they asked for something and I knew the UP project could help with that I would suggest they do it definitely.”

The Power to Change approach and the UP project

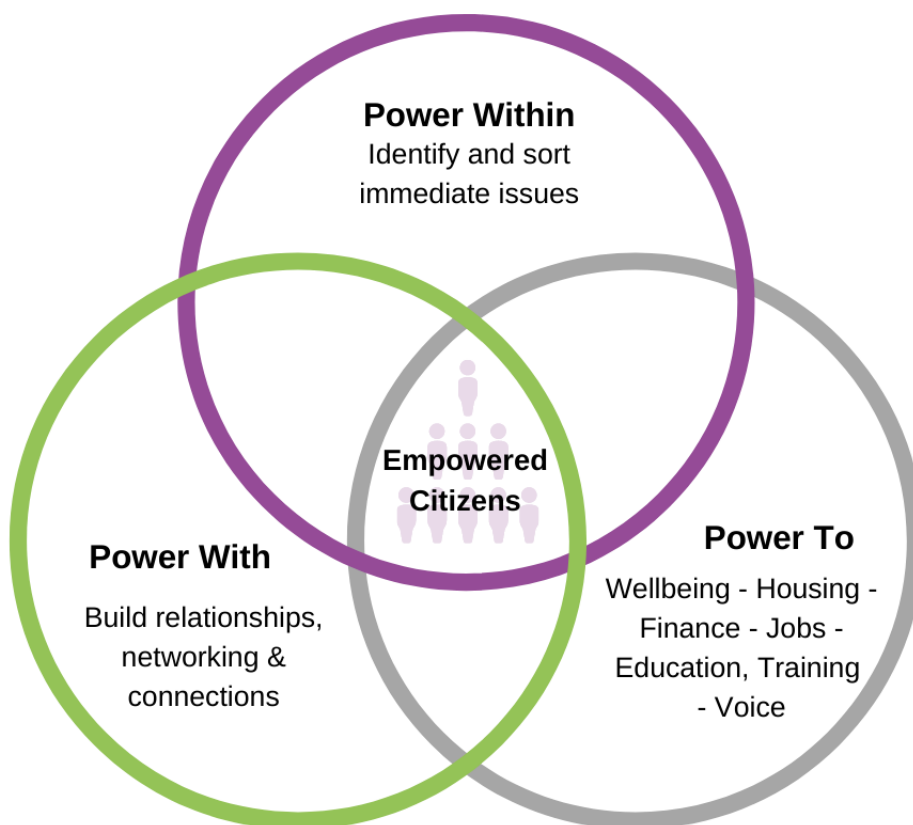
Leicestershire Cares has developed an approach to working with communities and young people called “Power to Change”¹⁶. The Power to Change approach recognises the complexity of the interrelated issues that affect young people and that these issues need to be addressed in a holistic and agile way which places young people as the experts in their own lives. The approach has 3 inter-related elements:

- **Power within:** identify and address immediate issues through partnership working with other services

¹⁶ <https://www.leicestershirecares.co.uk/about-charity/our-approach/power-to-change/>

- **Power with:** build relationships, networking, and connections – bringing young people together to empower them
- **Power to:** enabling young people to develop a wide range of skills which can be used to secure work or training. Supporting young people to make their voice heard.

Figure 11 – The 3 interlocking circles of the Power to Change approach



Source: Leicestershire Cares <https://www.leicestershirecares.co.uk/about-charity/our-approach/power-to-change/>

The Power to Change approach has shaped the delivery of the project

Findings from interviews with young people and with staff indicate that the Power to Change approach is reflected in the work the UP project is doing. Across interviews, young people have said they felt they were seen as experts in their own lives and that the UP project helped them manage and address immediate issues, improve their self-esteem, and feel motivated. Young people also talked about the value in building relationships with others, particularly in peer support opportunities, and that by taking part in these opportunities they now feel they have the skills to make progress, and even to ‘give back’ to others.

Referrers noted that the UP project understands the complexity of issues affecting the young people they refer, and ‘meet young people where they are’:

“We work with a lot of people who have experienced a lot of trauma... they are persistent and they don’t give up on people” - Referrer

“Lots of the young people who come into the UP project are in despair. They don’t like or love themselves. If you can find that spark and turn despair into hope you can move mountains. The UP project finds that spark. They discover something that drives young people on.” – Leicestershire Cares staff

5. Consultation with staff and other stakeholders

Throughout our interviews with Leicestershire Cares staff and those who refer into the UP project a number of topics and reflections came up which do not directly relate to the evaluation framework but are nonetheless useful in understanding the effectiveness of the project. These are summarised below:

Reflections on process

- Overall, the increase in multi-agency working has been very positive for the service and has helped the UP project get the right balance between focussing on ETE related support, holistic support, and support to meet basic needs. The UP project manager reported, when in post, that she had more time to focus on ETE activities and outcomes, while retaining the holistic approach of the service. There are now more referrals which are signposted to other services where young people require other support before ETE support, for example because they are homeless or are experiencing a mental health crisis
- The UP project manager built strong working relationships with other relevant organisations in the local area and continues to build relationships with businesses to access training opportunities
- Broadening the age range to 16-25 has been a positive step which means the UP project now better aligns with other youth projects at Leicestershire Cares. Staff have found that the UP project has been working well for younger people who have been very engaged with the project
- The UP project responded rapidly and effectively to the Covid-19 pandemic. Support transitioned to being online and over the phone and a range of online opportunities were provided, with regular updates and reminders sent to young people to support them to stay engaged with support. This meant that the number of young people supported did not fall as a result of the pandemic. While some young people expressed that the transition to online support affected their progress, most were able to continue to engage and get the support they needed.

“With the pandemic it could have all just stopped and we didn’t – we already had quite a lot in place so that within a week we had things up and running online.”

Areas for improvement

- While referrers into the UP project now have a better understanding of the criteria for inclusion, there are still some referrals coming in which are inappropriate for the service. Communication with referrers about what the UP project can deliver, and to whom, could be strengthened. This is particularly important during the current transition period as a new PDM is recruited to deliver the project

- The criteria for inclusion in the project is for young people aged 16-25 who have committed serious violent offences. Project staff suggest considering broadening this to include those who have gang affiliation and have been involved in county lines drug trafficking
- The referrers we spoke to identified a need for more preventative support for young people who were at risk of offending. Consideration should be given to ETE support for those who are identified at risk, for example through exclusion from education

“One of my frustrations is that people don’t get the service until it’s too late – if we can focus more on preventative cases – we have more chance of making that effective change there.” – Referrer

- The support workload has historically been held by the Project Development Manager (PDM). The project is therefore heavily reliant on one individual who holds both frontline and management functions. It was identified that recruiting a Project Support Officer (PSO), would increase opportunities to engage young people in group work already delivered by Leicestershire Care and give the PDM role more time to focus on supporting either more young people individually or providing more intensive support where required. Additional staff would also provide options for business continuity
- There is scope for the UP project to have influence at local policy level. Leicestershire Cares are in the process of setting up a young person steering group, which should include young people from the UP project. However, the annual renewal of funding and associated precarity of long-term stability for the project currently limits opportunities to focus on these broader objectives. Leicestershire Cares may also wish to consider sharing the Power to Change approach more widely with other organisations working in this space.

6. Conclusions and recommendations

It is apparent from the evaluation that the UP project is well regarded by both the young people and referrers we spoke to. There is evidence of positive impacts for young people upon a number of risk factors related to offending including wellbeing indicators and meaningful use of time. Young people similarly report substantial improvements which are likely to positively impact upon engagement with ETE, including increases in confidence, optimism, self-esteem, resilience, ability to manage anger, and motivation towards education or employment. Young people attribute these gains to their participation in the UP project. These findings are consistent in both the pre- and post- survey collected by the service (although this sample size is limited) and our findings through interview.

In relation to ETE, many young people feel they have had a shift in their 'mindset' as a result of the UP project and describe how the project has transformed the way they see themselves and the future, feeling much more confident about getting into and staying in work as a result of the UP project. Activities such as disclosure workshops and CV writing sessions contribute to increased employability skills. Peer mentoring opportunities were particularly identified as being beneficial and young people often reported a wide range of psycho-social benefits related to these opportunities which enhanced their ETE outcomes. Supporting young people onto courses and qualifications gives them a 'path' and unlocks future ETE opportunities.

Our interviews with young people and UP project staff suggest there are a number of factors which contribute to these positive impacts, including:

- The quality of support being provided, and the relationship formed by the UP project manager was highlighted by most of the young people we have spoken to as being instrumental in their engagement and progress
- Multi-agency working is identified as being effective in providing young people with more specialist support around issues such as mental health, which gives the UP project more capacity to focus on ETE related support.

However, evidence of tangible outcomes for young people are less definitive and we believe this is a result of the outcome metrics being used and recording by the service. Whilst 66% of those identified as NEET at assessment are exited from the service with this risk factor being recorded as having been addressed, the number of reported outcomes relating to this are low with just 13 young people (8%) have a recorded outcome of entering employment, education, or a work placement. Information relating to gaining skills and qualifications, achieving personal goals, distance travelled towards the labour market, engaging in work experience, voluntary work or peer support activities are not currently recorded.

Additionally, monitoring data for the year 2021/22 indicates that just 49 onward referrals were made to other organisations, the destination of which is seldom recorded, and no information is available relating to subsequent re-offending. We would therefore recommend a review of the monitoring framework with specific consideration as to where the UP project sits within the wider employability services available and what are realistic and desirable outcomes for young people accessing the service within the wider context of their circumstances, needs and assets. How reductions in risks are evidenced should also be considered and the use of scaled rather than dichotomous assessment would support with this.

However, this must also be combined with a greater emphasis on data collection and data integrity to evidence outcomes by the service. Inconsistent recording between pre- and post- intervention results in gaps and there are opportunities to improve data recording, particularly in relation to pre- and post-

support surveys to routinely collect evidence from young people. The binary recording of risk factors as either present or addressed also does not allow for nuanced exploration of progress or reductions in risk commonly associated with risk assessment. Gathering this evidence of complexity of young people and progression is particularly important given the comparatively low caseloads of the project.

With these in mind, we would also make the following recommendations:

- Move to a scaled risk assessment process that can record not only the presence of risk factors but also the significance of these. Tools such as the Outcome Star Teen Star, Young Person's Star or the Justice Star would be beneficial in not only recording young people's progress but also in planning support activities
- Support and/or resourcing to enable follow up in relation to subsequent offending behaviour would enable objective assessment of the impact of the UP project on re-offending
- Ensuring data validation and consistency of pre- and post- survey scoring is required
- Reviewing demographic characteristics of young people accessing the project would ensure that any barriers to access are identified and addressed.

Appendix 1 – Technical - Data analysis

Further information on geographical mapping of UP project participants

The UP project monitoring data includes postcode information for 139 out of 153 young people. Mostly, this postcode information is the postcode sector (the first half of the postcode and the first number after the space) rather than the full postcode. Each postcode sector typically includes several thousand households and so it is not possible to precisely map the geographic distribution of participants. We have therefore mapped participants by Middle Super Output Area (MSOA) – which also typically contain several thousand households – rather than Lower Super Output Area (LSOA). Even with this broad allocation by MSA, there may still be some young people who have been assigned to a neighbouring MSA.

Out of 139 participants on the UP project with postcode information available, 82 (59 %) are from Leicestershire and 50 (36%) from the Leicester City Council area. The remaining seven participants are from three other unitary / county local authority areas.

Figure 12 15 UP project participants by local authority location [ONS MSA boundary data]

Local authority	Participants	
	n	%
Leicestershire	82	59.0%
Leicester	50	36.0%
Nottinghamshire	3	2.2%
Warwickshire	1	0.7%
Rutland	3	2.2%
Total	139	

34 participants (24%) come from three MSAs (Thorpe Astley, Leicester City Centre, Hinckley Central). 75 participants (54%) are based in 10 MSAs, with the remaining 64 participants based in a further 40 MSAs.

We have matched MSA locations of participants with English Indices of Deprivation (IMD 2019) decile rankings. 26 out of 139 (19%) are based in the 20% least deprived MSAs (ie Deciles 9 and 10) whereas 22 (16%) are based in the 20% most deprived MSAs (ie Deciles 1 and 2).

Figure 17: Number of UP project participants by IMD decile ranking of their MSA location (1 = most deprived to 10 = least deprived)

IMD 2019 Decile	Participants	
	n	%
1	12	8.6%
2	10	7.2%
3	23	16.5%
4	9	6.5%
5	14	10.1%
6	10	7.2%
7	18	12.9%
8	17	12.2%
9	10	7.2%
10	16	11.5%
Total	139	

It should be noted that the recording of risk factors addressed is different on the 2020-21 and 2021-22 monitoring forms. First, in 2020-21, Employment, education and training risks were recorded separately as 'Education and Training' and 'Employment'; in 2021-22, these have been merged into a single risk of 'No longer NEET'. Secondly, the risk addressed of 'No longer involved in dealing drugs' was only included in the 2021-22 form, of which there have been relatively few closed cases.

Appendix 2 – Sampling and evaluation framework

Evaluation Framework

Research question	Indicators	Method of measurement
How well has the project addressed the needs of young people associated with past/future involvement in violence	Housing situation	Pre- and post- survey
	Wellbeing	Pre- and post- survey YP self-reflection (interview)
	Aspirations and confidence in gaining employment	Pre- and post- survey YP self-reflection (interview)
	ETE status	Pre- and post- survey/monitoring framework
	Improved employability skills	YP self-reflection (interview)
	Change in pre- and post- presenting risk factors	Outcome framework
Does the project reduce violent offending	No. of cautions and/or convictions post intervention	Pre- and post- reoffending data from VRN
	Seriousness of offending post intervention	Pre- and post- reoffending data from VRN
Is there an effect of intervention dosage on outcomes	No. of hours/days of support received	Correlation between project dosage (eg hours) and outcomes
How well does the project engage and create an enabling environment for young people in which they can address identified needs	Emotional support provided by PDM	YP interview Staff focus group
	Use of activities including sport, art etc	YP interview Staff focus group
	Increase in confidence and self-esteem	YP interview Staff focus group

Sampling Framework

The sampling framework below was developed from the monitoring information provided relating to the demographic profile of young people accessing the project.

Demographic	Sex		Ethnicity					Living arrangements			
	Male	Female	White	Black	Asian	Mixed	Other	With family	Other	Hostel with support	Homeless
No. of interviews	13	2	6	2	2	3	2	6	2	2	2

Appendix 3 – Visual aid for interviews with young people

Please select where you were at the beginning of UP and where you are now



I don't feel motivated to go to work / training



I feel really motivated to go to work / training

I don't feel at all confident that I'll be able to get a job in the future



I feel really confident that I will be able to get a job in the future

I don't feel at all confident that I will be able to stay in my job / training



I feel confident that I will be able to stay in my job / training

I don't have the right skills to get into work / training



I have the skills I need to get into work / training

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Please select where you were at the beginning of UP and where you are now



I have no confidence in myself



I feel really confident

I feel bad about myself / I don't like myself



I like who I am, and I feel good about myself

I don't feel positive at all about the future



I feel really positive about the future

I don't have the right skills to get into work / training



I have the skills I need to get into work / training

ROCKET SCIENCE