

**PEEBLES COMMON GOOD FUND
APPLICATION FOR FINANCIAL ASSISTANCE**

<p><u>Applicant Details</u> Name and Address of Applicant/Organisation:</p> <p>Telephone No:</p> <p>E-mail address:</p>	<p>Shona Haslam Peeblesshire Youth Trust 2 Rowan Court Cavalry Park Peebles EH45 9BU</p>
<p>Address to which payment should be made:</p>	<p>2 Rowan Court, Cavalry Park, Peebles, EH45 9BU</p>
<p><u>Activities</u> Please supply a brief description of the activities of your organisation and the benefits it brings to the local community:</p>	<p>Peeblesshire Youth Trust was established in 2009 in response to a need identified in our community. We were approached by a parent who was concerned about their son who was struggling with low self-esteem and lacked self-confidence. The parent was worried that as a result they would find the move from the safe environment of Primary School into a much bigger High School challenging. They asked if we knew of anyone who would be willing to mentor their son and give some assistance to the family in building confidence and supporting them through the transition. Through helping that one family, Peeblesshire Youth Trust was born, and we now mentor around 30 children every year, with our focus remaining on that difficult period between Primary and High School. The main purpose of our work is to support, encourage, nurture and empower young people to not only realise that they have potential - but to achieve that potential. We do this through providing fully trained volunteer mentors who work with these individuals for a period of up to 3 years. They focus on the particularly challenging period of transition from primary to secondary school. Working closely with the 9 primary schools in our area we identify pupils in primary 6 who struggle with self-esteem and confidence. These are children who are at risk of developing mental health issues in later life or at risk of getting involved in negative behaviour. We invite them to attend a five-week course “Achieve Your Potential” where we help them to build their confidence through games, role play and discussion. We work with them to assist them in addressing the issues that they face and articulate some of the goals they would like to achieve. Through taking part in this course the young people can develop the skills and strategies that will help them engage with their peers, become successful learners and help them to develop their confidence. At the end of the course our participants take what they have learned and present it back to their class at school, something that most of them would have found impossible before taking part in Achieve Your Potential. AYP is an award winning programme, winning the Scottish Mentoring Network Project of the Year</p>

	<p>award in 2012 and the Early Intervention Award in 2013.</p> <p>Following this course we match the children to one of our volunteers who will meet with them monthly, helping them to build their self-confidence, make better decisions and build their resilience.</p>
<p><u>Assistance Requested</u> Please indicate the sum requested and the purpose for which it will be used:</p>	<p>We would request £10,000 from Peebles Common Good Fund to assist us in this work. Specifically, to deliver the Peebles element of our Achieve Your Potential Course. The three primary schools in Peebles all engage with, and value, the course as a key way of assisting vulnerable children in the transition to High School. I have attached here a paper that sets out our vision for Achieve Your Potential moving forward and a logic model for this work. The main expected outcomes for this piece of work are:</p> <ul style="list-style-type: none"> • Children can not only appreciate their potential but can have ambition to reach that potential • Improved confidence and self esteem • Children are better able to make good choices and decisions, understanding the impact and consequences of those choices on their own lives and the lives of those around them. • Children are more willing to try new things even if they fail, and can see the positives of trying. • Children experience improved mental well-being, including reduced anxiety, feelings of happiness more often, and have improved interaction with their peers • Good relationships are established within the group, both among the children and between the children and adults. Relationships are based on trust and respect. • Children are more comfortable with who they are, seeing their greatness and believing in themselves • They develop strategies to deal with the unknown and unexpected and to deal with success as well as failure. • Programme can continue to grow and develop. <p>The £10,000 from the Common Good Fund will secure this work for the coming year and allow us to creatively evaluate the work. The grant includes salary costs, rent and venue hire, insurance, activity costs and travel for staff and volunteers. The project has a total cost of £33,000 and a full breakdown of costs are attached.</p>
<p>When will the donation be required:</p>	<p>August 2016</p>
<p>If this is a one-off project then please give the following details –</p> <p>Date (s):</p> <p>Estimated total cost:</p> <p>Funds already raised by applicant’s own efforts:</p> <p>Funds raised or expected to be raised from other sources (please state</p>	<p>Ongoing project</p> <p>The total project cost is £33,000 this includes project costs and overheads. With this grant of £10,000 Peeblesshire Youth Trust is committed to finding the additional £23,000. We have raised £10,000 from our annual Golf Day,</p>

sources):	and will be making grant applications to the Hugh Fraser Trust who are interested in funding this project, and Henry Duncan Awards who have also expressed interest in funding this part of our work.
<p><u>Other information</u> If you have other information which you feel is relevant to this application please provide details including details of any previous assistance given:</p>	<p>Feedback from the parents and children who we work with demonstrates the impact that our programme can have on individual lives. At a recent school show one our mentees was on stage singing a solo, his mother approached us at the end with tears in her eyes and said:</p> <p><i>“two years ago he would not even look me in the eye, now he is on stage singing a solo in his school show, I have you to thank for that. What a difference you have made in his life, thank you so much.”</i></p> <p>But it is not only our mentees who benefit. One of our mentors commented “Mentoring for PYT has been so good for me. Apart from helping with the Achieving your Potential course (which I loved, and learnt a lot about myself) I have the privilege of getting to know a wonderful young girl who enjoys a bit of extra input in her life.</p> <p>At our most recent Achieve Your Potential course we were talking to the young people about what you wanted to be when you grow up. One of the children replied that they wanted to work on a checkout in Tesco. Now there is nothing wrong with working on a checkout in Tesco, but that is not the ambition of a 10 year old. Ten year olds should want to be astronauts, spies, teachers and doctors. Peeblesshire Youth Trust works with children to open their eyes to the world that exists, to show them the possibilities and give them the skills, ambition and belief that they can have dreams and they can achieve those dreams.</p>
<p><u>Declaration</u> I hereby make application for assistance as set out above and certify that the information I have provided is accurate</p> <p>Signed:</p> <p>Position Held: Programme Manager</p> <p>Date: 22 April 2016</p>	
<p>Note: All applications from organisations MUST be accompanied by a copy of the latest audited accounts</p>	
<p>This completed form, accounts and any supporting details should be submitted to Kathleen Mason Democratic Services Officer, Scottish Borders Council, Council Headquarters, Newtown St Boswells, TD6 0SA for all funds. Telephone 01835 826772</p>	

Budget for Peebles Common Good Achieve Your Potential Project

	Total annual budget	Amount requested from Common Good
Overheads		
Rent and Broadband & Maintenance charges	2500	500
Phone and IT	600	120
Insurance	1516	304
Training for staff	500	100
Annual leave for staff	408	82
Governance	220	44
Salaries	24242	7300
Additional equipment and maintenance	400	80
Travel	600	120
Achieve Your Potential		
Venue hire	400	200
materials and refreshments	600	300
Volunteer expenses	250	125
Additional equipment and maintenance	150	75
Travel	300	150
Evaluation	1000	500
Total	33686	10000

Peeblesshire Youth Trust Statement of Receipts and Payments

- For the Period 1 August 2014 to 31st July 2015

Receipts

	Note	Unrestricted Funds	Restricted Funds	Total 1/8/2014 to 31/7/15	Total 1/8/2013 to 31/7/2014
Voluntary Receipts					
Fundraising		0	0	0	129
Donations		15,030	0	15,030	20,604
Bank Interest		10	0	10	309
Grants	1	0	46,813	46,813	26,463
Receipts from Fundraising Activities					
Golf Day		1,250	0	1,250	9,737
Christmas Hampers			1,525	1,525	1,628
		16,290	48,338	64,628	58,870

Payments

Achieve Your Potential Programme		0	0	0	130
Equipment		0	0	0	354
Fundraising		650	0	650	3,023
Governance		434	0	434	416
Group Activities		65	800	865	1,545
Hamper		0	1,522	1,522	846
Insurance		1,227	0	1,227	865
Misc costs		69	0	69	150
S6/S1 Buddy Programme		0	0	0	314
Salaries		11,162	14,700	25,862	33,279
Stationery		570	0	570	341
Subscriptions		385	0	385	675
Training		370	0	370	590
Travel		808	182	990	1,335
Utilities		444	776	1,220	1,087
Volunteer Expenses		66	0	66	232
Young Start, Big Fund		0	28,575	28,575	10,672
Total Payments		16,250	46,555	62,805	55,854
Surplus/(Deficit) for the period		40	1,783	1,823	3,016
Surplus/(Deficit) brought forward		15,865	(2,721)	13,144	0
Surplus/(Deficit) carried forward		15,905	(938)	14,967	0

Statement of Balances - At 31st July 2015

	Unrestricted Funds	Restricted Funds	Total 1/8/2014 to 31/7/15
Funds Reconciliation			
Cash at Bank & in Hand - 1/8/14	17,395	9,443	26,838
Surplus/(Deficit) for the period	40	1,783	1,823

Cash at Bank & in Hand - 31/7/2015

17,435	11,226	28,661
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Bank & Cash Balances

General Account	11,090
High Interest Account	2,426
Virgin	15,145
	<u>28,661</u>

Notes to the Accounts - For the Period Ended 31 July 2015

1 Grants Received

	Restricted Funds	Total 1/8/2013 to 31/7/14
Robertson Trust	9,000	300
Sheldon Trust	980	980
RS McDonald	10,000	10,000
Young Start, Big Fund	26,833	26,833
	<u>46,813</u>	<u>38,113</u>

Grants Restrictions

Robertson Trust	For use in AYP and mentoring project
RS McDonald	For use in support of the Achieve your Potential and S6 Buddy Group programs
Sheldon Trust	To enable Mentees to attend summer holiday activity week
Young Start, Big Fund	To support staff, training and organisational costs, including overheads, group activities and volunteer expenses for AYP and mentoring programs

The financial statements were prepared by Kirsty Davidson, Treasurer.

14/12/15

Independent Examiner's Report to the Trustees of Peeblesshire Youth Trust

I report on the accounts of the charity for the year ended 31 July 2015, which are set out on pages 5 and 6.

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts in accordance with the terms of the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006. The charity trustees consider that the audit requirement of Regulation 10(1) (d) of the 2006 Accounts Regulations does not apply. It is my responsibility to examine the accounts as required under section 44(1) (c) of the Act and to state whether particular matters have come to my attention.

Basis of independent examiner's statement

My examination is carried out in accordance with Regulation 11 of the 2006 Accounts Regulations. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeks explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

Independent examiner's statement

In the course of my examination, no matter has come to my attention

1. Which gives me reasonable cause to believe that in any material respect the requirements:
 - To keep accounting records in accordance with Section 44(1)(a) of the 2005 Act and Regulation 4 of the 2006 Accounts Regulations; and
 - To prepare accounts which accord with the accounting records and comply with Regulation 9 of the 2006 Accounts Regulationshave not been met, or
2. To which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Scott L Wallace CA

Member of the Institute of Chartered Accountants of Scotland

Peebles; 9 December 2015.



Achieve Your Potential Framework for 2016

Achieve Your Potential has been running for around 7 years. We work closely with all 9 primary schools in Peeblesshire to identify children who will benefit from this intervention. Achieve Your Potential has traditionally been a 5 week course, using games, activities, crafts and challenges to help children build self-confidence and self-esteem in a group setting. It also is beneficial in introducing the children to our adult volunteers who then become their mentors. It has proved popular in recent years and has often been oversubscribed, leading to us not being able to accept all the children referred to us. We have taken this opportunity to evaluate the course outcomes and set a clear direction for 2016 and future years.

The Need

Children are referred to us for a variety of reasons, our evaluation shows that 98% of those attending were lacking in confidence and self-esteem, 79% had difficulties due to family conflict, 79% poor interaction with peers and 27% because of offending behavior. AYP is a tried and tested model that we know works and so it is important that that continues. Evaluation of our most recent course shows that 88% of children taking part showed an improvement in overall social interaction, 72% showed an improvement in overall behavioural choices and 93% showed an overall increase in eye contact, and other self-confidence indicators. 62% of parents when asked said that their child's self-confidence had improved.

Working with schools we need to identify those children who are at risk of developing mental health problems in later life, who have low resilience, struggle with peer integration and have low aspirations.

AYP is an essential tool that we use to introduce and create a relationship between the young people and our volunteer mentors and the importance of this cannot be underestimated.

In bringing together this logic model we have made the following assumptions:

- AYP as a 'brand' remains a strong vehicle for delivering our outcomes
- AYP will remain as an intervention activity that schools refer children into.

- We will continue to have a good base of mentors who will be involved in delivery
- Schools will continue to engage with us and respect the work that we do
- Funding will be in place to deliver and expand this course over future years. See fundraising strategy.

Risk Factors

- Funding remains a risk area for this activity, funding needs to be secured to ensure this programme continues.
- Adult volunteers are also required for this to run successfully, a good volunteer recruitment and engagement strategy is required.
- Change of leadership in schools means that some work needs to be done with new heads to ensure ongoing engagement.

The Future

As part of this paper we also wanted to capture some ideas on how we plan to improve and deliver this course in the future, and what elements we want to see introduced to further improve the outcomes of the children who attend. These fall under 5 headings:

1. Referral Numbers:
 - Clear criteria developed for schools so that they know who to refer to the course.
2. Course length:
 - Extend the course to 7 or 8 weeks and only have 2 per year with 15 children attending each course.
3. Course content:
 - Targeted activities for the outcomes that we have identified.
 - At group activities we have one structured activity that continues to build on the work that we have done, perhaps setting a challenge that mentors/mentees have to complete together in that month.
 - Further standardise the resources and handouts that we use, reflecting current government policy and priorities.
4. Wider recognition and appeal:
 - Introductory sessions for whole class groups in schools where children can self-refer onto the course if they feel that would be beneficial.
 - Use the website as a resource that the kids can tap into.
 - For children who do not want to mentored after the course we will promote increased involvement in group activities so that they can still benefit.
5. Evaluation:
 - Questionnaire for children,
 - Additional questionnaires for parents and teachers at start and end of the course based on wellbeing indicators to measure outcomes

Logic Model

Following this thinking we have developed the following logic model to visualize where we want to go with AYP and how we are going to get there. This will form the basis of funding applications and course planning for next year.

Inputs	Activities	Outputs	Outcomes across all activities
<p>Well trained, supported volunteer mentors who have committed to working with the children for a period of 3 years.</p> <p>Experienced staff who are trained in delivering this type of intervention and supported by a strong Board.</p> <p>AYP is an established and trusted brand with our stakeholders, commended by Scottish Mentoring Network.</p> <p>Good links with local primary schools and seen as essential service.</p>	<p>Adults provide positive role model at all times during the intervention, challenging participants behavior and views when appropriate and in an appropriate way.</p> <p>Clear learning outcomes, based on well-being indicators, for every activity developed that will help us deliver our outcomes.</p> <p>Introduce kids to new experiences that challenge their expectations of themselves and their limits in a secure and safe environment.</p> <p>7/8 week programme developed for 30 children in total on 2 courses per year.</p> <p>Focused activities to enhance self confidence that encourages and enables children to speak out in small and large groups.</p> <p>Develop value based decision making skills with focus on understanding consequences.</p> <p>Children develop their personal goals for the intervention, outlining what they hope to achieve by attending.</p>	<p>Children are involved in strong mentoring relationships as a result of the programme</p> <p>We will build a strong evaluation framework that will measure the outcomes in a useable and useful way.</p> <p>Following that evaluation, we will continue to build and amend the programme to ensure our outcomes are being achieved.</p> <p>Deliver a range of activities developed to achieve the project outcomes and meet participants needs</p> <p>Strong group bonds are developed with positive peer interactions.</p> <p>Children take part in group activities.</p> <p>Children demonstrate better outcomes and behaviours at school.</p>	<p>Children can not only appreciate their potential but can have ambition to reach that potential</p> <p>Improved confidence and self esteem</p> <p>Children are better able to make good choices and decisions, understanding the impact and consequences of those choices on their own lives and the lives of those around them.</p> <p>Children are more willing to try new things even if they fail, and can see the positives of trying.</p> <p>Children experience improved mental well-being, including reduced anxiety, feelings of happiness more often, and have improved interaction with their peers</p> <p>Good relationships are established within the group, both among the children and between the children and adults. Relationships are based on trust and respect.</p> <p>children are more comfortable with who they are, seeing their greatness and believing in themselves</p> <p>they develop strategies to deal with the unknown and unexpected and to deal with success as well as failure.</p> <p>Programme can continue to grow and develop.</p>

Funding secured from wide base of funders.	A broad fundraising strategy is developed and delivered.	Funding secured for programme	
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