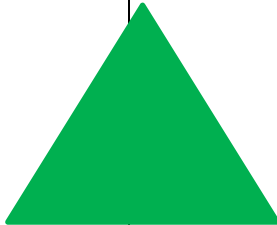


<b>Organisation Name: My Time Young Carers</b>	
<b>Grant Details:</b> Total Grant: £56,000 Amount funded to date: £56,000 Amount remaining: £0 Start date: 01/11/21 End date: 31/10/23 Date of Report: 30/10/23	
<b>Grant Summary</b> <p>Since the outbreak of Covid-19, we know that the needs for extra support for young carers in schools have been amplified. Many have needed to shield to protect vulnerable relatives and so have missed a huge amount of school over the last year. In addition, many come from socio-economically deprived families and so have not had access to a device through which to participate in remote learning. MYTIME are part of the National Young Carer Voice, a collective of young carer organisations from across the nation who all recently surveyed their young carers for ITV. The results indicated that 57% of young carers feel that their education has suffered as a result of lockdown.</p> <p>With this funding, we will be able to secure the salary of a Level Up Programme Coordinator, who will help to coordinate the programme across 30-40 primary and secondary schools in the Dorset area. This member of staff will work 40 hours per week on a £28,000 per annum salary.</p>	
<b>Grant Performance</b> <p>MYTIME Young Carers is an exciting and ambitious charity that has used the grant awarded to good effect. The assessment report flagged some risks in making a grant as this kind of organisation can promise more than it can deliver. However, MYTIME Young Carers have shown themselves to be both realistic and ambitious - managing to recognise when things need adjusting and being brave enough to name this head on.</p> <p>The engagement they have had with schools has been remarkable - possible due in part to the dynamic CEO who was a teacher locally herself and so had some 'ins' with regards to building the crucial relationships that have made much of this work possible. The commitment though to being data and evidence driven has been the thing that has set this project apart from others and the determination to build a realistic picture of the true scale of young carers locally has paid dividends.</p>	

**Please complete all sections of this form ensuring that each answer is no more than 150 words.**

In your application you told us what you expected the three key achievements of your grant to be. The progress towards those results should form the basis for your annual report to us and should link back to Triangle Trust's overall strategy goal and strategy outcomes. These are shown below.

Feel free to add evidence to demonstrate how the delivery of our grant has progressed e.g. statistics, opinions of beneficiaries, case studies, independent feedback, press coverage or reviews. Include whatever evidence you have that you feel may help tell the story of the year. If target numbers were included in your expected key achievements, please add number achieved in the last year.

We understand that goals change and need to be refined and you may find better ways to secure positive outcomes. As well as the expected results we are also interested in hearing about the unexpected outcomes and finding out about why things may not have worked as well as you planned.

Please include a case study when submitting your report that illustrates the work that you are doing and some of the success that has been achieved with the young people you are working with as a result of this grant.

<b>Organisation name</b>	
My Time Young Carers	
<b>Grant start date</b>	<b>Grant reference (see grant letter)</b>
01/11/21	2021-05-YC020
<b>Reporting period start date</b>	<b>Reporting period end date</b>
01/11/22	31/10/23

<b>Young carers strategy overall goal</b>
<i>Improved education outcomes for young carers and young adult carers</i>
<b>Young carers strategy outcomes</b>
<i>Young carers are supported to avoid lower exam results than their peers and reduce the amount of missed time in school</i>

<b>1. Progress made towards the first expected key achievement?</b>
To increase the engagement of our partner schools.

In order to do this, we will first need to establish an effective system whereby we can consistently measure schools' engagement with the Level Up Programme. Our intention at present is to use a RAG rating system, whereby low-engaging schools will be classified as Red rated schools, mid-engaging will be classified as Amber rated schools and high-engaging schools will be classified as Green rated schools. In order to be classified as a Green rated school, schools will need to maintain a young carer register and policy, they will need to have appointed a Young Carer Champion, and they will need to have either accessed or booked all of MYTIME's key services including staff CPD and student assemblies.

At present, we consider 20% of our partner schools to be high engaging, 40% to be mid-engaging and the remaining 40% to be low-engaging. However, we have not yet fully defined the criteria by which schools are classified yet, or communicated this to the whole Level Up team, so there is work to be done both to refine this system and to increase the number of high-engaging schools.

There will always be a small proportion of low-engaging schools enrolled in the programme. These may be schools who are brand new to the programme, who have recently experienced disruptive staff movement or who are experiencing turbulent times, due to transitioning from one Educational Trust to another, for example, or due to OFSTED inspections. MYTIME will manage these on a case-by-case basis and will seek either to propel schools up the RAG-rating ladder as quickly as possible or will consider pausing the partnership until a time when the school will be able to apply itself more fully.

Measures for this achievement		Target date	Progress towards these measures
1a.	50% of all partner schools to be Green-rated (eg. high-engaging schools).	October 23	47% schools
1b.	35% of all partner schools to be Amber-rated (eg. mid-engaging schools)	October 23	41% schools
1c.	Maximum of 15% of all partner-schools to be Red-rated (eg. low-engaging schools)	October 23	12% schools
1d			

## 2. Progress made towards the second expected key achievement?

To have piloted a system in a small number of high-engaging schools that allows us to track young carers' attendance and attainment data.

Measures for this achievement		Target date	Progress towards these measures
2a	A body of quantitative data reflecting young	October 23	In early Summer 2023 we released a report on the attendance and attainment data that we collected

	<p>carer attainment/attendance.</p> <p>(Because we have not yet been able to collate any such data, we do not feel able at present to set ourselves targets specific to the attendance and attainment of young carers)</p>		<p>from five local secondary schools. The full report can be found here: <a href="#">Attendance and attainment</a></p> <p>The collected data reveals significant disparities in attainment and attendance between young carers and their non-young carer peers:</p> <ul style="list-style-type: none"> <li>• Young carers have a persistent absence rate twice as high as non-young carers (41.6% compared to 19.7%).</li> <li>• On average, young carers miss 27 school days per academic year, which equates to nearly 70% of an entire academic year or 135 days of secondary school.</li> <li>• Young carers are twice as likely to leave primary school below Age-Related Expectations (ARE) (22.6% compared to 11.2% of non-young carers).</li> <li>• They are also twice as unlikely to meet Greater Depth Student (GDS) standards (12.5% compared to 23.5% of non-young carers).</li> </ul> <p>Additionally, young carers are almost three times as likely to be eligible for Pupil Premium Funding, with 70% of young carers falling into this category, compared to 26% of non-young carers.</p> <p>The significance of this data cannot be overstated, as it highlights the urgent need for improved support for young carers in education. These findings will be impossible for schools and governing bodies to ignore. Our recent report on this topic has been published on our website, shared on social media platforms, and distributed to influential individuals in the education and young carers sectors. Its shocking insights have attracted the attention of notable organisations such as OFSTED and the Secretary of State for Education.</p> <p>Our strategic approach moving forward involves extending our data collection efforts to more secondary schools and piloting this data collection initiative within primary schools. By broadening the scope of our work, we aim to drive positive changes and equitable educational opportunities for young carers across all educational levels.</p>
2b			
<b>3. Progress made towards the third expected key achievement?</b>			
To introduce and fully embed 2 new services.			

We have identified the need for 2 new services in schools. At present, our student assemblies educate young people about who young carers are. The primary aim of these is to ensure that young people have a better understanding of the role of a young carer – thus reducing stigmas - and also to enable more young carers to self-identify. However, we do not have time in our assemblies to thoroughly explore the ways that a child might be impacted by their caring responsibilities, or the ways that other young people can support them. We have, therefore, identified that in order to truly create more supportive and inclusive environments for young carers in schools, we ought to be offering PSHE lessons as a follow-up to our assemblies. These will enable us to explore with smaller groups the reality of life for a young carer, and to encourage tolerance and compassion towards them.

We have also recognised the need to start offering CPD specifically for Young Carer Champions. At present, Young Carer Champions have access to the same CPD that we offer to all school staff. In reality, they need more individualised training as well, that will support them to make referrals to the council more effectively, for example, and to track young carer attendance and attainment.

Measures for this achievement		Target date	Progress towards these measures
3a	25% of all partner schools to have either accessed or booked our PSHE lessons.	October 23	<p>We embarked on a mission to provide children with essential PSHE lessons, only to realise that our initial implementation fell short of our vision. These lessons were delivered across fourteen schools, but feedback, including that from young carers, wasn't entirely positive. In response, we initiated a comprehensive educational overhaul. Our primary objective was to shift the focus away from young carers and create a curriculum with broader appeal, enabling all students to reflect on their lives while gaining insights into young carers' experiences.</p> <p>The revised curriculum, anchored in our core values and centred on key themes, ensures a consistent message that evolves throughout a student's educational journey. Crucially, this new scheme is designed to be delivered by school staff, reducing reliance on MYTIME staff and saving valuable coordinator time.</p> <p>In this restructured programme, we have introduced a blend of pre-recorded lessons, led by video narratives, and in-person activities facilitated by teachers, minimising potential conflicts and confusion for a seamless learning experience. This innovative curriculum will be piloted in primary schools this November and in secondary schools this coming March. In tandem with this transition, we continued to support young carers by offering specialised groups within schools, reflecting our commitment to their well-being while enriching the educational experience for all students.</p>
3b	50% of all partner schools to have either accessed or booked specific	October 23	We've just launched the Level Up Academy for the 2023-24 academic year, partnering with 40 schools in England. Our online platform offers specialised training modules for Young Carer Champions, equipping school staff to support young carers effectively and

	training for their Young Carer Champions		<p>advocate for them within their schools. This initial pilot is exclusive to new schools outside our local area, with plans to extend aspects of the Young Carer Champion training to our current partner schools post-pilot.</p> <p>While not all partner schools are part of this pilot, we've actively supported them in other ways. In June 2023, 72 individual schools attended our Education Summit, featuring workshops based on feedback from staff members, addressing young carer assessments and running young carer groups.</p> <p>To boost the confidence of Young Carer Champions, we've been co-facilitating groups with them, demonstrating how to engage with young carers about their caring roles and providing general support. This hands-on approach has been transformative, creating a sense of community and empowerment among young carers and staff members, fostering a more supportive environment.</p>
3c			
3d			
<b>4. Optional – please detail any additional expected achievements you would like us to know about that are key to the success of your project</b>			
<p>Improvements to existing services that we aim to enact over the coming year include:</p> <ul style="list-style-type: none"> <li>- Better promotion and more effective embedding of MYTIME's Making Memories Programme in partner schools</li> <li>- Better promotion and more effective embedding of MYTIME's Employability Programme in partner schools</li> <li>- Better promotion of MYTIME's Education Summit</li> <li>- Updates to our existing staff CPD</li> </ul> <p>We envision that:</p> <ul style="list-style-type: none"> <li>- 80% of all partner schools will have referred young carers to take part in extra-curricular activities organised through MYTIME's Making Memories arm by Oct 2023</li> <li>- 15% of all partner schools will have referred young carers to take part in MYTIME's Employability Programme by Oct 2023</li> <li>- We will secure an audience of 300 educational and health and social care professionals at our next Education Summit in June 2023</li> </ul>			
<b>Progress towards these:</b>			
82% of partner schools have referred young carers to take part in extra-curricular activities organised through MYTIME's Making Memories			

20% of our partner schools have referred young carers to take part in MYTIME's employability programme.

170 individual people attended the Education Summit in June 2023. The venue hire capacity was 185 people.

**5. Please tell us a little bit about the young people you have worked with over the past 12 months with our funding. We are keen to understand how many young people who have received support fall into one of our priority groups.**

Total number of young people worked with	We have delivered assemblies to 30 schools for a total of 33,153 students. We are supporting 1147 young carers.
Number of young people from BAMER communities	We are supporting 31 young carers from BAME communities.
Number of young women	576
Number of young people with experience of the care system	1

**6. Please tell us about the young people you have worked with over the full funding period of your grant. We are keen to understand how many young people who have received support over the past 24 months fall into one of our priority groups. (Please only include young people directly supported through Triangle Trust funding)**

Total number of young people work with	We have delivered a young carer group in 21 schools to 318 young carers. Partner schools support an estimated 2,872 young carers on a weighted average of 17 young carers in every school.
Number of young people from BAMER communities	N/A
Number of young women	N/A
Number of young people with experience of the care system	N/A

**7. Did any aspect of the grant delivery not progress as expected and were any subsequent changes made? Please answer in no more than 150 words.**

Please see our response to Q 3A and Q3b

**8. Did the expected results of the grant remain the same or did they change? If they changed, tell us why and detail what this helped you to achieve. Please answer in no more than 150 words.**

Stayed the same.

**9. Were there any unexpected outcomes from the project that you had not planned for?**

Yes, there were unexpected outcomes from the project. Initially, we underestimated the extent of support required for Young Carer Champions (YCC). They needed more than just guidance; they

required specific tools to fulfil their roles, such as resources and materials effectively. We also realised that direct training by experienced individuals was vital to empower YCC.

Furthermore, we had not foreseen the need for YCC to have opportunities to ask questions and engage in meaningful dialogue. We have created multi-academy trusts for YCCs across schools to come together and share good practices. This proved crucial for addressing concerns and sharing experiences. In summary, the unexpected outcomes highlighted the importance of providing YCC with essential tools, hands-on training, and opportunities for meaningful interaction to support young carers better.

**10. Is there anything you have not included elsewhere in the report that you feel we should know? E.g. you might have some wider reflections about the impact of the grant overall both within your organisation and beyond. Please answer in no more than 150 words.**

We want to express our immense gratitude for your investment in MYTIME and your trust in us to impact the lives of the young carers we serve.

72 of our partner schools now have young carers policies, with 81 running young carer support groups and 151 appointing a Young Carer Champion. These changes have created an environment where young carers feel understood and supported. Previously, 80% of staff had no training in young carer issues, but now, all staff report improved understanding and confidence in identifying and supporting young carers. 71% of young carers are now referred to MYTIME through their schools, highlighting the programme's vital role in identification. One young carer who attends a Level Up school recently said, "Since my school started working with MYTIME, I have got more support, and I feel more confident going to people when I need to."

Thank you for making our Level Up Programme effective and successful, transforming the lives of young carers.

**11. Please tell us of any safeguarding concerns that were raised during the year and how these were dealt with.**

Not a safeguarding issue, but we have received a lot of requests to provide 1:1 support to young carers because of their mental health and coping with their caring roles. This is outside our team's skillset, which means we have often had to signpost to mental health charities so that young people receive their proper support.

**12. Please briefly outline the support that you have received through the Cranfield Trust via the Spark Programme. Please tell us what this has helped you to achieve. Please use this as an opportunity to update the information you provided in your end of year 1 report rather than just repeating this.**

The Level Up Programme Coordinator's participation in the online mentoring programme with young carer organisations nationwide in 2022 was notably valuable. This experience not only equipped them with the ability to approach challenges from different perspectives and manage relationships effectively but also resulted in lasting benefits for our organisation.

A year after the mentoring, the Coordinator transitioned into a different role within the organisation, yet the learning from the programme continued to be of significant importance. In their current position, the staff member frequently navigates complex relationships internally across our charity and externally with our partners. The skills and insights gained from the mentoring have been seamlessly integrated into their new role, enhancing our organisation's capacity to manage these relationships with finesse and achieve our goals more effectively

**13. Please complete the budget report to show how your expenditure compares to your original budget (this is in your year 2 reporting form that you completed at the end of year 1 of your grant).**



*Please also email us a copy of your latest annual report and full accounts independently examined by a qualified accountant covering the last 12 months (if you have not already sent them).*

**Predicted**

**Actual**

<b>Full time Level Up Coordinator salary</b>	<b>£28,000</b>	<b>£ 28,000</b>
	£	£
	£	£
	£	£
	£	£
	£	£
	£	£

**If you have unspent funds of more than 20% of the value of the first year of your grant please explain how this has occurred and how this will be spent in year 2.**

**There are no unspent funds.**

**14. Please include a case study about a young person who has benefited from the support you were able to provide through this grant.**

Hannah's educational journey has been significantly transformed by the Level Up Programme, a partnership initiative between MYTIME, her previous secondary school, and her current sixth form, which was established in the last three years. During this time, Hannah has received invaluable support that has profoundly impacted her education and overall well-being.

Reflecting on her earlier years in secondary school, Hannah's former teacher candidly admits, "I had no idea that Hannah was a young carer. Looking back, the signs were all there, but because I hadn't received any training on young carers, I didn't connect the dots or consider how Hannah's home life might affect her education. I recall imposing detentions when her homework was late, oblivious to the valid reasons behind it and failing to recognise her need for additional support."

However, a remarkable transformation occurred when Hannah transitioned to her current sixth form. Thanks to the Level Up Programme, the teachers at this institution have undergone comprehensive training provided by MYTIME. This training has heightened their awareness of the unique challenges faced by young carers like Hannah, fostering a more empathetic and supportive learning environment.

One notable example of the programme's effectiveness is the exceptional accommodation made by Hannah's sixth form when she didn't pass her English GCSE. In a departure from their standard policy, they recognised the extenuating circumstances under which Hannah had been operating. This understanding approach allowed Hannah to be accepted into the institution, acknowledging that her caring responsibilities had presented significant obstacles to her academic progress.

According to Hannah, the school staff are actively assisting her in retaking her English GCSE. Instead of punitive measures, they are extending deadlines as needed, recognising that her commitments at home sometimes make it challenging to meet deadlines. This shift towards a more supportive and

understanding approach has not only improved Hannah's academic experience but has also made her feel more comfortable and valued within her educational setting.

Overall, the Level Up Programme has been instrumental in raising awareness, offering tailored training, and fostering a supportive atmosphere for young carers, exemplified by Hannah's transformative educational journey. It underscores the programme's effectiveness in improving the lives and prospects of young carers through targeted education support.

**Date Completed**

**23/10/23**

Please return this completed form along with a short case study by email to [info@triangletrust.org.uk](mailto:info@triangletrust.org.uk)