

CRYDON GIVE

The Croydon Children's Fund

Legacy Report

November 2007

Projects/Services which have received funding from The Croydon Children's Fund

THEME	PROJECTS	
	STATUTORY	VOLUNTARY
YOUTH CRIME	<ul style="list-style-type: none"> Youth Inclusion Support Panel (YISP), Youth Offending Team (YOT) 	<ul style="list-style-type: none"> Junior Youth Inclusion Project (JYIP), Croydon Youth Development Trust (CYDT) Croydon Young People's Project (CYPP), SOVA RUOK, Victim Support
OUT OF SCHOOL ACTIVITIES/ PLAY/ PREVENTATIVE WORK		<ul style="list-style-type: none"> Valley Park TOC H – Peppermint Centre Together in Waddon Croydon Community Bus
WITH BME CHILDREN		<ul style="list-style-type: none"> Beat the Street, Croydon Youth Development Trust (CYDT)
PARTICIPATION		<ul style="list-style-type: none"> Croydon Xpress, Croydon Voluntary Action (CVA)
IN SCHOOL	<ul style="list-style-type: none"> Reaching Out, Borough of Croydon (Education) 	<ul style="list-style-type: none"> Place2be Voluntary Reading Help
WORKING WITH CHILDREN WITH DISABILITIES	<ul style="list-style-type: none"> Integrated Therapy, Primary Care Trust (PCT) (Group A) ADHD Development Worker, Borough of Croydon (Ed Phyc) Willow – Bereavement, Primary Care Trust (PCT) 	<ul style="list-style-type: none"> Garwood Foundation, Rutherford School Croydon Mencap, (Benefits programme)
PARENTING		<ul style="list-style-type: none"> Parentline Plus (PLP) PATCH Project at Croydon People's Housing Association (CPHA)

Notes:

- Many of the projects/services cross over these themes, but this gives some indication of their primary functions
- All of the projects/services above were funded from the outset in 2003/04 until 2007/08 unless otherwise indicated below
- Beat the Street, Parentline Plus and Voluntary Reading Help were funded from 2003/04 until 05/06
- Place2be was funded from 2003/04 until 06/07
- RUOK received a one off payment in 2004/05 and is being funded in 2007/08

ACRONYMS

Acronyms used in the report (additional to those listed for projects/services) are as follows:

ADHD	Attention Deficit and Hyperactivity Disorder	DfCSF	Department for Children, Schools and Families
ASD	Autistic Spectrum Disorder	EAL	English as an Additional Language
BME	Black, Minority & Ethnic	ECM	Every Child Matters
CAMHS	Child and Adolescent Mental Health Services	JAR	Joint Area Review
CJS	Criminal Justice System	LAA	Local Area Agreement
CRB	Criminal Records Bureau	OCN	Open College Network
CVA	Croydon Voluntary Action	OT	Occupational Therapist
CYP	Children and Young People	PCT	Primary Care Trust
CYPSP	Children and Young People's Strategic Partnership	SALT	Speech and Language Therapist
CYPPB	Children and Young People's Partnership Board	YOT	Youth Offending Team
CCF	Croydon Children's Fund		

Introduction

This report presents the good practice and lessons learned from the Croydon Children's Fund. It is one of the voluntary sector led Children's Fund programmes, with Croydon Voluntary Action as the lead accountable body. The current programme is scheduled to end in March 2008 after 6 years of central government funding (including a development grant in 2002). Over the period 2002-2008 £4.7 million will have been invested in children aged between five and 13 years old.

What is the Children's Fund?

The Croydon Children's Fund programme was introduced in 2003. The fund was primarily set up to develop services for children at risk of social exclusion, aiming to provide increased co-ordinated preventive services. Funding was targeted at children and young people aged between 5 and 13 years, and their families.

The fund is part of the Government's strategy to tackle disadvantage and inequality arising from child poverty and social exclusion, through addressing national priorities including improving school attendance and attainment, improving health (including mental health) and reducing crime and anti-social behaviour.

A key element of the programme is that services are locally determined according to local need, and planned in consultation with children and families from the outset. In Croydon a comprehensive mapping and consultation exercise was undertaken to find out the views of children, young people and their families, and this was used in the development of the initial three-year strategy for the Croydon Children's Fund.

Development Focus Trust, the local evaluators of the Croydon Children's Fund, have been working with the 19 projects funded over the past four years to assess how they are meeting the objectives of the Children's Fund and the Every Child Matters Objectives, whether the projects are effective in their activities and influencing work and what impact they have on the children, families and broader service providers that they work with.

This report seeks to firstly, review the expressed needs of children and their families and show how the Croydon Children's Fund has responded to these needs. Secondly, the programme as a whole is assessed as to how it meets the Every Child Matters Objectives from the perspective of children and parents, and how these service users view the impact that the different funded projects have had on their lives. Thirdly, the report also highlights the potential consequences on children and their families in the absence of the projects funded by the Croydon Children's Fund.

Children have been central in the analysis presented in this report and children from the Junior Youth Inclusion Project have helped to describe in the report what Participation, Partnership and Prevention - the three main themes that drive the work of the Croydon Children's Fund - mean to them, as well as adding their interpretation of some more Ps that run through the programme, Protection, Play and Pounds!

Fourthly, the report presents overall statistics provided by the monitoring system for the Croydon Children's Fund to show how many children are involved in the programme on an annual basis. A project-by-project analysis is also presented that shows the relative strengths of the different services that have been developed and supported. Numbers of parents and broader service providers are also presented.

Finally, the report gives some input to ongoing commissioning strategies by highlighting the themes that were prioritised by children and their families and emphasising the importance of continuing to address these needs. There is also a project-by-project set of recommendations showing what types of services need continued support.

There are six accompanying documents to this report that show the good practice developed within the Croydon Children's Fund on the following themes:

- Participation
- Working in and with Schools
- Youth Crime
- Parenting
- Working with children with disabilities
- Working with BME children

Practical examples are given from different 'Star Projects' and tips given for project workers and managers.

Projects from the Croydon Children's Fund were submitted as supporting evidence of successful multi-agency work and involvement in the voluntary sector, for the Beacon Status that was awarded by Central Government to Croydon Council in 2007/2008 for Increased Voluntary and Community Sector Delivery.

The Secretary of State for Children, Schools and Families has recently announced that new funding will be made available to extend the work of the Children's Fund over the next three years (2008-2011). Future projects will be commissioned and managed by the Children and Young People's Strategic Partnership. Those responsible for commissioning future work that aims to benefit the lives of boys and girls in Croydon must take notice of the evidence of success, and lessons learnt by the Croydon Children's Fund thus far.

Children setting the priorities for the Croydon Children's Fund



ADHD Development Worker: Football Club

Starting with the Perspectives of Children

The Croydon Children's Fund started its development and planning from the voices of children. Croydon Xpress, based in Croydon Voluntary Action (CVA), originated as a participatory inquiry. An initial consultation stage of the Croydon Children's Fund consisted of children and young people being asked to express their views on what they needed help with. These are written up in a CVA document, *Choices and Voices*¹.

The results of the consultation informed the criteria to be used for commissioning services and projects. Initial themes under which projects were funded were as follows:

- Youth Crime (including the YISP as specified in Government guidance)
- Children with Disabilities
- Black and Minority Ethnic Groups
- Mobility (referring to transition between primary and secondary schools)
- Family Support
- Out of school/ After school provision

Twenty-five percent of the Children's Fund budget was initially allocated to the Youth Crime projects – Youth Inclusion Support Panel (YISP) and the Junior Youth Inclusion Project (JYIP) – with the remit to work across the borough. The projects working under the theme of 'Children with Disabilities' also worked across the borough. Projects falling under the other four themes were given a remit of working within the following areas in Croydon:

- Broad Green
- Waddon
- New Addington and Fieldway

¹CVA (2002) *Choices & Voices* pp.34.

The Expressed Needs and Priorities of Children and their Families

In the ongoing evaluation, an interim assessment was carried out with children and parents. Participatory work in the form of a needs assessment was carried out in three schools, one secondary and two covering the primary age range, in order to revise and update the initial needs analysis feeding into the planning process. The schools that took part were Kingsley, Fairchildes and Archbishop Lanfranc. The perspectives of girls and boys from schools in the target areas (above) were sought so that the new programme plan (2005/2008) was directly informed by their realities and ideas. Parents were also consulted during the process. Information was collected from 243 children 153 girls and 90 boys of different ages in the three schools.

Classroom and playground sessions were facilitated in which children were asked for their perspectives on the following:

- What in their lives made them happy and unhappy
- The top three problems in their lives, also their problems at home, school and outside
- From whom they received help
- Solutions that they would suggest
- Help they still needed, with specific reference to the Every Child Matters Objectives

Parents were also asked about the help that they needed, with specific reference to the Every Child Matters Objectives. Children and parents were also asked about project recognition.



The following analysis is a comparison of the expressed needs and priorities of children and their families.



Local evaluators working with children on Needs Assessment

Issues that make children happy and unhappy:
What makes you feel happy/ good and what makes you feel sad/ bad in your life?

When working in small groups children identified the following:

	
My friends	Bereavement (death of family members and of animals)
My family (especially mum)	Arguments and fighting with siblings or parents at home
Physical Activities (such as football, dance, P.E, swimming and cricket)	Getting told off
Toys, computers and play-stations (mentioned only by boys)	Having no friends – being lonely
Going to school	Violence
Looking after animals	Getting angry
Going on holidays	Lack of privacy (own bedroom)

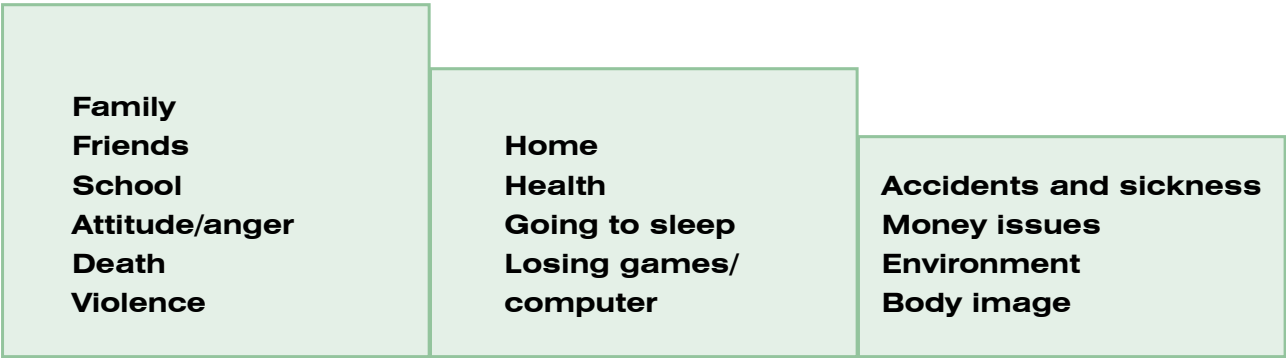
Social contacts and family relations and physical activity had the most significant influence on children's happiness, while bereavement (and fear of bereavement), arguments within the home and being lonely had the most detrimental effect. However many of the children's comments on what made them sad were quite individual. One girl said: "People don't like me for who I am" and a boy said: "There is nothing wrong, but it's too quiet – there're no activities".

Key Problems for Children

After finding out what children thought in more of a group situation, they were then asked individually about their problems with a follow-up immediately about what help they may still need and their ideas for solutions.

“What are your top 3 problems?”

Below is a compilation of children’s main issues:



Problems with family and friends, loneliness and separation issues were major concerns for children of all ages. A girl in the 11-13 age range said her main problem was:

“Not getting hugs and love from my parents, and not knowing if they’ll get divorced”

and a boy in the 8-10 age range said:

“When my dad is in the police station”. Another boy said: “Falling out with my friends and them not talking to me anymore”

A lot of children were worried about school issues – a girl in the 11-13 year age range said

“I don’t understand it and I don’t get help and when I do they sometimes get angry and so do I”.

Many children were aware that they had problems with their attitude and behaviour. A girl said:

***“I tension quickly, whenever people talk to me I get angry and I shout”
(age 11-13).***

Girls and boys were also troubled by the death of family members and pets. Also concerned by violence (and fear of violence) in their area and in general. A girl in the 8-10 age range said:

“People dying and being killed”.

Boys and girls of all ages were conscious of their families’ financial situation, living conditions and the environment. They mentioned cramped homes, high council tax, caring responsibilities at home, litter and homeless people.

Many boys were preoccupied with electronic games and computers. A few girls mentioned issues around body image. An 8-10 year old girl said:

“When my mum shouts at me and says I’m too skinny and says people will laugh at me and won’t talk to me”

while another said that she was worried about her weight:

“I don’t want to live my life as a fat person”.

Children were aware of health issues such as smoking and junk food and both boys and girls mentioned being afraid of accidents and illness.

Issues

The following are strengths in terms of coverage by the Croydon Children's Fund Programme as compared to the issues that have been prioritised by children and their families:

- Fun activities, trips and outings
- Children's self-confidence and decision-making
- Bullying issues – both working with those that are bullied and those children that bully other children
- Mental health issues
- Bereavement
- Working with children with disabilities
- Working with some children at high risk of 'getting into trouble' with often very difficult home situations and this can include:
 - Work with parents
 - Feeling safe, both outside and at home/ Violence at home
 - Drugs and substance misuse (for parents and awareness amongst older children)
 - Sexual Health
 - Boys and girls managing their anger
 - Children as carers

Ongoing participatory work and capacity building in project and throughout programme

The Croydon Children's Fund has funded projects/services that have spent 3-5 years working with disadvantaged children and their families to build trust and relationships. Participatory work with girls and boys and their parents takes time, as does building relationships within the broader community and amongst a broad range of service providers from the statutory and voluntary sectors.

In some projects, such as Integrated Therapy and Willow, it takes time to employ therapists with the right type of training and once in post, continuity of funding is important to maintain the service.

Many of the project staff have been trained in participatory monitoring and evaluation and have consistently provided important information for monitoring progress and on impact in order to review practice and improve their service.

All this capacity needs to be strategically maintained so that the full benefits of the programme can be translated into continuing to improve the lives of girls and boys in Croydon.

Background & Local Context

The Joint Area Review

Croydon will be part of a Joint Area Review taking place in January 2008. The Local Area Agreement (LAA) in Croydon will also have implications for the mainstreaming of funding children's services.

Integration with the Developing Children's Trust

The lessons learned from the Croydon Children's Fund need to inform the ongoing development of the Children's Trust in Croydon. Croydon is one of the 35 national Children's Trust pathfinder authorities. This, together with the Preventative Strategy in Croydon, has formed a basis for working with children and young people across the borough. The particular focus in the Children's Trust initially was to work in target areas piloted by the Children's Fund, i.e. New Addington and North West Croydon.

Children and Young People's Plan

Since April 2006 it is a requirement of The Children's Act (2004) that all local authorities have a Children and Young People's Plan. This was required to be developed in consultation with children and their families, and information from the Children's Fund was fed into the consultative processes. The plan has been developed and its implementation is co-ordinated by a multi-agency body – the Children and Young People's Strategic Partnership (CYPSP). This reports to the Children and Young People's Partnership Board (CYPPB), which is chaired by the lead member for Children in Croydon Council.

Mainstreaming The Children's Fund Partnership Board

The Children's Fund Partnership Board was mainstreamed into the Children and Young People's Strategic Partnership with the Children's Fund Manager from Croydon Voluntary Action and members of the board being represented on many of the commissioning sub-committees.

Every Child Matters and Multi-agency Working

Continuation of the multi-agency working, demonstrated in the Croydon Children's Fund, would help to put into practice the Common Assessment Framework and Every Child Matters Objectives.

Imperative to the transition of the Children's Fund into the Children's Trust is the continuation of funding for the children in the age spectrum of the Children's Fund (5-13 years), as this will no longer be specifically ring-fenced.

The development of the CAMHS strategy and the continued multi-agency working in the PCT also fits with the way in which children are treated more holistically from the perspective of their individual needs, rather than from the starting point of individual services.

The Voluntary Sector



The management of the Children's Fund has been located in the voluntary sector, with Croydon Voluntary Action (CVA) as the lead accountable body. The ongoing involvement of the voluntary sector is critical to the success of implementing programmes aimed at improving the lives of boys and girls and their families in Croydon. The continued involvement and representation of voluntary sector organisations in the Children and Young People's Strategic Partnership and Board is also central to the implementation of effective work with children and young people across the borough. The Children and Young People's Network, managed through CVA, provides an important link into the broader voluntary sector network of organisations working with children.

Consistency of funding is a factor in maintaining the capacity built across the Children's Fund and is particularly pertinent in the voluntary sector. Many of the voluntary sector agencies, especially the smaller ones, have found this environment of financial insecurity and cuts to the Children's Fund difficult for planning purposes, despite many saying that it was not unusual in the current funding climate.

Examples of projects funded by the Children's Fund – Croydon Community Bus, Together in Waddon, Place2be and Croydon Xpress – were submitted as evidence of successful multi-agency work and involvement in the voluntary sector. Croydon Borough Council was awarded Beacon Status by Central Government 2007/2008 for Increased Voluntary and Community Sector Delivery.

Participation and Evaluation

In a policy climate where participation is advocated broadly in national policy, Development Focus Trust has worked with the Croydon Children's Fund to employ participatory monitoring and evaluation approaches. Central to the evaluation has been to base criteria for assessment of the programme as a whole on children's own needs and priorities and to find out about the outcomes and impacts of services on the lives of boys and girls and their families. The continued work with children and young people in the borough needs to have the perspectives of children as central to decision-making. The concept of participatory working and participatory monitoring and evaluation should also inform the ongoing development of the Children and Young People's Plan and the Children's Trust

Working in Partnership

Many of the projects that have been funded by the Croydon Children's Fund work in partnership with a range of statutory and voluntary sector projects and with different key players within communities in Croydon. This is demonstrated by their interaction with a range of broader stakeholders described under the different projects and the outcome/impact analysis that has been undertaken as part of the evaluation.

The 6 Ps Of The Croydon Children's Fund:

Partnership, Participation And Prevention Protection, Play And Pounds

The children who go to JYIP helped us to understand and explain what the Children's Fund means for disadvantaged children in Croydon.

The Croydon Children's Fund had as its underlying principles: Partnership, Prevention and Participation. In addition to this, boys and girls around Croydon, in the needs assessment carried out by the evaluators, identified staying safe or protection, and play as being important to them. The sixth P is for Pounds. as sustained funding is needed in order to support all of the activities that help children to improve their lives.

The children (nine young boys 9-10 years, of whom 4 were Black British, 2 were Mixed Race and 3 White British) told us the following:

Positive, stop crime, bullying and bad behaviour and stay safe	Negative – don't stop it
Stay safe with somewhere to go Don't go out to look for trouble Stay in if there is a fight Someone who can look after you	Getting into trouble Getting involved in things that are bad Bad at school Get involved in fighting

Prevention And Protection



The children addressed prevention and protection together. The way that the group of children at JYIP understood protection and prevention was to understand the positive

- what happens if you stop crime, bullying and bad behaviour and have protection to stay safe
- and the negative; what happens if you don't.

Another boy wrote the following story to explain what the words mean to him:

"You can stop fighting and killing people by everyone listening. One day someone thinks that they want to go to the bad side and that they will get away with it – so they go to a bank with a sack and mask. When he went in, he saw a sign and remembered what would happen to him if he did something bad so he goes back home and goes to the park."

Play

The JYIP children said 'Play can keep you strong and you can have fun'. One boy said that you can use play to have exercise and that 'this keeps you fit and stops you fighting'.

One boy wrote a song about play and pounds:

***P.L.A.Y, Play, Play, Play
Junior YIP just has to stay
Its da place to be in every way
Children's Fund, please can you pay!***

***We want a residential in 2008
We don't want to send young people to the estate
We need your help before its too late
We would like you people to participate!***



Pounds

One boy did a spider diagram to show what pounds could get you:

- better trips, a new clean mini-bus, sports equipment, more activities like a healthy week, swimming and go-karting, different foods and residential.

Another boy showed what would happen without the pounds:

- In trouble with the police, being bad and getting angry, and getting bored.

Participation And Partnership



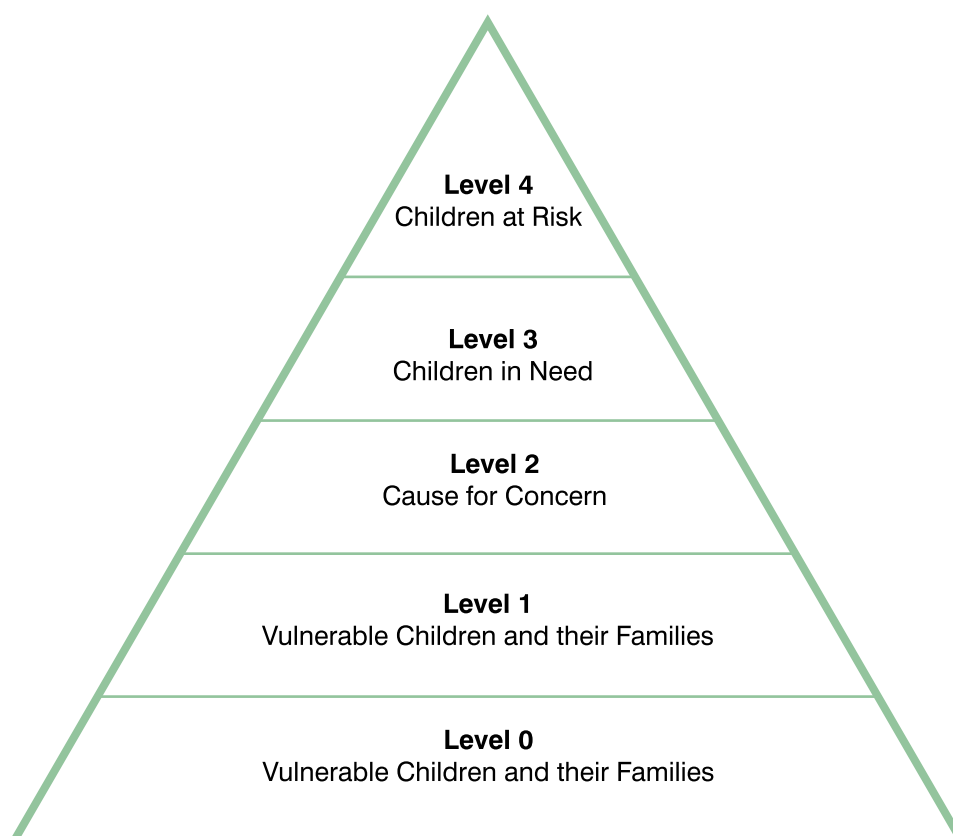
JYIP: What Participation and Partnership means to us

The way that the group of JYIP children see 'Participation' is "children arriving at their own ideas for activities'.

In terms of partnership, children in JYIP saw this as 'working together' to be kind, polite and not to bully. They also saw this as 'involving others' so that children can work and play together. As they say, 'the partnership is working'

Early Intervention And Prevention: Impact Analysis

The Croydon Children Fund has built on the work that has been carried out to date by the Children and Young People's Strategic Partnership to develop the Local Preventative Strategy for Children and Young People: 'Partnership in Prevention, Croydon' 2004-2006. In this report, the model of the triangle of need in the Local Preventative Strategy has been referred to. It was envisaged that the Children's Fund would largely be working with Children at levels 1 and 2 of the triangle, although some projects cover all levels.



Impact without early intervention/ prevention services

Without the kinds of project/services that the Croydon Children's Fund has supported the result could be:



Children from Beat The Street Participation in Evaluation

- Increase in social exclusion
- Increase in school exclusion
- Increase in anti-social behaviour and crime
- Increase in poor health and emotional issues
- Increase in self harming and self medication
- Increase in substance abuse
- Increase in family breakdown
- Increase in anger amongst children
- Increase in gang violence
- Lack of personal empowerment
- Greater financial burden on adult services

These results are demonstrated by the following analysis by children, parents and broader stakeholders of the outcomes and impact of the projects funded by the Croydon Children's Fund for their lives and for the broader community and service provision in the borough.

Impact Analysis: What do the projects achieve?

The full programme evaluation explored the impact that projects were having on the lives of girls and boys and their families. This was completed for the third year of funding in order to feed into the ongoing development of the programme.

For Children – given by children and parents

Projects	Type Of Outcome/ Impact
YISP JYIP Beat The Street CYPP RUOK	Improved behaviour at home Better attitude to school, better attendance Less rude to teachers Less fighting with peers, less swearing and shouting More able to control temper and anger Improved relationships at home and school Increase in self confidence Feeling calmer and happier More friends, more sociable Feel that will no longer become juvenile delinquent Don't bunk off lessons Stopped bullying other children so much Not being bullied so much Not so worried and being able to talk out in the open More helpful to other people
TOC H, Valley Park Together in Waddon Community Bus PATCH, CPHA	Feeling happier and less shy More friends to play with More funny, helpful and friendly Less bored Increased understanding of cultural background More outward looking Less rude and violent More cooperation Better relationships with friends and family
Croydon Xpress	Fun, meeting new friends Learned to communicate with other children
Reaching Out	Can read better and enjoy reading more More confident with more friends Enjoy school more Better temper and less fights
Place2be	Solves my problems Telling someone about difficult situations at home
Integrated Therapy ADHD Development Worker	More able to deal with changes in routine Better concentration, calmer, happier Sitting for longer periods at school Can communicate better, therefore less frustration Feel more mature, more confidence
Garwood	Children with extreme disability responded to stimulation by, for example, grasping, pulling, making noise, squeezing a hand to indicate that the workshop leader should play the music again or do a movement again

Projects	Type Of Impact
YISP CYPP	More hope More interaction with children Better understanding of issues facing their children Feel that there is more respect from their children
Parentline Plus PATCH, CPHA	More able to share difficulties Feeling of empowerment from different strategies learnt Maintained some contact with other parents Less feelings of depression and being upset/ shouting Listening to children more and being open with them More confident as a parent and able to communicate better
Integrated Therapy ADHD Development Worker	Better understanding of children's needs Network of parents facing the same issues Parents learnt new strategies and forms of interventions Understood the different services available Not feeling so alone Better relationship with children at home
Mencap	Parents understanding forms and benefits better Parents going for appeal successfully Receipt of Disability Living Allowance and Carers Allowance

The following impact analysis comes from the service provider evaluation where often projects were said to be, at the least, partially responsible for impacts.

Given by Service Providers

Projects	Type Of Impact
YISP JYIP CYPP	Lower rates of exclusion from school Helping to maintain children in education who might otherwise be excluded Higher self worth for children and parents Significant impact on students that are at high risk of exclusion or disengagement, and those that had been misusing drugs Better interagency working around children Improved co-ordination of services to children and young people More holistic assessment of children More respect shown to teachers Children more up to date with school work Children more able to deal with their anger
RUOK	Trust and effective communication in the school Helping with children's self esteem and confidence

Together in Waddon Community Bus	Addresses bullying, healthy eating, better communication and social skills Preventative project in the community to divert and empower children and young people and involve parents Motivating and inspiring, a stepping stone on the way to getting things better Helps police deal with children on Anti-Social Behaviour Orders and Acceptable Behaviour Contracts Children and young people have fun and it gives them something to do Vital service in those areas of Croydon where the need is highest, where children are 'hard to reach' and where there are no facilities for them
Reaching Out	Enhanced confidence of refugee children at school Increased awareness of refugee issues amongst staff and other students Help integrate refugee children into school and into the curriculum
Place2be	Improved social skills Change in emotional state Less nightmares and bedwetting Child stopping crying in class
Integrated Therapy ADHD Development Worker	Identification of specific learning needs Identification of therapeutic needs Reduced bullying of particular pupils Improved behaviour at school Children able to manage their own behaviour better Increased joint working Has made treatment of ADHD and ASD more holistic Significantly helped the work of the CAMHS workers, especially in schools Parents and professionals both say they get lots of ideas from workshops to use with the children By bringing agency networks into regular contact with one another, there is increased knowledge, awareness of roles and stronger links for clients Achieves consistency between clients and ensures they are properly directed to other appropriate services Insight into issues around ADHD increased
Willow	School and its support staff now feel more comfortable as they have strategies for supporting pupils and their families after suffering bereavement Telephone support provided by Willow is reassuring for teachers and continues the learning process in the area of bereavement Children able to deal with anger and manage their behaviour better Children are less confused and better able to deal with their school work
Garwood	Children, many of whom can barely move, able to participate in events Children experience sensations, for example colour, wind, music and comedy with the children responding to the play-worker, or children making movement and expressions that is rare to see in daily life as they experienced different sensations

Every Child Matters Objectives and How They Have Been Met



Croydon Xpress working at Parent Powerzone

The programme covering all the ECM objectives

As one can see from the diagram on p26, children and parents have ranked projects based on criteria that have been developed from the Every Child Matters objectives. The programme as a whole is shown to have covered all the objectives with some projects demonstrating more obvious impact in different areas. Many projects achieved all the objectives in the eyes of some of the children, although where there was only one child out of many scoring an objective this was not included on the diagram.

Analysis with service providers revealed where projects could strengthen their impact. This analysis has been used by the Children's Fund to inform its commissioning strategy.

Being Healthy

Projects meeting this goal have been those working with children with disability aimed at addressing the mental and physical wellbeing of the children. Many of the projects, however, have influenced 'how children and their parents feel that they can cope on a day-to-day basis' and 'how happy and calm they feel'. This includes Willow, Place2be, projects addressing youth crime (including YISP, JYIP, CYPP and RUOK) and projects that work with children in disadvantaged areas, such as the Community Bus, Together in Waddon and the Valley Park Peppermint Centre run by TOC H.

Physical health is not directly dealt with by projects which are not looking directly at issues of physical disability, but children have talked about the exercise that they get and the good food they are given in projects such as JYIP, Valley Park and Together in Waddon.

Projects such as CYPP and Beat the Street were highlighted by children as making them aware of sexual health issues where relevant. These projects along with YISP, Valley Park, Together in Waddon and RUOK also address issues around avoiding drugs and knowing what they do to you.

Staying Safe

The projects specifically funded under youth crime are: YISP, JYIP and RUOK. Many of the projects, however, are seen more broadly as addressing safety at home and outside as part of a broader preventative strategy. Children, parents and broader stakeholders such as the police and the Youth Offending Team, identified projects such as CYPP, The Community Bus, Together in Waddon, Beat the Street and Valley Park as being key to making girls and boys and their families feel safe. These projects were also recognised by children as helping them 'not to get into so much trouble', 'not to bully other children so much' and to feel as if they are 'not bullied so much'.

Enjoying and Achieving

A broad range of projects were identified by children as helping them to work better at school. Projects such as YISP, JYIP, CYPP, Valley Park and Reaching Out were also identified as getting children to attend school. These projects alongside others such as the Community Bus were also seen by children as helping them to enjoy school and learning.

Making a Positive Contribution

All of the projects that were evaluated against the outcome of 'increased confidence of children' were scored highly by children. This is a very strong area for the Croydon Children's Fund. In addition to this some of the projects were identified as giving parents much more confidence to deal with their children, such as Parentline Plus, Integrated Therapy, the ADHD Development Worker, Beat the Street, Together in Waddon and the PATCH parenting course. Children also identified projects, such as Valley Park, Together in Waddon, CYPP, Beat the Street, YISP and Reaching Out as helping them to make their own decisions.

Achieving Economic Wellbeing

Children identified projects as both helping them to feel like they are living in a better home and community and feeling like they are more likely to carry on in education or go into employment in the future. These projects include: RUOK, Together in Waddon, Valley Park, Reaching Out, Beat the Street and CYPP. Parents also added that their work with the ADHD Development Worker had helped children to think about the future in a more positive way and had helped in terms of achieving a better standard of living/ family income. The latter is also the area of work where Mencap gives strength to the programme in terms of ensuring that families with children with disability get the benefits that they are entitled to.



Croydon Community Bus

Key		Key	
YISP	Youth Inclusion Support Panel, YOT	TW	Together in Waddon
JYIP	Junior Youth Inclusion Project	VP	Valley Park TOC H – Peppermint Centre
CYPP	Croydon Young People's Project	CB	Community Bus
RUOK	RUOK, Victim Support	BtSt	Beat the Street
R	Reaching Out, Croydon Council (Ed)	ADHD	ADHD Development Worker
PLP	Parentline Plus	IT	Integrated Therapy
PATCH	Croydon People's Housing - parenting course		

Note: at the time of this part of the evaluation it was not possible to carry out this exercise with the children and parents from Willow, Place2be, Mencap and the Garwood foundation. In addition the information at that stage was from parents for the ADHD Development Worker and Parentline Plus.

Note: Croydon Xpress is not explicitly listed under the objectives on page 26 because it played a supporting role to several of the projects.

Every Child Matters Objectives - Children's Ideas of What Difference The Projects Make

Stay Safe

Feeling safe

At home	Outside
CYPP JYIP/YISP R, BtS VP TW RUOK	CYPP JYIP/ YISP TW VP CB RUOK Parents added ADHD PLP IT

Not being bullied
so much
YISP CYPP
TW VP CB
R RUOK

Be Healthy

Feeling happier/calmer
JYIP YISP
VP TW R
RUOK
ADHD IT

Feeling healthier
TW VP JYIP
CYPP YISP
R RUOK
ADHD

I'm not getting into so
much trouble
CB VP TW
YISP JYIP RUOK
ADHD
R PATCH

I'm not bullying
other kids so much
JYIP CYPP
CB TW VP RUOK
ADHD

Aware of sexual health
issues
BtSt CYPP
VP YISP
(asked 11-13yrs)

Achieve Economic Well-being

Enjoy & Achieve at school

Enjoy more	Attend more	Work better
R CB VP JYIP PATCH YISP RUOK PLP	JYIP YISP CYPP VP R PLP	YISP/ JYIP BtSt TW PATCH VP IT

Living in a better home/
community
TW VP BtSt
YISP RUOK CYPP ADHD

Avoiding drugs / knowing
what they do to you
BtSt CYPP TW
RUOK VP YISP
(asked 11-13 yrs)

More likely to carry on
in education/ go into
employment
VP R RUOK
BtSt CYPP TW ADHD

Make a positive contribution

Making my own
decisions
TW VP CYPP
BtSt YISP R PLP

Feeling more
confident
JYIP TW VP
BtSt CYPP YISP
RUOK R PATCH PLP IT
ADHD

Lessons Learned & Different Themes

Analysis on different themes was carried out by the evaluators and project workers (below). Reports are available on each theme which give examples of 'star projects', tips for project workers and managers, and key messages to service providers and funders. In this way lessons learned from the projects can be shared more broadly.

The following is a summary table for the different themes:

Theme	Key Lesson	* Projects
Youth Crime	Take a risk approach and address the root causes of crime in a preventative strategy e.g. Services that are fun and free for children and their families and addressing ADHD	YISP, JYIP, CYPP, RUOK COMMUNITY BUS TOGETHER IN WADDON PEPPERMINT CENTRE ADHD DEVELOPMENT WORKER WILLOW
Participation	Avoid tokenism and involve and inform children and young people throughout the project process, from planning to evaluation and feedback	JYIP, CROYDON XPRESS, BEAT THE STREET, CYPP, TOC H, VALLEY PARK, COMMUNITY BUS
Working In And With Schools	There needs to be coordination and collaboration between agencies working with and in schools and from the schools themselves – the support of the head teacher is critical to success	PLACE2BE, REACHING OUT, WILLOW, JYIP, TOGETHER IN WADDON, YISP, CYPP
Working With BME Children And Families	All services need to be assessed for accessibility and relevance to BME groups, and whether modifications are needed.	BEAT THE STREET, JYIP, REACHING OUT, TOC H, VALLEY PARK, WILLOW
Working With Children With Disability	Value the child. See the child first, not the disability. Don't stereotype and make judgements.	GARWOOD, MENCAP, INTEGRATED THERAPY, ADHD DEVELOPMENT WORKER, WILLOW
Parenting	Value and respect what parents have to say, and build their confidence	INTEGRATED THERAPY, CYPP, YISP, JYIP, PATCH PROJECT, PARENTLINE, CROYDON XPRESS

Who And Where Are The Children And Their Families?

The type of contact that projects have with children can be categorised into two groups. Firstly, there are those projects that have on-going regular contact with a well-defined group of children. Details of the numbers and profile of children are presented in the following section. Secondly, there are those projects that run one-off events for children. Details of numbers and profiles of children for this type of contact is presented for each project later in the report.

Regular On-Going Work With Children

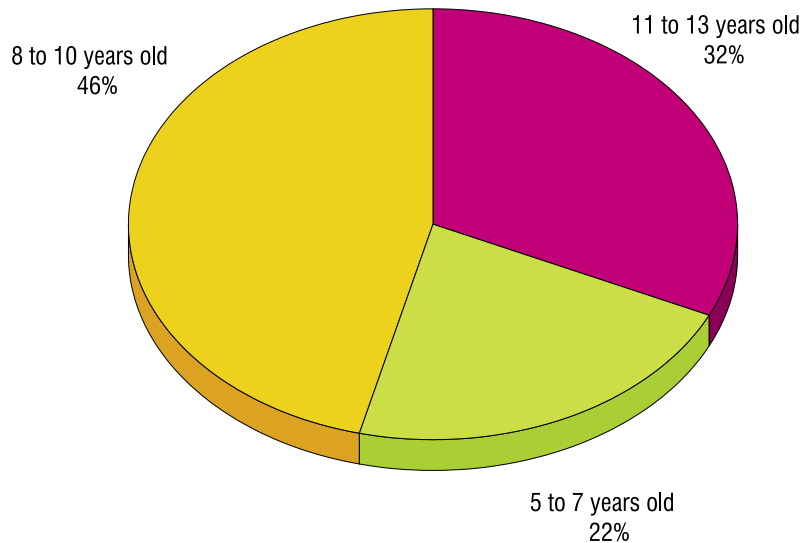
The projects that had on-going regular contact with children during 2006-2007 were as follows:

Willow – children's bereavement service	Croydon Mencap
Croydon Young People's Project – Mentoring Project- CYPP	Youth Inclusion Support Panels (YISP)
The Place2Be In Croydon	TOC H – Valley Park
Reaching Out	Together in Waddon
The Garwood Foundation	Integrated Therapy
(ADHD Development Worker	Croydon Community Bus
Junior Youth Inclusion Project (JYIP)	Xpress
CPHA	

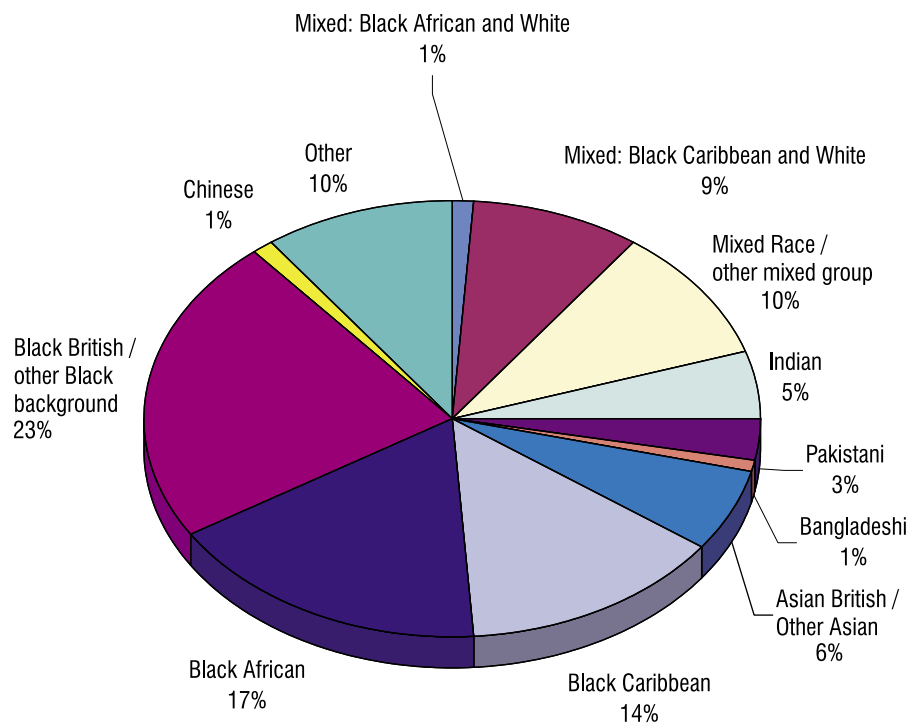
The type of on-going contact that these projects had is expanded on later in the report when details are given for each project.

During the financial year 2006-2007 the projects worked with a total of 1,303 children aged between 5 and 13 years old. 64% of children were boys and 36% were girls.

The proportion of children in each age group is shown in the graph below:



54% of children were 'White' – White British (51%) White Irish (1%) and White other (2%). 46% of children came from Black, Minority and Ethnic communities and the graph below shows the proportion from each group.



Regular On-Going Work with Parents

Several projects have regular contact with parents. These are: Willow, CPHA, Place2Be, ADHD Development Worker, Together in Waddon, Xpress and Reaching Out. Details of this contact will be presented later in the report, project by project.

During the year 2006-2007 these projects worked with a total of 248 parents of which 82% were female, and 18% male.

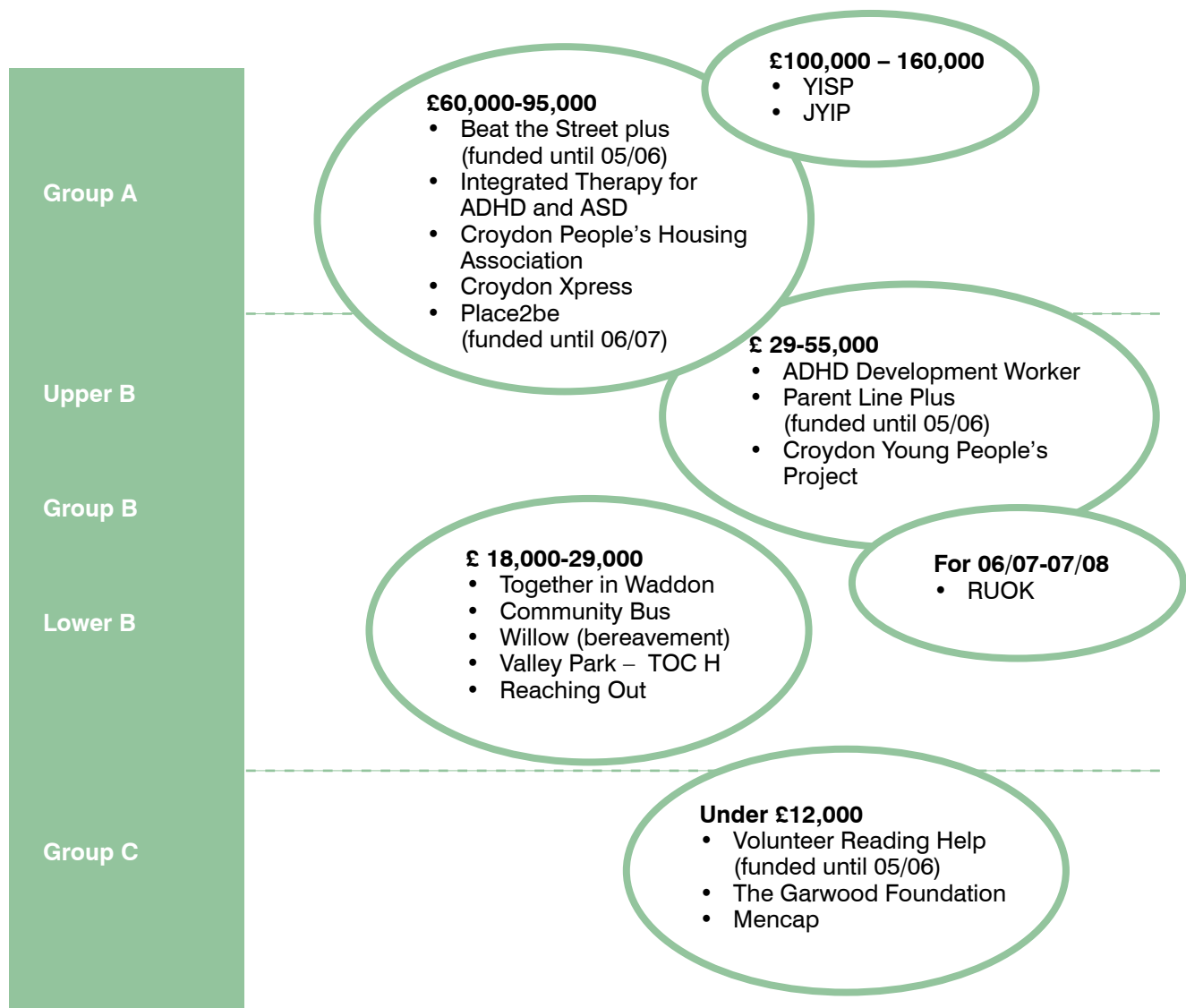


Croydon Young People's Programme: Drama

The Projects In The Croydon Children's Fund

The projects have been grouped into funding brackets from A-C. The figure below shows the bracket that each project falls into.

Projects Funding Breakdown (Annual funding)



Note: Figures are based on 06/07 figures except for RUOK that received a one off payment of £10,000 in 04/05 and now lies within the Upper B for 06/07-07/08. Also Beat the Street, Parentline Plus and Volunteer Reading Help where 04/05 levels have been used to place them in the correct group order.

Projects/Services Funded By The Children's Fund - Summary Profiles

Theme	Projects	
	Statutory	Voluntary
Youth Crime	Youth Inclusion Support Panel, Youth Offending Team (YOT) (Upper A)	Junior Youth Inclusion Project, Croydon Youth Development Trust (Upper A) Croydon Young People's Project, SOVA (Upper B) RUOK, Victim Support (Upper B)
Out Of School Activities/ Play/ Preventative Work		Valley Park TOC H - Peppermint Centre (Upper B) Together in Waddon (Lower B) Community Bus (Lower B)
With BME Children		Beat the Street, Croydon Youth Development Trust (Group A)
Participation		Croydon Xpress, Croydon Voluntary Action (CVA) (Group A)
In School	Reaching Out, Borough of Croydon (Education) (Lower B)	Place2be (Group A) Voluntary Reading Help (Group C)
Working With Children With Disabilities	Integrated Therapy, Primary Care Trust (PCT) (Group A) ADHD Development Worker, Borough of Croydon (Ed Phyc) (Upper B) Willow –bereavement, Primary Care Trust (PCT) (Lower B)	Garwood Foundation, Rutherford School (Group C) Croydon Mencap, (Benefits programme) (Group C)
Parenting		Parentline Plus (Upper B) PATCH at Croydon People's Housing Association (Group A)

Notes:

- Many of the projects/services cross over these themes, but this gives some indication of their primary functions
- All of the projects/services above were funded from the beginning of the Croydon Children's Fund in 2003/04 until 2007/08 unless otherwise indicated below
- Beat the Street, Parentline Plus and Voluntary Reading Help were funded from 2003/04 until 05/06
- Place2be was funded from 2003/04 until 06/07
- RUOK received a one off payment in 2004/05 of £10,000 and is a funding level of Upper B (£35,000) for 2006/07 and 2007/08

Project/service profiles follow for all of the projects/services funded by the Croydon Children's Fund. Each has a short description on the main aims and activities, key successes and annual statistics for 2006/2007. Information on each project/service is also available in the Full Evaluation Report (2006) covering the first three years of funding.

★ Youth Crime - Statutory Sector

Youth Inclusion Support Panel (YISP),
Youth Offending Team (YOT)
Funding – Upper A

Main Purpose of the Project

“The YISP (Youth Inclusion Support Panel) is a multi-agency planning panel that seeks to prevent offending and anti-social behaviour amongst children aged 8-13, (now also extended to an older age range 14-17 years). The main emphasis of the YISP is ensuring that children and their families receive mainstream and voluntary services at an early stage, as appropriate to their needs” (Leslie Roberts, Practice Manager - Early Intervention). Further objectives are to reduce the risk factors and to increase protective factors for children in the priority target group and to ensure that these children are in full time education.

Agencies represented on the Panel are Social Services, Education, Croydon Children's Fund (also representing the voluntary sector), Youth Offending Team (YOT), Police, Community Safety Team & Gangs Unit (both linked to the Police), Housing, Connexions, CAMHS (Child and Adolescent Mental Health Services), and Youth Services. All aforementioned agencies, as well as parents and voluntary agencies, can refer children to the YISP and a clear referral process is in place.

Types of Activities

Intensive 1:1 work with children and families. Two caseworkers and a mental health worker (costs shared with CAMHS) are employed to work with children and their families for the age range 8-13. Additional caseworkers have also been employed to cover the older age range. After an initial assessment, the cases are taken to the YISP Panel that has representatives from the agencies listed above. These meetings are held monthly and usually last for 2.5 hours. An action plan is decided for each of the children's cases and action is reviewed and followed up by the caseworkers and at later panels. The caseworkers then engage with the children for around 1.5 - 2 hours weekly, generally at school if possible, but also in their home environment or local community. Action taken is then reviewed and followed up by the caseworkers and at later Panels.

Three Key Successes

- Intervention workers have a dedicated and rigorous approach to engaging with young people and identifying their needs in sensitive, interactive and varied ways. Workloads are spread between workers who manage and prioritise their own casework. This makes it easier to initiate home visits and one-to-ones.
- The YISP Panel members are very representative of the stakeholder spectrum relevant to children at risk of anti-social behaviour; members' attendance levels are also consistently high. These two factors generate significant individual and collective ability to influence policy in this field.
- Children, parents and professionals seem trusting of the workers and the project which is an essential element of carrying out any positive work to re-engage with high risk and socially excluded children and families.

Mainstreaming and Exit Strategy

YISP is currently seeking mainstream funding, however if funding is not fully met they will need to reduce capacity from December 2007 and reduce the numbers of cases that they can deal with. In the worst-case scenario YISP would have to become a signposting service. YISP would have to stop taking referrals from January 2008 and the result would be additional strain on the statutory agencies such as Social Services, CAMHS and Education Welfare.

The ECM Outcomes would be affected especially in the areas of: 'enjoying and achieving' with more offending and exclusion from school; 'staying safe' as there would be increased risk for some of the most vulnerable children, including increased risk of substance misuse, teenage pregnancy and mental health issues; and less chance of children continuing into further education or training and employment.

Monitoring Information

The YISP had regular on-going contact with 98 children aged between 5 and 13 years old during the year 2006-07. In addition, YISP works with children older than 13 years of age. Many of these are siblings of the younger children. YISP are adopting a more family oriented approach including parenting support in most cases.

★ Youth Crime – Voluntary Sector

Junior Youth Inclusion Project (JYIP)
Croydon Youth Development Trust (CYDT)
Funding – Upper A

Main Purpose of the Project

The aim of the project is to provide preventative support services for 40 children between the ages of 8-12 years old who are considered to be at risk of exclusion, offending, or are in danger of not reaching, or maximising their educational potential.

Types of Activities

The JYIP staff team consists of 2 full time workers, 2 part time workers and a small group of volunteers. The staff team are dynamic and bring a variety of creative skills, knowledge and personal experience to the project. The project runs activities based on the ECM outcomes and creates a structured delivery programme for the groups they work with.

Examples of activities include sessions on bullying, relationships, road safety, fair trade and the environment and recycling. There is also a computer suite and recording facilities so that the children can learn IT skills and record their own songs. They also provide some residential and holiday activities ranging from swimming, pottery, cinema, outdoor activities video workshops, computer clubs and visiting theatres and museums.

The project works with schools for referrals and the team pick up the children for after school activities. Kingsley and Ecclesbourne have supported the project since it started providing regular referrals and positive and consistent communication. The project is also making inroads in working with a range of different junior and secondary schools around Croydon.

Three Key Successes

- According to children, workers and teachers there is improved behaviour and school attendance for many of the children who have attended JYIP. The project also tries to help children with literacy and numeracy in helping them to do their homework. They have increased self-confidence and feel that they can make their own decisions to a much greater extent after attending the project for some time.
- The project tries to address issues of bullying from both a victim and perpetrator point of view. It gives the children a chance to express themselves openly and learn strategies for conflict resolution.

- The workers set clear boundaries for behaviour so that personal action plans and goals are supported by verbal and immediate input from the workers relating to the individual children. Issues around body language and how to communicate are also an important part of the work.

Mainstreaming and Exit Strategy

JYIP is exploring other areas of funding such as 'charitable' funds or local network funds and they already have plans for how they would inform schools, children and parents. The problem that they see in the worst-case scenario is that some of the most vulnerable children in Croydon would end up going onto the streets and be under increased exposure to peer pressure and anti-social behaviour. Without channelling the energy of these children into positive activities and learning then the ECM outcomes, especially, 'staying safe' and 'enjoying and achieving' would be seriously affected. Staff would have to start looking for other forms of employment in early 2008 unless there was guarantee of continued funding.

Monitoring Information

JYIP had regular on-going contact with 103 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact JYIP had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	Length Of Each Ses- sion	Number Of Sessions Attended By Each Child	No Of Children	Total In Quarter
Apr-Jun 06	On-going support/ training: group	240 minutes	1 to 8 sessions per child	38	28
	Outing/ trip/ social: group	1 day	1 to 5 sessions per child	25	
Jul-Sep 06	On-going support/ training: group	240 minutes	1 to 10 sessions per child	31	28
	Residential support: group	weekend	1 session per child	19	
	Outing/ trip/ social: group	1 day	1 to 9 sessions per child	26	
Oct-Dec 06	On-going support/ training: group	240 minutes	2 to 12 sessions per child	27	27
	Outing/ trip/ social: group	1 day	1 session per child	19	
Jan-Mar 07	On-going support/ training: group	240 minutes	1 to 19 sessions	23	27
	Outing/ trip/ social: group	1 day	3 sessions per child	19	

JYIP ran a 1-off event with children at Thorpe Park in August 2006.

★ Youth Crime – Voluntary Sector

Croydon Young People's Project (CYPP)

SOVA

Funding - Upper B

Main Aim of the Project

The project's core activity is mentoring, which involves selecting, recruiting and training volunteers to work with young people (aged 8-21) on a one-to-one basis whilst aiming to meet specific individual goals. However, the Children's Fund arm of the project specifically targets 8-13 year olds who are at risk of social exclusion, exclusion from education, who have offended or are at risk of offending, or a combination of these. The mentors act as a listening ear and actively engage with young people to provide advice and support on issues such as bullying, helping with homework and pursuing positive leisure activities.

The project has over the past 3 years received additional funding to run issue based drama sessions with children to help them engage.

Types of Activity

Volunteer mentors who are selected at first interview stage are then invited to attend an Open College Network (OCN) Accredited Training Course, which covers subject areas such as Child Protection, Rights & Responsibilities, Boundaries, Listening Skills, Questioning Techniques, Communication, Anger Management and Equal Opportunities. Volunteers are constantly assessed against the selection criteria. Following on from the training course, volunteers are invited to a second interview that further clarifies the knowledge they have acquired from the course. If they are successful at this stage and subject to high quality references and an Enhanced CRB, applicants are then invited to become CYPP volunteers.

These mentors are then matched with children who have been identified as potentially benefiting from 1:1 support. Where possible, mentors are matched with children according to shared interests, shared empathy, life skills and experience, and knowledge of the local community. The mentors give support of between 1 to 5 hours per week to the children for on average 6 months, therefore the contact is resource intensive. However, each young person is assessed on an individual basis and if a need has been recognised, matchings have been extended to provide the child with extra support through difficult times.

Three Key Successes

- CYPP is a voluntary organisation, receiving referrals from a large number of statutory and mainstream agencies such as Social Services, YOT, YISP and CAMHS, which effectively engages with children at risk.
- Mentors are well supported through a robust framework of training, and support in the form of advice and monthly reviews. Types of mentor support include: regular supervision sessions that focus on current and future objectives within the matching; weekly/fortnightly telephone calls; support groups; extra training.
- Mentors reported visible progress in their mentees. Children said that they had opened up and gained in confidence and had since become involved in positive activities and projects in their communities.

Mainstreaming and Exit Strategy

CYPP has considered a process for informing and supporting its mentors if future funding is not in place by January 2008. This would include supporting mentors to search for other jobs.

Monitoring Information

CYPP had regular on-going contact with 41 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact CYPP had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	1-to-1 session	180 minutes (avg)	1 to 16 sessions per child	15	23
	initial assessments	60 minutes	1 per child	6	
	match meeting	60 minutes	1 per child	4	
	group activity - CYPP drama group	240 minutes	1 per child	4	
	Group outing - theatre trip	300 minutes	1 per child	4	
Jul-Sep 06	1-to-1 session	180 minutes (avg)	1 to 16 sessions per child	16	21
	initial assessments	60 minutes	1 per child	15	
	match meeting	60 minutes	1 per child	6	
	group activity - CYPP drama group	240 minutes	1 per child	7	
	Group outing - theatre trip	300 minutes	1 per child	7	
Oct-Dec 06	1-to-1 session	180 minutes (avg)	2 to 16 sessions per child	11	14
	initial assessments	60 minutes	1 per child	3	
	match meeting	60 minutes	1 per child	4	
Jan-Mar 07	1-to-1 session	180 minutes (avg)	2 to 6 sessions per child	4	17
	initial assessments	60 minutes	1 per child	6	
	match meeting	60 minutes	1 per child	4	

In addition to the regular contact with children, data was also monitored for on-going work with mentors. During the year, CYPP worked with 37 mentors. Details of this work are presented in the table below.

Quarter	Type Of Contact	Length Of Each Session	Number Of Sessions Attended By Each Mentor	No Of Mentors	Total In Quarter
Apr-Jun 06	1-1 weekly sessions with young people	300 minutes	2 to 16 sessions per mentor	19	20
	Introduction to young person	120 minutes	1 session per mentor	4	
	Supervision session with CYPP staff	120 minutes	1 to 3 sessions per mentor	15	
	Liaising with professionals	Various	1 to 3 sessions per mentor	6	
	Drama project input	360 minutes	6 to 30 sessions per mentor	3	
Jul-Sep 06	1-1 weekly sessions with young people	300 minutes	1 to 12 sessions per mentor	15	24
	Introduction to young person	120 minutes	1 session per mentor	6	
	Supervision session with CYPP staff	120 minutes	1 to 2 sessions per mentor	21	
	Liaising with professionals	various	1 to 3 sessions per mentor	7	
	Drama project input	360 minutes	3 to 40 sessions per mentor	3	
Oct-Dec 06	1-1 weekly sessions with young people	300 minutes	1 to 12 sessions per mentor	12	12
	Introduction to young person	120 minutes	1 session per mentor	3	
	Supervision session with CYPP staff	120 minutes	2 to 6 sessions per mentor	12	
	Liaising with professionals	various	1 to 7 sessions per mentor	8	
Jan-Mar 07	1-1 weekly sessions with young people	300 minutes	1 to 12 sessions per mentor	11	14
	Introduction to young person	120 minutes	1 session per mentor	2	
	Supervision session with CYPP staff	120 minutes	1 to 3 sessions per mentor	11	
	Liaising with professionals	various	2 sessions per mentor	2	

★ Youth Crime - Voluntary Sector

R U OK?
Victim Support
Funding – Upper B (06/07 – 07/08)

Main Purpose of the Project

R U OK works with children aged 8 –14 who have been the victims of crime

Type of Activities

The project is based at Victim Support Offices in South Croydon. The project provides a worker who will listen, then give different options and coping strategies and review with the child other sources of support available to the child.

When the project was assessed in 2004/05 the project delivered a service in Archbishop Lanfranc School. The project got a one-off payment of £10,000 to do this work in 2004/2005. In the light of the positive evaluation of this work, the Partnership Board decided to fund the project in 2007/2008. During 2004/05, the project provided advice and counselling to children that have been victims of crime or are experiencing other difficulties requiring confidential one-to-one support. Group support sessions were also held during lunch breaks.

The current work has been changed in order to more fully meet the aims of Victim Support, that is supporting children and young people (CYP) affected or potentially affected by crime. By allowing pupils to self-refer it was hoped to maintain confidentiality around who accessed the service. This could never be achieved, as it was essential school staff could account for a pupil's whereabouts. This self-referral meant that for the majority of pupils supported the main issue was not around having been a victim of crime. It was therefore essential to change to 1-2-1 support. Pupils are currently referred by their Head of Year, either at the suggestion of parents, pupils or staff. The appointments are now 30 minutes in length. The project is currently offering three 30-minute appointments in three senior schools every week. These continue to be fully subscribed and seek to:

- Improve children and young people's skills and knowledge about what they can do to stay safe
- Increase their knowledge about the Criminal Justice System (CJS)
- Ensure children and young people are able to cope with their experience by providing someone to talk to, to help them manage the emotional effects of their experience and any barriers which may arise from it.
- Workers ensure children and young people are able to make informed choices about the options available to them.
- With the pupils' consent this may include liaising with teachers, family, police and other agencies.

Three Key Successes (2004/05)

- The project is responsive to individual children's needs and provides support and information around various issues other than being a victim of crime e.g. bullying, schoolwork pressure and family difficulties. These are crucial issues that can seriously affect a child's quality of life – having an impartial outside confidante to discuss issues with, is a fundamental area of need.
- The workers develop follow-up strategies in conjunction with the children e.g. 'diary of events' sheets to record incidents of bullying, referrals to in-school personnel and outside agencies, conflict resolution and mediation meetings when requested by the children. These strategies give back some of the power and confidence to the young person and help them to believe that they can do something themselves to improve the situation.
- Informal drop-in group sessions where children can eat their lunch and have a relaxed and safe space to converse and bond together are a very good complement to the more intensive and confidential one-to-one work. They are particularly important for showing boys and girls that their problems and concerns are shared by the peer-group - they are not alone - and that talking about them publicly is OK. The informal drop in at lunchtime rarely dealt with matters that were relevant to the aims of Victim Support. However the school recognised the value of this group and have now organised a girls club themselves.

Mainstreaming and Exit Strategy

In the best-case scenario RUOK would have one future source of funding to employ a full-time and part-time worker with volunteers to fully establish their work in a range of schools. They will be applying for funding from Autumn 2007 onwards. If they have to secure funds from many sources, this will take more worker time to process information and respond to funders. In the worst-case scenario where RUOK is not successful in securing funding after March 2008, meeting the five ECM outcomes would be seriously effected especially in terms of bullying and non-attendance at school. The skills level would simply not be there and would not be sustained using only volunteers.

Note: Statistics will be available for project for financial year 2007/2008. The project was not funded in 2006/2007.

★ Out Of School Activities/ Play/ Preventative Work - Voluntary Sector

TOC H - Valley Park
Peppermint Centre
Funding – Upper B

Main Purpose of the Project

Developing a new club, or set of activities, for young people in the Broadgreen target area. Previously the young person's club was referred to as the 'Just Chillin' club, but is better described now as a range of activities that allow children to play and learn in a safe and vibrant community centre - The Peppermint Centre is now becoming a local focal point.

Toc H Peppermint Centre works with many BME children and staff feel that their activities are sensitive to diet and cultural issues which may otherwise be a barrier to participation. Peppermint also ensures that activities are subsidised so that lack of finances would not prevent participation for many families.

Types of Activity

The project provides a range of activities during term time and in the holidays using interactive teaching methods. They have different classes, such as dance, computers, cooking and football, on different days of the week during the school term and organize different outings and activities during the day in the holidays. Activities are geared around support for young people in areas such as behaviour management, helping them to find ways to show respect for each other and appreciating others from different cultures and backgrounds with a view to building confidence and enabling them to engage at school and achieve more than they might have done without the activities at the centre. Young people are also encouraged to share their own ideas and make decisions as to what activities should take place in the centre and therefore take an active role. The Children's Fund pays for a coordinator and two part-time play workers.

Three Key Successes

- Viewing personal-development in a broad, balanced and enterprising way enables potentially uninteresting topics to be more engaging and interactive. The 'Mad Science' club has been a particularly popular example of this and could be transferred beneficially as a framework for numeracy and literacy as well.

- Working in an integrated and joined-up way with other stakeholders at Valley Park that is generating real community spirit, for example TOC H, Sure Start and PCT work cohesively to deliver some services such as fun days. This is an exemplary model of statutory, community and voluntary participation that could be beneficially replicated elsewhere.
- In the short amount of time the project has been running attendance has increased and a sense of ownership and bonding has grown in many of the boy and girls. Satisfaction and enjoyment levels appear very high amongst the service users. This should all make it easier to engage around complex subjects in the future e.g. drug awareness, anti-social behaviour and citizenship skills. Another positive indicator related to this is the project generally being seen positively and 'word of mouth' encouraging more young people to come.

Mainstreaming and Exit Strategy

Valley Park, now known as the Peppermint Centre is trying to source alternative funding. The TOC H Regional Development Officer is exploring funding options and hopes to secure qualified staff being paid at a competitive rate. In the event of no funding being found, the services will have to be charged for and some of the children and families most in need would not be able to access them. In this event children in the area will not have the secure environment at the Centre where they can develop and play. This could lead to anti-social behaviour and have an adverse effect on their emotional and social well-being.

Monitoring Information

Valley Park had regular on-going contact with 140 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact Valley Park had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06					87
Jul-Sep 06	Football	120 minutes	1 to 6 sessions per child	37	120
	Magic workshop	120 minutes	1 to 3 sessions per child	17	
	Music	45 minutes	1 to 3 sessions per child	10	
	Dance	120 minutes	1 to 8 sessions per child	39	
	French	30 minutes	1 to 2 sessions per child	6	
	Computers	120 minutes	1 to 3 sessions per child	24	
	Cooking	120 minutes	1 to 3 sessions per child	33	
	Arts& crafts	120 minutes	1 to 8 sessions per child	39	
Oct-Dec 06	Football	120 minutes	1 to 3 sessions per child	20	120
	fun	120 minutes	1 to 2 sessions per child	11	
	Music	45 minutes	1 to 4 sessions per child	17	
	Dance	120 minutes	1 to 9 sessions per child	40	
	French	30 minutes	1 session per child	4	
	Computers	120 minutes	1 to 5 sessions per child	26	
	English homework	120 minutes	1 to 2 sessions per child	10	
	Arts& crafts	120 minutes	1 session per child	15	
Jan-Mar 07	Dance	120 minutes	1 to 9 sessions per child	36	140
	Kickboxing	120 minutes	1 to 12 sessions per child	39	
	Computers	120 minutes	1 to 9 sessions per child	44	
	Arts & crafts	120 minutes	1 to 6 sessions	45	

(The figures in the table above included three children that were in the 14-18 age bracket.)

In addition to regular on-going contact with children profiled above, the Peppermint Centre also ran two one-off events, one in July and the other in August. The August event was a 'Polka theatre' workshop, and the August event was a 'photographic collage' session. Six children in the age bracket 5-7, and three children in the 8-10 bracket attended these events.

★ Out Of School Activities/ Play/Preventative Work - Voluntary Sector

Together In Waddon
Funding – Lower B

Main Purpose of the Project

The project provides a range of innovative and imaginative creative services in the Waddon community, working with children who may be at risk of exclusion and/or from poorer families. The project offers positive and creative ways of addressing social issues, such as bullying, anti-social behaviour, intergenerational misunderstanding and peer pressure.

Types of Activity

Together in Waddon runs ongoing sessions at two different venues in the Waddon target area. It seeks to empower, educate and raise the confidence of young people through diverse activities that include drumming, poetry writing, playing games and going on outings. Usually there are two sessions a week for both older and younger age groups (8-11 and 12-14). During the summer they run five hour sessions weekly for four weeks with a two hour session on two occasions in one of the weeks.

Three Key Successes

- Together in Waddon has developed a very successful and responsive model of local support that interacts with other stakeholders and uses a variety of enterprising methods and activities in a creative, supportive and empowering framework. One indicative outcome of this is that many of the parents and children are now eating and drinking much more healthily.
- The project has a very strong feature of forward planning, monitoring and evaluation of their work, networking and continually evolving its service. Communication with families occurs regularly by phone and mail and many parents take an active interest in the project. There is also communication with older members in the community, for example by working with the older people's group and involving people in their drama sessions.
- Children experience real gains in confidence and a sense of achievement and self-worth. Children are developing their literacy and creative skills through poetry, fashion shows, 'notebooking', arts and crafts and drumming as well as their inter-personal and emotional skills through drama, outings, inter-generational work with older people and talking circles. Workers ask the boys and girls questions and let them think, take initiative and make their own decisions, giving positive reinforcement and reassuring feedback throughout. Activities are well planned and have targeted preliminary and follow-up work e.g. the visit to the Imperial War Museum - integrated not isolated activities.

Mainstreaming and Exit Strategy

If funding is found Together in Waddon plan to continue clubs during term time as at present and would seek to purchase better equipment. They would hope to also have trips during the weekends and holidays including residential and/ or camping trips. Levels of funding found would set limits to the numbers of places available on trips and the equipment purchased. If no funding is found then there would be a negative impact on a large number of children (see below) and on the broader community. Term time clubs would cease to operate and holiday play schemes would be cut back drastically.

Monitoring Information

Together in Waddon had regular on-going contact with 130 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact Together in Waddon had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	Length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	Information/ signposting: group/ event	60 minutes	1 session per child	18	51
	1-to-1 session	45 minutes	7 sessions per child	2	
	Group session	105 minutes	2 to 12 sessions per child	31	
	Residential support: group	3 days	1 session per child	7	
	Outing/ trip/ social: group	300 minutes	1 to 2 sessions per child	32	
Jul-Sep 06	Information/ signposting: group/ event	60 minutes	1 session per child	18	69
	1-to-1 session	45 minutes	7 sessions per child	2	
	Group session	105 minutes	2 to 12 sessions per child	31	
	Residential support: group	3 days	1 session per child	7	
	Outing/ trip/ social: group	300 minutes	1 to 2 sessions per child	32	
Oct-Dec 06	Outing/ trip/ social: group	300 - 420 minutes	1 to 16 sessions per child	29	29
	Winter Festival Performance and Presentation		1 session per child	17	
Jan-Mar 07	Information/ signposting: group/ event	90 minutes	1 session per child	9	37
	Group session	105 minutes	1 to 16 sessions per child	33	
	Outing/ trip/ social: group	300 - 420 minutes	1 session per child	25	
	End of Term Celebration and Performance		1 session per child	25	

(The figures in the table above included 14 children that were in the 14-18 age group bracket.)

Together in Waddon also had regular on-going contact with 17 parents over the year. The table below provides details of these contacts for the first quarter.

Quarter	Type Of Contact	length of each session	Number of Sessions attended by parent	No of parents	Total in quarter
Apr-Jun 06	Information/ signposting: group/ event	60 minutes	1 to 2 sessions per parent	7	17
	1-to-1 session	various	1 session per parent	5	
	Outing/ trip/ social: group	300 minutes	1 session per parent	8	
	Telephone support	various	1 to 7 sessions per parent	7	

★ Out Of School Activities/ Play/ Preventative Work - Voluntary Sector

Croydon Community Bus
Funding - Lower B

Main Purpose of the Project

Croydon Community Bus is a mobile youth unit providing a forum for young people to meet within their own community and environment. They offer activities that are educational and recreational. The Children's Fund pays for holiday schemes for 8-13 year olds in the target areas.

Types of Activity

The Croydon Children's Fund pays for the bus to visit the target areas during the holiday periods. The visits take around four hours of contact time with the children in the Easter and Christmas programme and five hours in the summer.

Three Key Successes

- A mobile youth centre brings advantages of flexibility to the project. This enables more children to attend and ensures the service is provided in the target geographical areas identified by the Children's Fund. This flexibility also allows greater engagement with 'hard to reach' children, especially those that are alienated and have limited constructive social interactions elsewhere in their lives and those that come from low-income families.
- Sessions are open and usually have a good variety of activities on offer – there is a very nurturing atmosphere on the bus and children feel respected and able to choose their own activities and engage with workers they can relate to most in a way most suitable for them. The interaction between workers and young people appear very enjoyable as well as trusting and supportive.
- Community bus uses its limited spatial and financial resources very well to engage with children of different ages by using a variety of activities and resources that are strategically located inside the bus – outside areas are utilised when the weather permits. Individual workers adopting different approaches and mannerisms to suit particular children's needs also reflect this responsiveness to conditions.

Mainstreaming and Exit Strategy

Croydon Community Bus will continue to seek funding to continue the School Holiday Provision. Merton Play Initiative have included Croydon Community Bus as part of their Portfolio for Big Lottery funding. This will provide a school Holiday Project in liaison with Merton Playcare catering for children 5-15 years. Core funding is still an Issue for the Project. The organisation runs with only a part-time project manager and sessional staff. In order for the project to grow, develop and maximise potential funding for a full time manager is imperative.

Monitoring Information

Community Bus had regular on-going contact with 318 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact Community Bus had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	Open Access	180-300 minutes	1 to 3 sessions per child	147	147
Jul-Sep 06	Open Access	180-300 minutes	1 to 7sessions per child	260	260
Oct-Dec 06	Open Access	180-300 minutes	1 to 2 sessions per child	69	69
Jan-Mar 07	Open Access	180-300 minutes	1 session per child	59	59

★ Activities/ Play/ Preventative Work With BME Children - Voluntary Sector

Beat The Street
Croydon Youth Development Trust (CYDT)
Funding – Group A (funded until 05/06)

Main Purpose of the Project

The key aim of Beat the Street Plus is to improve self-esteem and educational attainment of BME children and to support their transition into secondary school. This is achieved by in-school and out-of-school activity with the aim of changing the school environment for children in a positive way.

Activities and Service Users

The project has been working in school, taking children out of lessons, as well as having after school activities and holiday programmes out of school.

Three Key Successes

- The project is reaching a high proportion of BME children in the target areas. The BME children are mainly from Black British, Black Caribbean and Black African ethnicities and 95% are from the target area. They have very effectively applied the monitoring system to provide numbers of children involved in activities, target areas, ethnicity and gender/age of participants.
- The project is also well known to the children, for example in the Year 5 class in Kingsley where they had been working. The project also has a very high retention of children who come to the group.
- The children have fun and especially like the trips that they go on. The workers also feel that the children's self-esteem is raised through coming to the sessions. The children are definitely less bored and feel happy when they attend the sessions. They learn about different issues including sex and drugs (a gap in the broader programme) and feel that they are working better at school and would like to stay on longer at school.

Note on Discontinuation of Funding

Beat the Street was funded until 2005/2006. There was seen to be some crossover in terms of work and children seen with JYIP. Both highly funded projects (both in Funding group A), based within the Croydon Youth Development Trust. It was decided by the Partnership Board that funding for the JYIP would continue and that funding for the Beat the Street project would discontinue. It is recommended that this type of project is funded in the future with the cautionary note that school staff spoken to in the evaluation did not see this as a good use of lesson time and that it would be a better option to have the provision out of school hours.

★ Activities/ Play/ Preventative Work – Participation Voluntary Sector

Croydon Xpress
Croydon Voluntary Action (CVA)
Funding – Group A

Main Purpose of the Project

“Croydon Xpress is a participation project that sets out to support and promote the participation and involvement of children, young people (aged 5-13) and their parents, carers and families in having a say in issues that affect them.”² Croydon Xpress gives children and young people a voice through participatory events, aiming to feed these ideas into local action and borough-wide policy-making, thus promoting children’s participation in decision-making.

Activities and Service Users

Examples of Activities of Croydon Xpress:

- The Attention Deficit Hyperactivity Disorder (ADHD) Fun Day & Film Course: Croydon Xpress worker and sessional workers have been involved in planning and running these events (carried out with the ADHD Development Worker). The fun day was for families and Croydon Xpress provided the opportunity for parents and children to take part in activities, provide information and give their comments. The day was a great success and following this the film project was developed to give children an opportunity of expressing their views about ADHD. The film project was developed to raise awareness of ADHD.
- Xpression Zone Events 1-3, planned as a family fun days in Croydon, in October 2005, February 2006 December 2006. The events revisit some of the early consultation work that informed the Children’s Fund, feed into broader policy debates in the Borough and provide fun activities for children and their parents/ carers and siblings.
- The Croydon Xpress project was working in partnership with Croydon Voluntary Action, Parentline Plus and other partners in organising a Parent Power Zone for parents/carers and their children.
- Croydon Xpress have also organised fundays and consultations with other projects/services, such as TOC H Valley Park at The Peppermint Centre, The Croydon Autistic Network, The Croydon Refugee Forum (also see below in key successes).

²2004, Choices & Voices, The Magazine of the Children’s Fund in Croydon, Second Issue, pp 18)

Three Key Successes

- When Croydon Xpress sessional workers have worked on drama workshops with Children's Fund projects they have been appreciated. Children have felt very engaged and difficult issues were addressed. This is also the case with the film work with the ADHD Development Worker.
- Promoting Croydon Xpress borough-wide, particularly through the Xpression Zone events then feeding into borough-wide discussions about play policies and children and disabilities.
- Holding a range of themed workshops or sessions to allow children to have their say on issues such as refugee and play issues in Croydon, local facilities (for example TOC H and the Milne Park Changing Rooms) and local projects (such as Time 4 Dads in new Addington).

Mainstreaming and Exit Strategy

The Croydon Xpress Project is being integrated into CVA's Involvement Unit where it will have the support and management it needs to continue. It may also expand its scope to work with young people up to 18 years. Core funding needs to be applied for, for example from Department for Children, Families and Schools, and in addition the project would be contracted to do consultative work with children in the borough.

Monitoring Information

Croydon Xpress had regular on-going contact with 10 children aged between 5 and 13 years in the third quarter of the year 2006-07. The table below provides details of the type of contact Croydon Xpress had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter.

Quarter	TYPE OF CONTACT	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06					
Jul-Sep 06					
Oct-Dec 06	planning Xpression Zone 3		5 sessions per child	10	10
Jan-Mar 07					

Croydon Xpress ran two one-off events with children during 2006-07, the first 'Time for Dads' in June, and the second 'Kids Xpression Zone 3' in December 2006. 90 children attended these events – 36 aged between 5 and 7 years old; 45 between 8 and 20 years old; nine between 11 and 13 years old. Express spent a day working with 28 parents in the third quarter planning the CAN FunDay. Croydon Xpress also worked with a wide range of stakeholders during the fourth quarter. These activities were:

- Children Fund Networking Workshops: Mainstreaming
- Young People Forum
- Children Fund Partnership Board – Kids Xpression Zone Presentation
- Disabilities event with Parents in Partnership with Young people
- Croydon Youth Partner Network event steering group meeting
- Hanneke Vvieghara – Children’s Centre Co-ordinator
- Kids Xpression Zone model – case study
- Voluntary Community Sector Engage event - Role of voluntary sector in children’s services provide
- Kids Xpression Zone 3 presentation in Assembly at Duppas Junior School
- Croydon Fund Conference meeting with Southwark and Lambeth Children Fund Managers
- Showcase Kids Xpression Zone model at Children Fund London event
- Children & Young People Network event – planning meeting, participation workshop planning
- Community Network Meeting (Children & Young People’s involvement)
- Children & Young People Networking event steering meeting
- Meeting with community involvement worker and Marianne Catare who is the lead on public and patient involvement for CAMHS
- Croydon Fund Networking workshop – Back and Ethnic Minority Group and Disabilities training

★ In School Services - Statutory Sector

Reaching Out
Borough of Croydon (Education)
Funding – Lower B

Main Purpose of the Project

Provide enriching activities for asylum seeker and refugee children. Specialist resources have been acquired and made available in school to build-up functional literacy and develop confidence levels and encourage integration within the school curriculum and wider community. An element of pastoral support is developed through one-to-one and group work as well as outings/visits.

Activities and Service Users

Support is given primarily to children who are asylum seekers and refugees, although children from non-English speaking backgrounds are increasingly being included. The project worker sees the children at Elmwood Infant and Junior School in Broadgreen, during normal school-hours for literacy, conversational and creative work.

Three Key Successes

- The project is now an established and accepted component of the school's support structure for pupils, the workers feel that the teaching team embrace and trust the work they do.
- The workers perceive Reaching Out as providing a much-needed niche outside of the mainstream to specialise on learning and literacy outcomes with a targeted client group. Making outside referrals wherever necessary and appropriate.
- Reaching Out has been extended to EAL children that are not refugees and asylum seekers and also to some English-born children that need additional intensive support. This flexibility to evolve the project should improve integration and reduce isolation for refugee/asylum-seeker children.

Mainstreaming and Exit Strategy

The project has left a better understanding by staff about the needs of new arrivals and by the pupils on how to ask for help. The role may cease on the withdrawal of funding, but the work will continue, as approaches have been adopted by a larger group of staff within the school and therefore because it is not seen as one person's job the work may be shared across the entire school workforce. Funding should be considered to conduct similar work in other schools and to share the lessons learned by the project, for example, these lessons could be incorporated into staff training more widely across the Borough. The skills of the project worker should not be lost so, although funding has been found for the post until the end of the school year 2007/08, continued funding for linked work should be considered well in advance of this date.

Monitoring Information

Reaching Out had regular on-going contact with 56 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact Reaching Out had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	No of children	Total in quarter
Apr-Jun 06	Lunch time club Elmwood Junior School	28	56
	In-class support for EAL pupils (Junior school)	8	
	After-school homework club (Junior school)	7	
	Lunchtime club Elmwood Infant school	28	
	1-to-1 support (Infant school)	8	
Jul-Sep 06	EAL support for beginners Elmwood Infant school	16	41
	Lunch time club (Infant school)	21	
	Refugee and Asylum seeker support in small groups	20	
Oct-Dec 06	Refugee and Asylum seeker support in small groups	20	38
	Lunch time club (Infant school)	11	
	EAL support in class	19	
Jan-Mar 07	Refugee and Asylum seeker support in small groups	20	38
	Lunch time club (Infant school)	11	
	EAL support in class	19	

Reaching Out also had regular on-going contact with parents. The table below describes these activities over the year.

Quarter	type of contact	length of each session
Apr-Jun 06	coffee morning/ afternoon	60 minutes
	1-to-1 session	20 minutes
	at school gates	20 minutes
	home visit	60 minutes
Jul-Sep 06	1-to-1 session	20 minutes
	at school gates	20 minutes
	home visit	60 minutes
	international fashion parade	1 day
Jan-Mar 07	bilingual reading project	60 minutes

★ In School Services - Voluntary Sector

Place2Be
Funding – Group A (funded until 06/07)

Main Purpose of the Project

The Place2Be delivers emotional support to children of primary school age, particularly those at risk from social exclusion. The Place2Be recruits volunteers and provides them with training and support in order to equip them with counselling skills. They are then in a position to help children deal with their emotional difficulties encountered during their school years. When funded, the Croydon Children's Fund paid for 28% of the total funding that The Place2Be receives for the Croydon Hub.

Types of Activities

The Place2Be offers a range of services within a school setting. Place2Be is a one-to-one counselling service to children; Place2Talk is a space where children can come to talk about issues, alone or in a group; Place2Think is a forum where teachers are facilitated to reflect on their working with children and to discuss specific concerns and issues. Place4Parents is a series of 1:1 sessions provided over an 8-week period.

The Place2Be works in seven schools in the target areas:

- Applegarth Infant
- Applegarth Junior
- Castle Hill Primary
- Fairchildes Primary
- Good Shepherd Catholic Primary
- Rowdown Primary
- Kingsley Primary

Three Key Successes

- Addressing social and emotional needs of children at levels 3 and 4 of the triangle of need in the 1:1 meetings in Place2Be. These children are then often referred onto mainstream services that should be dealing with these levels of need. Children at all levels of the triangle are engaged in both Place2Be and Place2Talk.
- Effective integration and communication within the primary school system. All of the broader stakeholders in schools felt that they had a good working relationship with the project
- Creating a space for teachers to learn and think about how to deal with specific problems in Place2Think. This was much appreciated as the teachers see it as helping them to address issues as they are raised in class. They can gain specific advice on different issues as they arise.

Note on Discontinuation of Funding

The project was seen to have successfully piloted a project, (the model having previously been piloted for a number of years) that could seek mainstream funding. Therefore the funding from the Children's Fund was discontinued after 2006/2007.

Monitoring Information

Place2Be had regular on-going contact with 190 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact Place2Be had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)³

Quarter	Type Of Contact	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	place to talk 1-to-1			50
	place to talk: group			
	on-going 1-to-1			
Jul-Sep 06	place to talk 1-to-1	1 to 2 session per child	6	20
	place to talk: group	1 to 2 session per child	22	
	on-going 1-to-1	1 to 4 sessions per child	4	
Oct-Dec 06	place to talk 1-to-1	1 to 3 session per child	24	113
	place to talk: group	1 to 5 session per child	82	
	on-going 1-to-1	1 to 10 sessions per child	16	
	on-going: group	3 to 7 sessions per child	8	
Jan-Mar 07	place to talk 1-to-1	1 to 6 sessions per child	33	155
	place to talk: group	1 to 9 sessions per child	118	
	on-going 1-to-1	1 to 12 sessions per child	20	
	on-going: group	1 to 8 sessions per child	11	

Place2Be also ran one-off events with children at the schools – circle time. ` During quarter 2, Place2Be ran eight circle time activities with between 3 and 14 children at each. During quarter 3, 14 circle time activities were run with between 6 and 15 children at each. In quarter 4, Place2Be ran 30 activities, with between 4 and 43 children at each.

³The data provided by Place2Be related to all their work in Croydon. In this case a factor of 0.26 was applied to the data to reflect the Children's Fund contribution.

During the year, PlaceBe had regular on-going contact with 30 parents. The details of this contact are shown in the table below.

Quarter	Type Of Contact	Number of Sessions attended by parent	No of parents	Total in quarter
Jul-Sep 06	1-to-1 session	1 to 2 sessions per parent	8	17
	Telephone support	1 session per parent	4	
Oct-Dec 06	1-to-1 session	1 to 6 sessions per parent	12	15
	Telephone support	1 to 4 sessions per parent	8	
Jan-Mar 07	1-to-1 session	1 to 4 sessions per parent	12	18
	Telephone support	1 to 3 sessions per parent	5	

★ In School Services – Voluntary Sector

Volunteer Reading Help
Funding – Group C (funded until 2005/06)

Main Purpose of the Project

The project's mission statement is to enable children to become confident and literate for life and to impart a love for reading through the sustained support of trained volunteers.

Activities and Service Users

Volunteers help children with their reading. This is done in 1:1 sessions for 30 minutes twice a week.

Three Key Successes

- National data suggests that the concept Volunteer Reading Help works well and findings of this research suggest that this is a much-needed service, but the evaluation team was unable to assess its success, as the project has not been working in the target areas. Help with literacy is one of the main areas identified in the appraisal of children's needs in school.
- The concept of training and supporting volunteers is a good one and should be pursued.
- The target of a minimum 90 children receiving one-to-one support over the course of the project has been achieved by approximately 75% (it should however be noted that the schools are not located in the target areas).

Note on Discontinuation of Funding

Volunteer Reading Help worked primarily with children and volunteers outside the area. This is mainly due to the development worker finding it hard to find volunteers to work in the target areas. Funding was therefore discontinued after 2005/2006.

★ Working With Children With Disabilities – Statutory Sector

Integrated Therapy
Croydon Primary Care Trust (PCT)
Funding – Group A

Main Purpose of the Project

The project aims to broaden access to therapy services for a wider group of children with Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) and their families, and to develop a multidisciplinary approach to meeting the needs of these children.

Types of Activities

The project works to treat the child holistically and for the Speech and Language Therapist (SALT) and the Occupational Therapist (OT) to work together and with the wider multi-disciplinary network. They have formed a range of specialist services, including specialist groups called SPOT (Speech & Language and Occupational Therapy) Groups. Parallel to the SPOT group regular group sessions are held with parents, which also gives parents the opportunity to meet and share experiences. The frequency and length of programmes are greatly dictated by the needs of the child and the family. Much work is being carried out with broader stakeholders and professionals including regular service planning meetings, development and presentation of training material, therapeutic packages (e.g. groups and clinics) and case discussions.

The project pays for the full-time posts of a Speech and Language Therapist (SALT) and an Occupational Therapist (OT).

Three Key Successes

- Integrated Therapy provided second level consultation and early intervention through SPOT (Speech and language and Occupational Therapy) groups for children with ADHD and ASD. At the same time creating an informal space for parents of the children to meet, talk and learn together. This support to families and children with ASD and ADHD to provide a more holistic approach to managing children's difficulties should be continued. A treatment plan can thus be developed from point of assessment, not just when significant problems arise.
- Multi-agency approach including working with other agencies in Croydon e.g. Education and CAMHS around service provision, increasing linking between services working with children with ADHD and ASD. Also established consistent working relationship with colleagues in medical services, e.g. CAMHS, Paediatricians, on identification, diagnosis and management of children with ASD and ADHD.

- Supporting generalist Speech and Language Therapists (SALTs) and the Occupational Therapists (OTs) in identifying and treating children on caseloads with diagnosed as well as undiagnosed ASD and ADHD, and providing training so that different professionals are aware of the roles of SALTs and OTs and the range of different interventions that could be offered.

Mainstreaming and Exit Strategy

Integrated Therapy has carried out a full risk analysis of discontinuing their work. With full funding continuing they could develop services for under 5 years and for over 13 years, developing services for teenagers, especially in transition. Part funding would mean that a full range of services could not be offered, there would not be such a timely service for families and there would be increased pressure on Occupational therapists and Speech therapists in the PCT. In a worst-case scenario with no future funding, the capacity in the project would be lost putting pressure both on other PCT services and on CAMHS. They would be unable to offer services to children with complex needs, for example to children who self-harm and who are in situations where families are in extreme stress. ECM outcomes would be effected in terms of school attendance, and social skills under the objective of 'Enjoying and achieving at school', as well as by increasing risk of family breakdown, later mental illness and family stress. Children would not be as healthy or safe without the project. Funding would need to be confirmed in early 2008 in order to give enough notice to children and families in their exit strategy.

Monitoring Information

Integrated Therapy had regular on-going contact with 122 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact Integrated Therapy had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	1-to-1 session	120 minutes	1 to 4 sessions per child	17	46
	SPOT group	120 minutes	1 to 6 sessions per child	9	
	Neurodevelopmental Clinic	120 minutes	1 session per child	5	
	Communication Disorders Clinic	150 minutes	1 session per child	1	
	Second Level Consultation	120 minutes	1 session per child	9	
	Joint clinic with other professional/agency	120 minutes	1 session per child	15	
	Programme/Report writing	120 minutes	1 to 4 sessions per child	28	
	Planning/advice to professional re: child	90 minutes	1 to 3 sessions per child	12	
Jul-Sep 06	1-to-1 session	120 minutes	1 to 6 sessions per child	15	57
	SPOT group	120 minutes	2 sessions per child	4	
	Neurodevelopmental Clinic	120 minutes	1 to 5 sessions per child	4	
	Communication Disorders Clinic	150 minutes	1 session per child	2	
	Second Level Consultation	120 minutes	1 to 5 sessions per child	5	
	Joint clinic with other professional/agency	120 minutes	1 to 2 sessions per child	4	
	Programme/Report writing	120 minutes	1 to 3 sessions per child	26	
	Planning/advice to professional re: child	90 minutes	1 session per child	7	
	Transition Group	120 minutes	5 to 6 session per child	7	
Oct-Dec 06	1-to-1 session	120 minutes	1 to 6 sessions	15	63
	SPOT group	120 minutes	14 sessions each	5	
	Neurodevelopmental Clinic	120 minutes	1 to 3 sessions per child	6	
	Communication Disorders Clinic	150 minutes	1 session per child	5	
	Second Level Consultation	120 minutes	1 to 3 sessions per child	14	
	Joint clinic with other professional/agency	120 minutes	1 session per child	2	
	Programme/Report writing	120 minutes	1 to 3 sessions per child	24	
	Planning/advice to professional re: child	90 minutes	1 to 2 sessions per child	16	
	Transition Group	120 minutes			

Jan-Mar 07	1-to-1 session	120 minutes	1 session per child	5	63
	SPOT group	120 minutes	12 session per child	6	
	Neurodevelopmental Clinic	120 minutes			
	Communication Disorders Clinic	150 minutes	1 to 2 sessions per child	7	
	Second Level Consultation	120 minutes	1 to 3 sessions per child	20	
	Joint clinic with other professional/agency	120 minutes	1 session per child	4	
	Programme/Report writing	120 minutes	1 to 2 sessions per child	20	
	Planning/advice to professional re: child	90 minutes	1 session per child	3	
	Transition Group	120 minutes			

During the year, Integrated Therapy worked with 76 parents. The table below provides details of this work.

Quarter	Type Of Contact	length of each session	Number of Sessions attended by parent	No of parents	Total in quarter
Apr-Jun 06	1-to-1 session	90 minutes	1 session per parent	1	13
	Group session	120 minutes	1 session per parent	12	
	Telephone support	variable	1 to 4 sessions per parent	5	
	SPOT group parent session	60 minutes	1 to 3 sessions per parent	9	
Jul-Sep 06	1-to-1 session	90 minutes	1 session per parent	5	29
	Group session	120 minutes	1 session per parent	12	
	SPOT group parent session	60 minutes	1 session per parent	1	
Oct-Dec 06	SPOT group parent session	60 minutes	1 session per parent	5	3
	ASD Parent Group	120 minutes	1 session per parent	20	
Jan-Mar 07	Information / signposting: 1-to-1	90 minutes	1 session per parent	8	9
	Information/ signposting: group/ event	90 minutes	1 session per parent	6	
	1-to-1 session	90 minutes	1 session per parent	6	
	On-going support/ training: 1-to-1	90 minutes	1 to 2 sessions per parent	4	
	Telephone support	variable	1 to 2 sessions per parent	7	
	SPOT group parent session	60 minutes	2 sessions per parent	5	

In addition to regular and on-going contact with children and parents, Integrated Therapy submitted data on its work with other stakeholders. This information is presented in the table below.

Quarter	Type of Contact	Time Spent	No of stakeholders present
Apr-Jun 06	Stakeholders are given info: face to face but in a group/ event/presentation	1.5 hrs	23
	Work with stakeholders: 1-to-1 basis	8 hrs	1
	Training provision: group	8.5 hrs	15
	Networking lunch with CF	2 hrs	20
	Developing training/briefing materials for use with stakeholders	10 hrs	15
	Developing new therapeutic package	6 hrs	1
	Monitoring/statistics for CF	11.5 hrs	
	Monitoring/statistics for base team	8 hrs	
	Meeting with ASD or ADHD virtual team	4.5 hrs	7
	Professional forum	3.5 hrs	19
	Meeting with base team	23 hrs	30
	Networking event/meeting	6 hrs	42
Jul-Sep 06	Stakeholder is given info: 1-to-1 briefing or presentation	3 hrs	
	Stakeholders are given info: face to face but in a group/ event/presentation	6 hrs	
	Work with stakeholders: 1-to-1 basis	12 hrs	5
	Work with stakeholders: in a group session	6 hrs	3
	Training provision: 1-to-1	1 hr	1
	Training provision: group	12.5 hrs	10
	Developing training/briefing materials for use with stakeholders	19.5 hrs	2
	Developing new therapeutic package	21.5 hrs	
	Monitoring/statistics for CF	21 hrs	
	Monitoring/statistics for base team	10 hrs	
	Meeting with ASD or ADHD virtual team	13.5 hrs	15
	Professional forum	30 hrs	25
	Planning and reviewing project	56 hrs	

Oct-Dec 06	Stakeholders are given info: face to face but in a group/ event/presentation	7.5 hrs	10
	Work with stakeholders: 1-to-1 basis	4.5 hrs	1
	Work with stakeholders: in a group session	5 hrs	3
	Training provision: group	2.5 hrs	20
	Networking lunch with CF	3 hrs	20
	Developing training/briefing materials for use with stakeholders	7.5 hrs	3
	Developing new therapeutic package	3 hrs	1
	Monitoring/statistics for CF	6 hrs	
	Monitoring/statistics for base team	3 hrs	
	Meeting with ASD or ADHD virtual team	5 hrs	12
	Professional forum	2 hrs	20
	Meeting with base team	14 hrs	40
	Planning and reviewing project	4 hrs	3
	General clinical support/mentoring	3 hrs	4
Jan-Mar 07	Work with stakeholders: 1-to-1 basis	7 hrs	1
	Work with stakeholders: in a group session	5 hrs	6
	Training provision: group	5 hrs	40
	Networking lunch with CF	9 hrs	25
	Developing/reviewing clinical care package (incl. therapy or assessment clinic)	9 hrs	7
	Monitoring/statistics for CF	17 hrs	
	Monitoring/statistics for base team	12 hrs	
	Meeting with ASD or ADHD virtual team	12 hrs	20
	Professional forum	12.5 hrs	30
	Meeting with base team	11 hrs	16
	Networking event/meeting	1 hr	5
	Planning and reviewing project	19 hrs	4
	General clinical support/mentoring	4.5 hrs	1

★ Working With Children With Disabilities – Statutory Sector

ADHD Development Worker
Borough of Croydon (Educational Psychology)
Funding – Upper B

Main Purpose of the Project

Developing a Borough-wide strategy for young people with ADHD and their families. This has three broad areas: providing information about ADHD to parents and professionals; developing a training strategy to train a wide range of professionals about ADHD; and helping to set up a sustainable parent support group.

Types of activities

All of the activities are related to developing a strategy for ADHD across the borough. The worker spends time writing, collating, editing and publicising information about ADHD for parents and professionals; developing and delivering training to a broad range of professionals; co-ordinating and developing the work of the Croydon ADHD Network (formerly known as the ADHD virtual team); developing a mailing list of families in Croydon with a child with ADHD; running the ADHD Forum, a regular meeting of stakeholders; running the ADHD Parents Group; providing individual advice to parents and professionals; organising occasional events and activities such as displays for Parents Week, and the ADHD film course for children with ADHD.

Three Key Successes

- Developing a comprehensive service provision that engages with a diverse spread of stakeholders on a number of levels. Numerous new services have been locally pioneered in this field - Virtual ADHD Team, ADHD Forum, ADHD Parent's Group ADHD Family Fun-day – which should in the long-term ensure the project informs and assists a very wide cross-section of the community.
- Training courses, workshops and literature has been developed and will be offered extensively and in a wide variety of formats to suit particular contexts e.g. library loans, DVD, information packs. Diversifying the provision for parents and building an Internet resource have been identified as areas for future attention.
- The Virtual ADHD team brings together professionals for regular meetings around individual children's specific cases and for inter-disciplinary information sharing and planning. This is a potentially very beneficial model that could inform and influence policy.

Mainstreaming and Exit Strategy

The ADHD Development Worker has produced a business case document, in conjunction with the Integrated Therapy Project, to promote the work of both projects and to provide a rationale for continued funding. The ADHD Development Worker is seeking funding in order to extend the scope of the project to develop services for teenagers and their families and support the development of an Adult ADHD Service, as well as maintain current provision. If funding is not found it is likely that many of the activities (Croydon ADHD Network, ADHD Parent Support Group, ADHD Forum, ADHD Football club, ADHD Fun days, frequent ADHD training courses) would cease. Some multi-agency liaison over cases would continue, and information packs would still be available providing funding was available for reprints.

If funding is not found, the ECM outcomes that would be adversely affected are: 'staying safe' as young people with ADHD are at high risk of school exclusion, youth offending and family breakdown; 'enjoying and achieving' as these children run the risk of not being identified and adequately supported leading to school failure; 'being healthy' as young people with unidentified ADHD are at risk of developing complex behavioural difficulties and substance abuse and 'economic well-being' as often a parent is unable to work if their child is subject to exclusions. The impact would be felt with more families reaching crisis, increased demands for support from social care, more pressure on Croydon CAMHS, more school exclusions and increased pressure for PRU and EBD placements. Croydon would also lose a service that has been seen as a model of good practice. The ADHD Development worker has a permanent post within the Educational Psychology Service and as such can be assimilated back into the core team should funding not be secured. There is also scope for adjustment to part-time development work depending on the level of funding secured.

Monitoring Information

The ADHD Development Worker had regular on-going contact with 28 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact the Development Worker had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	ADHD football club	90 minutes	2 to 3 sessions per child	4	4
Jul-Sep 06	ADHD football club	90 minutes	3 to 9 sessions per child	17	17
Oct-Dec 06	ADHD football club	90 minutes	2 to 8 sessions per child	16	16
Jan-Mar 07	ADHD football club	90 minutes	4 to 10 sessions per child	14	14

The Development Worker also had regular on-going contact with 66 parents. The details of these activities are shown below.

Quarter	Type Of Contact	Length of each session	Number of Sessions attended by parent	No of parents	Total in quarter
Apr-Jun 06	Group session/Parent Support Group	120 minutes	1 to 2 sessions per parent	18	18
	Telephone support	30 - 40 minutes	1 session per parent	2	
Jul-Sep 06	Group session Parent Support Groups	120 minutes	1 to 2 sessions per parent	13	36
	Telephone support	30 minutes	1 session per parent	3	
	Group session ADHD Awareness week	180 minutes	1 session per parent	16	
Oct-Dec 06	1-to-1 session	210 minutes	1 session per parent	2	17
	Group session Parent Support Groups	120 minutes	1 - 3 sessions per parent	11	
	Telephone support	30 - 40 minutes	1 - 3 sessions per parent	8	
Jan-Mar 07	Group session Parent Support Groups	120 minutes	1 to 2 sessions per parent	14	12
	Telephone support	30 - 40 minutes	1 session per parent	11	

The ADHD Development Worker also worked with other stakeholders. The table below gives details of these contacts.

Quarter	Type of Contact	Time spent	No of stakeholders
Apr-Jun 06	Information given, 1:1	1.5 hrs	1
	Information given, group	5 hrs	8
	Work with stakeholders 1:1	2 hrs	2
	Work with stakeholders: group	1 hr	15
	Training provision group	8 hrs	26
	Networking lunch with CF	2 hrs	20
	Board meetings	3.5 hrs	20
	ADHD Network meetings	2 hrs	15
	Networking event	18 hrs	180
	Developing training/briefing materials	14.5 hrs	3
	Developing activities	1 hr	1

Jul-Sep 06	Information given, 1:1	1.5 hrs	2
	Information given, group	14 hrs	
	Work with stakeholders: group	2.5 hrs	9
	Training provision group	3 hrs	20
	Board meetings	2 hrs	5
	ADHD Network meetings	2 hrs	15
	Developing training/briefing materials	18.5 hrs	20
	Developing activities		
Oct-Dec 06	Information given, 1:1	4.5 hrs	9
	Information given, group	2.5 hrs	20
	Work with stakeholders 1:1	1 hr	2
	Work with stakeholders: group	3 hrs	20
	Training provision group	33 hrs	163
	Networking lunch with CF	3 hrs	5
	Board meetings	2.5 hrs	6
	ADHD Network meetings	3 hrs	24
	Networking event	3 hrs	70
	Developing training/briefing materials	1 hr	2
	Displays	5.5 hrs	
Jan-Mar 07	Information given, 1:1	4.5 hrs	3
	Information given, group	2.5 hrs	16
	Work with stakeholders: group	4.5 hrs	30
	Training provision group	23.5 hrs	135
	Networking lunch with CF	3 hrs	
	Board meetings	2 hrs	6
	ADHD Network meetings	3 hrs	19
	Networking event	24 hrs	200
	Developing training/briefing materials	2 hrs	1

★ Working With Children With Disabilities – Statutory Sector

Willow – Children's Bereavement Service
Croydon Primary Care Trust (PCT)
Funding – Lower B

Main Purpose of the Project

The programme is one of the few projects in the borough that delivers a service to children with life threatening/life limiting illnesses and disabilities and their families. The dramatherapists (previously referred to as bereavement counsellors) support to children through loss and change. They work with children with a life threatening or life limiting condition, and children who have or will experience bereavement of a sibling. The dramatherapists also provide sessions for class groups where there is a child in the class with a life limiting or life threatening condition, or where a classmate has died.

Activities and Service Users

Willow provides emotional support to children and help with their grief through dramatherapy. This may take place when a child experiences a life limiting or life threatening illness or disability, or for siblings, pre or post bereavement.

The service initially employed a worker who left through ill health after four months. There was therefore a break in the service for seven months but two counsellors, who work eleven hours a week each have now been in post since November 2004. From March 2007, when funding was increased, the dramatherapists share a whole time equivalent post.

The project has established relationships with schools and with broader stakeholders to provide training and skills-sharing so that professionals are better equipped to provide support.

Three Key Successes

- Proactive and considerate – where necessary Willow will approach a school and work with them around the disability or bereavement of a pupil, offering advice, information and training to suit each specific context. The service offers Childhood Bereavement Training to a range of professionals working with children in education, health and social care as well as the voluntary sector.

- Willow's approach is flexible and client-led; they engage with children and their families to suit individual needs. They use a range of methods to explore issues that may affect children experiencing bereavement. The therapists are able to work directly through counselling or indirectly using creative methods for example dramatherapy that can be particularly effective whilst working non-verbally using puppets, art and improvisation.
- The service is one of the few services that provides pre-bereavement support for children.

Mainstreaming and Exit Strategy

Willow has been informed that they will be fully funded by the Primary Care Trust (PCT), although funding could be considered for further development of the service.

Monitoring Information

Willow had regular on-going contact with 16 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact Willow had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	bereavement support 1-to-1	30 - 60 minutes	1 to 3 sessions per child	6	6
Jul-Sep 06	bereavement support 1-to-1	30-40 minutes	1 to 4 sessions per child	4	8
	bereavement support with one of the dramatherapists either in child's home or in school	30 - 60 minutes	1 to 6 sessions	4	
Oct-Dec 06	bereavement support 1-to-1	30 - 60 minutes	2 to 10 sessions	4	6
	bereavement support with one of the dramatherapists either in child's home or in school	30 - 60 minutes	1 to 9 sessions per child	4	
Jan-Mar 07	bereavement support 1-to-1	45 minutes	1 to 9 sessions per child	3	13
	bereavement support with one of the dramatherapists either in child's home or in school	30 - 60 minutes	3 to 8 sessions per child	5	

Willow also had regular on-going contact with 10 parents. The details of this contact are shown in the table below.

Quarter	Type Of Contact	length of each session	Number of Sessions attended by parent	No of parents	Total in quarter
Apr-Jun 06	Information / signposting: 1-to-1	60 minutes	1 session per parent	4	5
	Telephone support	5 minutes	1 session per parents	1	
Jul-Sep 06	Information / signposting: 1-to-1	60 minutes	1 session per parent	1	1
	Telephone support	missing data	1 session per parent		
Oct-Dec 06	Information / signposting: 1-to-1	90 minutes	1 session per parent	1	4
	post bereavement support joint visit with both dramatherapists usually in parents home	60 minutes	1 session per parent	3	
	pre-bereavement support joint visit both dramatherapists usually in parents home	90 minutes	1 session per parent	1	
Jan-Mar 07	pre-bereavement support one therapist usually in parents home	90 minutes	1 session per parent	1	4
	initial assessment visit	30 - 60 minutes	1 session per parent	3	

Willow's work with broader stakeholders over the year is shown in the following table.

Quarter	Type of Contact	Time spent	No of stakeholders
Apr-Jun 06	Joint consultation/supervision	8 hrs	1
	Individual supervision	2 hrs	1
	Developing training/briefing materials for use with stakeholders	2 hrs	
	Board meetings in your organisation	1.5 hrs	8
	Training provided to group stakeholders	8.5 hrs	70
	Professionals meeting re client	1.5 hrs	6
	Inter agency network meetings	1 hr	7
	Bereavement support session for nursing and care team	3.5 hrs	18
	Meetings with palliative care team	1 hr	3
	Receiving training	7 hr	

Jul-Sep 06	Joint consultation/supervision	2 hrs	1
	Individual supervision	4 hrs	
	Individual supervision	1 hr	1
	Board meetings in your organisation		6
	Stakeholder given information/one to one briefing	1 hr	2
	Training provided to group stakeholders		25
	Professionals meeting re client		6
	Receiving training	17 hrs	
Oct-Dec 06	Joint consultation/supervision	6 hrs	1
	Individual supervision	6 hrs	1
	Individual supervision	2 hrs	1
	Board meetings in your organisation	2 hrs	6
	Stakeholder given information/one to one briefing	3 hrs	3
	Training provided to group stakeholders	10.5 hrs	35
	Stakeholders given information face to face in a group	4.5 hrs	7
	Professionals meeting re client	5.5 hrs	6
	Bereavement support sessions for nursing and care team	4.5 hrs	25
	Meetings with palliative care team	1 hr	2
Jan-Mar 07	joint consultation/supervision	12 hrs	1
	individual supervision	12 hrs	1
	individual supervision	4 hrs	1
	Board meetings in your organisation	3 hrs	8
	Stakeholder given information/one to one briefing	5 hrs	3
	Training provided to group stakeholders	10.5 hrs	35
	Stakeholders given information face to face in a group	8 hrs	30
	Professionals meeting re client	7.5 hrs	10
	Child Protection supervision	1.5 hrs	10
	Bereavement support sessions for nursing and care team	4.5 hrs	25
	Meetings with palliative care team	1 hr	2
	Children's Fund networking meeting	3 hrs	25

★ Working With Children With Disabilities – Voluntary Sector

The Garwood Foundation
Rutherford School
Funding – Group C

Main Purpose of the Project

The Children's Fund pays for monthly creative workshops carried out with children of Rutherford School with profound and multiple learning disabilities, physical disabilities and complex medical needs. The workshops focus on enriching sensory experiences for the children.

Activities and Service Users

Workshops with different themes are held monthly to help stimulate the children with extreme disabilities in Rutherford School. Each group of children has a 2 hour workshop session – as there are usually 17 or 18 children participating, it takes one full day to facilitate all the sessions.

Three Key Successes

- The project has, through innovative workshops, facilitated interaction and creative expression with children with complex and multiple disabilities. This broadens children's experiences using music, drama and arts as a creative learning media.
- The workshops build on the specific sensory experiences that different children with different disabilities can respond to. For example using colour, sound, texture, movement and light. It allows children to have more interaction and control over their reactions, for instance moving in and out of the sound-beam or switching on and off to initiate a response.
- They have a realistic involvement of parents and siblings, and community members by seeking their involvement in certain activities and event held in the school and in the community. Events have included a family barbeque and an Easter celebration in the local church using swathes of material and drama.

Mainstreaming and Exit Strategy

Rutherford School have no other funding source at present for the activities that have been funded by the Children's Fund. They are now starting to address the question of sourcing funding for the continuation of their activities.

Monitoring Information

The Garwood Foundation had regular on-going contact with 22 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact the Garwood Foundation had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)⁴

Quarter	Type Of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	1-1 music therapy	30 minutes	2 - 8 sessions per child	4	24
	Group music therapy session	45 minutes	1 - 8 sessions per child	19	
	Group Art workshops	90 minutes	1 - 2 sessions per child	20	
	One-off Dance drama workshop	330 minutes	1 per child	6	
Jul-Sep 06	Group session – Art	60 minutes	1 per child	18	30
	Carnival - 3 days	3 days	1 per child		
	1-to-1 session - Music therapy	30 minutes	1 to 6 sessions per child	13	
	Group session - Music therapy	30 minutes	1 to 7 sessions per child	25	
Oct-Dec 06	Group session – Art	60 minutes	1 per child	16	24
	Carnival - 3 days	3 days	1 per child		
	1-to-1 session - Music therapy	30 minutes	1 to 3 sessions per child	7	
	Group session - Music therapy	30 minutes	1 to 3 sessions per child	10	
	Art - one off - Glazed Expression	1 day	1 to 2 sessions per child	23	
	Christmas Arts	2 days	1 to 2 sessions per child	22	
	Magician	1 day	1 per child		

⁴The figures in this table include three children aged between 0 and 4 years old, and five children between 14 and 17 years old. Hence the total in quarter 2 of 30 children.

Jan-Mar 07	Carnival - 3 days	3 days	1 per child		21
	1-to-1 session - Music therapy	30 minutes			
	Group session - Music therapy	30 minutes			
	Art - one off - Glazed Expression	1 day			
	Magician	1 day			
	Group music therapy session	45 minutes	1 to 9 sessions per child	17	
	1-1 music therapy session	30 minutes	1 to 7 sessions per child	13	
	Easter mugs	1 day	1 per child	20	

★ Working With Children With Disabilities – Voluntary Sector

Mencap – Benefits Programme
Funding – Group C

Main Purpose of the Project

The Mencap service provides benefits and welfare advice to parents/ carers of children who have learning disabilities living in Croydon. This project directly contributes to the ECM objective of improving economic well-being.

Type of Activities

Children with disabilities are seen with their parents who receive advice on benefits and welfare issues and are helped to fill in forms to access their entitlements. Family visits with follow-up take an average of three hours. Families whose claims are initially rejected are being helped with their appeals. The Children's Fund funds one day per week of the Benefit and Welfare Adviser's work.

There is no comparable service available in the Borough. It is well documented that families caring for children with disabilities can experience financial hardship often due to one parent being unable to work. By ensuring that the appropriate benefits are claimed it helps to alleviate and reduce financial hardship.

Three Key Successes

- Mencap helps parents to access the benefits they are entitled to. This enables them to 'purchase' the support they need. The project has 98%-99% success rate in awards of benefit after an initial meeting to discuss individual cases with the parents. They have never lost an appeal.
- The project provides a very flexible service: by means of outreaching to existing parent groups and providing advice and support in home visits it takes clients individual needs and situations into consideration.
- Mencap continuously works towards better awareness and greater understanding of issues around learning disabilities by other agencies and the public.

Mainstreaming and Exit Strategy

Croydon Mencap will be applying to charitable trusts to support this work and it has already made representations to Children's Services. In the short term it may be funded out of reserves, but ultimately the service will decrease if funding cannot be secured. Waiting time for this specialist service currently runs at two months.

It would benefit from being mainstreamed as it is complementary to the work of Social Services i.e. via Health Visitors, Social Workers who are supporting children with learning disabilities. Taking into account the latest figures produced on SEN in the Borough the figure is around 900+ (Report for the Conference chaired by the Martin Howarth - Special Needs Education London Borough of Croydon - 18th October Children and Young People's Partnership Stakeholder Coinference 2007).

Monitoring Information

Mencap had regular on-going contact with 50 children aged between 5 and 13 years old during the year 2006-07. Nearly half (50%) had a diagnosis of autism. The table below provides details of the type of contact Mencap had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)⁵

Quarter	Type Of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	1-to-1 session	180 minutes	1 session per child	40	40
	Telephone support	20 minutes	1 session per child	40	
Jul-Sep 06	1-to-1 session	180 minutes	1 session per child	32	32
	Telephone support	20 minutes	1 session per child	32	
Oct-Dec 06	1-to-1 session	180 minutes	1 session per child	33	33
	Telephone support	20 minutes	1 session per child	33	
Jan-Mar 07	1-to-1 session	180 minutes	1 session per child	26	26
	Telephone support	20 minutes	1 session per child	26	

⁵ The figures in this table include 47 children aged between 0 and 4 years old, and 14 children between 14 and 17 years old, Hence the total in quarter 2 of 30 children.

★ Working With Parents/Family Support – Voluntary Sector

Parentline Plus
Funding – Upper B (funded until 05/06)

Main Purpose of the Project

The project aims to empower parents to confidently make their own decisions and make changes in their lives in order to benefit children. The project works through schools in order to identify parents to work with and then, while recognising their strengths, build on their parenting skills and strategies.

Type of Activity

Parentline Plus carried out activities to establish itself in the target areas by having one-off events and meetings with groups of parents. A 16-week facilitator training was run to prepare for the work in target areas and in October 2004, Parentline Plus ran local events in the three target areas as part of Parent's Week, which is a national event co-ordinated by Parentline. The project ran three celebratory events in the target areas where parents and children were invited to find out about different activities and services available to them in the Borough and to have some fun during the half term. Parentline Plus also offered information and guidance during parent evenings and at a presentation, held drop-in sessions and continued to offer courses and workshops.

Three Key Successes

- National Parents' Week and fun days were well attended.
- The project communicates well with schools borough-wide and works hard to advertise and promote its services.
- All stakeholders agreed that the project addresses very important issues and said that they would continue to welcome and support Parentline Plus's service delivery in their school. The service users interviewed by the evaluation team felt that the workshops they had attended had been helpful, although very few parents attended these.

Note on Discontinuation of Funding

Despite a huge effort in developing contacts and activities in the target areas, Parentline Plus did not overcome the stigma of parenting courses and maintain contact with enough parents in the target areas in the first three years of funding to justify further funding by the Children's Fund after 2005/2006. Despite this, Parentline have continued to build on their initial groundwork and positive contact with schools in the target areas and are an organisation that could be commissioned in the future to provide services. Their work on the Parentline helpline (which was not funded by the Children's Fund) should also be recognised.

★ Working With Parents/Family Support - Voluntary Sector

PATCH
Croydon People's Housing Association (CPHA)
Funding – Group A

Main Purpose of the Project

Croydon People's Housing Association aim to deliver a culturally appropriate package of support to Black and Minority Ethnic parents and their children to support their transition period from childhood to adolescence. The PATCH principles are to maintain a harmonious balance between the influences that parents and families have over their children and that of the peers or cliques.⁶ Courses for parents and children are mainly aimed at residents of NW Croydon, and run on the new premises located in Broadgreen.

Types of Activities

Croydon People's Housing Association arrange parenting courses for parents and children. The first course was delivered April-September 2004, and ran for 3.5 hours per week for 13 weeks. A total of 13 parents (11 of whom completed) participated, and there was a two-day event for parents to bring their children at the end. The second course with 7 parents (from October 2004) ran for 11 weeks and was delivered alongside a course for 11 children. From January 2005 the project continued to run the course with 10 parents and 17 children. The young peoples' course was delivered by external facilitators with a knowledge and or experience of the Parenting Model. The Parenting course was co delivered by the project leader and a trained parent facilitator. Some one-to-one and telephone support and signposting were also given.

The project manager left in July 2005 and it took some time to recruit. This created problems for the project as the new manager had to in effect restart the project. Since the new manager has been employed one course was run for parents in the fourth quarter of 06/07, with a crèche rather than a course for children. This has not built on the initial successes of the course run for parents and children and relatively few numbers of parents have been recruited so far.

⁶ 2004, Choices & Voices, The Magazine of the Children's Fund in Croydon, Second Issue, pp 21)

Three Key Successes (for course run in 2004/05)

- The project's focus on parent and child has benefits. Having parent and child together in a constructive and nurturing environment develops their relationships by fostering a sense of shared identity and cooperation between each other and with those around them. When the course is run it is successful and its parent/child simultaneous dual focus in particular is helpful.
- Young people are treated with respect and given opportunities to share their ideas, impressions and concerns and come to their own conclusions. Workers have established a very safe, trusting, and nurturing group dynamic and avoid 'lecturing or patronising' children with the messages and topics that they explore together. Because of this the boys and girls seem much more open to the subject matter and more able to personalise and contextualise it into their lives – this was particularly evident around the highly complex subject of drug-use.
- Parenting skills are developed robustly through a clear, relevant and flexible course structure that seems to empower parents with greater confidence that they are 'good people and 'good parents.'

Mainstreaming and Exit Strategy

It does not appear that the PATCH project currently has the capacity to deliver the courses that were piloted in the first three years of funding. It is therefore recommended that funding ceases from this point and that the details of the course are passed onto the manager of the Croydon Children's Fund in order that other services can learn from the pilot and directly contract this course if required.

Monitoring Information

PATCH had regular on-going contact with 44 children aged between 5 and 13 years old during the year 2006-07. The table below provides details of the type of contact PATCH had with these children, the length and frequency of each session, the number of children attending each session, and the total number of children worked with during the quarter. (Some children participated in more than one type of activity.)

Quarter	Type Of Contact	length of each session	Number of Sessions attended by each Child	No of children	Total in quarter
Apr-Jun 06	Parenting Course - activities	3 hours	13 sessions	12	31
	Focus on Youth - one day workshop	6 hours	1 session	19	
Jan-Mar 07	Parenting Programme - creche	3 hours	14 sessions	10	13
	Family Support - family drop in children and parents	2 hours	2 sessions	7	
	One off Support - arts and craft in creche	2 hours	2 sessions	2	

PATCH also had regular on-going contact with 21 parents over the course of the year. The table below provides details of this contact.

Quarter	Type Of Contact	Length of each session	Number of Sessions attended by parent	No of parents	Total in quarter
Apr-Jun 06	Parenting Programme	3 hours	13 sessions	8	8
Jan-Mar 07	Parenting Programme	3 hours	14 sessions	6	13
	one to one support	2 hours	6 sessions	3	
	one to one support	6 hours	1 session	1	
	Telephone Support	15 minutes	120 sessions	7	
	Signposting	15 - 30 minutes	10 sessions	9	
Jan-Mar 07	One off Support	30 minutes	4 sessions	4	13

Recommendations For Future Funding

The following are strengths in terms of coverage by the Croydon Children's Fund Programme as compared to the issues that have been prioritised by children and their families in the needs assessment carried out by Development Focus Trust:

- Fun activities, trips and outings
- Children's self-confidence and decision-making
- Bullying issues – both working with those that are bullied and those children that bully other children
- Mental health issues
- Bereavement
- Working with children with disabilities
- Working with some children at high risk of 'getting into trouble' with often very difficult home situations and this can include:
 - Work with parents
 - Feeling safe, both outside and at home/ Violence at home
 - Drugs and substance misuse (for parents and awareness amongst older children)
 - Sexual Health
 - Boys and girls managing their anger
 - Children as carers



Integrated Therapy: Working to provide Therapeutic needs

These strengths need to be built upon and consideration given to funding the continuation of projects previously funded by the Croydon Children's Fund. There is generally good coverage by the Croydon Children's Fund in meeting the ECM objectives and in meeting the expressed needs of children. The needs assessment and evaluation/review processes were carried out by the local evaluators, Development Focus Trust, in order to ensure that the Croydon Children's Fund Programme could evolve to address issues as they arise. The evaluators have continually highlighted areas of need identified by children and parents and The Board have acted on these suggestions, whilst also considering the changing local context in Croydon. This practice of continued local evaluation championed by the Croydon Children's Fund should be continued by mainstream services and funding programmes.

During the 2004/05 – 2005/06 full programme evaluation, the following issues were highlighted by children and identified by the evaluators as needing further work. However, many of the projects have taken these on board and are now covering them:

- Living conditions and improving community
- Literacy and numeracy in schools
- More physical exercise in fun activities and more outings outside school
- Physical health, for example, in healthy eating and healthy lifestyles
- More work to inform parents of what projects are doing with kids
- Work with parents around issues of health, achieving economic well-being and community safety.

The findings of the evaluation would indicate that it is easier to engage with parents when projects are working with their children, rather than targeting parents separately

Project by project recommendations to commissioners and funding bodies are given below.

The Secretary of State for Children, Schools and Families made a recent announcement about the extension of the Children's Fund for the next 3 years. Although the money is not ring-fenced and will be going to the Local Authority as part of a broader grant, it shows that the work of the Children's Fund is recognized as central to meeting the Every Child Matters Objectives (See Appendix 1).

As money for the continuation of the Children's Fund is not ring-fenced, it will be particularly important to ensure that funding goes to the age range 5-13 years, that preventative work including play is funded and that there is an identifiable funding stream that is specifically to support the continuation of good projects, especially those in the voluntary sector. Statutory sector projects should look to mainstream funding with evidence of successful piloting, for example following the Primary Care Trust picking up the continued funding for Willow.

There should also be continued evaluation and identification of needs and gaps so that new areas of work are strategically put out to tender to voluntary and statutory sector organisations so that new projects and ideas continue to refresh the preventative work in Croydon.

In the light of the evidence of success of the Croydon Children's Fund, it is expected that those commissioning preventative services in Croydon will use the details in this report to inform further funding. Projects/services that have worked over the past four years to build trust and working relationships with children, their families and key stakeholders and service providers in some of the most deprived communities in Croydon should be considered for continued funding.

Project-By-Project Recommendations to Commissioning Bodies/Funders

The following table summarises the key recommendations for the projects that have been funded by the Croydon Children's Fund:

Projects, roughly in order of annual funding	Comment on future funding	Continued Development (0 - ★★★★★)	Outcomes (0 - ★★★★★)
Youth Inclusion Support Panel (YISP) YOT	Needs to be picked up by mainstream funding considering development and outcomes (already mainstreamed for 14+ years)	★★★★	★★★★
Junior Youth Inclusion Project (JYIP) Croydon Youth Development Trust	Needs sustained funding stream to voluntary sector for preventative work	★★★★	★★★★
Beat the Street Plus (Funded until 05/06) Croydon Youth Development Trust	Need to replicate project but for after school clubs, not in school lesson time. Need sustained funding for voluntary sector to work with BME children out of school.	★★★ for 03/04-05/06	★★★
Integrated Therapy for ADHD and ASD Primary Care Trust (PCT)	Should be picked up by mainstream funding for its development work in this area, especially considering the capacity issues in getting the trained staff for integrated therapy	★★★★	★★★★
PATCH Project Croydon People's Housing Ass. (CPHA)	The course piloted had positive outcomes. Any further funding should be for delivery of courses that are demanded by other services or tendered for.	★	★★★ (for pilot course carried out in 04/05-05/06)
Croydon Xpress Croydon Voluntary Action (CVA)	Service is integrated into CVA's Involvement Unit which will support Xpress to deliver. Could tender for work and will need to secure core funding for voluntary sector (eg. DfES)	★★★	★★★
Place2be In Croydon (funded until end 06/07)	Well-piloted model by voluntary sector that now needs services to be paid for by mainstream (from schools, social services, CAMHS)	★★★	★★★★
ADHD Development Worker London Borough Croydon	Should be picked up by mainstream funding for its work in education, child and adolescent mental health and more general health and school related positive outcomes	★★★★	★★★★

Parentline Plus (Funded until 05/06)	Organisation should be recognised for further funding despite difficulties in overcoming barriers in target areas in the initial stages of the CF funding	★★★★ for 03/04-05/06	★
Croydon Young People's Project SOVA	Needs sustained funding stream to voluntary sector for preventative work	★★★★	★★★★
Valley Park, TOC H Peppermint Centre	Needs sustained funding stream to voluntary sector for preventative work. Need to build capacity in monitoring	★★★★	★★★★
Together in Waddon	Needs sustained funding stream to voluntary sector for preventative work Need to build capacity in monitoring	★★★★	★★★★
Croydon Community Bus	Needs sustained funding stream to voluntary sector for preventative work	★★★★	★★★★
Willow (Bereavement project) (PCT)	Picked up by mainstream funding by the PCT due to its development and impact	★★★★	★★★★
Reaching Out London Borough of Croydon Education	Needs sustained funding, but as service that can be mainstreamed to more than 1 school	★★★★	★★★
The Garwood Foundation Rutherford School	Suitable for sustained funding for unique project working with children with extreme disability	★★★★	★★★
Volunteer Reading Help (Funded until 05/06)	Organisation fills important part of Children's Fund remit, although pilot in target areas was not successful on this occasion	★	★★
Mencap – (Benefits programme)	Should be a service which is funded by the mainstream, although whilst it is not it needs to have sustained funding to the voluntary sector	★★★★	★★★★
RUOK (funded in 04/05 and at higher level in 06/07 and 07/08) Victim Support	Needs sustained funding stream to voluntary sector for preventative work	★★★★	★★★★

Appendix 1

EVERY CHILD MATTERS: A STRAIGHTFORWARD BUT AMBITIOUS MISSION

18 July 2007

The new Secretary of State for Children, Schools and Families, Ed Balls today set out a straightforward yet ambitious mission to drive up school standards and improve the lives of every child in the country. He announced a total of £456 million for projects to support the wellbeing of children and families across the country, and a focus on play which enables children to have healthy, safe and happy childhood.

Addressing an NCB-sponsored conference of experts in children's services, he said:

- Our aspirations are straightforward and ambitious. Every child deserves to be safe and loved and have a healthy and happy childhood, free from harm. And every child should have the chance to make the most of their talents and fulfil their potential.
- To do this, we must provide excellent universal services for all children and their families; be able to identify potential problems early, before things go wrong; and when children are at risk, do something quickly to help children and their families get back on track.
- Some commentators claim there has never been a worse time to be a child in this country. I reject this view. Of course we face real challenges, but this pessimism fails to recognise the new opportunities children have today, and it undermines the dedication of parents and the immense passion and commitment of many in schools and children's services to give children the best possible chance in life.
- Supporting children, young people and families in the community is integral to helping all children, promoting excellence and closing the achievement gap in schools."
- Ed Balls said however that key challenges remained in tackling the attainment gap, particularly for children from disadvantaged backgrounds; joining up services for children, particularly mental health services; and intervening early and decisively with children at risk of truanting, poor behaviour before it escalates into offending behaviour.

To this end he announced:

- £396 million investment to continue the Children's Fund over the next three years, supporting projects that specialise in early intervention and prevention, and are having a notable impact on school attendance. They are improving the skills and emotional wellbeing of parents to help them better support their children, and improving relationships between families and professionals;
- £60 million over the next three years to support schools in working with mental health practitioners to improve the emotional wellbeing of pupils, and have mental health experts working in schools to identify problems and provide children and young people with support - some 10% of children are diagnosed with a mental health problem;
- a 'Staying Safe' consultation to support parents in striking the right balance between protecting their children and allowing them to learn and explore safely, without being wrapped up in cottonwool; as well as extending anti-bullying policies to children's homes, extended school services, and youth groups;
- taking on dual responsibility for play with the Department for Culture, Media and Sport to develop fun, safe, and effective children's play - the central part of any happy childhood and essential to learning and development;
- announcing the key focus of the nationwide consultation to develop a new Children's Plan to examine:
 - prevention - how universal and targeted services can work together better to head off problems before they start;
 - personalisation - how services can tailor their support so that all children can reach their potential;
 - positive childhood - the role of parents and various services can provide a happy, healthy and safe childhood for all;
 - families - to consider the role families play in each phase, and how we can support them.

Just last week Ed Balls set out plans to further drive up school standards for children, including £265 million to fund an extended schools subsidy over the next three years to ensure that children from disadvantaged backgrounds can benefit from extra out-of-hours tuition and after-school clubs in sport, music and drama.

Editor's Notes? This press notice relates to 'England'?¹. A copy of Ed Balls' speech is posted on the DCSF website at <http://www.dcsf.gov.uk/speeches>

1. Starting this month, Mr Balls and his Ministerial team will lead a nationwide consultation with education and children's services experts, as well as children and families themselves to bring together all aspects of policy affecting children and young people into a new Children's Plan. Three working groups will look at education and other services for children and young people - one for 0-7 year olds, one for 8-13 year olds and another for 14-19 year olds.
2. The working groups will be chaired by members of the National Council for Excellence in Education to ensure a fully joined up approach: Jackie Fisher, Principal of Newcastle College; leading London headteacher Sir Alan Steer; and Jo Davidson, Director of Children's Services in Gloucester. The consultation will report in October.
3. The Children's Fund funds additional preventative services for children aged 5-13, often delivered through the voluntary and community sector. The Children's Fund was a time-limited programme originally due to end in March 2008. Funding in 2007-08 is £132m nationally. Funding was initially ring-fenced and distributed through local Children's Fund partnerships, but has been moving towards funding being distributed to local authorities. Today's announcement means that funding will now continue at £132m in each of the three years from 2008 to 2011. The money will be distributed through local authorities and pooled with other funding to form a new area-based grant. The Government is encouraging local authorities and their partners to maintain a strong engagement of the voluntary and community sector in using these funds.
4. 10% of children are estimated to have a mental health problem. Early problem behaviours are closely related to academic underachievement, and an increased likelihood of school exclusion, offending, anti-social behaviour, marital breakdown, drug abuse, alcoholism and mental illness in adulthood. Voluntary and community sector organisations have developed models of targeted support in schools for pupils with social and emotional health problems. New funding of £9.6m in 2008-09, £19.5m in 2009-10, and £30m in 2010-11 will enable more schools and local authorities to introduce effective early intervention services in and close to schools, which will supplement and complement existing Child and Adolescent Mental Health Services.

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ADHD Development Worker
Croydon Young People's Project
Croydon Community Bus
PATCH Project At Croydon People's Housing Association
Croydon Xpress
The Garwood Foundation
Integrated Therapy Project
Junior Youth Inclusion Project
Mencap
TOC H, Valley Park
Place2be
Reaching Out
RUOK At Victim Support
Together In Waddon
Willow
Youth Inclusion Support Panel
In Addition, Information Was Included From:
Beat The Street
Parentline Plus
Voluntary Reading Help

For more information please contact:

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children's fund

What is the Children's Fund?

The Croydon Children's Fund programme was introduced in 2003. The fund was primarily set up to develop services for children at risk of social exclusion in all local areas, aiming to provide better increased co-ordinated preventive services. Funding is targeted at children and young people aged 5-13 years old and also their families.

The fund is part of the Government's strategy to tackle disadvantage and inequality arising from child poverty and social exclusion, through addressing national priorities including improving school attendance and attainment, improving health (including mental health) and reducing crime and anti social behaviour.

A key element of the programme is that services are locally determined according to local need and planned in consultation with children and families from the outset. In Croydon a comprehensive mapping and consultation exercise was undertaken to find out the views of children, young people and their families and this was used in the development of the initial three-year strategy for the Croydon Children's Fund.

This report was commissioned by the Croydon Children's Fund,
and written by Vicky Johnson with Robert Nurick from Development Focus Trust