

Updated Difference Year 1 Grant Report Form

Introduction

This form is your opportunity to tell us how the grant from BBC Children in Need has benefited disadvantaged children and young people.

We hope that measuring and evaluating the difference you make will help you to reflect on the successes and challenges of the past year, and plan your future work.

How to complete the form

Before you start

Please read through our [guidance on reporting to BBC Children in Need](#).

If anything has changed since you were awarded a grant, please contact us to discuss those changes before completing this report form. This might include:

- Changes to the activities or services you provide
- Changes to the numbers of children and young people you work with
- Changes to how you want to spend the grant money
- Changes to the project's staff or management
- Changes to the differences you want to report on.

There is a "save and finish later" button at the bottom of each page. Please remember to save regularly.

How we use the information you provide in this form

We will read your report form to learn more about your project: how you have got on over the past year, how you have spent the grant money, and the difference you have made to the children and young people you work with.

We might use your case study for our fundraising or publicity - but we will always ask you for permission first.

We will bring together information from all the reports we receive to identify trends and good practice from similar projects across the UK. This helps us to learn about, evaluate and improve our own work so that we fund the best work possible with the money we have. We can then share that learning with projects like yours, with other funders, with local or national governments or with the general public in order to make a bigger difference to children and young people's lives.

Your Project

Project summary

Organisation Name
Entrust Care Partnership CIC

Your Reference Number
2017-1528

Summary of your grant from BBC Children in Need
This project will provide a befriending service for disabled young people. Through supporting them to access mainstream services the young people will feel more confident and able to take on new challenges.

1. Your Project

Please describe in detail the activities or services you have provided this year as a result of our grant.

The Out and About Service recruits, trains and supports unpaid befrienders who offer support to disabled children, young people and their families in a volunteer capacity.

In line with our robust, safe recruiting practice and assessment, befrienders are matched with disabled children or young people or those with complex health needs, supporting them to attend a mainstream setting, Entrust Care Partnership group activities or a leisure or social activity of their choice. We offer the opportunity for children to be supported with activities in the home environment, particularly for children who are too ill or vulnerable to engage with community resources.

After receiving a referral from the family or professional, a home visit assesses the needs of the child and explores activities and opportunities they may enjoy.

Following a befriender link, a period of 'getting to know you' activities take place, this enables a thorough understanding of the child or young person's special requirements, communication needs, mobility, health and interests.

The family, child or young person, 'Out and About' Coordinator and the befriender work together to identify the preferred activity. The needs of the children or young people are always the driving component which are carefully considered together with the availability of the befrienders.

Regular contact is maintained with parents and carers, via email and telephone calls, enabling the support to be reviewed regularly. We provide on call managerial support and assistance including regular supervision sessions for all volunteers, this is on a group and individual basis.

When did each of these happen, how often and for how long? Please be specific, and give the day and time (e.g. 38 weeks of the year, every Wednesday evening for two hours).

Volunteers offer support in a very flexible way and in a manner that meets the needs of the family. As part of the matching process the needs of the child/young person and the family are explored together with the request, the times/days needed and the capacity of the volunteers.

We offer support 7 days a week, so the time and day when support is offered will vary to meet the needs of the child/young person and the family. We support people in the mornings, afternoons or evenings and session are usually between 2/3 hours in length. Volunteers agree to offer a specific level of commitment and whether support is delivered on a one to one basis or in a group setting, the same volunteer/s will see the same young person/people on a regular basis in order to ensure consistency, Please see the summary of volunteer involvement included as an attachment.

2. The Children and Young People

How many different children in total have benefited from your project this year?
401

How many of them were disadvantaged?

If you're not sure which children we would consider to be disadvantaged, you can find definitions [on our website](#).

401

How many of the disadvantaged children were aged 0 to 4?
104

How many of the disadvantaged children were aged 5 to 9?
60

How many of the disadvantaged children were aged 10 to 15?
48

How many of the disadvantaged children were aged 16 to 18?
86

How many of the disadvantaged children were aged 19 and over?
101

Please briefly describe the type(s) of disadvantage experienced by your children and young people.

The service has touched the lives of 298 children and young people the majority of whom have a disability.

Many are young carers, supporting the care needs of their brother, sister or parents with an illness or disability. In some circumstances these conditions are life limiting and a small number of young people have experienced the death of an immediate family member.

A number come from single parent families and research shows that the pressures of looking after children with disabilities increases the risk of separation and family breakdown leading to isolation; caring for a disabled child costs more than a non-disabled child, some of our parents are unable to work, which causes financial pressures on families.

We offer support throughout Warwickshire, including areas of deprivation and of rural isolation. Volunteers gave a total of 2,157 hours which generates added value of £32,139 (@ £14.90 per hour).

Due to our intervention through CIN, 90 families enjoyed a low cost holiday in either

adapted/accessible caravans or lodge that we manage. All administration tasks for this service are met by volunteers.

Please see the attached quotes from a families with regards the holiday that they had.

What You Achieved

3. What you Achieved for Children and Young People.

Please describe the three most important differences (outcomes) this project has led to in the lives of children and young people.

e.g. Difference 1: 'Young people have become more confident in putting their views across and making decisions which will help them to live more independently.'

We know that change does not happen in the same way or at the same pace for each child, but we would like to understand the degree of difference you think your project has achieved for each child. To help us, please fill in the section below.

Difference 1

Increased self confidence and self belief

How many of your disadvantaged children or young people aged 18 and under would you say...

have experienced significant progress?

225

have started to experience progress?

68

are yet to experience progress?

5

To help us understand the story behind these numbers, please tell us about the difference you have seen in the children's lives across the year. This should relate to 'Difference 1 ' described above. We'd like to know what it was like for the children at the beginning of the year, what your activities or services did to help change that, and what it's like for the children now. This is often called the 'distance travelled'. Please include small changes as well as big ones, and tell us about ALL the children you have worked with - those who have experienced significant progress and those who have experienced some progress. You should also tell us why some children might not have experienced a difference.

We have this year introduced a new 'How do I feel - Outcome Star'. We support a large number of young people that we have come into contact with, so thought we would give a little flavour by introducing you to a few.

We had a referral for a girl that had just turned 10 years old, she has a diagnosis of Autism with PDA (Pathological Demand Avoidance).

The referral came at a time of crisis, the family had been fighting for support but kept being told that they didn't meet any criteria for social care or CAMHS support. Lilly (name changed) was experiencing severe anxiety, this would present itself in extreme violence towards family members. One morning the family felt that that had no option but to call the police for emergency support in order to keep them all safe.

This was a hard decision for them as this would not aid Lilly's anxiety, but the parents hoped it may help them to access support. They phoned us to see if our volunteer counsellor could offer any support with coping mechanisms and strategies. Please see appendix 1 for this young girl's outcome star. You can see clearly the significant progress/distance travelled – her family are really pleased and thought that positive impact was huge, and even helped to support Lilly during a period of transition at the end of term/school year.

Andrew (name changed) has an attachment disorder and struggled when not in the company of a familiar person. Andrew attended one of our groups but he had to come with his social worker. It was thought that he would need the social worker for the duration of all the sessions; however, after just a few weeks, he felt able to attend without the support of the social worker who said in response to our service 'an amazingly supportive group for young children. A safe space where they can socialise in a relaxed environment. A group with amazing volunteers! A much needed resource'. A further benefit is that the social worker's time was released to be devoted to the needs of other people.

We had many people that have accessed our Celebrating Children Garden Party and Music Festival. Families attending reported that both events gave an opportunity otherwise unavailable, but also 'let the young children/people be themselves without having to worry what other were thinking, it provided a safe environment where all could relax'

Another young person with Autism is accessing support for the first but is afraid to leave his mum – he is beginning to grow in confidence and trust that that Mum will be there when he comes home and is increasing the time that he is away from the home before asking to return.

For a small number of our young people, they did not feel ready to access support or activities at the moment but we keep in touch with these families and offer a service when the child/young person and family are ready.

Please describe what evidence you have collected that tells you this difference has been made (such as statistics, feedback, observations etc).

We have introduced a new 'How do I feel – Outcome Star', we feel that this has given us more depth and understanding of the distance that children and young people using our service have travelled and makes seeing their achievements and identify areas for development easier to see.

We again have continued successfully to use our rating questionnaires to gain feedback and opinions from our young people and their families. We continue to collate information collected from both the children and young people whom we support and their parents and carers to see how they rate their confidence, self-esteem, sense of achievements and opportunities to meet new people/make new friends. This approach allows the evidence we gather to be triangulated with parents and carers also noting the increase and improvements in their children.

We have also continued to use the methods below to gain more spontaneous feedback and learn how our young people are feeling:

- graffiti walls/white boards
- happy, sad and unsure faces
- like or dislike stamps with ink pads
- games.

They continue to be a very popular way of gaining feedback and the children enjoy participating. Through these straightforward inclusive methods, children and young people of any age and ability can really let us know how they are feeling. It enables full participation and furthermore by repeating the exercises over time and analysing the words shared and making comparisons, helps to measure the difference in demeanour and how far someone has developed.

We also continue to use all the following methods:

- photos and videos
- Facebook, texts, email and verbal feedback
- supervision
- team/board meetings
- speaking with the young people/parents carers
- Observations.

Repeated observation is great for helping you to look back and track, for example a little girl who was very shy, quiet and initially, is now so confident is speaking with others, it's almost difficult to remember a time when she wasn't and therefore progress that would be easy to miss.

When in groups we have used games such as spider's web and snowballs to gain feedback. Snowball was a particular favourite, feelings shared included - fun, happy, nervous, awesome and best day ever.

Just a couple of parent's comments/feedback relevant of Difference 1 include:

'WOW! What a lovely hour our boy had! Thanks for everything'.

'he actually wants to try activities that he has never done before'.

'you have made her feel valued and special – thank to all of the volunteers involved.'

Difference 2

Increased positive relationships with non-family members

How many of your disadvantaged children or young people aged 18 and under would you say...

have experienced significant progress?

254

have started to experience progress?

39

are yet to experience progress?

5

To help us understand the story behind these numbers, please tell us about the difference you have seen in the children's lives across the year. This should relate to 'Difference 2' described above. We'd like to know what it was like for the children at the beginning of the year, what your activities or services did to help change that, and what it's like for the children now. This is often called the 'distance travelled'. Please include small changes as well as big ones, and tell us about ALL the children you have worked with - those who have experienced significant progress and those who have experienced some progress. You should also tell us why some children might not have experienced a difference.

Ben (Name changed) in our case study below has really struggled to develop positive relationships with male adults, his Mum was really worried that the life experiences he had with his Dad would hinder all future relationships. After long discussions with Mum and Ben they made a preference for a male volunteer if possible. Appendix 2 shows how we together completed his outcome star. As you can see he has made significant progress in some areas such as being away from parents/carers, and in making his own choices he has also started to make progress.

We had a lovely email from a parent to say that their child had been over the moon to receive a party invitation from a friend he had made while being supported by Entrust Care Partnership.

We had been working for some time with a brother and sister who are cared for by in the main by Grandparents. For the brother who is a lot quieter and more reserved than his sister, building a relationship had taken longer. Our volunteer would visit regularly and they would take it in turns to have an outing. However, we have now been able to introduce an additional volunteer and they go out as a group of 4. Both young people have adapted really easily, love the fact that they get to go out more often. The brother formed a relationship quickly with the new volunteer as he viewed her as a friend of the volunteer that he knew and trusted.

When looking at one of the young people that we supported that is yet to make progress, the referral is relatively new, her Mum is a single parent and can really struggle to manage the additional needs of both children. Mum would forget booked sessions (despite text/phone call reminders) or phone and cancel at the last minute. We will continue to support the family and explore ways in which we can assist the family.

Appendix 4 shows a feedback survey completed by a Mum who feels unable to provide the activities that her son needs because she is caring for much younger siblings, so she describes the support we provide as 'invaluable'.

Families reported that our successful Garden Party and Music Festival gave them a chance to meet other families that they did not know and form new friendships.

Please describe what evidence you have collected that tells you this difference has been made (such as statistics, feedback, observations etc).

We have introduced a new 'How do I feel – Outcome Star', we feel that this has given us more depth and understanding of the distance that children and young people using our service have travelled and makes seeing their achievements and identifying areas for development easier to see.

Our volunteers' hours log is a great way of seeing the number of hours that have been given to supporting children and young people. Volunteer expenses are a great source of information for collating the types of activities undertaken as well.

We again have continued successfully to use our rating questionnaires to gain feedback and opinions from our young people and their families. We continue to collate information collected from both the children and young people whom we support and their parents and carers to see how they rate their confidence, self-esteem, sense of achievements and opportunities to meet new people/make new friends. This approach allows the evidence we gather to be triangulated with parents and carers also noting the increase and improvements in their children.

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They continue to be a very popular way of gaining feedback but the

children enjoy participating. Through these straightforward inclusive methods, children and young people of any age and ability can really let us know how they are feeling. It enables full participation and furthermore by repeating the exercises over time and analysing the words shared and making comparisons, helps to measure the difference in demeanour and how far someone has developed.

We also continue to use all the following methods:

- photos/videos
- Facebook, texts, email and verbal feedback
- supervision
- team/board meetings
- speaking with the young people/parents carers
- Observations.

When in groups we have used games such as spider's web and snowballs to gain feedback. Snowball was a particular favourite, feelings shared included fun, happy, nervous, awesome and best day ever.

Parent's comments/feedback relevant of Difference 2 include:

'The volunteer is one of very few people my child truly trusts'.

'she was so pleased to go somewhere where she felt welcomed and safe'

'Thanku so much for today and the wonderful photos, so nice to see *** enjoying some time with ****, those pics mean so much to me seeing him like a typical young boy with his friends as it's so rare for him'.

'When she needed it most "A guardian Angel came and helped me"'

Thank you for everything you do to allow **** a break - she is thoroughly enjoying her sessions.

Difference 3

Improved independence at an age or stage appropriate level

How many of your disadvantaged children or young people aged 18 and under would you say...

have experienced significant progress?

201

have started to experience progress?

91

are yet to experience progress?

6

To help us understand the story behind these numbers, please tell us about the difference you have seen in the children's lives across the year. This should relate to 'Difference 3' described above. We'd like to know what it was like for the children at the beginning of the year, what your activities or services did to help change that, and what it's like for the children now. This is often called the 'distance travelled'. Please include small changes as well as big ones, and tell us about ALL the children you have worked with - those who have experienced significant progress and those who have experienced some progress. You should also tell us why some children might not have experienced a difference.

This continues to be our hardest of outcomes to measure and perhaps remains the most subjective, relying more on observations, feedback and discussions. We plan to adapt our outcome star, recognising that one size does not fit all and maybe have an open question that is set around the young person's own support plan and/or outcomes.

We still believe that the outcomes/differences we set out to achieve at the CIN training event have interlinked well and work together.

We have met and supported a fantastic group of very determined children and young people, volunteers have been left inspired and in awe of many of the young people. Helping to provide children/young people with experiences and opportunities that they would otherwise struggle to have lends it's self really well to increasing and promoting their independence skills, some examples are given below.

One young person since going out with a volunteer and paying for his entrance fees with support, has consequently found the courage to go to the shop a few doors from where he lives to buy dinner.

One of our young people that struggles with coordination has now learnt how to keep a swing in motion, she now wants to be able to get the swing going from stationary.

One young person wanted to be able to put his own shoes on – the family were really struggling to get shoes that used velcro and not laces in his size. The volunteer explained that you could get self-tying laces - these worked a treat and gave the young man a real sense of satisfaction.

For a number of our young people being involved in planning what they will do 'next time' has been huge. Having had new opportunities, they have ideas of what they would like to do/experience again.

A great deal of satisfaction can be had when a young person decides that they do not need your support anymore. One young girl had made a recovery health wise, was able again to access school on a full time basis and had made a new group of friends with whom she could experience activities rather than with her volunteer; this represents a considerable success for the young person, her family and for our service and consequently we can now release this volunteer resource and deploy it to meet the needs of an additional young person elsewhere.

For the 6 young people that are yet to experience progress, they have either not felt ready to access the support or are fairly new to the service but we will review progress.

Please describe what evidence you have collected that tells you this difference has been made (such as statistics, feedback, observations etc).

We have introduced a new 'How do I feel – Outcome Star', we feel that this has given us more depth and understanding of the distance that children and young people using our service have travelled as explained earlier we do hope to make some modifications to this, to enhance our evaluation and fining of this outcome.

We again, have continued successfully to use our rating questionnaires to gain feedback and opinions from our young people and their families. We continue to collate information collected from both the children and young people whom we support and their parents and carers to see how they rate their confidence, self-esteem, sense of achievements and opportunities to meet new people/make new friends. This approach allows the evidence we gather to be triangulated with parents and carers also noting the increase and improvements in their children.

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- team/board meetings
- speaking with the young people/parents carers
- Observations.

When in groups we have used games such as spider's web and snowballs to gain feedback. Snowball was a particular favourite, feelings shared included fun, happy, nervous, awesome and best day ever.

Parent's comments/feedback relevant of Difference 3 include:

'I never thought I would see the day that he went to the shops alone, it made me cry' - A mum talking about her 14 year old son.

'What a lovely experience to be able to give to a young person'

'Wants to live in the park now, he can keep a swing going'

'for just a couple of hours a fortnight, I am not needed'

385/500

4. Other Differences

We understand that the three differences you have described above may not show the full picture of what your project has achieved for children and young people. Please tell us about any other changes you have seen the children and young people experience. As well as supporting children and young people, we believe that supporting parents and carers is vital to helping sustain family life. Our volunteers have also supported over 200 parents, this maybe through workshops, support groups, counselling or one off training/information events.

One parents response to counselling support was, 'Thank you for arranging for me to meet with * at *. The counselling sessions were so useful. It was the first positive and useful help I'd had. This was about me and my son, I was listened to about our situation. It was helpful, and I came out feeling I was a person who was doing ok at a tough job, rather than a failing parent. I can't thank you enough'.

We have 4 wheelchair accessible caravans and lodge, the bookings are managed by a volunteer, as a result over 90 families have benefited from an affordable holiday in the last season.

We have again been able to support a number of young volunteers to achieve their Duke of Edinburgh Award.

We have been able to signpost families to other support/resources that are available to them. For some, this has led to an increase in the support that they were receiving, an increase in their income or a successful grant application.

Many hours of service planning, session preparation, session clear down and grant/bid writing go unrecorded, all of these are of great importance to proving high quality activities and support.

Overall, how many of the disadvantaged children and young people (aged 18 and under) that you have worked with in the past year have experienced a positive change as a result of your project?

298

5. Case Study

Nothing brings a project to life and helps us understand the true value of what you do better than individual stories. It would be very helpful if you could write a brief case study (or case studies) that illustrate how an individual child or young person has experienced a difference in his/her life as a result of the project we have funded. Please be careful NOT to identify the child by his or her real name. As a guide we do not feel that this should need more than about 500 words, and may be much shorter if you wish. Any story you tell us here will not be broadcast as part of our fundraising appeal without your prior consent.

(Names have been changed) Ben is 13 years old, he has a diagnosis of Dyslexia, Learning Difficulties and Attachment Disorder. They are also currently in the process of diagnosing ASD.

Ben lives at home with his Mum (Alison). Alison has poor health and is often admitted to hospital for days at a time. During this time Ben will be cared for by his older (adult) sibling's father, he does not have contact with his biological father due to witnessing and being subjected to domestic violence.

Ben attends a special needs school, he was out of school for a year after mainstream secondary did not work and was deemed unsuitable. Settling back into school has been a challenge.

Ben had 2 older (adult) sisters. His oldest sister took her own life in April 2017 after her same sex partner ended their relationship. Nursing staff there supported Ben to have cuddles with and to lay with his sister. He was given locks of hair and hand prints. Entrust Care Partnership ran a 4 week bereavement support group to children/young people with additional needs and their parents who had lost someone close - this was supported by Out and About Volunteers. Ben and his Mum attended, they came to each workshop and they said 'the memory box gave us the tools to talk about and remember her rather than avoid it', 'it gave us the means to start a conversation about her each week'.

Following on from the above we wanted to be able to continue to support Ben on an ongoing basis. Given that Ben had changed schools, therefore was missing friendships, had lost his sister and the impact of his Mum's health meant that they struggled to go anywhere and do anything - he was very isolated. He was very shy and would often hide behind the hood of his jumper, his jumper was like a comfort blanket - even when warm.

Ben was introduced to one of our male volunteers, they go out together on a fortnightly basis. They take part in activities that Ben just would not be able to do otherwise, such as golfing and wall climbing.

Ben can struggle to trust and form relationships with men, however after discussion it was agreed to try a male volunteer rather than a female.

We have now been supporting Ben for 10 months - he will still (his mum says 'thanks to the group') talk about his sister with family members, he still struggles to talk about her with anyone else. Ben's confidence has grown when accessing his one to one opportunities, he is much more talkative and although he still wears his hoodie, the hood for most of the time is down.

Ben has developed a very positive relationship with his volunteer, his Mum reports that he really enjoys that time that they spend together. Ben and his volunteer plan

together what they will do for the next time that see each other.

6. What You have Learnt

We believe that the best projects are constantly looking to learn and improve, which is why we ask you to tell us about what you have learnt. What, if anything, have you changed or would you do differently next time to improve your project? Do you have any hints or tips you would share with others?

We have worked this year on developing an outcome star, we believe that this helps us to see more clearly the distance that children have travelled and aided us in the decision process as to whether they have made significant progress, started to make progress or were yet to experience progress.

However as always we believe that there is room for improvement. We recognise that changes and improvements can be made. We intend to consult some of the young people we are supporting to help make changes and increase its user friendliness.

Our volunteers this year supported and enhanced a Bereavement workshop, this supported children and young people along with their parents who had lost an immediate family member. Although this was very well received by all and evaluation show is was successful, being our own worse critics, if we were to do again, we would extend the length of the programme by a couple of weeks.

For one of the young girls that attended our Siblings Group sadly at the end of the first session her parents were 45 minutes late in collecting her, even though she enjoyed chatting and it gave us a good opportunity to get to know her, she was very embarrassed and would not return.

7. Your Funding

We would like to find out how our grants may add value to organisations beyond the activities or services we fund. Answers to these questions will not affect your existing grant, or any future applications.

Some organisations tell us that receiving a grant from BBC Children in Need helps them get funding from other sources. Has your organisation found this?
yes

If so, we would be interested to know how our funding has helped: in your opinion, roughly how much other funding did it help you to get?

Please do not use pound signs.

1086

If you like, you can give details here. This question is optional but will help us understand how BBC Children in Need grants may help our grantees get funding from other sources.

We can demonstrate that our BBC Children in Need Grant (to which we refer for each service/grant bid written) has definitely had a positive impact.

One example is where we had identified a number of children who attended our siblings' group that could benefit from enhanced volunteer counselling support. After a parent had shared with a grant funder that they had benefited from the counselling support, we were invited to apply for funding from Kenilworth Rotary and received £1,086 for appropriate venue hire costs and resources for arts and crafts and so 5

young people and 3 parents were supported over the summer holidays.
It is instructive to illustrate the enormous impact of CIN funding on the development of this service, Table One attached demonstrates our annual growth:

- Tripled the number of young people supported
- Doubled the number of volunteer hours provided
- Tripled the Social Value generated by our service

Thank you so much.

Your Financial Report

8. Financial Breakdown of your BBC Children in Need Grant

Please tell us how you have spent your BBC Children in Need grant funds over the past year. You should refer to your original project budget form and grant award letter to remind you of the detailed financial breakdown for your grant. Please note you will need to evidence the information given below.

Year 1: Salary Expenditure including NI and Pension

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
16000.00	15920.28

If there is any discrepancy between these two figures, please explain.
There was less Employers NI than anticipated.

Year 1: Other staffing costs including recruitment, training and travel

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
200.00	400.00

If there is any discrepancy between these two figures, please explain.
Higher numbers being able to attend the Safeguarding Training.

Year 1: Sessional Salaries

Amount	Actual Amount Spent
Granted	0.00
0.00	

If there is any discrepancy between these two figures, please explain.

Year 1: Volunteer costs including reimbursed expenditure

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
5000.00	5131.72

If there is any discrepancy between these two figures, please explain.
Higher mileage costs for volunteers than anticipated.

Year 1: Equipment

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
0.00	0

If there is any discrepancy between these two figures, please explain.

Year 1: Trips, outings, activities and residential costs

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
0.00	0

If there is any discrepancy between these two figures, please explain.

Year 1: Project running costs

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
5000.00	4921.52

If there is any discrepancy between these two figures, please explain.
Anticipated utility bills included in office rent.

Year 1: Capital items including large equipment

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
0.00	0

If there is any discrepancy between these two figures, please explain.

Year 1: Other

Contribution to insurance costs

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
300.00	300

If there is any discrepancy between these two figures, please explain.

Year 1: Other

Amount	Actual Amount Spent
Granted	Please do not use pound signs or commas.
0.00	0

If there is any discrepancy between these two figures, please explain.

Year 1: Total

Amount
Granted
26500.00

Actual Amount Spent
Please do not use pound signs or commas.
26673.52

You will need to evidence the expenditure you have outlined above. Please follow the advice below:

Receipts required

Attach all receipts for items over £250 & attach supporting evidence for all salaried posts

Guidance

Salary Evidence:

If your grant is funding staffing costs (full-time, part-time or sessional workers) please complete one copy of [this staffing costs summary](#) for each post. You do not need to provide other evidence such as payslips/p60s.

Receipts:

Please keep all your receipts and invoices; you may be asked to provide these to BBC Children in Need at any time during your grant. You must make sure you can provide evidence of expenditure on all items over £250.

You should keep all receipts, invoices and other financial evidence for the duration of the grant and for at least 12 months after, or for the duration required by your organisations accounting arrangements, whichever is longer.

Declaration

I certify that the information provided in this report, including the information provided about expenditure, accurately describes how my organisation has spent the grant. I understand that BBC Children in Need has the right to ask, at any stage in the life of the grant, for evidence of receipts and invoices for this expenditure.

I understand that any subsequent payments of this grant and any future applications will be conditional on the satisfactory completion of annual grant reports, including the provision of timely evidence as requested. Failure to adequately or accurately report on the grant, or to spend the grant for the agreed purpose, could result in the withdrawal of monies paid, the withholding of future payments and/or subsequent grant applications being affected.

Name of Person Completing Form

Selina Turner

Position

Out and About Co-ordinator

Name of Senior Individual authorising the contents of this form

This must be someone with the requisite authority who leads or manages either the organisation or project.

Lynne Barton

Position

Director

Attachments

Title

Receipts and Salary
Evidence

Receipts and Salary
Evidence

Receipts and Salary
Evidence

Additional Report
Information

File Name

[Safeguarding Training
Receipt.pdf](#)

[ECP BBC CiN Staff Summary
2018.pdf](#)

[Room Hire Receipt.pdf](#)

[Appendix 1 - Outcome star
1.png](#)

[Appendix 2 Page 1 .png](#)

Additional Report
Information
Additional Report
Information
Additional Report
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Additional Report
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Additional Report
Information

[Appendix 2 Page 2.png](#)

[Appendix 3 - Outcome star
2.png](#)

[Appendix 4 - Completed
Feedback form.pdf](#)

[Summary of Activity Year 1
Sept 2018.docx](#)

[Table OneSept2018.docx](#)

[Just some of the fun - PHOTOS
2017-18.docx](#)

[Family Quote - Holidays.docx](#)

Files attached to this form may be deleted 120 days after submission.