

POSITIVE ACTIVITIES
FOR
YOUNG PEOPLE

NATIONAL EVALUATION

END OF YEAR 2 REPORT

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Executive Summary

Introduction

- i On the 15th July 2003, Minister for the Arts Estelle Morris publicly launched Positive Activities for Young People (PAYP), a three year cross-departmental Government programme. PAYP builds upon the success of previous programmes such as Connexions Summer Plus, Splash, Splash Extra and Community Cohesion which were run concurrently, but as separate programmes, by different Government departments. The departments participating in PAYP are, Department for Education and Skills (DfES), Department for Culture Media and Sport (DCMS), Office for the Deputy Prime Minister (ODPM), Youth Justice Board (YJB), the Home Office (HO), and a non-departmental public body (NDPB) the Big Lottery Fund (BLF)¹. PAYP differs from previous schemes in that it is a national year-round programme.
- ii PAYP brings together the various funding streams for diversionary activities programmes into a new single programme, delivered through Government Offices across the nine regions of England. The DfES, BLF and HO have all contributed to a “single pot” of funding which totalled £37.3m in 2003/04 and £45.3m in 2004/05.
- iii PAYP is a targeted programme which aims to work with young people aged 8-19 years that are most at risk of social exclusion, committing crime, and being a victim of crime. PAYP offers its client group support, guidance, and the opportunity to undertake positive activities that help them avoid offending and fulfils their potential in education, training or employment. In year 2 PAYP’s target numbers were to provide a minimum of 22,425 full-time equivalent (FTE) places (defined as a place on a scheme that is running from lunchtime to evening on each day of the school holidays, including half-term breaks), and a minimum of 7,500 young people to receive key worker support. The key objectives of PAYP are to:
 - Reduce crime and anti-social behaviour both in the short term and long term
 - support young people back into education or training and help them stay there, by working with those at risk of truancy
 - ensure that young people are supported as they move from primary to secondary school

¹ At the time of the PAYP launch the Big Lottery Fund were called the New Opportunities Fund.

- provide access to high-quality arts, sports and cultural activities, and make provision for those with an interest and/or talent in any area to continue after the programme has ended
 - bring together young people from different geographical and ethnic communities to help break down prejudice and misunderstanding
 - give young people opportunities for personal development including the development of self discipline, self-respect and self-confidence enabling them to communicate more affectively with a range of people and work effectively in a team
 - encourage young people to contribute to their communities through volunteering and active citizenship.
- iv CRG Research Ltd. was awarded the contract to undertake the national evaluation of the PAYP programme in July 2003. A representative sample of 22 areas were chosen to be evaluated. The areas chosen were picked on a number of criteria including at least one Lead Delivery Agent (LDA) from each Government Office region, type of LDA (e.g. voluntary sector, Connexions, Youth Offending Team), size of budget, and rural versus urban location. Due to the concentration of the overall PAYP budget in London and the North West a greater proportion of the sample LDAs were located in London and the North West. The LDAs in the evaluation are:

Table 1: LDAs in the National Evaluation Sample

Government Office Region	LDA
East	Suffolk
East Midlands	Derby
Greater London	Brent
Greater London	Camden
Greater London	Enfield
Greater London	Hackney
Greater London	Sutton
North East	Wansbeck / Blyth
North West	Cumbria
North West	Liverpool North
North West	Manchester North
North West	Manchester South
South East	Brighton & Hove
South West	Cornwall & Devon*
West Midlands	Birmingham & Solihull
West Midlands	Dudley
West Midlands	Hereford
West Midlands	Sandwell
Yorkshire & Humberside	Beeston (Leeds)
Yorkshire & Humberside	Bradford
Yorkshire & Humberside	Scarborough
Yorkshire & Humberside	South Elmsall

**Cornwall and Devon replaced Swindon, as organisational issues in Swindon necessitated a change of LDA in this region.*

- v This report presents the findings of the second year of the PAYP Programme. It builds on, and makes comparisons with, the first year report and the interim second year report. While the first year report had much of its focus on the processes of programme roll-out and implementation, PAYP is now mature enough for aspects of impact to emerge from the evaluation. It is expected that the third and final year report will further reflect the developing impact of the programme.

Findings

Programme Management

- vi The findings of the evaluation in year 2 indicate that there has been a noticeable progression from Year 1, with improvements across the board from the quality of the MI data, to the more targeted nature of the young people recruited onto the programme. Many of the improvements can be viewed as part of a natural progression as PAYP became bedded-in across the regions: LDAs, key workers and Activity Providers become clearer as to what their roles entail and how to meet the programme's targets, and awareness of PAYP among partner agencies developed. No doubt a large proportion of the observed improvements in year 2 from year 1 are due to this bedding-in process, but the impact of the restructuring of the Operational Management Group (OMG) and the input of the Government Office Regional Managers (GOs) within Government Office should not be undervalued. The clarity and consistency of the guidance and information was considered to have significantly improved due to the restructuring of the OMG, and the OMG's move away from a reactive style of management to a more strategic one. The introduction of regional performance reviews by the DfES has ensured that in Year 2 the OMG has had a clearer picture of what is actually happening at the point of delivery, including where problems lie, and has facilitated a stronger partnership approach between the OMG and the GOs.

Participation levels

- vii Participation by young people in PAYP in year 2 has been high. Data from the PAYP Management Information (MI) data shows that 141,000 young people were recorded as taking part, 134,000 being classed as at risk, and 52,000 received key worker support. The decision by the DfES to allow a FTE place to consist of either one young person participating in 30 hours of activities per week, or three young people participating in 10 hours of

activities per week has resulted in the participation figures being higher than anticipated for the year.

Activities

- viii LDAs have built on the experience gained from year 1 regarding the delivery of activities, with some LDAs instituting a restructuring of their contracting arrangements with their Activity Providers to ensure that Activity Providers met their contracted service delivery agreements.

I think that PAYP is a good idea. It keeps you out of trouble and off the street. I really enjoy the activities, you always make loads of new friends!

- ix As with year 1, a range of activities were delivered in year 2. Broadly the types of activities can be categorised as Arts, Education, Health, Multimedia, Recreation and Sport. The MI data shows that Sport activities had the highest participation numbers (456,000 participants) followed by Education (227,000) and Recreation (201,000). Year 2 saw an increase in the number of activities with a developmental element (e.g. health and education activities), rather than activities with a diversionary focus only, and the use of accredited courses. Elements of good practice were also evident in the commissioning of activities, with 98% of LDAs reporting that young people were consulted as to what activities they would like to see run, ensuring 'buy-in' by the young people, and also the use of peer mentors to support and act as role models for the young people participating.

Impact

- x Improvements in the quality of the MI data, coupled with the CRG young person questionnaire has meant that in year 2 the evaluation is now in a better position to comment upon the impact of PAYP upon the young people participating. However, the lack of a suitable control group means that it is not possible to isolate the effects of PAYP from any other interventions that the young people may be receiving. With that caveat in mind, the indications are that PAYP is having a positive impact. Eighty per cent of last outcomes² recorded on the MI for PAYP participants were categorised as positive, with only 4% categorised as negative. Currently outcomes have been recorded for only 42% of the participants, and it is unclear whether the very high ratio of positive to negative outcomes will remain as more outcome data is collected from the participants that as yet have no outcome recorded.

² This refers only to the last recorded outcome on the MI, and not necessarily a "final outcome".

PAYP benefited me, made me stay in college. My attendance is higher, I got a job, my temper is in better control, and I've got someone to talk to about problems.

- xii A strong case has been put forward that the nature of how data is captured by the MI has resulted in some positive outcomes, such as soft outcomes, being overlooked or omitted. For example, the nature of PAYP's target client group means that goals such as "Return to school" are effectively out of reach for some of the young people. While motivating a young person to actually get out of bed, engage in an activity, and interact with other young people in a positive and non-confrontational way, is in reality, a significant positive outcome, but it is not possible at present to capture this via the MI.

Been helpful in keeping me out of trouble by keeping me occupied. I would not have done these activities without being in the PAYP programme.

- xii Discussions with LDAs and key workers has provided a large amount of anecdotal evidence of the benefits of PAYP. Key workers report observing changes in the participating young peoples' behaviour and confidence as they progress through PAYP. The group nature of much of the PAYP activities necessitates that the young people interact positively with their peers and adults. While other activities provide the young people opportunities to challenge themselves and develop their self-esteem and confidence through doing so.

Excellent programme learnt lots of new skills.

- xiii Additional support for the positive impact of PAYP has been provided by the CRG Young People Questionnaire, however due to a poor return from BME participants the viewpoint of this group of young people is under-represented within the questionnaire responses, and as such the responses from the questionnaire can not be considered truly representative of all young people on PAYP. Evidence from the CRG young person questionnaire supports the MI data's position regarding positive outcomes, with 93% of the outcomes being positive. Over 75% of the young people that responded reported they had learnt new things, 71% reported they had made new friends because of PAYP, 70% reported they now got on better with adults, and 62% reporting they now feel better about themselves.

- xiv Interviews with LDAs indicate that PAYP activities are addressing community cohesion issues, with specific examples of activities designed to improve racial awareness and tolerance. The data from the MI does not reflect the impact PAYP is having on community cohesion, possibly due to recording

constraints of the MI, and the fact that the community cohesion impacts of many PAYP activities are not necessarily viewed as the primary outcomes.

I get on better with adults and young people. I have gained confidence in communicating with adults and other young people.

Targeting and Recruitment

- xv The programme's first year had some areas that were tightly targeted while others revealed a quest for volume. The second year saw almost all areas adopting a much more strategic approach. Although there are still differences, over 60% now adopt an explicit model utilising good, shared information based on individual risk assessments. A further 20-30% of projects apply a less organisationally robust model, although based on the same implicit principles. In 95% of cases this is coupled with a degree of geographical targeting.
- xvi The MI does not, we believe, reflect the true patterns of recruitment – it overplays the role of single agencies (notably the Youth Service) and self referral, which may be how the referral is recorded but underestimates the roles of other agencies in the process that leads to referrals.
- xvii Indications from the PAYP MI data are that over 60% of young people referred are identified as being “at risk” because of a combination of factors including where they live, who they associate with or whether they are likely to be involved in nuisance/anti-social behaviour (e.g. Nuisance PAYP Area³, 23.1%; “Geographical Targeting”⁴, 19.5%; and “Involved with negative peer group”, 18.7%). In cases where “Geographical Targeting” is recorded as the primary “at risk” category, the DfES has insisted that the young person should be at risk of at least one other risk category, which should also be recorded on the MI. A key test is whether those most “at risk” are most likely to be key worked. Key working tends to take place predominantly with the 13-17 age group, suggesting that many younger children are seen as low risk and are perhaps included because of geographical reasons or because they are siblings of higher risk young people.

³ Young people who are, or at risk of causing a nuisance in a PAYP area.

⁴ Those young people accessing the programme through the attendance of activities in particular geographic hot spot areas, often related to self referred young people. Geographically Targeted is not a risk in itself, however the associated risk characteristics provide the reason for targeting that location.

Keyworking

- xviii There is evidence of a growing level of understanding and professionalism amongst key workers, although recruitment difficulties continue and uncertainty over the future of the programme has had an impact on retention. There is variability in practice with some key workers adopting an oversight role, while others are engaged more in 1:1 activities. The reasons for this, however, are usually related to the totality of resources available in an area and, as far as the young people are concerned, participants receive a relatively structured approach which includes:

- referral
- assessment and allocation
- initial contact
- individual action plan
- core activities
- review
- exit strategy
- tracking.

I have enjoyed the one-to-one support and having someone to talk to. I've made new friends.

- xix Good practice has been identified in a number of areas but there is room for improvement in making sure that each stage in the model above is carried out equally robustly.

Partnership Working

- xx This appears to have improved, with discernible benefits for young people.
- xxi The size of the available budget in some LDAs has necessitated a creative approach to partnership working with 'in-kind' payments by partners of services or resources. Whilst in other LDAs the PAYP budget was insufficient to fund activities as a stand alone programme, but was instead combined with existing programmes to fund additional work/activities with existing client groups.

Crime

- xxii It is not possible at present to draw any firm conclusion as to the impact that PAYP has on local youth crime. The implementation of PAYP is across the board and hence there is no control group; also crime in general is falling. (Future Area Studies will address this issue, hopefully via Police Basic

Command Unit and Youth Offending Team data). In addition it is not possible to isolate the effects of PAYP from the effects of any other interventions the young people may be receiving.

- xxiii However, anecdotal evidence from key workers, parents/communities, and comments made by the young people themselves would suggest that PAYP is having a positive impact on crime.

I think PAYP has helped a lot and I think it can help other people that have been in trouble. If I wasn't on the programme I would be wandering the streets, in bed or watching telly.

- xxiv Discussion with key workers and Activity Providers have highlighted numerous cases of feedback from the local community regarding the impact of PAYP e.g. local shopkeepers in one PAYP area were keen to know when PAYP activities were being run, as when PAYP activities were operating the shopkeepers had noticed less young people hanging around the local shops causing a nuisance.
- xxv By linking up with local community wardens a PAYP programme in the North West was able to change the perception of the community wardens among young people on the estate. Prior to PAYP the relationship was an antagonistic one, but this was developed into a more positive relationship on both sides. By linking into PAYP the community wardens were able to refer young people onto PAYP activities, which offered them a positive alternative to just moving young people along whenever they were called to deal with young people hanging around. As the relationship between the young people and the community wardens improved a side benefit was seen in that it helped alert the community wardens to the fact that reports from local residents of nuisance behaviour by young people on the estate could not always be accepted at face value e.g. a resident phoned the community wardens that a particular group of young people were causing a nuisance outside their home, but in actual fact the young people being complained about were with the community warden at the time of the complaint.
- xxvi Young people themselves frequently comment that if they were not participating in PAYP they would either get into trouble, or just hang around the streets. The value of getting young people off the streets and onto activities should not be dismissed, as much of young people's behaviour i.e. hanging around street corners, is not actually a crime, but does contribute significantly to people's fear of crime, a fear of crime which recent crime statistics would suggest is out of proportion to the actual risk of being a victim of crime.

Conclusions and Next Steps

- xxvii So far the observational data supports the idea that PAYP is making a valuable contribution to steering young people away from crime and into worthwhile activities.
- xxviii Both the MI data and the CRG young people questionnaire show that the majority of young people achieve a positive outcome through participating in PAYP, usually in the form of improved engagement with education or training.
- xxix Opportunities for personal development are being provided to the young people through the activities delivered and the support offered by key workers. Participating young people are able to learn new skills, develop their self-confidence and build positive relationships with adults. A growing number of LDAs are looking to procure accredited training and increasingly move to developmental activities instead of purely diversionary activities.
- xxx Access to quality arts, sports and cultural activities are being offered. Sport remains the most commonly employed activity, and there is evidence that some young people are pursuing interests in arts and media activities through their involvement in PAYP. However, arguments that the quality of provision is not as high as it could be in some areas may well be credible in relation to arts provision.
- xxxi Many areas are making considerable efforts to break down prejudice and misunderstanding not only between those of different ethnic backgrounds, but also different communities or towns.
- xxxii The levels of volunteering and active citizenship are not high ("Regular Volunteering" accounts for only 2% of recorded last outcomes). Fieldwork data would suggest that volunteering and active citizenship is being pursued, but may be suffering in that it is seen as a secondary outcome to re-engaging in education and training and deterring involvement in anti-social behaviour or crime.
- xxxiii Next steps including building on a much improved MIS, young people's data obtained via a questionnaire and a more detailed analysis of impact via a series of local area studies.

1. Introduction

- 1.1 On the 15th July 2003, Minister for the Arts Estelle Morris publicly launched Positive Activities for Young People (PAYP), a three year cross-departmental Government programme. PAYP builds upon the success of previous programmes such as Connexions Summer Plus, Splash, Splash Extra and Community Cohesion which were run concurrently, but as separate programmes, by different Government departments. The departments participating in PAYP are, Department for Education and Skills (DfES), Department for Culture Media and Sport (DCMS), Office for the Deputy Prime Minister (ODPM), Youth Justice Board (YJB), the Home Office (HO), and a non-departmental public body (NDPB) the Big Lottery Fund (BLF). PAYP differs from previous schemes in that it is a national year-round programme.
- 1.2 PAYP is a targeted programme which aims to work with young people aged 8-19 years that are most at risk of social exclusion, committing crime, and being a victim of crime. PAYP offers its client group support, guidance, and the opportunity to undertake positive activities that help them avoid offending and fulfils their potential in education, training or employment. In year 2 PAYP's target numbers were to provide a minimum of 22,425 full-time equivalent (FTE) places (defined as a place on a scheme that is running from lunchtime to evening on each day of the school holidays, including half-term breaks), and a minimum of 7,500 young people to receive key worker support. The key objectives of PAYP are to:
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 - ensure that young people are supported as they move from primary to secondary school
 - provide access to high-quality arts, sports and cultural activities, and make provision for those with an interest and/or talent in any area to continue after the programme has ended
 - bring together young people from different geographical and ethnic communities to help break down prejudice and misunderstanding
 - give young people opportunities for personal development including the development of self discipline, self-respect and self-confidence enabling them to communicate more affectively with a range of people and work effectively in a team
 - encourage young people to contribute to their communities through volunteering and active citizenship.

- 1.3 CRG Research Ltd. was awarded the contract to undertake the national evaluation of the PAYP programme in July 2003. A representative sample of 22 areas were chosen to be evaluated. The areas chosen were picked on a number of criteria including at least one Lead Delivery Agent (LDA) from each Government Office region, type of LDA (e.g. voluntary sector, Connexions, Youth Offending Team), size of budget, and rural versus urban location. Due to the concentration of the overall PAYP budget in London and the North West a greater proportion of the sample LDAs were located in London and the North West. The LDAs in the evaluation are:

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Greater London	Enfield
Greater London	Hackney
Greater London	Sutton
North East	Wansbeck / Blyth
North West	Cumbria
North West	Liverpool North
North West	Manchester North
North West	Manchester South
South East	Brighton & Hove
South West	Cornwall & Devon*
West Midlands	Birmingham & Solihull
West Midlands	Dudley
West Midlands	Hereford
West Midlands	Sandwell
Yorkshire & Humberside	Beeston (Leeds)
Yorkshire & Humberside	Bradford
Yorkshire & Humberside	Scarborough
Yorkshire & Humberside	South Elmsall

**Cornwall and Devon replaced Swindon, as organisational issues in Swindon necessitated a change of LDA in this region.*

- 1.4 This report presents the evaluation findings at the end of the second year of the PAYP programme. The report builds on the mid-year 2 report that was presented at the half way stage of the second year of the programme. The focus for the evaluation in year 2 has been assessing the impact of the PAYP programme against its stated objectives. Despite the changes that have been implemented to the evaluation methodology the focus for the evaluation is very much on the impact of the PAYP programme on young people, communities and partnerships; assessing the extent to which the national objectives for PAYP are met across the country.

1.5 The second year of the PAYP programme has seen on-going developments and continuous improvements across the country as well as further 'bedding-in' of practises, partnerships and activities at a local level. The evaluation methodology has been revised to take account of the developments and changes that have been implemented since the first year as well as ensuring that the highest possible quality of data is collected in the most cost effective manner. Data collection activities were focused around holiday periods for the most part. This has enabled the evaluation team to collect data about the programme as it has happened without overly burdening those involved in running the programme. In more detail the methodology has included:

- At a strategic level, face-to-face and telephone interviews with sponsoring departments, Government Offices, Crime Concern, and regional DCMS representatives. These interviews focus on strategic, process, organisation and management issues that affect the implementation of the programme.
- At an operational level, face-to-face and telephone interviews with Lead Delivery Agents, Lead Delivery Partners, local steering groups, Key Workers, activity providers and other relevant stakeholders. The project sample has undergone 1 minor change, the Swindon project ceased running, this was unfortunate as they were the only voluntary sector LDA within the project sample. In discussion with GOSW and DfES it was decided that Devon and Cornwall would be included as their programme is fully targeted.
- A questionnaire for young people. The questionnaire was produced in consultation with West Yorkshire Connexions and young people in the region on the PAYP programme. It is designed to collect data relating to young people's experiences of the programme and the impact of PAYP on their self esteem, confidence, skill levels and interests. The questionnaire also looks to gain an insight into young peoples attitudes to crime and education more generally. The questionnaire will be administered on 3 separate occasions over the remainder of the programme. The first tranche of questionnaires was administered during March and April 2005 by key workers.
- A thorough interrogation of the national MIS database. The key data that will be scrutinised will be that which relates to referrals, age, gender, activities and outcomes for young people. This data will be used to supplement the qualitative data and case studies that are gathered during fieldwork visits.

- An analysis of available crime and truancy statistics from the Home Office and Behaviour Improvement Programme.
- 1.6 Despite not being a formal element of the evaluation methodology, we are keen to track young people's progress while on PAYP and, where possible, gather data on 'tracked' young people when they have left PAYP to gain some insight into the sustainability of outcomes. This activity is largely dependent on data that can be collected at a local level, and only 30% of areas in the project sample report tracking young people following their exit from PAYP.
 - 1.7 The process of gathering data from young people has changed considerably from the first year of the evaluation owing to the difficulties experienced in gathering high quality data from young people through face-to-face interviews. As PAYP is a voluntary programme asking young people questions about anything other than the extent to which they enjoyed the activities proved problematic. Key workers were not keen on the research team conducting probing interviews as they were in the process of building relationships with young people and did not want the trust they had developed affected in any way. The questionnaire approach will enable us to gather data from young people at periodic intervals. We plan to administer the questionnaire to the same young people over the remaining time of the programme which will ideally generate a bank of data that can be compared relating to attitudes to education, crime, and health more generally. However, we recognise that attrition rates will mean that new young people will be included with each tranche of questionnaires that are administered. However, the questionnaire is sufficiently flexible to provide meaningful data from one or multiple completions.
 - 1.8 For the remainder of this report we present the findings of fieldwork that has taken place during the Autumn 2004 and Spring 2005. The findings have been presented with close consideration to the objectives for the PAYP programme.

2. Targeting and Recruitment

- 2.1 One of the major challenges facing LDAs and LDPs in running a successful PAYP programme is effective targeting and recruitment of young people onto the programme. The first year saw significant variation in targeting and recruitment practices. Some areas adopted an approach that was highly targeted and only accepted young people that were referred by a partner agency. While other areas adopted a more open programme approach to attract large numbers of participants.
- 2.2 Evidence from face-to-face interviews would suggest that those who had been implementing more open programmes were under the impression that the aim was to attract large numbers, *“In the first year we thought the idea was to get as many young people taking part as possible. There seems to have been a change this year but it’s taking time to shift our ways of working”*. Centrally, the Operational Management Group maintains that the programme has always been targeted for the most ‘at risk’ individuals. This has meant that programme managers have had to work hard to iron out communication errors that beset the programme in the first year.

Targeting

- 2.3 The second year of the programme has seen a dramatic reduction in the number of ‘open programmes’ in favour of more targeted approaches as LDAs and LDPs seek to tighten up targeting and recruitment practices. Seventy five per cent of projects in the sample claim to include risk matrices as part of referral forms as a more structured approach to targeting is implemented across the country. However, changing systems, approaches and procedures takes time and the second year of the programme has seen on-going change that is unlikely to completely manifest itself in terms of impact until the final year.
- 2.4 Better communication up and down ‘supply chains’ supported by an increase in awareness of PAYP amongst partners and potential referring agencies and institutions has facilitated more focused targeting and recruitment processes. As local programmes have become more established, many have worked hard to ensure that partner agencies and institutions are aware of PAYP and its purpose.
- 2.5 Increasingly, areas are adopting strategic approaches to targeting and recruitment. Examples are where Crime Reduction Partnerships, local strategy groups and steering groups that oversee out of school provision and/

or local crime prevention strategies are involved in discussing and planning a strategic approach to PAYP and other provision. The benefit is that PAYP is discussed in a context with other provision and funding streams. This enhances partnership working, reduces duplication of effort, and facilitates an integral or 'joined-up' approach to youth provision and crime reduction.

2.6 Targeting and recruitment practices broadly fit into three categories:

- I. The first category is where targeting and referral is highly structured and supported by appropriate procedures, forms and multi-agency working. All parties are aware of their responsibilities and local 'at risk' categorisations have been implemented. These practices are highly robust and ensure that the right young people are recruited onto the programme. At this stage we estimate that 60-75% of projects are implementing this approach. This number has almost doubled from the evidence that was presented at the end of the first year and start of the second year of the programme. For the most part, key workers are tasked with liaising with partners and the extent partner agencies refer is dependent on the degree to which a strong relationship is established.
- II. Those projects and programmes in the second category purport to be liaising closely with partners in the targeting and referral of young people and do stress that referrals come from specified agencies, institutions and organisations. However, these practices are not formalised and no documentation supports the process. Arguably these practices are not as robust as those in category 1 as they are more implicit than explicit. This approach is easier to 'unpack' in smaller or rural areas where contact between the few existing key players is frequent. These areas also seem to have less resources available to develop more formalised procedures. At this stage we estimate that 20-30% of projects are implementing this approach.
- III. The third category are where funds are provided to provider organisations, usually located within specified hotspot locations, to recruit young people from within the vicinity. These providers are frequently in contact with the young people locally and use PAYP funds to augment existing provision. Ninety five per cent of the sample are implementing some sort of geographical targeting to some extent. However, areas that adopt the more structured approach tend to be more specific about their geographical targeting as well.

2.7 There is certainly evidence of good practice in the field. In more than one area all partner agencies and institutions are given a pack of relevant documents that includes forms and policies for targeting and referral, a

definition of the Key Worker role, details of the referrers responsibility on PAYP, and a referrers outcome form.

Recruitment

Table 2: Participant Referral Method (5 April 2004 - 6 June 2005)

Referral Method	Percentage	Total
Youth Service	37.3	52,584
Self Referral	22.5	31,708
Schools	7.8	10,996
CXP	7.6	10,686
LEA	5.0	7,004
Not Disclosed	4.3	6,065
YOT	3.4	4,840
YIP / YISP	3.1	4,422
Social Services	2.4	3,397
BIP / BEST Teams	1.7	2,454
Police	1.1	1,507
Other	0.8	1,134
EWO	0.7	953
Careers	0.6	814
Children's Fund	0.6	874
ASBO Teams	0.3	348
Health	0.2	339
Homeless Agencies	0.2	306
DAAT	0.1	170
Leaving Care Teams	0.1	202
Probation Service	0.1	115
College / University	0.0	14
NOF	0.0	2
Training Provider	0.0	36
Totals	100.0	140,970

- 2.8 From the fieldwork results all projects report taking referrals from YOT teams, 95% take referrals from the police and 65% report taking referrals from BIP and BEST schools. However, Table 2, above, reveals that despite the increasing numbers of agencies and institutions involved in referring young people to the PAYP programme the number of self referrals remains high, accounting for 22.5% of overall referrals. A caveat to this figure is that 10% is seen as an acceptable number of self referrals on the PAYP programme, and there has been a marked reduction in the number of self-referrals from the beginning of the year, where self referrals accounted for approximately 50% of all referrals, as a result of interventions by the Operational Management Group (OMG). However, one or two areas with extremely high self referral rates are skewing these statistics. For example if GO Region 5 is omitted

(which accounts for 13,533 self-referrals), self-referrals would account for 17.5% of the total referrals. Although it is important to note that an analysis of referral method by GO region shows that the GO Region 5 is not alone in self-referrals accounting for a third of the region's total referrals, with GO Regions 1 and 2 showing similar figures¹. Reports from DfES suggest that there is a continuing commitment from many areas to reduce the number of self-referrals that appear on the MI system. The evaluation will monitor these statistics closely over time.

- 2.9 From Table 2 above, we can see that across the GO regions, the Youth Service is the highest referral source as a percentage of total referrals. Breakdown of these figures by GO region² shows that there is considerable variation between the regions with regard to this statistic, varying from 15.4% in GO Regions 1 and 2 respectively, to 56.9% in GO Region 6.
- 2.10 Due to the nature of PAYP's target client group, we would expect to see some referral sources play a more prominent role, in particular ASBO teams, BIP/ BEST teams, Connexions, Police, schools, Social Services, YIP/ YISP, and YOT. Table 2 illustrates that referrals from these sources is generally low, with no one source accounting for more than 8% of the total referrals. The variations across the GO regions with regard to referral sources could be indicative of possible breakdowns in partnership arrangements within regions. For example referrals from Connexions Partnerships in GO Region 9 account for only 0.9% of their total referrals, yet accounts for 26.9% in GO Region 8³. However, it is not clear to what extent the low figures noted are due to the input restrictions of the PAYP MI system, as it is only possible to record one referral source against each young person and variations will occur as to which referral source is considered the most appropriate.⁴

¹ See Table 15 Participants' Referral Method by GO Region as Percentage (5 April 2004 - 6 June 2005) in Appendix I: Tables

² Op cit.

³ Op cit.

⁴ It is possible that the current high number of self-referrals could also be explained by this data entry restriction, with additional referral sources being omitted in favour of "self-referral".

Table 3: At Risk Categories for PAYP and Other Key worked Young People (5 April 2004 - 6 June 2005)

At Risk Category	Percentage	Total
Nuisance PAYP area	23.1	18,548
Geographically targeted	19.5	15,648
Involved. negative peer group	18.7	15,020
Nuisance/antisocial	6.7	5,381
Engaged in YOT	3.3	2,666
Exclusion	3.3	2,669
Learning Diff / Disability	3.1	2,504
Not Disclosed	2.4	1,842
Truant	2.4	1,945
Arrested 12 months	1.6	1,279
Non Attending / Early Leaver	1.5	1,168
Not Regularly in School	1.5	1,171
Sib/Family offending	1.3	1,015
Substance Use	1.3	1,048
Statement of SEN	0.9	697
In Care	0.8	614
Convicted 12 months	0.8	616
Other referral	0.8	668
Voluntary parental agreement	0.8	670
Permanent exclusion	0.8	676
Referrals/contact ss	0.7	528
Asylum Seek / Ref	0.6	458
Previous Convictions	0.6	465
Fixed term exclusion	0.5	378
Child Prot Register	0.5	431
Young Carer	0.5	431
Care Leaver	0.4	327
Received YOT disposal	0.4	349
Other	0.3	242
Known offend not YJS	0.3	270
Subj. to care order	0.2	125
Teenage Parent	0.2	184
SS involvement siblings	0.2	196
Previous Custodial Sent.	0.1	95
Remand to LEA Accommodation	0.0	10
Totals	100.0	80,334

2.11 Table 3, above, lists the ‘at risk’ categories recorded on the MI system for PAYP and Other key worked young people⁵. The data reveals that ‘Nuisance PAYP Area’ (23.1%)⁶ is the most common ‘at risk’ category. Interestingly, the second most common category is ‘Geographical Targeting’⁷. This supports the notion that few explicit ‘at risk’ measures are used when referring young people. However, as mentioned with Table 2, breakdown by GO region⁸

⁵ Up to three ‘at risk’ categories per young person may be recorded on the PAYP MI.

⁶ Young people who are, or at risk of causing a nuisance in a PAYP area.

⁷ Those young people accessing the programme through the attendance of activities in particular geographic hot spot areas, often related to self referred young people. Geographically Targeted is not a risk in itself, however the associated risk characteristics provide the reason for targeting that location.

⁸ See Table 17: At risk category for PAYP and Other key worked young people by GO Region as Percentage (5 April 2005 - 6 June 2005) in Appendix I: Tables

shows that that one or two areas with high levels of geographical targeting are skewing the national picture. 'Involved with negative peer group' is the next highest 'at risk' category (18.7%).

Table 4: Percentage of Young People Classed as 'at risk' being key worked

	Percentage	Total
At Risk		134,155
PAYP Key worked	19.2	25,789
Other Key worked	19.4	26,083

2.12 According to the PAYP MI, 141,003 young people participated in PAYP during the period 5 April 2004 - 6 June 2005⁹, of which 134,155 (95.1%) were classed as 'at risk'. Table 4 shows that 19.2% of those young people deemed 'at risk', were key worked by a PAYP key worker and a further 19.4% were key worked by non-PAYP key workers. The decision by the DfES to allow a FTE place to consist of either one young person participating in 30 hours of activities per week, or three young people participating in 10 hours of activities per week has resulted in the participation figures being higher than anticipated for the year – it was anticipated that about 7,500 young people would be key worked, approximately a third of the total number of participants.

Table 5: PAYP Participants by Age (5 April 2004 - 6 June 2005)

	8-12	13-17	18-19	20-25	Total
Participants	39.7%	56.4%	3.6%	0.2%	100.0%
At Risk	39.9%	56.4%	3.5%	0.2%	100.0%
PAYP Key worked	25.5%	70.2%	4.1%	0.3%	100.0%
Other Key worked	38.1%	57.8%	3.7%	0.3%	100.0%

2.13 There are some concerns, arising from the qualitative fieldwork data that at present the younger age group, 8-12 year olds, are not adequately represented on the programme across the country. However, Table 5 reveals that 39.7% of all participants are 8-12 year olds. Interestingly, only 25.5% of all key worked young people fall into the 8-12 age bracket. We suspect that large numbers of 8-12 year olds are geographically targeted and included in play groups and the like.

⁹ See Table 18: Young Person Summary by Age (5 April 2004 - 6 June 2005), in Appendix I.

3. Key Working

- 3.1 The one element of the PAYP programme that distinguishes it from other previous programmes is the key worker role. A major element of the evaluation is to ascertain the extent to which key working makes a significant impact both on young people and also on partnership working. For the second half of year two the evaluation team focused fieldwork efforts on understanding the key worker role and investigating the extent to which variations in key working were evident across the country. Evidence from the first year of the programme suggested that there were significant differences in key working practices, contracts, management, caseloads, training and roles.
- 3.2 We had anticipated deriving a number of distinct models of key working that adequately represented the variations in practice that were evident. However, as the programme has developed throughout year two there has been more of a convergence than a divergence of key working practices. The majority of key workers report that the role has evolved and continues to evolve to take account of changes that seem ongoing in the implementation of the programme. They stress the need to remain flexible and focus their efforts on meeting the needs of the young people, however, the job description does not deviate from the guidance issued at a national level.
- 3.3 At one level there are 2 models of key working in practice and the differentiating factor is financial. Where there is adequate finance to fund full or part time key workers (which is the majority of areas in the project sample) the role and job description appear to be consistent. Where there is little or no funding available for key working, local projects are looking to be creative in offering young people activities and some key working primarily by leveraging in support in kind from partner organisations. There is also evidence in these instances that those fulfilling a key working role provide guidance and support to young people in their own time to try and facilitate the success of the programme. There is also evidence of close partnership working and information sharing in these instances.

Recruitment and Training

- 3.4 Key worker recruitment is a structured process that is typically managed by Connexions or Youth Services. The process usually takes the form of an advert placed locally followed by interviews. Ninety five per cent of areas report having full time key workers, with 15% reporting having part time key workers as well. An example of good practice was provided by one LDA in

that prospective key workers were interviewed by young people as part of the selection process, demonstrating the extent to which young people are increasingly involved and taking a degree of ownership of the programme.

- 3.5 Some areas stipulate attainment of qualifications, usually NVQ 2-4 in youth work or related area, while others are looking purely at experience without any prerequisite qualifications needed. For all areas a good understanding of young people is essential to the role. Key workers need to be cognisant of the difference between supporting and mentoring young people compared with being a friend. The role is one of guidance not friendship. The most effective key workers are reportedly those that young people can trust.
- 3.6 Ninety five per cent of areas provide formal induction training packages that range from a full weeks training and orientation within the region to a half day training on key issues such as health and safety, child protection, MIS training, targeting and programme delivery. On-going training is provided for some, however, many report that there simply is not the time to undertake on-going training.
- 3.7 There are three main areas of concern in the recruitment of key workers as the programme continues. First, many LDAs have reported a shortage of candidates with the right skills and experience for the available posts. Secondly, because key workers are only offered short term contracts to the end of the programme, some areas suspect that there are suitable candidates that have refrained from applying. Thirdly, there continues to be a high turnover of key workers and this will only get worse as the programme continues as key workers look for other suitable employment as contracts come to an end. For example, in one LDA key workers were recruited by Connexions and seconded to the local YOS - the LDA for that area. At least two key workers recruited in this way then opted to leave PAYP for, in their opinion, more secure PA posts in other sections of the local Connexions Partnership. However, DfES feedback on the latest GO narrative reports suggest that at present the regions are managing the issue of key worker retention reasonably well, and a mass exodus has not been evidenced.
- 3.8 The DfES has now confirmed that funding will continue for elements of PAYP, however, there is still evidence of some confusion on the ground as to what exactly will happen at the end of the programme, and without prompt clarification at LDA level the risk of key workers leaving PAYP for other positions will remain.

The Key Worker Role

3.9 The Key Worker role on paper is increasingly standardised across the country and largely correlates with the job description outlined in the guidance. All are involved to some degree with:

- liaising with partner agencies and institutions to generate referral and raise the profile of PAYP;
- working closely with providers in planning and delivering activities;
- signposting to other agencies where required and signposting to other provision; and
- administrative duties including entering data onto the MIS

Most, but not all, are involved to some degree with:

- conducting one-to-one support work with young people;
- conducting group work with young people; and
- recruiting young people onto PAYP directly through outreach work and other activities;

3.10 The major differences that exist across the country are largely the extent to which key workers are involved or spend time engaged in these activities. There are, however, several exceptions to this standardised job description where two distinct levels of key working exist. The first level involves key workers liaising with partner agencies, arranging activities and signposting young people. There is no one-to-one support offered at this level. These key workers are less qualified and are offered lower remuneration. The second level is where one-to-one support takes place. This role is for more qualified and experienced key workers or PAs. In one area this role is fulfilled by Connexions PAs and not funded through PAYP.

I have enjoyed the one-to-one support and having someone to talk to. I've made new friends.

3.11 Where there is consistency and convergence towards a standardised approach, variations in the role occur in the following areas:

Administration versus One-to-One Support

3.12 In some areas administrative tasks take as much as 70% of key worker time. Activities include key financial budgeting, chasing activity proposals, organising service providers, organising next holiday's activities, liaising with partners, and completing the MIS. In these cases only 30% of time is left 'key

working' or one-to-one support of young people on a caseload. Several areas reported that resource constraints have limited the amount of one-to-one support that they are able to provide but they have tried to work around the problem by increasing the amount of group work that is undertaken. One area reported that key workers were given a target of working with each young person on their caseload twice per week, however, there was no clear evidence as to whether this target was consistently met.

General versus Specific Key Worker Focus

- 3.13 In a small number of areas key workers focus on working with specific groups, for example young mothers, hard to reach, disengaged or those with substance abuse problems. In other areas key workers have activity specialisms such as football or DJing. This practice is not widespread and areas do not report any overwhelming advantage to this approach. However, it could be argued that it provides a focus for key workers and enables them to demonstrate expertise that could facilitate the progress of young people and help in building trust and a solid relationship.

Case Study 1

Local people had complained to key workers about a group of young men who hung out in a local park who were hostile and intimidating. The group regularly played football together in a local park.

One key worker is particularly skilled and interested in football. He has found in the past he is able to use this skill to gain access to hard to reach young people as he is able to watch them play football for a while, then after some time ask to join in.

In this instance, the key worker found because he is good at football, despite being older than the young people, they accepted him easily. This enabled the key worker to gain trust with the young people. In this informal environment he was able to find out about the young peoples problems and break down their hostility. He found a number of the young men fitted into the at risk categories PAYP targets and so a number of them joined his caseload. After working with them on a one to one basis he was able to help them with a number of issues they were dealing with.

Although the young people are no longer being key worked, the key worker has been providing football training for the young people in his own time. He is currently trying to access PAYP funding to get team kits and other equipment

Caseloads

- 3.14 Caseloads vary between 10-60 young people, with the average caseload being 25 young people. There is one area where case loads have exceeded the average numbers although a restructuring has addressed this problem to some extent. In saying that, however, provision has been carefully selected

in many instances to contain personal development work that reduces the need for one-to-one work with Key Workers. Activity providers are tasked with ensuring young people meet the objectives laid out in action plans and then informing key workers. The key workers have played a critical role co-ordinating support and provision for the young people by liaising closely with partner agencies.

- 3.15 In one or two areas the one-to-one support element of the key working role is being delegated to Connexions PAs, leaving PAYP key workers to deal with administrative tasks. This does allow for larger numbers to be included covering a wider geographical area. However, it also relies on Connexions PAs to make appropriate time to offer the one-to-one support that young people need.
- 3.16 Only 40% of areas report providing key working to the 8-12 age group. This is largely because key workers are either Connexions or Youth Service employees. This is not surprising as both Connexions and Youth Services tend to deal with 13-19 age bracket. There is growing evidence that some local programmes are making efforts to increasingly include the younger element by offering key working and activities to 11 and 12 year olds with plans to include 10 year olds where possible. Other areas report that the key working of 8-12 year olds is covered by YISP and Junior YIPs programmes or by other agencies and providers.

Assessments & Action Plans

- 3.17 Ninety eight per cent of young people receive some sort of assessment by a key worker at some stage of their participation in the programme. The majority of those assessments are either undertaken at the start of the process or take place as the programme rolls out. The assessments used in some areas tend to be by APIR or ONSET, while in other areas more “*user-friendly*”, home-grown versions are used to form the basis of an action plan.
- 3.18 Eighty per cent of areas report completing action plans for young people and updating these as participation evolves. Action plans are either bespoke to local programmes or are derived from the formal assessment process using APIR and the like.

Partnership Working

- 3.19 Partnership working forms a critical element of the key working role. Effective communication and partnership liaison arguably forms the foundation of effective referral. The second year of the programme has seen continued efforts by all areas to facilitate good partnership working and there appears to

be a recognition that the success of PAYP is dependent on effective multi-agency partnership working. This helps to engage young people in the most appropriate services and facilitate a smooth transition through projects, schools, providers and agencies. In more than one area the PAYP team are trying to actively encourage partners to get involved by taking young people to activities and supporting them on activities.

- 3.20 Where this element of key working works well there is evidence that key workers spend significant time discussing and presenting PAYP and its objectives. Some key workers commented that there can be a tendency for some partners to 'dump' problem young people onto the programme. In these cases they view themselves as being victims of their own success, as one key worker put it, *"we're pretty sure they think that there's nothing they can do with that young person but they know that we've got a brilliant reputation for turning some difficult kids around and really having an impact on them"*.

The Key Working Process

- 3.21 Key workers frequently play a role in recruiting young people onto the programme, either through outreach work or by 'vetting' the referral forms that are completed by partner agencies. The recruitment processes have been positively affected by moves to tighten up targeting across the country. Fewer young people are self referred onto the programme and larger numbers are referred by partner agencies; the number of self referrals has dropped from 50% to 22% this year. This has impacted upon the key worker role, arguably, more of the young people taking part in the programme are drawn from the targeted cohort of young people.
- 3.22 In many areas, once referred a young person will often meet with a key worker and referring agency. Activities and development plans (some of which are accredited) are discussed and appropriate steps are agreed. Referrers are usually kept in the picture and updated on progress. In those areas that are demonstrating good practice, referrers remain in close contact facilitating a multi-agency approach to address multiple problems or issues.
- 3.23 All of the sample areas purport to engaging in a model that is explicitly implemented by two of the LDAs. This eight stage model of key working involves:
1. referral;
 2. assessment and allocation;
 3. initial contact;

4. individual action plan;
 5. core activities;
 6. review;
 7. exit strategy; and
 8. tracking.
- 3.24 Forty five per cent of areas adopt an explicit exit strategy for young people, so for the majority, it is not entirely clear when a young person is no longer on PAYP. This can cause some confusion and assist in increasing case loads. This is understandable, however, as PAYP is primarily a holiday programme, so young people that were previously involved are likely to be re-invited and their details are likely to remain on the MIS until there is a clear move to refer to other, ideally mainstream, provision.
- 3.25 As detailed in the Crime Concern Good Practice document, there is ample evidence of good practice in key working across the country. Those that are delivering the highest quality service work hard to quickly understand the young persons perspective as well as key partners perspectives to ensure needs and expectations are met. As one Key Worker put it, *“the referrers agenda for referring is different to the young persons agenda for attending, I need to investigate both agendas to make sure I can satisfy all parties”*.
- 3.26 Where a structured framework for key working exists the process is more explicit. It assists in data collection which facilitates the transition between agencies, institutions and Key Workers where required. The areas that include assessments as part of the key working package tend to favour the APIR system primarily because Connexions is the LDA in the majority of regions. However, use is not widespread at this stage.

Quality of Intervention

- 3.27 One of the difficulties facing the evaluation team is assessing the quality of key worker intervention. Key workers will argue that each young person needs to be treated as an individual so their intervention is likely to vary considerably. The result of this is that it has proved difficult to get a clear idea as to how much time key workers spend on each activity they engage in. Ideally, mapping key worked hours against outcomes for the young person might provide some insight – or even number of key workers per area against crime statistics. However, it is not compulsory for key workers to enter data pertaining to key worked hours onto the MIS so this analysis is not possible at this stage.

- 3.28 Compulsory entry of key worker contact time has been introduced by one Regional Manager interviewed by CRG. This has allowed the Regional Manager to monitor key worker contact time against the full-time equivalent hours contracted, identifying LDAs within the region which were underperforming. Further analysis of the MI data highlighted that key workers were spending 75% of their time with young people prior to them being referred onto PAYP. Key workers were requested to reduce this amount of time, and now spend no more than 12 weeks attempting to engage young people onto PAYP. Young people who cannot be engaged within that time frame are considered to be unsuitable for PAYP, and are referred onto other programmes/agencies, ensuring that key workers' time is utilised in a more effective manner.
- 3.29 There are also concerns from key workers that engaging this cohort of young people for 30 hours a week, or even 10 hours a week is over ambitious. *“If a young person goes on holiday in the Summer for 2 weeks, that leaves us with extra hours to try and pack in. Engaging these young people for these sorts of time plans is incredibly difficult for a programme that is voluntary”.*

Case Study 2

A Key Worker recently attended a PAYP residential programme run by a local provider with a young person who was electronically tagged. In close liaison with YOT workers it was felt that the PAYP experience would be significantly beneficial to this young person so their night curfew was removed for the duration of the residential. During the programme the Key Worker was able to work very closely with the young person and explore the reasons underpinning the involvement in criminal activities. Following the residential the Key Worker 'recruited' a number of other partner agencies to assist in continuing the work that had begun on the residential. The young person was able to work through a number of personal issues with the assistance of the agencies involved and, in collaboration with their PAYP Key Worker, take steps towards a career in the armed forces.

Case Study 3

A young girl aged 15 had not attended school for 8 months and was referred by youth service to PAYP with the possibility of getting involved in the PAYP peer mentoring programme. The girl had an interest in music and decided in collaboration with her Key Worker to take part on a music based PAYP project. The Key Worker liaised closely with the youth service personal advisor to ensure that the girl's needs were met and effort was not duplicated. The girl displayed significant talent while engaged in the project and was involved in writing music, performing and producing a CD. The girl expressed an interest in pursuing a career in music but was also interested in gaining other skills as a 'back-up' plan. Working closely with both the PAYP Key Worker and the youth service PA, the girl enrolled in a hairdressing Modern Apprenticeship and was also 'signed-up' by a local record company. She is currently still completing the Modern Apprenticeship and has continued her pursuit of a career in music – which has included performances in concerts for other youth groups in the region.

Case Study 4

A young person was referred to the PAYP team by the Youth Offending Team. The young person presented a number of problems and issues that included a conviction; experiencing major problems at school with the threat of permanent exclusion looming; and suffered from ADHD. Consequently, PAYP could also offer a break to the young persons family over holiday periods which would significantly reduce family tension levels. The young person immensely enjoyed involvement in PAYP and would phone the Key Worker to 'book-up' participation on the next round. He attended 12 sessions on PAYP amounting to 60 hours. He has not re-offended and remains in school – although this position is still somewhat fragile. With the support of his Key Worker, the young person was able to get a part time job which helped immensely in building relationships with other people. He also joined the local football team which has facilitated his development. His Key Worker commented, *"He finds it difficult to think ahead in the long term, but he would quite like my job, I think I may have to watch out!"*

4. Activities

Case Study 5

A young man aged 16 was referred to PAYP by a detached youth worker from the youth service as he was perceived by local residents to be causing a nuisance and engaging in antisocial behaviour. In consultation with his key worker, it became evident that the young man had 'slipped through the net' and was completely disengaged, and was finding himself getting into trouble more frequently. The Key Worker liaised closely with the young man and an appropriate activity provider to determine the young man's specific needs. An action plan was devised to address some of the personal issues confronting the young man. Engaging in PAYP activities helped the young man re-engage, take part in activities that were new to him, gain focus, confidence and new skills. He is now working with his Key Worker to find a relevant Modern Apprenticeship programme to further his interests, skills and knowledge.

- 4.1 The evaluation team spent a considerable amount of time during the first year of the programme observing activities to make judgements about their quality and diversity. The second year has seen a reduction in the emphasis on observing activities and an increased emphasis on understanding the planning and commissioning processes.
- 4.2 The general picture across the country would suggest that, for the most part, activity providers that were involved in the first year of the programme remain involved in the second year. Some LDAs have reduced the number of activity providers as their performance was deemed to be substandard. Other LDAs have favoured offering more money to fewer providers in order to reduce the administrative burden. Reportedly some areas are using the threat of funding withdrawal to ensure receipt of appropriate MIS data, whilst other areas are implementing some sort of performance management to ensure providers deliver on contracts.

Activity Planning and Procurement

- 4.3 Despite the existence of steering groups in all areas it would seem that they do not play a large role in the planning and procurement of provision. There are one or two examples where steering group members claim to have been intimately involved in the planning of the programme while in other areas members claim that their input is almost negligible.
- 4.4 In a select few areas at the LDA level, a predominantly strategic approach to commissioning is implemented that involves key local partners, but there is little evidence that this extends to the inclusion of regional partners and

DCMS representatives (DCMS involvement was found to be greater in steering groups at the GO level). One area reported that a strategic overview involved examining bids from providers and identifying strengths, weaknesses and gaps in provisions across the area. Providers were then encouraged to collaborate to increase the range, type and diversity of provision, reduce gaps, and promote partnership working. In another area the activities programme is co-ordinated by a panel that includes representatives from Connexions, the local authority, the police, the voluntary/ non-statutory sector and YOT. The panel oversees the deployment of PAYP activities and make recommendations for the commissioning of further activities.

- 4.5 The planning and procurement of activities is largely the responsibility of the PAYP team – key workers, PAYP co-ordinators and key worker managers. Forty per cent of our sample areas include a formal tendering process as part of activity procurement. The extent to which this procurement process is formal and structured again varies across the country. There is evidence that some areas have implemented formal bidding processes which are open to all. However, comments from a number of Activity Providers have raised concerns that the opportunity to bid for activity provider status has not been as open in all LDA areas.
- 4.6 There is certainly a shift across the board towards selecting activities that are ‘fit for purpose’ and fit specific criteria. In the first year LDAs were forced to some extent to commission activities that were available, this year sees them being more particular about what they would like to be provided. There is also an increase in the amount of preparatory work that is involved. In many areas visited there are examples where providers are meeting and talking to young people before they attend activities. This gives the opportunity to set ground rules, clarify expectations and possibly conduct some personal development work prior to activities.
- 4.7 Ninety eight percent of areas report that activities are ‘young people led’ in that young people play a major role in deciding what types of activities are included in holiday programmes. Local programmes stress the importance of consulting young people when developing holiday programmes, especially as PAYP is a voluntary programme. Consulting young people serves a number of functions, first it ensures that the young people will be interested in the activities that are delivered. Second, it helps develop both a sense of ownership of both the activities and the programme more widely, as well as developing confidence and trust in the relationships they are emerging on with key workers and other programme staff.
- 4.8 There is growing evidence that LDAs are looking beyond diversion only activities and including developmental elements as well, with a focus on

delivering a programme that empowers young people to gain qualifications. There are more areas that are moving towards offering formal accreditation including, Open College Network, Youth Achievement Awards, Duke of Edinburgh Awards and FA Coaching Certificates. Examples of the more developmental approach are workshops that focus on:

- drugs awareness;
- sexual health;
- alcohol abuse;
- bullying;
- consequences of crime; and
- team building and self development workshops.

Case Study 6

A young man was referred to PAYP by a local youth club who were finding his behaviour towards both staff and peers increasingly threatening. A key worker approached the young person on the street in a local area he was known to hang around and asked him whether he would be interested in going go-karting. By offering the young man an exciting activity that he would not normally have the money to afford the key worker was able to spend time with the young person and build up a relationship.

After working with the young person for a few months the young man revealed he would be interested in a career in youth work. The key worker managed to secure the young man a part-time place on a youth work training course for young adults with The Federation of GO Region 3 Youth Clubs. He went on to win the youth presidents award.

The young person is currently in full-time employment in a local supermarket and is doing well. He is still hoping to pursue a career in youth work but unfortunately is under a lot of pressure from his family to remain with the supermarket. The key worker is now trying to work with the family to gain a mutually beneficial solution.

- 4.9 These tend to be coupled with more popular activities such as residentials and day trips which could be used as a reward for attending a more developmentally focused workshop or activity. There is a focus on offering young people the opportunity to engage in activities that are new or unfamiliar in order that they can learn new skills and hopefully pursue interest outside PAYP. One provider delivering sports and personal development provision suggested that as many as 30% of participants went on to participate in mainstream sports activities with clubs and other providers following involvement in PAYP.

*I think that PAYP is a good idea. It keeps you out of trouble and off the street.
I really enjoy the activities, you always make loads of new friends!*

Table 6: Participants Activity categories (5 April 2004 - 6 June 2005)

Activity category	%age	Total
Arts	10.3	115,582
Education	20.3	227,658
Health	1.5	17,167
Multimedia	5.5	61,411
Recreation	18.0	201,628
Sport	40.6	456,011
No category	3.9	43,301
Total	100.0	1,122,758

4.10 Table 6 provides a breakdown of PAYP activities conducted. The Arts category includes activities such as drama, dance, modelling and painting. Education covers a wide range of activities from personal development, volunteering, careers labs, work based learning to educational programmes and support. Some potential overlap occurs between Arts and Multimedia activities e.g. music and video although Multimedia activities typically have a more IT focused approach. Recreation activities includes away days, cinema and celebration events. Finally Sport, this covers the more obvious sporting activities such as cricket and football, to more specialist activities e.g. rock climbing, go-karting, outdoor adventure and ten pin bowling¹⁰.

4.11 Table 6 shows that Sport activities remain to be by far the most popular activity across the country (40.6%). The predominance of sport is not surprising bearing in mind PAYP's aim to involve young people in deciding which activities they want to take part in, coupled with the high proportion of males on the programme, likely to have an interest in sports such as football. Sport may also be the more cost effective option in many cases due to the relative low cost of equipment and facilities required, and the ability to quickly engage large numbers of young people via tournaments etc. As discussed above, there is an increase in the number of education and health related provision and the evaluation team will be keen to monitor the changes in these figures over the remainder of the programme. Arguably, if more health and education related provision is delivered that may suggest that a more strategic approach to provision is being implemented.

¹⁰ See Table 20: PAYP MI Activity Categories, in Appendix I for a full breakdown of PAYP activity codes.

Case Study 7

A girl was referred to her local PAYP team after having been prosecuted for drugs and stealing cars. She had not been to school for some considerable time despite efforts to engage her in alternative curriculum learning. In liaison with her Key Worker and following referral she reported an interest in the peer mentoring programme. The residential programme involved a significant amount of personal development work, team building and training programmes on working with young people and child protection. The girl showed significant aptitude for working with her peers and was involved in group mentoring and helping with PAYP Summer activities. Following this involvement, she worked closely with her Key Worker on Open College Network accreditation in interview techniques and action planning. She also started a Modern Apprenticeship in Care to continue the learning that had begun with the peer mentoring PAYP programme.

5. Data Collection and Management

- 5.1 The second half of the year 2 of PAYP has witnessed not only improvements in the quality and quantity of data entered into the MIS, but also the extent to which local programmes use the MIS for management purposes. Fifty per cent of areas in CRG's sample use the MIS for planning and performance management which is a huge increase from almost none at the start of year 2. Many of these areas report that their increased familiarity with the system has impacted positively on the quality of their data entry.
- 5.2 Only fifteen per cent of local programmes in the project sample report using alternative mechanisms for planning and performance management purposes, although 50% of programmes report that there is duplication or overlap in data entry requirements for other databases. There is still evidence of significant frustration in some areas where there are requirements to enter data onto multiple databases – this is especially so for Connexions employed key workers who are required to enter data onto the Connexions database.
- 5.3 Operationally a number of problems are still evident as reported by those key workers and administrative staff entering data onto the system, however, it would appear that these have become less significant as the year progressed. The primary area of concern for local projects is the resource implications of entering data onto the MIS. As one key worker put it, *"It takes approximately 5 minutes to enter basic details such as the name and address but to attach progression and activity details it normally takes 15 minutes per young person to enter the data"*.
- 5.4 Twenty five per cent of local programmes have dedicated data entry and 50% have key worker only data entry. Several areas have worked around resourcing constraints by using funds from other streams to employ administrative staff or by expanding the job roles of existing administrative staff to enter data onto the MI. However, in those areas that have not been able to fund additional support, data entry has to some extent been neglected in favour of conducting other key working duties, *"I've got a caseload of 25 and I also see young people that were on my caseload but have now moved on – sometimes if they don't like what they're doing they come back to talk things through with me. I just don't have time to see all these young people and satisfy all the data entry requirements"*.
- 5.5 The majority of programmes now report that data entry is up to date which is a significant improvement from the 60% that reported gaps earlier in the year. Programmes that do report gaps in data stated that data entry was late

because key workers would enter data, *“when they get a spare minute”*. This is most evident where PAYP budgets are small with little or no funds for administrative tasks.

- 5.6 There continue to be some concerns pertaining to the communication of changes to the MIS and expectations from those that are entering data onto the MIS. The changes that have been made to the system over year 2 of the programme have been welcomed by most, however, many initially complained that they were not consulted about the changes before they were implemented and not told after the changes had been made. This resulted in confusion, frustration and wasted time in some areas. In one area there are concerns that data has been lost on the system. This is partly because of the changes to some of the fields on the database and partly for unknown reasons.
- 5.7 At the start of the second year of the project there were a number of interviewees raised concerns about the capacity of some projects to effectively use the MI system. For those individuals and organisations that do not have a history or culture of collecting and using management information and performance management systems, engaging in the process for the first time presents some cultural and skills based problems. However, many local programmes report that the MIS is now more straightforward and that changes are understood. This has led to significant strides being made in addressing the problems that were experienced earlier in the programme. There remains a clear need for LDAs to ensure that adequate and effective training and updating or upskilling is offered to all staff that are involved with the MIS to ensure that it is understood and utilised effectively.
- 5.8 Overall, the improvements in attitudes towards and use of the MIS as the year has progressed should be welcomed by programme managers. The changes that are now firmly bedded in have been welcomed and the data that can be drawn down from the MIS shows a marked improvement from that available at the end of year 1.

6. Impact

Young People

- 6.1 It is important to note that the lack of a control group has complicated the assessment of the impact of PAYP as it is not possible to isolate the effect of PAYP from any other interventions that the young people may be receiving. With this in mind the evaluation has looked to assess the impact on young people through outcomes data from the MI system, young person questionnaire and case studies. The questionnaire will be distributed at periodic intervals during the remainder of the PAYP programme to enable measurement of any changes in the young persons' responses. Data is currently only available from the initial distribution of the questionnaire, so at present it is not possible to assess any changes in attitudes. All questionnaires have been kept confidential and the data set derived from them has been rich and varied. However, we need to remain cognisant of the fact that in asking people to complete a questionnaire we are relying on them being open and honest in relation to their experiences on the programme and feelings about the programme.

MIS Data

- 6.2 The PAYP MIS lists 33 possible outcome categories for young people on the programme. In order to facilitate analysis the outcomes have been grouped into three main types: positive, negative and other as in Table 7 below.

PAYP benefited me, made me stay in college. My attendance is higher, I got a job, my temper is in better control, and I've got someone to talk to about problems.

Table 7: PAYP MI ‘Last Outcome’ Categories

Positive	Negative	Other
Award achieved	Arrest last 3 months	Lost contact
Enter school	ASBO last 3 months	Moved
Enter training	Convicted last 3 months	Outcome not known
Full-time employment	Custodial sentence	Ref to other agency
Full-time FE/HE	Fixed term exclusion	Support not required
Full-time learning	Permanently excluded	
Full-time school	Truant last 3 months	
Full-time training	Unemployed	
Improved attendance		
No ASBO last 3 months		
Not convicted 3 months		
Part-time employment		
Part-time FE/HE		
Part-time learning		
Part-time school		
Part-time training		
Regular volunteer		
Return to learning		
Return to school		
Work towards award		

6.3 Because young people can have more than one outcome as a result of their involvement with PAYP, the MI category of ‘last outcomes’ becomes very important. It is not currently possible to establish via the MI the number of participants with one or more outcomes, ‘last outcome’ therefore allows us to see exactly how many young people have an outcome recorded against them. It is important to point out that ‘last outcome’ refers only to the last recorded outcome on the MI for the young person, and does not necessarily imply it is their “final outcome”, as the majority of the young people are not at the end of their participation in PAYP, and will go on to record further ‘outcomes’ on the programme.

6.4 Based upon these category types, the MI data shows that 58,605¹¹ last outcomes were recorded for 141,003¹² participants for the for the period 5th April 2004 - 6th June 2005, approximately one outcome for every 2.4 participants. These figures equate to only 42% of all PAYP participants having an outcome recorded. Table 8 summarises the number of last outcomes against participant type.

¹¹ See Table 21: Participants’ ‘Last Outcome’ by GO Region (5 April 2004 - 6 June 2005), in Appendix I: Tables.

¹² See Table 19: Young Person Summary by GO Region as Percentage (5 April 2004 - 6 June 2005), in Appendix I: Tables.

Table 8: Participant category by ‘Last outcome’ recorded.

Category	Number on MI	Last outcomes recorded	Last outcomes as %age of category
Participant	141,003	58,605	42%
PAYP key worked	25,906	16,835	65%
Other key worked	26,255	12,886	49%
All key worked	52,161	29,721	57%

6.5 From Table 8 we can see that a higher percentage of ‘Last outcomes’ are recorded for key worked young people, particularly PAYP key worked, than for participants. This would appear to indicate that outcome recording is performed more conscientiously for PAYP key worked young people, although the evaluation at present has no evidence to support this view.

6.6 Table 9 shows that 80% of all last outcomes recorded for participants on the PAYP programme (both key worked and non key worked) were positive, with only 4% recorded as negative. When compared against all recorded outcomes on the PAYP MI¹³, the numbers are found to be very similar (87% positive, 4% negative and 8% other), which has lead to the possibility being raised that the high number of positive outcomes are due to only positive outcomes being recorded on the MI while negative outcomes are overlooked.

Table 9: Summary of Participants’ ‘Last outcomes’ by GO Region

Region	Positive outcomes	Negative outcomes	Other	Total
GO Region 1	77%	4%	18%	100%
GO Region 2	42%	6%	53%	100%
GO Region 3	93%	3%	4%	100%
Go Region 4	79%	5%	16%	100%
GO Region 5	56%	8%	36%	100%
GO Region 6	66%	3%	31%	100%
GO Region 7	80%	10%	10%	100%
GO Region 8	90%	2%	7%	100%
GO Region 9	83%	3%	14%	100%
All Regions	80%	4%	16%	100%

6.7 From Table 9 we can see that some variation exists between the GO regions. GO Region 3 shows the highest number of positive ‘Last outcomes’ while GO Regions 2 and 5, despite having similar levels of negative outcomes to the other regions, show the lowest number of positive outcomes due to their

¹³ See Table 22: All Outcomes for Participants by GO Region as Percentage (5 April 2004 - 6 June 2005), in Appendix I.

higher proportion of 'Other' last outcomes, in particular 'Support not required'¹⁴.

Table 10: Summary of key worked young peoples' 'Last outcomes' by GO Region

Region	Positive outcomes	Negative outcomes	Other	Total
GO Region 1	78%	5%	18%	100%
GO Region 2	43%	9%	48%	100%
GO Region 3	88%	5%	7%	100%
Go Region 4	73%	3%	23%	100%
GO Region 5	61%	14%	25%	100%
GO Region 6	50%	5%	45%	100%
GO Region 7	76%	12%	13%	100%
GO Region 8	80%	4%	17%	100%
GO Region 9	71%	7%	22%	100%
All Regions	72%	8%	20%	100%

6.8 Table 10 provides a summary of 'Last outcomes' for key worked young people (PAYP key worked and Other key worked). On the whole the data indicates that there is little difference in the number of 'Last outcomes' for participants and key worked young people, with the 8% drop in total positive outcomes for key worked young people being accounted for by a 4% increase in both 'Negative' outcomes and 'Other' outcomes respectively. However GO Region 6 is the exception, with a 16% drop in 'Positive' outcomes and a 14% increase in 'Other' outcomes for key worked young people,

Been helpful in keeping me out of trouble by keeping me occupied. I would not have done these activities without being in the PAYP programme.

6.9 A breakdown of the last outcomes recorded shows that across the regions "Full-time school" (i.e. those young people who were originally at risk of non attendance or partial attendance, and who have now begun to participate in school in a full-time capacity following their involvement in the programme) was the most common positive last outcome (34%), followed by "Improved attendance (11.3%) and "Award achieved" (11.1%)¹⁵.

6.10 The region with the highest level of negative outcomes was GO Region 7 with higher than average levels of "Unemployed" (4.3%) and "Truant last 3 Months" (2.6%), although analysis of the referral data shows that GO Region 7 has the lowest rate of self-referrals, and it has been suggested that the

¹⁴ See Table 22: Participants' Last Outcome by GO Region (5 April 2004 - 6 June 2005), in Appendix I: Tables.

¹⁵ Op cit.

LDAs may therefore be working with young people with more intense needs. Generally the levels of negative last outcomes were very low with “Unemployed” the highest negative last outcome for all regions (2.1%).

Excellent programme learnt lots of new skills.

- 6.11 Overall, from the high level of positive outcomes, and low negative outcomes, we would have to conclude from this data that the programme is having a significantly positive effect on those young people participating, with one caveat: outcomes have been recorded for only 42% of the participants, and it is unclear whether the very high ratio of positive to negative outcomes will remain as more outcome data is collected from the participants that as yet have no outcome recorded.
- 6.12 However, a strong case has also been put forward that the nature of how data is captured by the MI has resulted in some positive outcomes, such as soft outcomes, being overlooked or omitted. For example, the nature of PAYP’s target client group means that goals such as “Return to school” are effectively out of reach for some of the young people. While motivating a young person to actually get out of bed, engage in an activity, and interact with other young people in a positive and non-confrontational way, is in reality, a significant positive outcome, but it is not possible at present to capture this via the MI.

Young Person Questionnaire

- 6.13 The Young Person Questionnaire (see Appendix II) was distributed between March and April 2005 to PAYP key workers in CRG’s sample areas¹⁶. Key workers were asked to distribute the questionnaires directly to key worked young people, rather than use a postal survey, in order to try and maximise the response rate from young people. In total 1,300 questionnaires were distributed to PAYP key workers by CRG, resulting in a 20.5% response rate. We believe this to be successful as it would be the norm for a postal survey to see a return rate of between 10-12%. In truth this figure is likely to be slightly misrepresentative as in some cases more questionnaires were sent out than needed, to allow for the ‘just in case’ factor. There were several areas that failed to return any questionnaires while others returned almost all their questionnaires¹⁷.

¹⁶ Six sample areas were not sent questionnaires as they had reported at the time of distribution they did not have any key worked young people on their caseloads.

¹⁷ Several questionnaires were returned with the “Young Person ID” incorrectly filled in or missing, making it impossible to record from which LDA the questionnaire was from. It is possible therefore that LDAs which were recorded as non-returns may in fact have done so.

- 6.14 The majority of the young people that completed the questionnaire were aged 13-16 years (63.3%), 8-12 year olds accounting for approximately a fifth of respondents (22.1%), and the remaining 10% were made up of 17-19 year olds. Two young people outside PAYP's stated age range of 8-19 years were also noted, one young person aged under 8 years and another young person aged over 19 years. The gender split of the respondents was approximately 2:1 in favour of males which is typical of the gender breakdown recorded on the PAYP MI¹⁸.
- 6.15 Analysis of the ethnicity of the respondents found that 'White - British' was the most common ethnic group (87%), the next largest group were 'Black Caribbean' (3.1%). The lowest response rate was jointly from 'Mixed - Other' and 'Asian - Other' both at 0.4%. Analysis of the MI data¹⁹ shows that more than half of the young people participating in PAYP are 'White - British' (53.5%), and it is possible that the poor response rate from LDAs with higher non-white populations has skewed the ethnicity distribution of the questionnaire in favour of participants classed as 'White - British'. Due to the poor return from BME participants the viewpoint of this group of young people is under-represented within the questionnaire responses, and as such the responses from the questionnaire can not be considered truly representative of all young people on PAYP. There is unsurprisingly a degree of variation between regions, with GO Region 3 showing the lowest proportion of 'White - British' (25.9%) and the GO Region 4 showing the highest (88.1%). The difference in ethnicity proportions across the regions does not necessarily imply any specific targeting or recruitment policies, but is most likely a reflection of the demographics of each region. Despite this, ethnicity may have an impact upon the delivery of PAYP, as cultural considerations may mandate that activities are divided based upon gender, or ethnicity, particularly in more cosmopolitan areas e.g. in one LDA area parents were unwilling to let their daughters participate in activities with boys, requiring the LDA to provide separate activities for girls, incurring additional costs.
- 6.16 Nearly all the young people surveyed responded that they had taken part in holiday time activities (92.2%). The most common activity type participated in was "Sports" (71.3%), closely followed by "Day Trips" (67.9%), with "Catering" and "IT" the least common (9.6% respectively). The respondents rated the PAYP activities that they had been involved in very highly, with over 94% rating the activities as "Good" or "Very Good". This figure should provide a huge boost for those involved in organising and delivering activities and again demonstrates the hard work that has gone into devising and running engaging activity programmes.

¹⁸ See Table 18: Summary of Age (5 April 2004 - 6 June 2005), in Appendix I: Tables.

¹⁹ See Table 26: Participants' Ethnicity by GO Region as Percentage (5 April 2004 - 6 June 2005), in Appendix I: Tables

- 6.17 Contact with key workers was frequent on the whole with nearly half (49.6%) reporting they saw their key worker every week. Only 6.2% reported that they “Almost never” had contact with their key worker. Weekly contact with a key worker is a valuable statistic as comparable data is not available via the MIS.
- 6.18 The majority of the young people surveyed reported a positive outcome when asked what they were doing at the moment (93.9%), with “In school” the most common (78.9%). Of the negative situations, the most common response was “Not doing anything” (5.7%). This data correlates largely with that available on the MIS and sends a very positive message that the young people participating in the programme, if targeted appropriately, are engaging in mainstream education.
- 6.19 The level of participation of the young people in PAYP was assessed through two questions, whether the young person had been involved in deciding what activities are put on, and whether the young person had been involved in organising activities. The survey found that 41.4% of the young people had been involved in deciding what activities were put on, and 28.7% had been involved in organising activities.
- 6.20 The impact of PAYP on a range of issues such as confidence, social skills, attendance at school and relationships with adults was assessed through the series of questions presented in Table 11 below.

Table 11: When thinking about the good things that come out of the Positive Activities Programme

	Not like me	A bit like me	A lot like me	Just like me	Total
Some young people have learnt new skills	6.1%	18.0%	28.0%	47.9%	100.0%
Some young people have made new friends	6.9%	21.4%	24.0%	47.7%	100.0%
Some young people have got on better with adults	8.8%	21.1%	26.8%	43.3%	100.0%
Some young people feel better about themselves	7.2%	30.0%	26.2%	36.5%	100.0%
Some young people have got new interests	13.1%	24.7%	26.6%	35.5%	100.0%
Some young people have more confidence	7.6%	31.2%	24.7%	36.5%	100.0%
Some young people have taken part in educational activities	17.8%	25.5%	18.1%	38.6%	100.0%
Some young people are attending school or college more often	31.0%	15.3%	18.4%	35.3%	100.0%

Some young people are less likely to get into trouble	18.8%	29.6%	20.8%	30.8%	100.0%
Some young people are getting involved in activities outside PAYP	27.7%	23.1%	14.6%	34.6%	100.0%
Some young people have joined sports clubs or art clubs or projects	42.9%	15.9%	9.9%	31.3%	100.0%

I get on better with adults and young people. I have gained confidence in communicating with adults and other young people.

6.21 The young people reported a number of positive outcomes or “good things” as a result of participating in PAYP. Table 11 shows that learning new skills was the most reported “good thing”, with 75.9% reporting that the outcome was either “A lot like me” or “Just like me”. The next highest “good thing” was making new friends (71.8%), and then getting on better with adults (70.1%). The outcome with the lowest score was join sports clubs or art clubs or projects, this potentially could be an area of concern as it may be indicative of a failure to encourage young people to engage with mainstream providers once PAYP has finished.

6.22 The impact of PAYP upon participating young peoples’ attitudes towards education were explored in the questionnaire. Table 12 below provides a summary of their responses.

Table 12: When thinking about school or college

	Not like me	A bit like me	A lot like me	Just like me	Total
Some young people enjoy learning	35.5%	29.0%	12.0%	23.6%	100.0%
Some young people don't like school or college	28.1%	25.0%	13.3%	33.6%	100.0%
Some young people get on well with their teachers	36.9%	31.4%	15.3%	16.5%	100.0%
Some young people find school or college really easy	31.2%	37.9%	14.2%	16.6%	100.0%
Some young people attend almost all the time	16.2%	22.5%	24.5%	36.8%	100.0%
Some young people need help reading and writing	55.0%	17.4%	9.7%	17.8%	100.0%
Some young people think learning is boring	25.1%	29.8%	11.8%	33.3%	100.0%
Some young people get into trouble at school	20.1%	31.5%	16.1%	32.3%	100.0%

- 6.23 The survey found that attitudes to education were not generally positive, only 35.6% responded that they enjoyed learning, while nearly half (46.9%) stated they didn't like school or college. Relationships with teachers were also poor, with less than a third (31.8%) stating they got on well with their teachers.
- 6.24 Two thirds (69.2%) of the young people did not find school or college easy, with over a quarter (27.5%) stating they needed help reading and writing, reported attendance was high among the young people surveyed (61.3%). School and college was seen as boring by just under half the young people (45.1%), with roughly half of the young people reporting they get into trouble at school (48.4%).
- 6.25 The evaluation will be keen to monitor any shifts in attitudes towards education as the programme develops in the third year.
- 6.26 Question 14 of the Young Person's Questionnaire covered young peoples' attitudes to life outside school, exploring risk factors such as peer pressure, exposure to alcohol and drugs. Responses are summarised in Table 13 below.

Table 13: When thinking about life outside school

	Not like me	A bit like me	A lot like me	Just like me	Total
Some young people get bored easily	24.7%	22.0%	12.0%	41.3%	100.0%
Some young people just hang around the streets	27.0%	18.8%	11.3%	43.0%	100.0%
Some young people get into trouble quite a lot	33.7%	27.5%	11.8%	27.1%	100.0%
Some young people have friends who get into trouble	19.5%	16.7%	18.7%	45.1%	100.0%
Some young people like to drink alcohol	45.9%	20.3%	10.6%	23.2%	100.0%
Some young people take drugs	79.4%	11.3%	3.2%	6.1%	100.0%
Some young people have friends that take drugs	49.8%	18.2%	7.7%	24.3%	100.0%

- 6.27 Over half the young people surveyed reported that they get bored easily (53.3%) and "just hang around the streets" (54.3%). Approximately a third of the young people (38.9%) stated that they got into trouble, with nearly two thirds of the young people (63.8%), indicating that they had friends who get into trouble.
- 6.28 Attitudes to alcohol and drugs among the young people surveyed were generally positive in that only a third of young people (33.7%) reporting they like to drink alcohol, and less than a tenth (9.3%) taking drugs. Analysis of

these risk factors by age found a clear difference between the age groups, with the numbers of young people using drugs and alcohol increasing with age. Analysis by gender found no difference between genders on use of drugs, but did find a difference on alcohol use, with more females reporting they used alcohol than males.

- 6.29 As with attitudes to education, we will be keen to track these young people in order to assess any shifts in their attitudes towards life outside of school in the third year of the programme.

Case Study 8

Three young men were referred from their school to PAYP as their behaviour in school was becoming increasingly difficult to handle. They were truanting fairly regularly, challenging staff, rarely doing what they were asked and had started to bully other children. Outside school the boys were bored and looking for things to entertain them. They were on the periphery of criminal activity in their pursuit of 'thrill seeking' behaviour.

The boys were given the opportunity to take part in a variety of sporting activities with a local provider. They were able to pursue sports that they had established interests in, as well as try activities that were new to them. Such was their enthusiasm that they attended frequently, got involved with whatever they could and even started to help out where possible. The skills they learnt engaging in sporting activities boosted their confidence and when back at school enabled them to command respect and attention for positive reasons rather than misbehaving. A couple of the boys had developed their football skills considerably and the provider linked them up with a local football team. Whilst playing for the local team one of the boys was spotted by a talent scout for a first division club and offered an opportunity to play. The others continue to play locally and are full time students in college doing 'A' levels.

Case Study 9

The young man in question had been referred to PAYP by the Education Welfare Officer because of self-esteem and behavioural problems at school. He was also known to Police Youth Affairs who 'rated' him as 'high priority' and on the verge of offending. He attended PAYP during half term and took part in both in a number of activities including, pond restoration/BBQ and snowboarding/tobogganing. The feedback from the providers to the Key Workers about the young man was *"he's been brilliant, polite and friendly"*. This concurred with the Key Workers own assessments as the young man had really engaged and worked hard. The young man reported to his Key Worker that he felt he had derived significant benefit from his involvement in PAYP and asked to be included next time. In order to maintain the momentum, the Key Worker contacted a local youth project that run projects and workshops on the boy's estate. Following his PAYP experience he was keen to get involved and do something productive rather than *"keep hanging round the estate"*.

Case Study 10

A young person was referred to the PAYP programme by the Youth Offending Team. He was on a twelve month order, was tagged and said to his Key Worker that the combined work of PAYP and the YOT team was his “*last chance saloon*”. Despite being at school he was finding it extremely difficult to engage and was truanting frequently. He was spending more and more time hanging around the streets where he lived with a group of young people who frequently got into trouble. He was aware that he needed some help to move his life in a new direction as he felt unable to do this himself. In liaison with his Key Worker and activity provider he expressed an interest in cars and motor vehicle work. He was invited to attend activities based around motor vehicle mechanics and attended fully for 8 PAYP sessions (40 hours). Since his involvement in PAYP, the young man has had ongoing support from both his YOT worker and the PAYP and Connexions teams working in partnership. His progress has been significant; he has started a part time job at a local hotel to help pay his fines; he is volunteering at the local lifeboat station; and he is attending school fully and entertaining the career aspirations of joining the RAF as a mechanic.

Partnership Working

- 6.30 As discussed throughout the report there is undoubtedly an increase in partnership working across the country. There are numerous examples of good practice where a facilitated multi-agency approach is impacting not only on the young people involved but also on the abilities of the organisations and agencies involved to develop and diversify their service. Conversely, there are also examples where partners are not adequately informed and their contribution is somewhat superficial. The problem facing the evaluation team is obtaining anything other than anecdotal data when investigating the impact of PAYP on partner agencies. Increasingly, however, local PAYP teams and partners report a secondary gain in that programme has facilitated partnership working practices between agencies activities and issues not related to PAYP.
- 6.31 In one area within the sample the PAYP team are located in the same building as the majority of other young people focused projects and initiatives within the area. A common referral form is used by all agencies and projects and frequent meetings and discussions within the building ensure that there is an on-going flow of communication between the different projects and initiatives.
- 6.32 There is increasing evidence that PAYP funding is used to generate larger pots of money or support in kind. Some areas are using PAYP funds for match funding for courses and other activities. As one area reported, “We try to use PAYP funding to piggy-back on the existing provision and use staff already known to the young people to provide continuity. I’m constantly seeking new ways to stretch funds and lever in extra funding. I call on my

contacts in social services, youth services and the YOS very effectively to call in 'favours' when I can".

- 6.33 The Regional DCMS co-ordinators have also contributed to the leverage of additional funding through partnership working. The placement of the Regional DCMS co-ordinators within the Government Offices has meant that they are often members of other regional planning or strategy groups, and are able to advise GOs and LDAs of other funding opportunities that can be drawn upon by PAYP.
- 6.34 One LDA reported that PAYP was something of a lubricant to partnership working and opened the door to other initiatives. The interviewee commented that with such a large number of programmes available from a diverse range of agencies, organisations and institutions, close liaison proved vital as a means of educating each other and working out how best partners and funding streams can complement one another.

Case Study 11

A young person had been increasingly in trouble for petty crime, truanting and behavioural difficulties. The family background was fractured and the young person lived with their father during holidays. Following referral, the young person was 'plugged into' a number of PAYP activities. The Key Worker liaised closely with the YOT worker and the young persons family to help overcome the evident behavioural problems. The young person began to re-engage with school after their third involvement in PAYP holiday activities. The partnership working between YOT, PAYP Key Worker and the young persons family was successful and the YOT worker ceased working with the young person after 6 months involvement in PAYP. The Key Worker kept the YOT worker up to date with progress and the young person was introduced to youth service activities during term time. The overall outcome is extremely positive, the young person is no longer listed with YOT and is fully engaged in school. The YOT reported that PAYP and the on-going support helped this young person to stay out of trouble and engage in school with a positive attitude to his future. The young persons father concurred with this view stating that PAYP had helped turn his life around.

Community Cohesion

- 6.35 There is some evidence of increased community cohesion following PAYP examples. However, they tend to be specific examples of activities that have taken place rather than a more global theme. There is increasing evidence that community cohesion is being addressed in two ways. First, in areas demonstrating a diverse ethnic or racial make-up, project teams are working hard to include activities that directly bring together young people from different communities and different racial backgrounds. This is having significant effects on breaking down barriers that would otherwise remain. In

areas with a predominately white British population, project teams are looking include activities with a community focus in order to effect a change in perceptions about local young people and generate a greater sense of community.

Case Study 12

This small northern town has a large elderly population and a number of councils and groups, such as the Town Council, Parish Council and local Cricket Club, who take an active part in the running of the town. However, until the introduction of PAYP money there was little or no recognition by these groups that something needed to be done to address the social problems of the young people living in the surrounding area. Significant complaints were directed towards the local police about young people and nuisance behaviour. With little to engage young people, police merely moved the young people from one location to another.

Good partnership working practices were already in place between local agencies. In collaboration young people the group recognised that they could deliver a residential programme using PAYP money, which would enable them to target the group of young people they most wanted to reach, raise the profile of issues facing young people to the attention of the local community groups, and actively encourage the young people to interact with their local community. The residential programme was designed to help develop self-esteem, highlight the need for social responsibility and to build relationships with the youth workers and the other agencies. Following the programme the young people formed their own group with the support of the youth workers and local police and they have been actively involved in planning and organising fundraising events for another PAYP residential in Spring 2005. Perhaps most impressively is the response of the local community to the young people since the PAYP residential and the active involvement of the young people in their local community. Examples included, a rural youth conference, bag packing, and young people have accompanied youth workers to Town Council meetings to talk about the youth Provisions Committee.

The PAYP team are conscious that it is their responsibility to act as 'ambassadors' for the young people within the local area, and they have worked hard to get the local community groups on board. They have forged links with the Town Council and County Council and they are looking into the possibility of using council buildings to 'house' youth projects within the town. Furthermore, the Town Council is looking to develop a Youth Provision Committee in the very near future.

Case Study 13

In an effort to promote community cohesion and healthy eating, a PAYP activity was organised in one area that brought together groups of young people from different parts of the city with different ethnic backgrounds. The local health authority was asked to run the programme to ensure a high quality learning outcomes for the young people involved. Before the activity started all participants were engaged in personal development work with Key Workers where ground rules for the activity were discussed as well as issues relating to meeting new people and working with people. Many of the young people involved infrequently met new people and reported having a select few friends. Meeting and working with others was deemed to be a major obstacle. Following training the young people took part in a “*Can’t Cook Won’t Cook*” style event with the young people being divided into two teams. The event was a real success and helped to break down barriers that would otherwise exist.

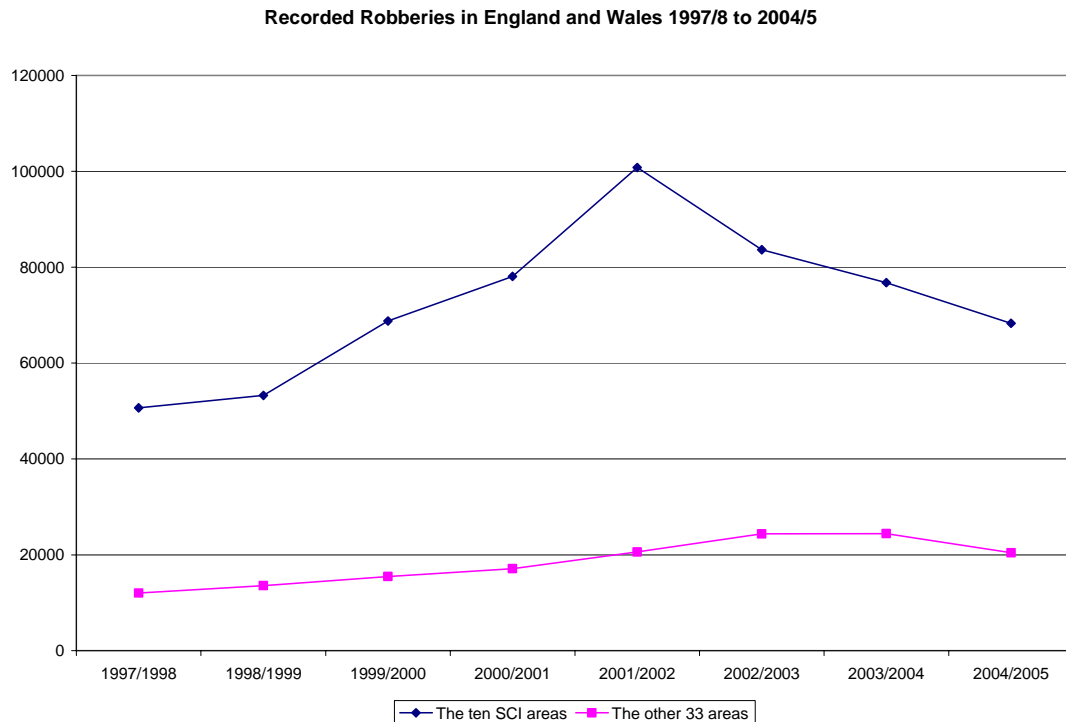
7. Crime

- 7.1 One of the main aims of the Positive Actions for Young People (PAYP) programme was to reduce crime and anti-social behaviour by young people both in the short term and the long term. To assess whether PAYP achieved these aims, it is not enough simply to compare the outcomes after the introduction of PAYP with the outcomes which were achieved beforehand. To begin with, PAYP was only one of a raft of measures which were in place at the time, all of which had similar aims, and it would be very hard to disentangle the separate effects of these different measures. Also, unless we had some way of knowing how outcomes would have changed in the absence of these various measures, we can't even be certain that collectively they had an impact on outcomes.
- 7.2 There are two main ways to estimate how outcomes would have changed in the absence of PAYP. The first would be to implement PAYP as part of a randomised experiment. This was not done. The second would be to compare outcomes in areas with and without PAYP after making statistical adjustments to render the respective areas comparable. As PAYP (in common with some of the other measures) was introduced nationally, such a comparison was also not possible. The only analysis which has been possible has been to look at how outcomes changed from before to after the introduction of PAYP and we have to recognise that this cannot show whether PAYP had any impact.
- 7.3 There are two main sources of crime outcome data. In the first place there is recorded crime and the main categories of recorded crime of interest in this context would be robbery, burglary and vehicle crime. Recorded crime provides an incomplete measure of crime, as people may not report crimes for a variety of reasons, and so not all crimes which are committed are reported and recorded. In addition, children may not always recognise that a crime has been committed. For example, if they have things taken from them by other children, they may see this as an extension of bullying behaviour, rather than as a robbery, and hence not report the incident. On the other hand, some people may falsely report that a crime has been committed.
- 7.4 The other main source of crime outcome data is surveys of victims and offenders. There are some doubts as to how reliable and complete these self-reports are but it is generally acknowledged that they provide a fuller account of certain types of crime than does recorded crime. Randomly chosen members of the public are, in effect, asked what crimes they have been victim of and/or what crimes they have committed themselves.

Recorded Robbery

- 7.5 Between 1999/2000 and 2001/2, the numbers of recorded robberies in England and Wales rose by over 44%²⁰. One of the main reasons which has been cited for this alarming increase was a sharp rise in youth on youth offending, with the theft of mobile phones, which were just emerging as a very desirable commodity for young people, playing a significant part in this (Curran et al, 2005). The main reasons why robbery was attractive to young people (and particularly young males) was to provide some excitement (as an antidote to boredom), to demonstrate bravado and enhance 'street cred', and to acquire highly desirable goods, such as the latest mobile phones, lap-top computers, or trainers (or the money to buy these), through taking them from others, either to use or to sell on (Tilley et al, 2005). Most of the robberies carried out by young people were on other young people (although students, office workers, and other people were also targeted), and most of the young people who were robbed were robbed by other young people (Smith, 2003).
- 7.6 It was noted that over 80% of recorded robberies were carried out in just 10 of the 43 police forces in England and Wales, and mostly occurred in big cities or towns, and so in April 2002 a major initiative (called "The Street Crime Initiative") was launched in these ten force areas to try to reverse the sharply upward trend. The initiative encompassed a very wide range of different activities aimed at reducing robbery, and the Home Office, the Dfee, Police Forces, the Courts, Local Authorities and many other agencies were all closely involved. Some of the activities had wider aims than just reducing robbery, and received some of their funding from other funding streams, but all were intended to make some contribution to reversing the trend in robberies. An example of activities having wider aims were the various diversionary schemes for young people which were launched. It was thought that to combat the boredom amongst young people, and break up the gangs hanging around in streets, might have a number of positive benefits, including diverting young people from criminal pathways, and so a succession of major initiatives were launched to this end, the most recent being the PAYP scheme, which was rolled out nationally.
- 7.7 The graph below compares recorded robbery in the ten areas with recorded robbery in the other 33 areas of England and Wales.

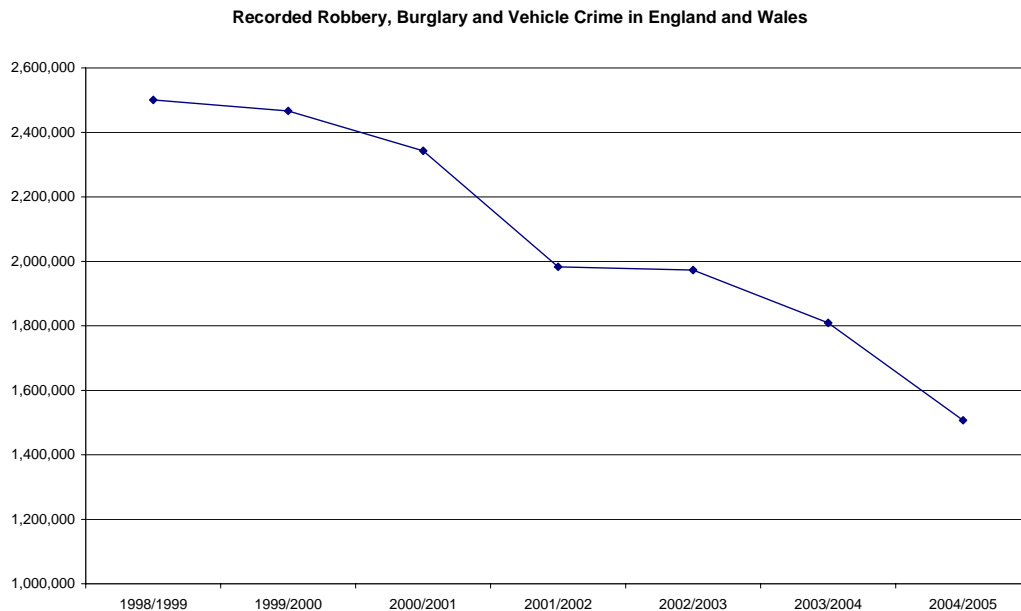
²⁰ The Crime and Disorder Act 1998 came into effect in 1999 with the effect that more young people were processed/reported which is thought also to be a contributory factor to the increase in recorded robberies.



- 7.8 Whilst the trend in the ‘low robbery’ areas continued steadily upwards for the first two years of the initiative, the trend in the ten ‘high robbery’ areas was dramatically reversed. A study by Marie and Machin (2005) carried out the necessary statistical adjustments and showed that the measures adopted in the ten areas had had a real impact on robbery rates. They also concluded that there was no evidence of displacement of robberies either to adjacent areas or to other crime types.
- 7.9 Data on the age of offenders (e.g. from victim reports) tend to be unreliable and are not usually collated, but if a suspect were arrested, charged or convicted then the age of the suspect becomes known accurately. In fact, the proportion of those people arrested for robbery in the ten areas who were juveniles increased over this period but only slightly, and so we can reasonably infer that robberies by juveniles were markedly reduced within the ten areas. Unfortunately, since the basis of the Machin and Marie results was a comparison of SCI and non-SCI areas, this does not really provide any support for there being an impact of PAYP, since this was running in both SCI and non-SCI areas.
- 7.10 The lessons learnt from the Street Crime Initiative have now been published (Tilley et al, op cit) and made available to all force areas and it is hoped this will have some impact in these other areas in due course. The recent drop in robberies in the other 33 areas may possibly indicate that initiatives such as this publication and the national roll out of PAYP are having such an impact.

Recorded Robbery, Burglary and Vehicle Crime

- 7.11 The chart below shows that there was a fall in the total number of recorded crimes of Robbery, Burglary and Vehicle Crime between 2001/2 and 2004/5.



Self reported crime by young people

- 7.12 The 2003 Offending Crime and Justice Survey estimated that there were 1.4m young people aged 10-17 who were active offenders (i.e. people who had committed burglary, robbery, vehicle crime, other theft, criminal damage, assault or drug related offences in the last 12 months). Taking account of gender and age, the highest rate of self reported offending was among boys aged 14-17: four in ten of whom were active offenders. Young males were also the most likely to be serious or prolific offenders. Around a quarter of males aged 14-17 were so classified as well as 13% of females of that age. This was the first Offending Crime and Justice Survey to be carried out and unfortunately the crimes covered in the 1998/1999 Youth Lifestyles Survey did not match the ones in this survey sufficiently closely to allow a comparison. The results of the 2004 Offending Crime and Justice Survey are not yet published.

I think PAYP has helped a lot and I think it can help other people that have been in trouble. If I wasn't on the programme I would be wandering the streets, in bed or watching telly.

- 7.13 Although it is not possible to disentangle the impact of PAYP from the range of interventions aimed at reducing crime, a body of anecdotal evidence from

key workers, parents/communities, and comments made by the young people themselves, would suggest that PAYP is having a positive impact on crime.

- 7.14 Discussion with Key workers and Activity Providers have highlighted numerous cases of feedback from the local community regarding the impact of PAYP e.g. local shopkeepers in one PAYP area were keen to know when PAYP activities were being run, as when PAYP activities were operating the shopkeepers had noticed less young people hanging around the local shops causing a nuisance.
- 7.15 By linking up with local community wardens a PAYP programme in the North West was able to change the perception of the community wardens among young people on the estate. Prior to PAYP the relationship was an antagonistic one, but this was developed into a more positive relationship on both sides. By linking into PAYP the community wardens were able to refer young people onto PAYP activities, which offered them a positive alternative to just moving young people along whenever they were called to deal with young people hanging around. As the relationship between the young people and the community wardens improved a side benefit was seen in that it helped alert the community wardens to the fact that reports from local residents of nuisance behaviour by young people on the estate could not always be accepted at face value e.g. a resident phoned the community wardens that a particular group of young people were causing a nuisance outside their home, but in actual fact the young people being complained about were with the community warden at the time of the complaint.
- 7.16 Young people themselves frequently comment that if they were not participating in PAYP they would either get into trouble, or just hang around the streets. The value of getting young people off the streets and onto activities should not be dismissed, as much of young people's behaviour i.e. hanging around street corners, is not actually a crime, but does contribute significantly to people's fear of crime, a fear of crime which recent crime statistics would suggest is out of proportion to the actual risk of being a victim of crime.

Summary

- 7.17 In summary, there have been marked reductions in crime since PAYP was launched in 2001 but it is not possible to say whether PAYP contributed to this by meeting its objective of reducing crime and anti-social behaviour amongst young people. The 2003 Offending Crime and Justice Survey found that around 1.4m young people aged 10-17 had committed crimes in the last year and that around a quarter of males aged 14-17 were persistent offenders.

8. Management of the Programme

National Picture

- 8.1 The second year of the programme has seen dramatic improvements in the management and delivery of the programme across the country. The multi-faceted nature of PAYP with its different funding streams, multiple objectives, and reliance on effective partnership working, has taken some time to 'bed-in'. However, evidence would suggest that changes in communication and related strategies have improved overall levels of understanding resulting in improvements in the delivery and implementation at all levels.
- 8.2 During the first year of the programme there were a number of problems experienced in managing the programme, which were identified as part of the evaluation. Year 2 has seen a number of structural changes to the programme management and associated systems which have had a positive impact on the delivery of the programme. There are no longer "*conflicting messages*" and there seems to be a clarity of understanding that guidance and communications come from DfES.
- 8.3 The clarification of the contract management role of regional managers during the second year, along with additional support internally, has helped to focus the approach. Performance reviews have taken place which some GOs have valued, while others have suggested that it is difficult to justify the scale of the operation when looking at the funding available through PAYP. The exercise has arguably been useful for the DfES who now have a much clearer picture of what is working and where the problems lie. They feel that a stronger partnership approach is evident between themselves and the GOs which can only assist with the effective delivery and implementation of the programme.
- 8.4 Some questions still remain as to the efficacy of communications with some suggesting that a more explicit framework needs to be implemented to ensure all parties are kept informed of progress and developments in a timely manner. The work of the communications sub-group has helped address some of the internal communication issues, however, the impact of such work often takes a little longer to come to fruition.
- 8.5 A crucial issue that now faces the management team is the development of a suitable and effective exit strategy. There has been a significant quantity of good work in the field building partnerships and delivering programmes that impact on young peoples' lives. However, without an appropriate exit

strategy that leaves something in place when the programme ends there is the risk that this good work will be lost.

Local Picture

- 8.6 The second half of year two has seen positive moves towards clarifying the objectives for PAYP and simplifying structures to enable more efficient delivery and implementation. At the outset of the programme a number of problems were present due to misunderstandings about objectives - specifically targeting and referral issues - communications more widely, and overly complex supply-chains. Some of the problems that were evident in the first year are still present to some extent this year; however, it should be borne in mind that identifying problems and implementing solutions that are effective takes significant time.
- 8.7 There is still work to be done as there is still some evidence that long 'supply-chains' can be overly complex and difficult to manage. They can result in excessive bureaucracy, mixed messages being communicated, overly complicated or poorly understood reporting structures, and a lack of clarity surrounding roles and levels of involvement and responsibility. This can impact negatively on the provision for young people and the quality and quantity of data to evidence outcomes and effective targeting. Shorter supply-chains enable GOs to maintain a complete understanding and tighter grip on procedures and activities in the field. Data collection and management is better and effective targeting is more evident. PAYP is most successful where key individuals take ownership of the programme and implement it with drive and vigour.
- 8.8 Despite the improvements that are evident this year, there remain areas where implementation is ineffective and the programme objectives are not met. The case study below highlights one area within the project sample that is not performing.

Case Study 14

The problems associated with delivery of PAYP via a long supply-chain can be highlighted in one area, where PAYP is targeted at young people on a local estate.

In this particular case, the LDA employs a service provider to oversee PAYP activities, and who subsequently holds a service agreement with a separate activity provider. The activity provider is an educational establishment and is overseen by a District Community Tutor. In this capacity, PAYP is run in a purely educational context and key workers only receive support and facilities during school hours and school term-time. Moreover, the activity provider has excluded a number of young people from the programme for being too disruptive and therefore, PAYP is not addressing the needs of those young people that require it the most.

This convoluted and rigid approach to delivering PAYP has meant that the local key workers have great difficulties in supporting the young people on the estate and little scope for building partnerships with local providers. There is also little in the way of strategies to re-introduce the young people back into mainstream education or work.

9. Conclusions and Next Steps

Conclusions

- 9.1 This report presents the findings at the end of the second year of the PAYP programme. In conclusion we would like to revisit the PAYP objectives and make a judgment as to the extent to which each objective is being met at this stage of the evaluation.
- *Reduce crime and anti-social behaviour in the short and long term.* Anecdotal evidence suggests that PAYP is having a positive impact and helping prevent and reduce anti-social behaviour and crime. Both the MIS and data from the young peoples' questionnaire reveal that the vast majority of young people have a positive outcome, usually in the form of engaging with full time education. However, an analysis of crime and truancy statistics, as well as some data on 'tracked' young people in the longer term will be necessary to provide a clearer picture. Areas that report a positive impact on crime and anti-social behaviour tend to be those that are working closely with YOT teams, youth service and other partners to deliver a 'seamless' multi-agency approach that caters for the multitude of needs that many young people present. The evaluation team will be keen to track the attitudes of young people in the longer term especially in relation to education and life outside of school. Despite there being no exact correlation between attitudes and behaviour, any shift in attitudes as recorded through the questionnaire will prove very interesting.
 - *Support children and young people back into education or training and help them stay there.* The MIS and young peoples' questionnaire data suggest that this objective is being met at this stage of the programme. There is a clear recognition that PAYP forms one piece of the puzzle in effecting changes in young people and facilitating a re-engagement in education or training and a move away from crime and disorder. There is also recognition that many young people may have been in full time education when commencing the programme. However, PAYP is in many senses preventative and in the absence of baseline data the outcome data and questionnaire data should suffice in judging results against outcomes. As above a multi-agency approach that involves YOT, Connexions, youth services, police, schools and other agencies appears to be working well to re-engage young people and offer them opportunities that they would not otherwise be aware of.

- *Give young people opportunities for personal development including the development of self-discipline, self-respect and self-confidence enabling them to communicate more effectively with a range of people and work successfully in a team:* Again, questionnaire data reflects very positively on this objective and reveals that young people are developing self confidence, new skills as well as friendships and relationships with adults. There has undoubtedly been a more systematic approach taken to selecting and procuring provision that has a developmental approach. Some areas are building personal development elements into activities and using action plans and personal development plans to monitor and chart progress and 'distance travelled'. A growing number of PAYP teams are looking to procure accredited training that is educational or developmental in nature. Only a small percentage of the project sample areas still voice concerns that provision remains purely diversionary.
- *Ensure that children are supported as they move from primary to secondary school.* Data from the MIS would suggest that there have been significant improvements in offering key working and activities to young people. However, only 40% of areas in the project sample report offering key working to the 8-12 age group, with a slightly larger percentage offering activities. Areas where projects are managed and delivered by Connexions and youth Services have experienced problems because their usual remit is dealing with older children. Other areas have reported experienced problems in procuring appropriate provision for the younger children. In light of this, it would appear that there are certain pockets of the country with a heavy focus on the 8-12 year olds, however, this is not the case across the country as a whole.
- *Provide access to quality arts, sports and cultural activities, and allowing those with an interest and/or talent in any area to continue after the programme has ended:* There is little doubt that an increasingly wide range of activities are available to young people. Sports activities remain the most popular, and anecdotal evidence suggests that some young people are pursuing interests in sports, media and music after involvement in PAYP. However, arguments that the quality of provision in some areas is not as high as it could be may well be credible in relation to arts provision. Some areas, however, argue that arts provision is either not available to young people or too costly, while others stress the need to ensure that provision is young people led, which often means that arts projects tend to be music technology focused. There are, we suspect, further opportunities for local projects to work closer with organisations within the arts and culture sector to 'lever' additional funds and high quality provision.

- *Bring together young people from different geographical and ethnic communities to help break down prejudice and misunderstanding.* The qualitative data would suggest that many areas are making considerable efforts to help break down prejudice and misunderstanding not only between those of different ethnic backgrounds, but also those from different communities or towns. However, we believe there is a clear need to promote and disseminate the good practice that is evident in some areas of the country.
- *Encourage young people to contribute to their communities through volunteering and active citizenship.* There is some qualitative evidence that volunteering and active citizenship is pursued. The MIS reveals that, of all final outcomes just under 1% are 'Regular Volunteering'. In total there are 2,561 (2%) number of 'Regular Volunteering' outcomes recorded. Drawing conclusions from this data is problematic, however, the existence suggest that there are some attempts at meeting this objective. Fieldwork would suggest that volunteering and active citizenship are secondary gains where the primary focus on re-engaging in education and training and deterring from involvement in anti-social behaviour or crime. The evaluation team would welcome further guidance on how best to assess the extent to which this objective is met as the programme enters the third year of operation.

Next Steps

- 9.2 In light of the findings from year 2 CRG propose the following work plan for year 3:

Young Person Questionnaire

- 9.3 As noted earlier, the intention for the Young Person Questionnaire has always been to collect data at a number of discrete points within the PAYP programme, to facilitate the tracking of attitudinal changes in the young people participating. At present only one tranche of data has been collated, we therefore propose to distribute the questionnaire three more times during Year 3 - end of the Summer 2005 PAYP activity period, Christmas 2005, and Easter 2006 - to build on the data already collected and monitor for any changes in responses from the young people participating.

National Level

- 9.4 A further round of face-to-face interviews with national stakeholders to be conducted in July 2005 and March 2006. These interviews will explore the

stakeholders' perceptions of the impact of PAYP, both in the context of policy and processes, and the wider impact upon young people themselves.

Regional Level

- 9.5 A series of face-to-face interviews with Regional PAYP Managers to be conducted during July 2005, November 2005, and March 2006. The interviews will focus on the management of PAYP at regional level, and explore lessons learnt from the delivery of the PAYP programme.

Local Level

- 9.6 At the local level a combination of face-to-face and telephone interviews will be conducted with:

- LDA Programme Managers - Face-to-face interviews, July 2005, November 2005, and March 2006;
- Key workers - Face-to-face interviews, August 2005 and March 2006;
- Activity providers - Face-to-face interviews, August 2005 and March 2006;
- Local stakeholders - Telephone interviews, October 2005 and February 2006.

- 9.7 Further to the local data collected above, CRG propose to interview 21 young people, one from each LDA, to produce in depth case studies that, while providing detailed information on the process and impact of PAYP on the young person, will also offer a young person's perspective on PAYP. Identification of suitable young people by key workers and LDAs for this element will be crucial, as receipt of appropriate background information on the young person prior to the interview and the co-operation of the young person will be essential. The proposed case studies are intended to provide examples of the range of positive outcomes achieved by the young people that have participated in PAYP (e.g. addressing health issues, improvements in self-esteem and social skills, support back into education or employment, and changes in offending behaviour), as such concerns over possible selection bias by the LDAs are not considered to be an issue.

MI and Secondary Data

- 9.8 CRG will continue to review the MI data at regular intervals during Year 3. Collection of secondary data on crime and exclusion/unauthorised absences will continue in conjunction with local perspectives on crime from gathered by interviews with local stakeholders in order to facilitate a triangulation approach to measuring the impact of PAYP on crime and exclusion/unauthorised absences.

- 9.9 We welcome further discussion with the DfES management team and the OMG to ensure all relevant areas are covered and investigated.

Appendix I: Tables

Table 14: Participants' Referral Method by GO Region (5 April 2004 - 6 June 2005)

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
ASBO Team	2	9	56	7	4	51		3	216	348
BIP / BEST Team	566	318	675	245	75	45	5	248	277	2,454
Careers	28	10	492	103	42	26	33	49	31	814
Children's Fund	22	60	237	128	20	238	33	115	21	874
College / University	2		10			1			1	14
CXP	1,912	188	1,143	690	1,222	444	947	3,976	164	10,686
DAAT	2	1	9	117	6	11	1	10	13	170
EWO	36	10	206	83	306	86	66	94	66	953
Health	23	48	91	80	34	23	7	12	21	339
Homeless Agencies	34	19	18	12	98	5	7	3	110	306
Leaving Care	4	5	31	50	35	17	2	39	19	202
LEA	15	60	865	193	2,794	89	21	69	2,898	7,004
Not disclosed	5	58	1,299	529	1,861	36	92	567	1,618	6,065
NOF			1		1					2
Other	8	48	263	257	140	39	3	345	31	1,134
Police	34	52	558	83	182	62	55	420	61	1,507
Probation	3	23	62	11	6	4		2	4	115
Schools	542	386	4,243	1,535	1,409	675	253	1,163	790	10,996
Self Referral	3,134	1,130	6,324	2,234	13,533	616	134	1,796	2,807	31,708
Social Services	158	174	790	404	443	524	280	351	273	3,397
Training Provider	7	28	1							36
Youth Service	1,301	537	14,290	3,718	13,130	4,599	2,103	4,278	8,628	52,584
YIP / YISP	232	197	738	1,122	709	59	391	647	327	4,422
YOT	367	135	1,465	374	841	427	252	599	380	4,840
Total	8,430	3,475	33,894	11,976	36,891	8,077	4,685	14,786	18,756	140,970

Table 15: Participants' Referral Method by GO Region as Percentage (5 April 2004 - 6 June 2005)

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
ASBO Team	0.02%	0.26%	0.17%	0.06%	0.01%	0.63%	0.00%	0.02%	1.15%	0.25%
BIP / BEST Team	6.71%	9.15%	1.99%	2.05%	0.20%	0.56%	0.11%	1.68%	1.48%	1.74%
Careers	0.33%	0.29%	1.45%	0.86%	0.11%	0.32%	0.70%	0.33%	0.17%	0.58%
Children's Fund	0.26%	1.73%	0.70%	1.07%	0.05%	2.95%	0.70%	0.78%	0.11%	0.62%
College / University	0.02%	0.00%	0.03%	0.00%	0.00%	0.01%	0.00%	0.00%	0.01%	0.01%
CXP	22.68%	5.41%	3.37%	5.76%	3.31%	5.50%	20.21%	26.89%	0.87%	7.58%
DAAT	0.02%	0.03%	0.03%	0.98%	0.02%	0.14%	0.02%	0.07%	0.07%	0.12%
EWO	0.43%	0.29%	0.61%	0.69%	0.83%	1.06%	1.41%	0.64%	0.35%	0.68%
Health	0.27%	1.38%	0.27%	0.67%	0.09%	0.28%	0.15%	0.08%	0.11%	0.24%
Homeless Agencies	0.40%	0.55%	0.05%	0.10%	0.27%	0.06%	0.15%	0.02%	0.59%	0.22%
Leaving Care	0.05%	0.14%	0.09%	0.42%	0.09%	0.21%	0.04%	0.26%	0.10%	0.14%
LEA	0.18%	1.73%	2.55%	1.61%	7.57%	1.10%	0.45%	0.47%	15.45%	4.97%
Not disclosed	0.06%	1.67%	3.83%	4.42%	5.04%	0.45%	1.96%	3.83%	8.63%	4.30%
NOF	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other	0.09%	1.38%	0.78%	2.15%	0.38%	0.48%	0.06%	2.33%	0.17%	0.80%
Police	0.40%	1.50%	1.65%	0.69%	0.49%	0.77%	1.17%	2.84%	0.33%	1.07%
Probation	0.04%	0.66%	0.18%	0.09%	0.02%	0.05%	0.00%	0.01%	0.02%	0.08%
Schools	6.43%	11.11%	12.52%	12.82%	3.82%	8.36%	5.40%	7.87%	4.21%	7.80%
Self Referral	37.18%	32.52%	18.66%	18.65%	36.68%	7.63%	2.86%	12.15%	14.97%	22.49%
Social Services	1.87%	5.01%	2.33%	3.37%	1.20%	6.49%	5.98%	2.37%	1.46%	2.41%
Training Provider	0.00%	0.20%	0.08%	0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%
Youth Service	15.43%	15.45%	42.16%	31.05%	35.59%	56.94%	44.89%	28.93%	46.00%	37.30%
YIP / YISP	2.75%	5.67%	2.18%	9.37%	1.92%	0.73%	8.35%	4.38%	1.74%	3.14%
YOT	4.35%	3.88%	4.32%	3.12%	2.28%	5.29%	5.38%	4.05%	2.03%	3.43%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 16: At Risk Categories for Key worked young people (5 April 2004 - 6 June 2005)

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
Arrested 12 months	85	90	168	83	183	167	131	256	116	1,279
Asylum Seek / Ref	21	55	263	8	23	23	1	47	17	458
Care Leaver	41	17	77	38	36	23	9	60	26	327
Child Prot Register	28	28	115	39	29	65	31	33	63	431
Convicted 12 months	22	34	90	22	91	46	61	195	55	616
Engaged in YOT	159	129	614	192	495	341	224	288	224	2,666
Exclusion	205	70	677	256	497	272	200	185	307	2,669
Fixed term exclusion	16	36	58	16	96	68	44	32	12	378
In Care	60	36	74	39	93	118	26	95	73	614
Inv. neg peer group	1,726	558	4,065	1,790	1,454	1,161	349	2,726	1,191	15,020
Known offend not YJS	8	6	62	12	36	98	21	12	15	270
Learning Diff / Dis	343	119	573	380	219	311	105	223	231	2,504
Non Att / Early Leaver	92	34	361	116	206	120	59	82	98	1,168
Not Disclosed	90	24	87	92	133	107	144	138	204	1,019
Not Reg in School	69	29	240	170	249	165	12	79	158	1,171
Nuisance PAYP area	2,135	383	3,303	1,639	5,218	1,994	757	1,211	1,908	18,548
Nuisance/antisocial	963	152	798	691	391	675	442	770	499	5,381
Other referral	8	17	320	40	153	27	36	51	16	668
Permanent exclusion	24	9	112	52	340	42	37	40	20	676
Prev Custodial Sent.	6	5	21	6	25	7	5	5	15	95
Previous Convictions	36	10	129	17	53	59	42	74	45	465
Recvd YOT disposal	43	11	54	35	109	12	22	40	23	349
Referrals/contact ss	14	47	78	27	98	105	97	35	27	528
Remand to LEA Accom	0	0	3	0	2	1	2	1	1	10
Sib/Family offending	38	87	143	53	103	205	76	211	99	1,015
Statement of SEN	26	38	131	85	82	51	65	163	56	697
Subj. to care order	7	7	16	12	28	14	17	16	8	125
Substance Use	24	32	137	139	140	276	83	126	91	1,048
SS involvement siblings	9	20	21	9	42	53	23	7	12	196

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
Teenage Parent	11	8	86	26	17	12	3	13	8	184
Truant	128	108	377	142	268	282	194	234	212	1,945
Vol parental agreement	4	14	36	148	245	112	54	40	17	670
Young Carer	7	14	55	123	73	69	38	37	15	431
Geographically Targeted	3,587	541	3,070	1,575	2,094	1,347	1,119	1,094	1,221	15,648
Other	8	15	24	18	123	12	23	1	18	242
Not disclosed	26	11	100	71	240	69	134	33	139	823
Totals	10,069	2,794	16,538	8,161	13,684	8,509	4,686	8,653	7,240	80,334

Table 17: At Risk Categories for Key worked young people as Percentage (5 April 2004 - 6 June 2005)

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
Arrested 12 months	0.8%	3.2%	1.0%	1.0%	1.3%	2.0%	2.8%	3.0%	1.6%	1.6%
Asylum Seek / Ref	0.2%	2.0%	1.6%	0.1%	0.2%	0.3%	0.0%	0.5%	0.2%	0.6%
Care Leaver	0.4%	0.6%	0.5%	0.5%	0.3%	0.3%	0.2%	0.7%	0.4%	0.4%
Child Prot Register	0.3%	1.0%	0.7%	0.5%	0.2%	0.8%	0.7%	0.4%	0.9%	0.5%
Convicted 12 months	0.2%	1.2%	0.5%	0.3%	0.7%	0.5%	1.3%	2.3%	0.8%	0.8%
Engaged in YOT	1.6%	4.6%	3.7%	2.4%	3.6%	4.0%	4.8%	3.3%	3.1%	3.3%
Exclusion	2.0%	2.5%	4.1%	3.1%	3.6%	3.2%	4.3%	2.1%	4.2%	3.3%
Fixed term exclusion	0.2%	1.3%	0.4%	0.2%	0.7%	0.8%	0.9%	0.4%	0.2%	0.5%
In Care	0.6%	1.3%	0.4%	0.5%	0.7%	1.4%	0.6%	1.1%	1.0%	0.8%
Inv. neg peer group	17.1%	20.0%	24.6%	21.9%	10.6%	13.6%	7.4%	31.5%	16.5%	18.7%
Known offend not YJS	0.1%	0.2%	0.4%	0.1%	0.3%	1.2%	0.4%	0.1%	0.2%	0.3%
Learning Diff / Dis	3.4%	4.3%	3.5%	4.7%	1.6%	3.7%	2.2%	2.6%	3.2%	3.1%
Non Att / Early Leaver	0.9%	1.2%	2.2%	1.4%	1.5%	1.4%	1.3%	0.9%	1.4%	1.5%
Not Disclosed	0.9%	0.9%	0.5%	1.1%	1.0%	1.3%	3.1%	1.6%	2.8%	1.3%
Not Reg in School	0.7%	1.0%	1.5%	2.1%	1.8%	1.9%	0.3%	0.9%	2.2%	1.5%
Nuisance PAYP area	21.2%	13.7%	20.0%	20.1%	38.1%	23.4%	16.2%	14.0%	26.4%	23.1%
Nuisance/antisocial	9.6%	5.4%	4.8%	8.5%	2.9%	7.9%	9.4%	8.9%	6.9%	6.7%
Other referral	0.1%	0.6%	1.9%	0.5%	1.1%	0.3%	0.8%	0.6%	0.2%	0.8%
Permanent exclusion	0.2%	0.3%	0.7%	0.6%	2.5%	0.5%	0.8%	0.5%	0.3%	0.8%
Prev Custodial Sent.	0.1%	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%	0.1%
Previous Convictions	0.4%	0.4%	0.8%	0.2%	0.4%	0.7%	0.9%	0.9%	0.6%	0.6%
Recvd YOT disposal	0.4%	0.4%	0.3%	0.4%	0.8%	0.1%	0.5%	0.5%	0.3%	0.4%
Referrals/contact ss	0.1%	1.7%	0.5%	0.3%	0.7%	1.2%	2.1%	0.4%	0.4%	0.7%
Remand to LEA Accom	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sib/Family offending	0.4%	3.1%	0.9%	0.6%	0.8%	2.4%	1.6%	2.4%	1.4%	1.3%
Statement of SEN	0.3%	1.4%	0.8%	1.0%	0.6%	0.6%	1.4%	1.9%	0.8%	0.9%
Subj. to care order	0.1%	0.3%	0.1%	0.1%	0.2%	0.2%	0.4%	0.2%	0.1%	0.2%
Substance Use	0.2%	1.1%	0.8%	1.7%	1.0%	3.2%	1.8%	1.5%	1.3%	1.3%
SS involvement siblings	0.1%	0.7%	0.1%	0.1%	0.3%	0.6%	0.5%	0.1%	0.2%	0.2%
Teenage Parent	0.1%	0.3%	0.5%	0.3%	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
Truant	1.3%	3.9%	2.3%	1.7%	2.0%	3.3%	4.1%	2.7%	2.9%	2.4%
Vol parental agreement	0.0%	0.5%	0.2%	1.8%	1.8%	1.3%	1.2%	0.5%	0.2%	0.8%
Young Carer	0.1%	0.5%	0.3%	1.5%	0.5%	0.8%	0.8%	0.4%	0.2%	0.5%
Geographically Targeted	35.6%	19.4%	18.6%	19.3%	15.3%	15.8%	23.9%	12.6%	16.9%	19.5%
Other	0.1%	0.5%	0.1%	0.2%	0.9%	0.1%	0.5%	0.0%	0.2%	0.3%
Not disclosed	0.3%	0.4%	0.6%	0.9%	1.8%	0.8%	2.9%	0.4%	1.9%	1.0%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 18: Young Person Summary by Age (5 April 2004 - 6 June 2005)

	8-12	13-17	18-19	20-25	Total
Participants	56,332	80,030	5,156	337	141,855
At Risk	53,800	76,099	4,782	319	135,000
PAYP Key worked	6,597	18,182	1,058	69	25,906
Other Key worked	10,016	15,178	975	86	26,255

Table 19: Young Person Summary by Age as Percentage (5 April 2004 - 6 June 2005)

	8-12	13-17	18-19	20-25	Total
Participants	39.7%	56.4%	3.6%	0.2%	100.0%
At Risk	39.9%	56.4%	3.5%	0.2%	100.0%
PAYP Key worked	25.5%	70.2%	4.1%	0.3%	100.0%
Other Key worked	38.1%	57.8%	3.7%	0.3%	100.0%

Table 20: PAYP MI Activity Categories

Category	Activity
Arts	Art Project
	Art/Craft
	Arts
	Dance Project
	Design
	Drama Project
	Modelling
	Painting
Education	Breakdown Community Tensions
	Careers Labs / Workshops
	Citizenship Programmes
	Consultation/Planning
	Education
	Educational Programmes and Support
	Environment
	Mediation Programmes
	Problem Solving
	Residential
	Skills/Personal Development
	Team Building
	Volunteering
	Work Based Learning
Health	Alcohol workshop
	Drugs awareness
	First Aid
	Health
	Sexual Health
Multimedia	Multimedia
	Music Project
	Video Project
Other	Other
Recreation	Away day
	Celebration event
	Cinema
	Recreation
Sport	Basketball
	Canoeing
	Climbing
	Cricket
	Cycling
	Football
	Go Karting
	Hiking
	Netball
	Outdoor Adventure
	Sailing
	Skateboarding
	Sport
	Swimming
	Ten Pin Bowling

Table 21: Participants' Last Outcome by GO Region (5 April 2004 - 6 June 2005)

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
Full-time school	3733	33	8316	693	2143	1715	980	2356	374	20343
Improved attendance	183	29	2105	143	678	133	85	48	3219	6623
Award achieved	72	125	1898	74	202	174	23	3426	525	6519
Support not required	706	237	169	385	2491	493	62	110	268	4921
Work towards award	53	26	1341	37	237	150	76	105	788	2813
Full-time FE/HE	316	8	980	25	612	197	140	97	278	2653
Not convicted 3 mnth	273	3	54	1216	91	26	18	176	35	1892
Lost contact	234	29	198	87	356	552	56	110	87	1709
Ref to other agency	124	84	125	37	228	171	53	272	560	1654
Full-time learning	113	5	779	30	168	27	85	124	108	1439
Unemployed	128	2	415	23	314	27	89	109	119	1226
Full-time employment	161	9	225	21	266	153	96	54	168	1153
Full-time training	105	11	383	42	202	74	56	131	63	1067
Moved	147	8	63	15	95	76	36	58	35	533
Regular volunteer	11	8	287	13	50	31	10	3	82	495
Part-time school	39	10	81	115	72	26	32	42	46	463
Part-time learning	37	5	168	19	103	23	30	12	44	441
No ASBO last 3 mnths	1	2	18	136	45	10	1	167	53	433
Truant last 3 mnths	22	8	31	24	116	28	55	13	26	323
Part-time training	9	3	96	11	104	14	17	3	15	272
Part-time employment	19	6	104	9	48	20	18	5	34	263
Fixed term exclusion	37	8	53	63	50	10	20	9	7	257
Outcome not known	7	0	220	1	13	5	3	2	1	252
Cnvcted last 3 mnths	35	9	22	18	67	17	7	10	24	209
Permanently excluded	26	8	33	23	46	33	13	14	12	208
Custodial sentence	39	3	14	9	65	17	17	16	17	197
Part-time FE/HE	8	0	60	8	17	3	7	5	13	121
ASBO last 3 mnths	2	0	18	1	49	8	4	1	6	89
Arrest last 3 mnths	1	0	4	1	9	0	3	0	3	21
Return to school	0	0	0	7	0	0	0	0	1	8
Enter school	0	0	0	0	3	0	0	0	0	3
Return to learning	0	0	2	1	0	0	0	0	0	3

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
Enter training	0	0	2	0	0	0	0	0	0	2
Totals	6,641	679	18,264	3,287	8,940	4,213	2,092	7,478	7,011	58,605

Table 22: Participants' Last Outcome by GO Region as Percentage (5 April 2004 - 6 June 2005)

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
Full-time school	56.21%	4.86%	45.53%	21.08%	23.97%	40.71%	46.85%	31.51%	5.33%	34.71%
Improved attendance	2.76%	4.27%	11.53%	4.35%	7.58%	3.16%	4.06%	0.64%	45.91%	11.30%
Award achieved	1.08%	18.41%	10.39%	2.25%	2.26%	4.13%	1.10%	45.81%	7.49%	11.12%
Support not required	10.63%	34.90%	0.93%	11.71%	27.86%	11.70%	2.96%	1.47%	3.82%	8.40%
Work towards award	0.80%	3.83%	7.34%	1.13%	2.65%	3.56%	3.63%	1.40%	11.24%	4.80%
Full-time FE/HE	4.76%	1.18%	5.37%	0.76%	6.85%	4.68%	6.69%	1.30%	3.97%	4.53%
Not convicted 3 mnth	4.11%	0.44%	0.30%	36.99%	1.02%	0.62%	0.86%	2.35%	0.50%	3.23%
Lost contact	3.52%	4.27%	1.08%	2.65%	3.98%	13.10%	2.68%	1.47%	1.24%	2.92%
Ref to other agency	1.87%	12.37%	0.68%	1.13%	2.55%	4.06%	2.53%	3.64%	7.99%	2.82%
Full-time learning	1.70%	0.74%	4.27%	0.91%	1.88%	0.64%	4.06%	1.66%	1.54%	2.46%
Unemployed	1.93%	0.29%	2.27%	0.70%	3.51%	0.64%	4.25%	1.46%	1.70%	2.09%
Full-time employment	2.42%	1.33%	1.23%	0.64%	2.98%	3.63%	4.59%	0.72%	2.40%	1.97%
Full-time training	1.58%	1.62%	2.10%	1.28%	2.26%	1.76%	2.68%	1.75%	0.90%	1.82%
Moved	2.21%	1.18%	0.34%	0.46%	1.06%	1.80%	1.72%	0.78%	0.50%	0.91%
Regular volunteer	0.17%	1.18%	1.57%	0.40%	0.56%	0.74%	0.48%	0.04%	1.17%	0.84%
Part-time school	0.59%	1.47%	0.44%	3.50%	0.81%	0.62%	1.53%	0.56%	0.66%	0.79%
Part-time learning	0.56%	0.74%	0.92%	0.58%	1.15%	0.55%	1.43%	0.16%	0.63%	0.75%
No ASBO last 3 mnths	0.02%	0.29%	0.10%	4.14%	0.50%	0.24%	0.05%	2.23%	0.76%	0.74%
Truant last 3 mnths	0.33%	1.18%	0.17%	0.73%	1.30%	0.66%	2.63%	0.17%	0.37%	0.55%
Part-time training	0.14%	0.44%	0.53%	0.33%	1.16%	0.33%	0.81%	0.04%	0.21%	0.46%
Part-time employment	0.29%	0.88%	0.57%	0.27%	0.54%	0.47%	0.86%	0.07%	0.48%	0.45%
Fixed term exclusion	0.56%	1.18%	0.29%	1.92%	0.56%	0.24%	0.96%	0.12%	0.10%	0.44%
Outcome not known	0.11%	0.00%	1.20%	0.03%	0.15%	0.12%	0.14%	0.03%	0.01%	0.43%
Cnvcted last 3 mnths	0.53%	1.33%	0.12%	0.55%	0.75%	0.40%	0.33%	0.13%	0.34%	0.36%
Permanently excluded	0.39%	1.18%	0.18%	0.70%	0.51%	0.78%	0.62%	0.19%	0.17%	0.35%
Custodial sentence	0.59%	0.44%	0.08%	0.27%	0.73%	0.40%	0.81%	0.21%	0.24%	0.34%
Part-time FE/HE	0.12%	0.00%	0.33%	0.24%	0.19%	0.07%	0.33%	0.07%	0.19%	0.21%
ASBO last 3 mnths	0.03%	0.00%	0.10%	0.03%	0.55%	0.19%	0.19%	0.01%	0.09%	0.15%
Arrest last 3 mnths	0.02%	0.00%	0.02%	0.03%	0.10%	0.00%	0.14%	0.00%	0.04%	0.04%
Return to school	0.00%	0.00%	0.00%	0.21%	0.00%	0.00%	0.00%	0.00%	0.01%	0.01%
Enter school	0.00%	0.00%	0.00%	0.00%	0.03%	0.00%	0.00%	0.00%	0.00%	0.01%
Return to learning	0.00%	0.00%	0.01%	0.03%	0.00%	0.00%	0.00%	0.00%	0.00%	0.01%

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
Enter training	0.00%	0.00%	0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 23: Participants' Gender (5 April 2004 - 6 June 2005)

Category	Female	Male	Unknown	Total
Participants	49,239	90,350	1,414	141,003
At Risk	46,792	86,020	1,343	134,155
PAYP Key worked	7,962	17,506	321	25,789
Other Key worked	9,372	16,448	263	26,083

Table 24: Participants' Gender as Percentage (5 April 2004 - 6 June 2005)

Category	Female	Male	Unknown	Total
Participants	34.9%	64.1%	1.0%	100.0%
At Risk	34.9%	64.1%	1.0%	100.0%
PAYP Key worked	30.9%	67.9%	1.2%	100.0%
Other Key worked	35.9%	63.1%	1.0%	100.0%

Table 25: Participants' Ethnicity by GO Region (5 April 2004 - 6 June 2005)

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
White British	5,701	2,631	8,780	10,553	19,628	5,229	3,239	8,315	11,438	75,514
Info not obtained	1,181	132	3,147	865	14,603	697	855	986	2,800	25,266
Caribbean	169	94	4,898	1	135	353	42	1,252	299	7,243
African	50	26	4,717	41	45	128	25	259	91	5,382
Pakistani	267	236	323	41	754	434	20	1,055	1,773	4,903
Any other Black Bg	182	25	2,887	14	177	116	182	442	436	4,461
White & Black Carib	308	127	1,479	132	162	199	44	720	366	3,537
Bangladeshi	18	11	1,614	93	262	74	4	466	139	2,681
Any other Mixed Bg	94	37	1,156	17	136	188	175	303	200	2,306
Any other Asian Bg	47	11	819	48	296	118	11	312	396	2,058
Any other Ethnic Grp	5	23	1,433	20	111	72	17	150	143	1,974
Any other White Bg	60	49	1,085	32	80	142	32	94	267	1,841
Indian	217	10	383	16	292	162	12	216	193	1,501
White Irish	39	24	512	30	93	84	17	81	59	939
White & Black African	18	8	324	25	48	43	6	29	63	564
White & Asian	23	22	121	48	35	23		96	75	443
Refused	51	8	127	1	32	6	4	8	18	255
Chinese		1	107	7	22	9		11	12	169
Total	8,430	3,475	33,912	11,984	36,911	8,077	4,685	14,795	18,768	141,037

Table 26: Participants' Ethnicity by GO Region as Percentage (5 April 2004 - 6 June 2005)

Region	GO Region 1	GO Region 2	GO Region 3	GO Region 4	GO Region 5	GO Region 6	GO Region 7	GO Region 8	GO Region 9	All Regions
White British	67.6%	75.7%	25.9%	88.1%	53.2%	64.7%	69.1%	56.2%	60.9%	53.5%
Info not obtained	14.0%	3.8%	9.3%	7.2%	39.6%	8.6%	18.2%	6.7%	14.9%	17.9%
Caribbean	2.0%	2.7%	14.4%	0.0%	0.4%	4.4%	0.9%	8.5%	1.6%	5.1%
African	0.6%	0.7%	13.9%	0.3%	0.1%	1.6%	0.5%	1.8%	0.5%	3.8%
Pakistani	3.2%	6.8%	1.0%	0.3%	2.0%	5.4%	0.4%	7.1%	9.4%	3.5%
Any other Black Bg	2.2%	0.7%	8.5%	0.1%	0.5%	1.4%	3.9%	3.0%	2.3%	3.2%
White & Black Carib	3.7%	3.7%	4.4%	1.1%	0.4%	2.5%	0.9%	4.9%	2.0%	2.5%
Bangladeshi	0.2%	0.3%	4.8%	0.8%	0.7%	0.9%	0.1%	3.1%	0.7%	1.9%
Any other Mixed Bg	1.1%	1.1%	3.4%	0.1%	0.4%	2.3%	3.7%	2.0%	1.1%	1.6%
Any other Asian Bg	0.6%	0.3%	2.4%	0.4%	0.8%	1.5%	0.2%	2.1%	2.1%	1.5%
Any other Ethnic Grp	0.1%	0.7%	4.2%	0.2%	0.3%	0.9%	0.4%	1.0%	0.8%	1.4%
Any other White Bg	0.7%	1.4%	3.2%	0.3%	0.2%	1.8%	0.7%	0.6%	1.4%	1.3%
Indian	2.6%	0.3%	1.1%	0.1%	0.8%	2.0%	0.3%	1.5%	1.0%	1.1%
White Irish	0.5%	0.7%	1.5%	0.3%	0.3%	1.0%	0.4%	0.5%	0.3%	0.7%
White & Black African	0.2%	0.2%	1.0%	0.2%	0.1%	0.5%	0.1%	0.2%	0.3%	0.4%
White & Asian	0.3%	0.6%	0.4%	0.4%	0.1%	0.3%	0.0%	0.6%	0.4%	0.3%
Refused	0.6%	0.2%	0.4%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
Chinese	0.0%	0.0%	0.3%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 27: Age Range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 8	1	.4	.4	.4
	8-12	59	22.1	22.1	22.5
	13-16	169	63.3	63.3	85.8
	17-19	27	10.1	10.1	95.9
	Over 19	1	.4	.4	96.3
	Not Known	10	3.7	3.7	100.0
	Total	267	100.0	100.0	

Table 28: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	176	65.9	66.7	66.7
	Female	88	33.0	33.3	100.0
	Total	264	98.9	100.0	
Missing	99	3	1.1		
Total		267	100.0		

Table 29: Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White - British	228	85.4	87.0	87.0
	White - Irish	5	1.9	1.9	88.9
	White - Other	5	1.9	1.9	90.8
	Mixed - White & Black Caribbean	5	1.9	1.9	92.7
	Mixed - White and Asian	2	.7	.8	93.5
	Mixed - Other	1	.4	.4	93.9
	Asian or Asian British - Pakistani	2	.7	.8	94.7
	Asian or Asian British - Bangladeshi	5	1.9	1.9	96.6
	Asian or British Asian - Other	1	.4	.4	96.9
	Black or Black British - Caribbean	8	3.0	3.1	100.0
	Total	262	98.1	100.0	
Missing	99	5	1.9		
Total		267	100.0		

Table 30: Have you been involved in any holiday time activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	237	88.8	92.2	92.2
	No	20	7.5	7.8	100.0
	Total	257	96.3	100.0	
Missing	99	10	3.7		
Total		267	100.0		

Table 31: What activities have you been involved in - Drama

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	20.6	22.8	22.8
	No	186	69.7	77.2	100.0
	Total	241	90.3	100.0	
Missing	N/A	15	5.6		
	99	11	4.1		
	Total	26	9.7		
Total		267	100.0		

Table 32: What activities have you been involved in - Sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	171	64.0	71.3	71.3
	No	69	25.8	28.8	100.0
	Total	240	89.9	100.0	
Missing	N/A	15	5.6		
	99	12	4.5		
	Total	27	10.1		
Total		267	100.0		

Table 33: What activities have you been involved in - Catering

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	8.6	9.6	9.6
	No	217	81.3	90.4	100.0
	Total	240	89.9	100.0	
Missing	N/A	15	5.6		
	99	12	4.5		
	Total	27	10.1		
Total		267	100.0		

Table 34: What activities have you been involved in - Music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	60	22.5	25.0	25.0
	No	180	67.4	75.0	100.0
	Total	240	89.9	100.0	
Missing	N/A	15	5.6		
	99	12	4.5		
	Total	27	10.1		
Total		267	100.0		

Table 35: What activities have you been involved in - Art

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	25.1	27.9	27.9
	No	173	64.8	72.1	100.0
	Total	240	89.9	100.0	
Missing	N/A	15	5.6		
	99	12	4.5		
	Total	27	10.1		
Total		267	100.0		

Table 36: What activities have you been involved in - Media

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	10.5	11.7	11.7
	No	212	79.4	88.3	100.0
	Total	240	89.9	100.0	
Missing	N/A	15	5.6		
	99	12	4.5		
	Total	27	10.1		
Total		267	100.0		

Table 37: What activities have you been involved in - IT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	8.6	9.6	9.6
	No	217	81.3	90.4	100.0
	Total	240	89.9	100.0	
Missing	N/A	15	5.6		
	99	12	4.5		
	Total	27	10.1		
Total		267	100.0		

Table 38: What activities have you been involved in - Residential

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	24.0	26.7	26.7
	No	176	65.9	73.3	100.0
	Total	240	89.9	100.0	
Missing	N/A	15	5.6		
	99	12	4.5		
	Total	27	10.1		
Total		267	100.0		

Table 39: What activities have you been involved in - Day Trips

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	163	61.0	67.9	67.9
	No	77	28.8	32.1	100.0
	Total	240	89.9	100.0	
Missing	N/A	15	5.6		
	99	12	4.5		
	Total	27	10.1		
Total		267	100.0		

Table 40: Overall how would you rate the activities you have been involved with?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	170	63.7	68.5	68.5
	Good	65	24.3	26.2	94.8
	Neither good nor bad	10	3.7	4.0	98.8
	Poor	2	.7	.8	99.6
	Very poor	1	.4	.4	100.0
	Total	248	92.9	100.0	
Missing	N/A	14	5.2		
	99	5	1.9		
	Total	19	7.1		
Total		267	100.0		

Table 41: Who do you have contact with - Connexions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	225	84.3	86.5	86.5
	No	35	13.1	13.5	100.0
	Total	260	97.4	100.0	
Missing	99	7	2.6		
Total		267	100.0		

Table 42: Who do you have contact with - Sports clubs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	13.5	13.8	13.8
	No	224	83.9	86.2	100.0
	Total	260	97.4	100.0	
Missing	99	7	2.6		
Total		267	100.0		

Table 43: Who do you have contact with - Arts clubs or projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	4.5	4.6	4.6
	No	248	92.9	95.4	100.0
	Total	260	97.4	100.0	
Missing	99	7	2.6		
Total		267	100.0		

Table 44: Who do you have contact with - Youth Clubs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	100	37.5	38.5	38.5
	No	160	59.9	61.5	100.0
	Total	260	97.4	100.0	
Missing	99	7	2.6		
Total		267	100.0		

Table 45: Who do you have contact with - Libraries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	14.2	14.6	14.6
	No	222	83.1	85.4	100.0
	Total	260	97.4	100.0	
Missing	99	7	2.6		
Total		267	100.0		

Table 46: Who do you have contact with - Other organisations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	15.4	15.7	15.7
	No	220	82.4	84.3	100.0
	Total	261	97.8	100.0	
Missing	99	6	2.2		
Total		267	100.0		

Table 47: How often do you see your Key Worker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every day	12	4.5	5.0	5.0
	Every week	120	44.9	49.6	54.5
	Every month	53	19.9	21.9	76.4
	Every term	42	15.7	17.4	93.8
	Almost never	15	5.6	6.2	100.0
	Total	242	90.6	100.0	
Missing	99	25	9.4		
Total		267	100.0		

Table 48: What are you doing at the moment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In school	206	77.2	78.9	78.9
	In college	11	4.1	4.2	83.1
	In some kind of training	11	4.1	4.2	87.4
	Not doing anything	15	5.6	5.7	93.1
	Other	18	6.7	6.9	100.0
	Total	261	97.8	100.0	
Missing	99	5	1.9		
	System	1	.4		
	Total	6	2.2		
Total		267	100.0		

Table 49: About PAYP - Some young people have been involved in deciding what activities are put on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	73	27.3	28.2	28.2
	A bit like me	79	29.6	30.5	58.7
	A lot like me	39	14.6	15.1	73.7
	Just like me	68	25.5	26.3	100.0
	Total	259	97.0	100.0	
Missing	99	8	3.0		
Total		267	100.0		

Table 50: About PAYP - Some young people have been involved in organising activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	133	49.8	52.2	52.2
	A bit like me	49	18.4	19.2	71.4
	A lot like me	29	10.9	11.4	82.7
	Just like me	44	16.5	17.3	100.0
	Total	255	95.5	100.0	
Missing	99	12	4.5		
Total		267	100.0		

Table 51: About PAYP - Some young people have really enjoyed the activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	10	3.7	3.9	3.9
	A bit like me	21	7.9	8.3	12.2
	A lot like me	63	23.6	24.8	37.0
	Just like me	160	59.9	63.0	100.0
	Total	254	95.1	100.0	
Missing	99	13	4.9		
Total		267	100.0		

Table 52: About PAYP outcomes - Some young people have more confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	20	7.5	7.6	7.6
	A bit like me	82	30.7	31.2	38.8
	A lot like me	65	24.3	24.7	63.5
	Just like me	96	36.0	36.5	100.0
	Total	263	98.5	100.0	
Missing	99	4	1.5		
Total		267	100.0		

Table 53: About PAYP outcomes - Some young people feel better about themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	19	7.1	7.2	7.2
	A bit like me	79	29.6	30.0	37.3
	A lot like me	69	25.8	26.2	63.5
	Just like me	96	36.0	36.5	100.0
	Total	263	98.5	100.0	
Missing	99	4	1.5		
Total		267	100.0		

Table 54: About PAYP outcomes - Some young people have made new friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	18	6.7	6.9	6.9
	A bit like me	56	21.0	21.4	28.2
	A lot like me	63	23.6	24.0	52.3
	Just like me	125	46.8	47.7	100.0
	Total	262	98.1	100.0	
Missing	99	5	1.9		
Total		267	100.0		

Table 55: About PAYP outcomes - Some young people have got on better with adults

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	23	8.6	8.8	8.8
	A bit like me	55	20.6	21.1	29.9
	A lot like me	70	26.2	26.8	56.7
	Just like me	113	42.3	43.3	100.0
	Total	261	97.8	100.0	
Missing	99	6	2.2		
Total		267	100.0		

Table 56: About PAYP outcomes - Some young people have learnt new skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	16	6.0	6.1	6.1
	A bit like me	47	17.6	18.0	24.1
	A lot like me	73	27.3	28.0	52.1
	Just like me	125	46.8	47.9	100.0
	Total	261	97.8	100.0	
Missing	99	6	2.2		
Total		267	100.0		

Table 57: About PAYP outcomes - Some young people have taken part in educational activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	46	17.2	17.8	17.8
	A bit like me	66	24.7	25.5	43.2
	A lot like me	47	17.6	18.1	61.4
	Just like me	100	37.5	38.6	100.0
	Total	259	97.0	100.0	
Missing	99	8	3.0		
Total		267	100.0		

Table 58: About PAYP outcomes - Some young people have got new interests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	34	12.7	13.1	13.1
	A bit like me	64	24.0	24.7	37.8
	A lot like me	69	25.8	26.6	64.5
	Just like me	92	34.5	35.5	100.0
	Total	259	97.0	100.0	
Missing	99	8	3.0		
Total		267	100.0		

Table 59: About PAYP outcomes - Some young people are attending school or college more often

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	79	29.6	31.0	31.0
	A bit like me	39	14.6	15.3	46.3
	A lot like me	47	17.6	18.4	64.7
	Just like me	90	33.7	35.3	100.0
	Total	255	95.5	100.0	
Missing	99	12	4.5		
Total		267	100.0		

Table 60: About PAYP outcomes - Some young people are less likely to get into trouble

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	49	18.4	18.8	18.8
	A bit like me	77	28.8	29.6	48.5
	A lot like me	54	20.2	20.8	69.2
	Just like me	80	30.0	30.8	100.0
	Total	260	97.4	100.0	
Missing	99	7	2.6		
Total		267	100.0		

Table 61: About PAYP outcomes - Some young people are getting involved in activities outside PAYP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	72	27.0	27.7	27.7
	A bit like me	60	22.5	23.1	50.8
	A lot like me	38	14.2	14.6	65.4
	Just like me	90	33.7	34.6	100.0
	Total	260	97.4	100.0	
Missing	99	7	2.6		
Total		267	100.0		

Table 62: About PAYP outcomes - Some young people have joined sports clubs or arts clubs or projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	108	40.4	42.9	42.9
	A bit like me	40	15.0	15.9	58.7
	A lot like me	25	9.4	9.9	68.7
	Just like me	79	29.6	31.3	100.0
	Total	252	94.4	100.0	
Missing	99	15	5.6		
Total		267	100.0		

Table 63: About school or college - Some young people enjoy learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	92	34.5	35.5	35.5
	A bit like me	75	28.1	29.0	64.5
	A lot like me	31	11.6	12.0	76.4
	Just like me	61	22.8	23.6	100.0
	Total	259	97.0	100.0	
Missing	99	8	3.0		
Total		267	100.0		

Table 64: About school or college - Some young people don't like school or college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	72	27.0	28.1	28.1
	A bit like me	64	24.0	25.0	53.1
	A lot like me	34	12.7	13.3	66.4
	Just like me	86	32.2	33.6	100.0
	Total	256	95.9	100.0	
Missing	99	11	4.1		
Total		267	100.0		

Table 65: About school or college - Some young people get on well with their teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	94	35.2	36.9	36.9
	A bit like me	80	30.0	31.4	68.2
	A lot like me	39	14.6	15.3	83.5
	Just like me	42	15.7	16.5	100.0
	Total	255	95.5	100.0	
Missing	99	12	4.5		
Total		267	100.0		

Table 66: About school or college - Some young people find school or college really easy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	79	29.6	31.2	31.2
	A bit like me	96	36.0	37.9	69.2
	A lot like me	36	13.5	14.2	83.4
	Just like me	42	15.7	16.6	100.0
	Total	253	94.8	100.0	
Missing	99	14	5.2		
Total		267	100.0		

Table 67: About school or college - Some young people attend almost all the time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	41	15.4	16.2	16.2
	A bit like me	57	21.3	22.5	38.7
	A lot like me	62	23.2	24.5	63.2
	Just like me	93	34.8	36.8	100.0
	Total	253	94.8	100.0	
Missing	99	14	5.2		
Total		267	100.0		

Table 68: About school or college - Some young people need help reading and writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	142	53.2	55.0	55.0
	A bit like me	45	16.9	17.4	72.5
	A lot like me	25	9.4	9.7	82.2
	Just like me	46	17.2	17.8	100.0
	Total	258	96.6	100.0	
Missing	99	9	3.4		
Total		267	100.0		

Table 69: About school or college - Some young people think learning is boring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	64	24.0	25.1	25.1
	A bit like me	76	28.5	29.8	54.9
	A lot like me	30	11.2	11.8	66.7
	Just like me	85	31.8	33.3	100.0
	Total	255	95.5	100.0	
Missing	99	12	4.5		
Total		267	100.0		

Table 70: About school or college - Some young people get into trouble at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	51	19.1	20.1	20.1
	A bit like me	80	30.0	31.5	51.6
	A lot like me	41	15.4	16.1	67.7
	Just like me	82	30.7	32.3	100.0
	Total	254	95.1	100.0	
Missing	99	13	4.9		
Total		267	100.0		

Table 71: About life outside school - Some young people get bored easily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	64	24.0	24.7	24.7
	A bit like me	57	21.3	22.0	46.7
	A lot like me	31	11.6	12.0	58.7
	Just like me	107	40.1	41.3	100.0
	Total	259	97.0	100.0	
Missing	99	8	3.0		
Total		267	100.0		

Table 72: About life outside school - Some young people just hang around the streets

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	69	25.8	27.0	27.0
	A bit like me	48	18.0	18.8	45.7
	A lot like me	29	10.9	11.3	57.0
	Just like me	110	41.2	43.0	100.0
	Total	256	95.9	100.0	
Missing	99	11	4.1		
Total		267	100.0		

Table 73: About life outside school - Some young people get into trouble quite a lot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	86	32.2	33.7	33.7
	A bit like me	70	26.2	27.5	61.2
	A lot like me	30	11.2	11.8	72.9
	Just like me	69	25.8	27.1	100.0
	Total	255	95.5	100.0	
Missing	99	12	4.5		
Total		267	100.0		

Table 74: About life outside school - Some young people have friends who get into trouble

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	50	18.7	19.5	19.5
	A bit like me	43	16.1	16.7	36.2
	A lot like me	48	18.0	18.7	54.9
	Just like me	116	43.4	45.1	100.0
	Total	257	96.3	100.0	
Missing	99	10	3.7		
Total		267	100.0		

Table 75: About life outside school - Some young people like to drink alcohol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	113	42.3	45.9	45.9
	A bit like me	50	18.7	20.3	66.3
	A lot like me	26	9.7	10.6	76.8
	Just like me	57	21.3	23.2	100.0
	Total	246	92.1	100.0	
Missing	99	21	7.9		
Total		267	100.0		

Table 76: About life outside school - Some young people take drugs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	196	73.4	79.4	79.4
	A bit like me	28	10.5	11.3	90.7
	A lot like me	8	3.0	3.2	93.9
	Just like me	15	5.6	6.1	100.0
	Total	247	92.5	100.0	
Missing	99	20	7.5		
Total		267	100.0		

Table 77: About life outside school - Some young people have friends that take drugs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not like me	123	46.1	49.8	49.8
	A bit like me	45	16.9	18.2	68.0
	A lot like me	19	7.1	7.7	75.7
	Just like me	60	22.5	24.3	100.0
	Total	247	92.5	100.0	
Missing	99	20	7.5		
Total		267	100.0		

Appendix II: Young Person Questionnaire

Positive Activities for Young People

Tell it like it is!

Postal Questionnaire

Young Person ID:

Tell it like it is!

This questionnaire has been given to you because you have been involved in activities over school holidays. It would be really helpful if you could fill it in as it will help us make the Positive Activities Programme even better.

There are no right and wrong answers – just the way it is for you. If you have any problems with any of the questions please ask your Key Worker and they will help you. All questionnaires are completely confidential so please just be as honest as you can. Your answers are very important to us; thank you very much for your help.

Please mark your answers with a ✓.

1 Date of birth:

2 Gender:

- ☐ Male
☐ Female

3 Ethnicity:

White

- ☐ British
- ☐ Irish
- ☐ Any other White background

Mixed

- ☐ White and Black Caribbean
- ☐ White and Black African
- ☐ White and Asian
- ☐ Any other Mixed background

Asian or Asian British

- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Any other Asian background

Black or Black British

- ☐ Caribbean
- ☐ African
- ☐ Any other Black background

Other

- ☐ Chinese
- ☐ Any other ethnic background

Ethnicity not stated

- ☐ Decline to give

4 Have you been involved in any holiday time activities?

- ☐ Yes
- ☐ No

If 'No', please go straight to question 8

5 What activities have you been involved in?

- ☐ Drama and performing arts
- ☐ Sport and sports coaching
- ☐ Catering
- ☐ Music technology - playing instruments, DJing, writing and producing
- ☐ Art and design including craftwork
- ☐ Media and film making
- ☐ IT
- ☐ Residential trips
- ☐ One off day trips

6 Overall how would you rate the activities you have been involved with?

- ☐ Very good
- ☐ Good
- ☐ Neither good nor bad
- ☐ Poor
- ☐ Very poor

7 What other activities would you like to get involved with?

8 Who do you have contact with?

- ☐ Connexions
- ☐ Sports Clubs
- ☐ Arts Clubs or Projects
- ☐ Youth Clubs
- ☐ Libraries
- ☐ Other organisations

If 'Other organisations', please list them

9 How often do you see your Key Worker?

- ☐ Every day
- ☐ Every week
- ☐ Every month
- ☐ Every term
- ☐ Almost never

10 What are you doing at the moment?

- ☐ In school
- ☐ In college
- ☐ In some kind of training
- ☐ In work
- ☐ Not doing anything
- ☐ Other

If 'Other', please explain

In the next four questions please read the statements and tick one box for each statement

11 When thinking about the Positive Activities Programme, some young people...

	Not like me	A bit like me	A lot like me	Just like me
...have been involved in deciding what activities are put on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have been involved in organising activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have really enjoyed the activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 When thinking about the good things that come out of the Positive Activities Programme, some young people...

	Not like me	A bit like me	A lot like me	Just like me
...have more confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...feel better about themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have made new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...get on better with adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have learnt new skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have taken part in educational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have got new interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are now attending school or college more often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are less likely to get into trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are getting involved with new activities outside PAYP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have joined sports or arts clubs or projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

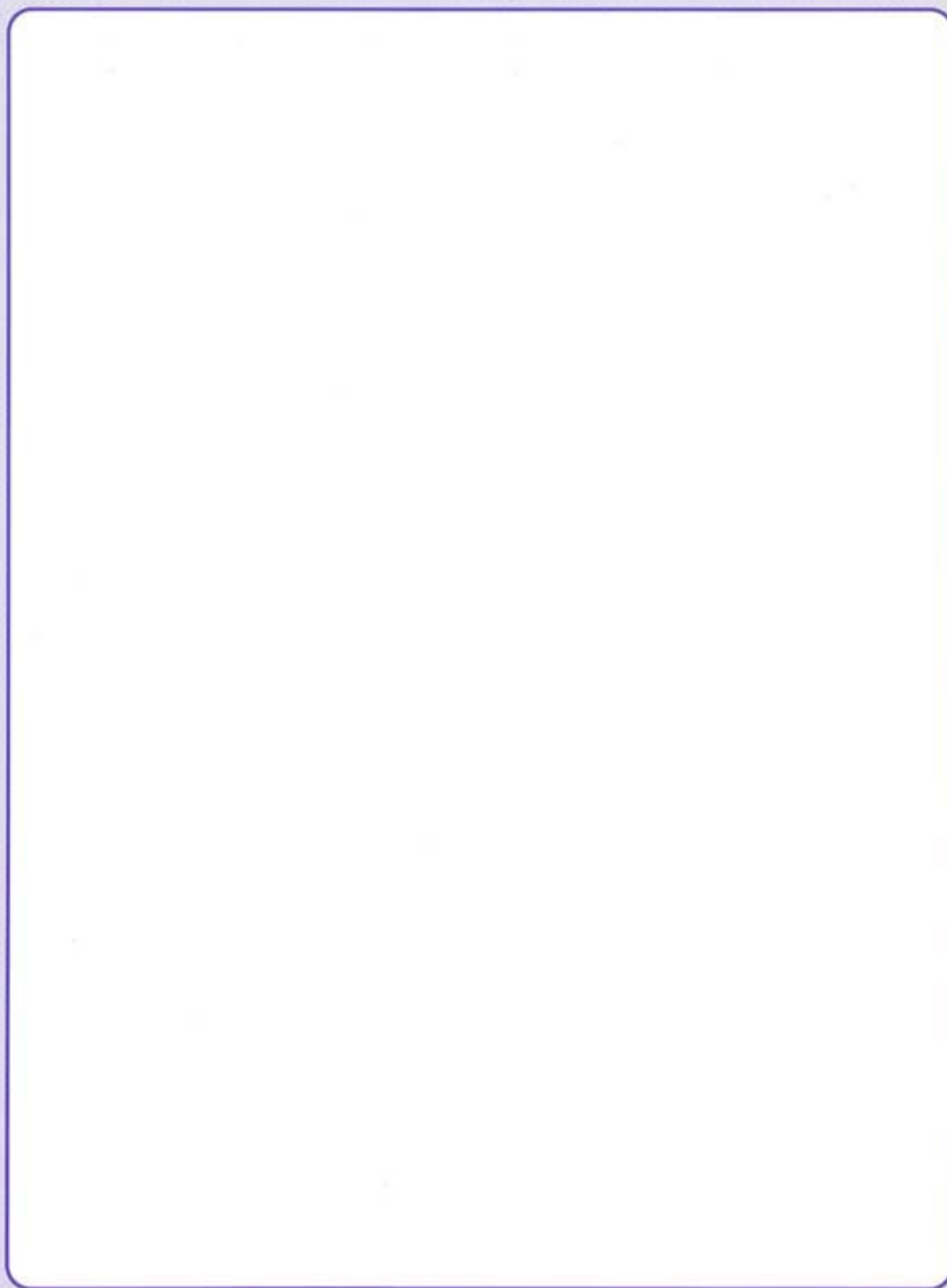
13 When thinking about school or college, some young people...

	Not like me	A bit like me	A lot like me	Just like me
...enjoy learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...don't like school or college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...get on well with their teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...find school or college really easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...attend almost all the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...need help reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...think learning is boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...get into trouble at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14 When thinking about life outside school, some young people...

	Not like me	A bit like me	A lot like me	Just like me
...get bored easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...just hang around the streets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...get into trouble quite a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have friends who get in trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...like to drink alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...take drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have friends that take drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

☐ If you have any other comments or thoughts about the Positive Activities Programme please write them in the box below



Thank you very much for completing this questionnaire.

Please will you give the completed questionnaire back to your Key Worker.

Alternatively your Key Worker can give you a reply paid envelope to

post it back to CRG Research Ltd