

SinglePoint Plus Project
Independent Evaluation
July 2017

What next. . .?
Money Saved. Quality Assured.





Project Independent Evaluation July 2017

Commissioned by
SinglePoint
Funded by
The Big Lottery
Delivered by
Wider Impact Consultancy



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1.0 Executive Summary

1.1 Introduction

Wider Impact Consultancy has been commissioned to carry out an independent evaluation of the Big Lottery funded **SinglePoint Plus Project (The Project)**, which is an active collaboration between four participating schools: Christ Church Church of England Primary School, St Francis Xavier Catholic Primary School, Langley Primary School and Rood End Primary School.

Based at an accessible and well equipped 'drop-in' Central Hub based at Christ Church Church of England Primary School within the Oldbury town centre, a talented and multi-skilled team works in partnership with the collaborating schools and local multi-agency partners to:

- Identify and target parents and families requiring support
- Enable early and effective relationships with service users
- Provide 'wrap around' support aligned on mentoring and sign-posting models of support
- Enable service users to 'help themselves, and obtain appropriate support from a wide variety of local agencies

1.2 Project Objectives

Project objectives agreed with the Big Lottery are:

1. Families have better access to activities and opportunities to reduce social isolation.
2. Parents have improved independence leading to enhanced economic wellbeing.
3. Families spend more quality time together to strengthen family relationships and improve wellbeing.
4. Families living with multiple and complex needs get the support they need to improve their confidence and parenting skills.

1.3 Our Approach to the Commission

A methodical approach has been adopted, which has included:

- **Desk / Quantitative research** – to gain an understanding of internal data and information that relates to the Project's performance and future, such as the achievement of outcomes and related performance indicators

- **Field / Qualitative research** – which has been intensive, and has included one to one meetings, interviews with Project staff and other key stakeholders / partner agency members. Opportunity have also been taken to utilise bespoke questionnaires / survey forms aimed at service users, partner agency members, workshops, case studies, observational studies and use of photographs

1.4 Findings

There can be no doubt that the Project is a success and will achieve all aims and objectives agreed with the Big Lottery. Project indicator targets have been exceeded, and will be further exceeded when the Big Lottery funding ends on the **31 August 2018**.

1.5 Good Practice

In no particular order the following good practice is noted:

- **The SinglePoint partnership** – a partnership between four primary schools, enabling open dialogue, joint working, information sharing, joint problem solving and innovative approaches to developing social challenges and opportunities
- **Management and leadership** – provided by the SinglePoint Board and the SinglePoint Managers
- **The SinglePoint approach**, in close partnership with form teachers and other school staff, providing a single point of contact and bespoke, long term, often immediate ‘wrap around’ support service for service users and wider family members
- **The SinglePoint Centre / Hub**, which is centrally placed and easy to access by service users and partner agency members. Facilities / rooms are well thought out and fit for purpose
- **The SinglePoint team** – hard working, multi-skilled professionals, who work in close partnership, providing a non-judgmental and friendly service to often vulnerable service users and family members
- **Partnership working** with multi-agency colleagues and departments, all of whom interviewed and surveyed having the highest regard for the SinglePoint Project / team
- **Financial assistance** to support course fees / resources / childcare, enabling benefitting parents to access higher education courses
- **The provision of affordable trips / visits to local and national attractions**, which is enabling families to ‘*get of out of their houses*’, enjoy ‘*family time*’ and wider social / community interactions

- **A partnership with a number of the participating schools that enables the provision of subsidised / affordable breakfast / after school clubs and holiday provision**, which is enabling parents to work, with outcomes that include financial independence, reduced reliance on benefits and positive feelings of '*self-worth*' and well-being
- **Progress made by those pupils whose parents are being supported by the Project**

1.6 Pupils' Progress

Research carried out during the commission has indicated that over a 12 month period the performance of a sample group of pupils whose parents have been supported by the Project has significantly improved in a number of areas, which includes:

- **Academic skills** – literacy, reading and numeracy
- **Attendance and behaviour**
- **Social skills** – sharing and caring, empathy / understanding the feelings of others and friendships
- **Self-esteem** – self-worth, self-image, how others are treated and their enjoyment of school

1.7 Value for Money / Social Return on Investment

Linked to the current Project having supported 55 similar families with multiple and complex needs, it is not unreasonable to estimate social care savings achieved by the Project being in the region of **£3.2m** annually, reaching **£9.5m** over the period of the Project.

1.8 Recommendations

Based on research findings the following recommendations are tendered:

1. Steps should be taken to ensure the continued development and delivery of the SinglePoint Project / team, which should continue well beyond the end of current Big Lottery funding.
2. Steps to enable to ongoing development and delivery of the SinglePoint Project / team should be treated as an immediate priority, as a significant delay could jeopardise retaining current team members who will understandably require job security, and be extremely concerned about any uncertainty about the future of SinglePoint. Such steps should include meetings with the West Midlands Combined Authority (WMCA), the

CCG and Sandwell MBC to explore the possibility of core funding to support the ongoing development and delivery of the work of the SinglePoint Project / team.

3. Consideration should be given to establishing 'satellite' services in those schools that are furthest away from the Centre / Hub site
4. Consideration should be given to increasing the number of schools involved in the SinglePoint partnership.
5. Whilst considering increasing the number of schools involved in the SinglePoint partnership, care should be taken not to dilute the quality of services provided to service users, participating schools and multi-agency partnership members.
6. Consideration should be given to enhancing the support provided to families of children with special education needs.
7. Opportunity should be taken to enhance the marketing / external awareness of SinglePoint / the SinglePoint Project.

1.8 Conclusion

It is always a pleasure to deliver such a positive report, which hopefully does credit to all those involved in the development and delivery of this excellent Project. Opportunity is taken to thank Project staff, volunteers, multi-agency partners and all those involved in the delivery of this report for their valuable time.

SinglePoint should be regarded as a 'jewel in the crown' of the Oldbury area and immediate steps should be taken to ensure its continuation beyond current funding periods, with a key objective of retaining the current team of dedicated and highly experienced professionals, who provide a unique, bespoke and value for money service to the area's most vulnerable families.

2.0 Terms of Reference

2.1 Introduction

The key objective of this commission has been to independently evaluate the Big Lottery funded **SinglePoint Project (The Project)**. Linked to the achievement of Project indicators (see **Section 4.3**), Project achievements will be measured on the delivery of the following outcomes:

1. Families have better access to activities and opportunities to reduce social isolation.
2. Parents have improved independence leading to enhanced economic wellbeing.
3. Families spend more quality time together to strengthen family relationships and improve wellbeing.
4. Families living with multiple and complex needs get the support they need to improve their confidence and parenting skills.

At the request of the Project Managers opportunity has also been taken to:

1. Carry out a pupil survey to gain an insight of the progress made by pupils over a 12 month period whose parents have been supported by the Project.
2. Carry out an extended case study, linked to a previous case study carried out during Wider Impact's evaluation of the previous Big Lottery funded SinglePoint Project.

3.0 Methodology

3.1 Introduction

As highlighted at [Figure 1](#), we have taken a systematic approach to this commission.

Figure 1



3.2 Quantitative (Desk) Research

Opportunity has been taken to access, analyse and take due note of reports and documents, which have included:

- The original Big Lottery Fund application form
- Big Lottery Fund Project funding offer letter
- Project monitoring reports submitted to the Big Lottery fund by the Project
- Project data, internal evaluation / service user feedback, photographs

3.3 Qualitative (Field) Research

Field research has been detailed and varied and has included:

- One to one meetings / interviews with:
 - Project staff
 - Board members
 - Delivery staff
 - Partner agency members
- 4 case studies involving current service users
- 1 extended case study involving a previous service user
- Bespoke questionnaire aimed at service users (see [Appendix D](#)) and partner agency members (see [Appendix E](#))
- Service User workshop
- Staff team workshop
- Pupil progress survey (see [Appendix F](#))
- Observations

- Photographic evidence

3.4 Questionnaires

As highlighted above, Wider Impact has designed two bespoke questionnaires:

1. Service user questionnaire, which was distributed by Project staff to as many service users from each of the four participating schools as feasible. Completed questionnaires were collected by Wider Impact for independent analysis and presentation of findings.
2. Partner agency questionnaire, which was emailed by Wider Impact to partner agency members from a list provided by Project staff. Completed questionnaires were emailed by respondents directly to Wider Impact for independent analysis and presentation of findings.

3.5 Pupils' Progress Survey

Wider Impact designed a bespoke pupils' progress survey (see [Appendix F](#)), which was forwarded by Wider Impact to school staff for completion and returned directly to Wider Impact for independent analysis and presentation of findings. Subjects were nominated by Project staff, based on a parent or parents receiving support from the Project. The anonymity of those pupils surveyed has been strictly preserved between Wider Impact and the schools.

3.6 Extended Case Study

As outlined at [Section 7.0](#), linked to a case study carried out during Wider Impact's evaluation of the previous Big Lottery funded SinglePoint Project, opportunity has been taken to re-visit and interview 'Eve' to explore her journey since her last interview and the impact the Project has continued to have on her life and the lives of her children.

4.0 About the Project

4.1 Introduction

The Project is based on the successes of the previously funded Reaching Communities Project, **SinglePoint – Inspiring Families, Changing Lives**, which was independently evaluated by Wider Impact Consultancy as being ‘*highly successful*’. Recommendations included that the ethos of the Project should continue for a further period.

Such **ethos** included:

- An active collaboration between the four participating schools: **Christ Church Church of England Primary School, St Francis Xavier Catholic Primary School, Langley Primary School and Rood End Primary School**
- An accessible ‘drop-in’ Central Hub based at Christ Church Church of England Primary School / Oldbury town centre
- Identification and targeting of parents / families who need support
- A talented and multi-skilled team that works in partnership to deliver services
- Early and effective relationships with service users
- ‘Wrap around’ support aligned on mentoring and sign-posting models of support
- Enabling service users to ‘help themselves, and obtain appropriate support from a wide variety of local agencies

4.2 Need for the Project (Extracted from the Big Lottery funding application)

The following is an extract from the Big Lottery funding application, which in addition to outlining **need** for the continuation of the SinglePoint Project, also outlines issues such as a lack of space at the Central Hub to deliver additional services:

Based on our current Projects external evaluation we know that there is a significant need for the current and future SinglePoint+ Project. We know that the current project needs to grow and diversify to meet the demands of our beneficiaries because without it families at all 'levels' will be without the support and relationships they need.

SinglePoint+ cannot operate within the current facilities due to a lack of space and staffing. We cannot currently deliver the extra services needed e.g: we currently have a counseling waiting list but only have one small timetabled room and staff member-in the new project we have a specific area for counseling. The 'drop in' element of families in crisis who walk into our hub often during courses could be better managed with a dedicated space for family support. In a time of crisis, nobody wants a room full of people. They want a quiet space, safe and away from embarrassment where they can be supported sensitively.

We have consulted with stakeholders who have benefited from the current project in helping to evaluate and shape the future of the project as well as taking on board recommendations from the evaluation. It is for this reason that a more targeted and specialised provision running fluidly, but separate from SinglePoint's main hub, will be provided to support vulnerable families in addition to continuing what works so well.

The independent evaluation undertaken over a 6 month period, explored quantitative and qualitative data via questionnaires and interviews with all beneficiaries and stakeholders involved in the Project, national, local and school data, national agendas, case studies and observation of activities. From the information gained we are confident in our knowledge that there is a need for this project.

We consulted with families who have told us they want the school based centralised hub offering a broad range of activities in a safe and welcoming environment that creates opportunities to support their family. Children and adults involved in the projects lives have been improved. We know our Project is needed because we listen to our families and our evaluation strongly reinforces this.

We are building on a model of partnership working, a multi-school based centralised hub, which responds to local needs. There is no other provision within Oldbury (or anywhere else nationally we are aware of) whereby families can access a range of services, advice and support in the way we function.

We have over **30** active partner agencies benefitting from our Project. Other local schools are approaching us to become involved due to the quality of our service, however, we do not have the staffing or facilities to provide this.

We know we need additional staff and space / resources due to the current caseload of Parent Support Workers and recommendations within the evaluation report including increased outreach work. As such we have carefully planned the SinglePoint + Project to reflect the needs of our community.

The planning of activities and our outcomes have been developed through consultation with the existing Management board, Family Network Group and service users and statistically we can reflect their views with reference to local data against national averages.

Of the four partnership schools, based on school census profiles and ACORN / IDACI national data we are operating in an area that has a high level of deprivation and need for the SinglePoint + Project.

All schools involved have above the national average percentage of pupils eligible for free school meals and well above the national average of EAL learners & those from Ethnic Minority backgrounds. With a national average Deprivation Indicator of 0.24, collaboratively, our partnership works with families who average at **0.34%**, **10%** above the national average for deprivation.

Our Project also puts practical measures into place (childcare, employability support) to tackle issues for families deemed 'Financially Stretched' as again, our partnership and its families sit above the national average. Our family support (both emotional & practical i.e. food parcels, equipment, subsidies, school uniform) also reflects the need of 'Urban Adversity Families' classified as those living on struggling estates, in difficult circumstances and young hardship, of which **42.4%** of our beneficiaries (families) in this category, over double the national average at **17%**.

If our Project application is unsuccessful, not only will the SinglePoint+ (including LA pilot) not be implemented for higher need families we work with, all of the existing excellent practice will not continue. By retracting the emotional & practical support, counselling, enrichment activities and childcare subsidies families risk becoming isolated, making backwards steps in parenting capacity without support and becoming at risk of losing secured unemployment due to unaffordable childcare. Funding is therefore imperative.

4.3 Outcomes / Project Indicators

The following outcomes have been agreed with the Big Lottery

Table 1 Outcomes

Outcome	Description
1	Families have better access to activities and opportunities to reduce social isolation
2	Parents have improved independence leading to enhanced economic wellbeing
3	Families spend more quality time together to strengthen family relationships and improve wellbeing
4	Families living with multiple and complex needs get the support they need to improve their confidence and parenting skills

Table 2 outlines the changes / differences the Project aims to achieve as a result of the Big Lottery funding.

Table 2 Indicator Table

Outcome	Description	Targets	Timescales
1	a) Number of people attending activities and opportunities offered by SinglePoint	200	Annually
	b) Number of registered users who access multiple activities as a result of the Project	75	Annually
	c) Number of family support cases reporting reduced isolation	20	End of Project
2	a) Number of children who register and access breakfast of after school club	40	Annually
	b) Pupils accessing fully or part subsidised holiday provision places	20	Annually
	c) Parent volunteer placements facilitated by SinglePoint	10	End of Project
3	a) To provide family experience days to local / National attractions	250	Annually
	b) Provision of family fun days and weekend community events	100	Annually
	c) Number of people attending joint parent and child activities	250	End of Project
4	a) Families are referred, and access the support of appropriate agencies	10	Year 1
	b) Families with multiple and complex needs report an increase in confidence after engaging with the Project	20	Year 2
	c) Families referred to the Project will exit statutory social care plans as a result of SinglePoint's involvement	20	End of Project

4.4 Staffing

The SinglePoint team (pictured) comprises of:

Combination of Lottery and school contributions

- SinglePoint Manager (Job share -2 posts)
- Senior PSA
- 2 x PSA's
- Safeguarding Administrator



Lottery only

- Hub Administrator
- Early Years & Events Worker
- Cleaner

School in-kind contribution

- Site Manager

Local Authority funded

- Social Worker – amendment to budget as this post was not established within the Project

Self-sustaining (chargeable services)

- Wrap Around Manager
- 2 x Deputy Wrap Around Managers
- 3 x permanent After School Club Workers
- 1 x permanent Breakfast Club Worker
- 4 x Relief Workers

4.5 Project Activities

Table 3 lists the wide variety of free or low cost activities that the Project delivers and the extent that service users are taking advantage of what is on offer.

Table 3 Project Activities

Activity	Target Group	When	Location	Average Numbers	How Referred	Cost to Clients
Macmillan morning	Open	Sept 15 (1 event)	A/P	30	Advertised with schools	Free / Macmillan Donation
Christmas Grotto	Open	Dec 15 (1 event)	S/P	100	Advertised with schools	£1.00

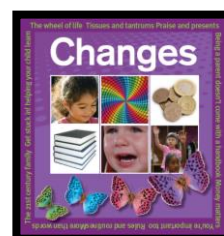
Cadbury World (including entry & transport)	Open	Apr 16 (1 event)	Offsite	170	Advertised with schools	£5.00
Drayton Manor (including entry & transport)	Open	July 16 (1 event)	Offsite	170	Advertised with schools	£5.00
Breakfast with Santa	Open	Dec 16 (1 event)	S/P	150	Advertised with schools	£2.50
Saturday fitness and fun	Open	Mar 17 4 weeks	S/P	18	Advertised with schools	Free
Bowling trip	Open	Mar 17 (1 event)	Dudley Tenpin	18	Advertised with schools	Free
Family cooking	Open	Feb 17 4 weeks	SFX	15	Advertised with SFX	Free
SLT Exercise	Open	Feb 17 (Thurs)	S/P	4	Advertised with schools / Facebook	Free
First Aid	Parents	Feb 17 (8 weeks)	SFX	10	Advertised with school	Free
Nursery outreach	Parents	Oct 16	Rood End	6	Advertised with Rood End	Free
Culture Day	Open	Oct 16	S/P	98	Advertised with schools	Free
Employability course	Parents	May 17	S/P	4	Advertised to PSA families	Free
English for Beginners course	Parents	Sept 16 April 17 (2 courses)	S/P	14	Advertised with schools	Free
CHANGES	Parents	Sept 16 July 17 (4 courses)	S/P	4	Referred by schools	Free
Alton Towers Trip (including entry & transport)	Families	July 17 (1 day)	Off site	196	Advertised with schools / nominated families	£5.00

Source: SinglePoint, 2017

4.6 CHANGES Parenting Programme

The **CHANGES Parenting Programme** is a component of the Project, and appears to be well regarded by service users.

It was originally developed by Sandwell MBC staff and parents in 2007. It has been reviewed, updated and modified to reflect the different and growing pressures on modern day family life and to ensure that it stays responsive to local need. It included topics, which can be adapted and delivered to suit individual setting.



4.7 Partner Agency Involvement in the Project

Table 4 lists details of those organisations/ individuals that the Project team works in partnership / collaboration with.

Table 4 Partner Agency Working

Organisation / Name	Signposting by SinglePoint to Access this Service	Referrals to PSA / SinglePoint by this Agency	Joint Delivery / Direct Works with SinglePoint / Venue / Staff	Comments
Rood End Primary School -Barbara Carter -Jennie Atkinson -Julie Dodd		Yes	Yes	Partnership school
St Francis Xavier Primary School -Andrew Dickinson -Alicia Bullock -Magda Jones		Yes	Yes	Partnership school
Christ Church Primary School -Michaela Long -Pat Parkes -Sophie Baxter -Danniella Gibbs -Stacey Stearn -Eve Jones		Yes	Yes	Partnership school
Langley Primary School -Tony James -Sue Savage		Yes	Yes	Partnership school
Independent -Richard Lockley	Yes			Counselling service
Murray Hall -Clare Bate -Jenny Hartnell	Yes		Yes	
West Midlands Police -Gary Capewell	Yes		Yes	
Sandwell Adult & Family Learning -Emma Simmons -Sian Breese	Yes		Yes	
MyTime Active -Anna Skeats -Louise Pickard	Yes		Yes	Healthy lifestyles and sport
Sandwell Leisure Trust -Mandy Williams -Natalie Bellfield	Yes		Yes	Leisure Centres and sports development
Sandwell MBC -Syeda Nessa -Kevin Smith -Michelle Bennett -Carla Grant -Sinead De Vesey -Kat Keramperan -Holly Baker			Yes	Social Services, Early Help, inclusion support

-Nicola Day -Glenda Sylvester -Mainford Wambe -Faithful Chaminuka -Patricia Barrett -Jane Campbell -Anjam Sultana				
Glebefields Health Centre -Elina Mapfumo			Yes	Health Visitor
OSCA -Paul Laird			Yes	
Oldbury Academy -Kim Goodhall			Yes	
School Nurse Team -Rachel Robotham -Gemma Botfidd			Yes	
Housing -Olivia Allen	Yes		Yes	
Swanswell	Yes			Substance abuse support
West Bromwich Foodbank	Yes			
Oldbury Childrens Centre	Yes		Yes	
Sandwell Financial Services Hub	Yes		Yes	
Citizens Advice Bureau	Yes		Yes	
Womens Aid	Yes		Yes	
Sandwell Housing	Yes		Yes	
HRS Family Law Solicitors	Yes			
Oldbury Library			Yes	
Family Information Service	Yes		Yes	

Source: SinglePoint, 2017

4.8 Financial Assistance to Support Higher Education

As highlighted at **Section 5.6**, where appropriate, financial assistance is provided to support course fees / resources / childcare, enabling parents to access higher education courses.

5.0 Findings

5.1 Introduction

The following is a summary of quantitative and qualitative findings.

5.2 Project Indicators

Table 5 provides a summary of Project indicators of success agreed with the Big Lottery.

Table 5 Project Indicator Table

Outcome	Description	Targets	Timescales	Achieved Year 1	Achieved Year 2 (as of July 2017)	Current Total
1	a) Number of people attending activities and opportunities offered by SinglePoint	200	Annually	1111	1214	2325
	b) Number of registered users who access multiple activities as a result of the Project	75	Annually	124	130	254
	c) Number of family support cases reporting reduced isolation	20	End of Project	21	15	36
2	a) Number of children who register and access breakfast of after school club	40	Annually	40	140	180
	b) Pupils accessing fully or part subsidised holiday provision places	20	Annually	161	79	240
	c) Parent volunteer placements facilitated by SinglePoint	10	End of Project	6	5	11
3	a) To provide family experience days to local / National attractions	250	Annually	340	641	981
	b) Provision of family fun days and weekend community events	100	Annually	123	246	369
	c) Number of people attending joint parent and child activities	250	End of Project	1007	813	1820

4	a) Families are referred, and access the support of appropriate agencies	10	Year 1	29	29	29
	b) Families with multiple and complex needs report an increase in confidence after engaging with the Project	20	Year 2	21	34	55
	c) Families referred to the Project will exit statutory social care plans as a result of SinglePoint's involvement	20	End of Project	5	11	16

Source: SinglePoint Project, July 2017

Notes

1. It is clearly noticeable that on the whole, indicators of success have been significantly over-achieved.
2. It is clearly likely that the majority of the indicators will be surpassed further as the Project is not due to end until the **31 August 2018**.

5.3 Service User Questionnaire Analysis

54 responses were received from service users with a family member attending on of the following schools:

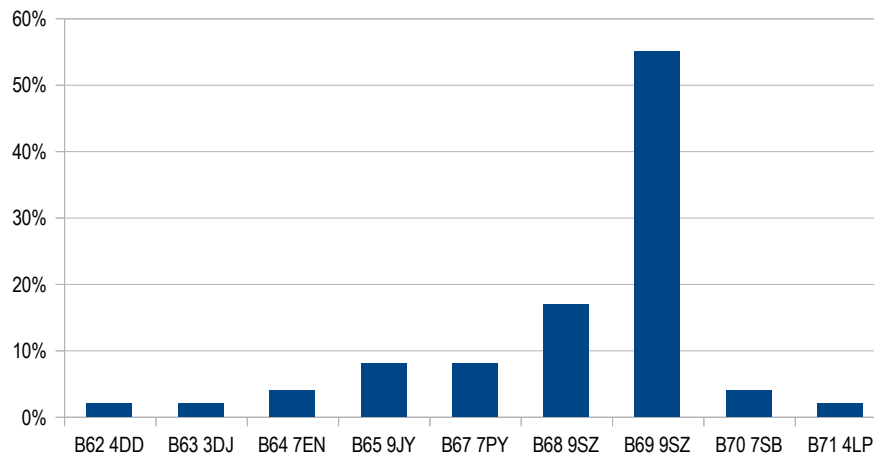
- Christ Church Church of England Primary School - **27**
- St Francis Xavier Catholic Primary School - **22**
- Rood End Primary School - **3**
- Langley Primary School - **2**

Of those who responded, **87%** were female and **13%** were male.

- **1** respondent indicated being disabled, and a second made no indication of being disabled or not

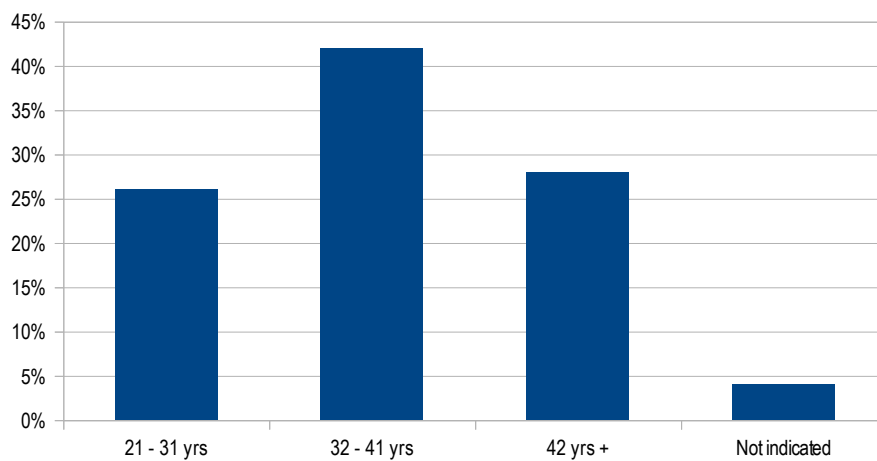
Graph 1 highlights the post codes addresses of respondents.

Graph 1 Respondents' postcodes



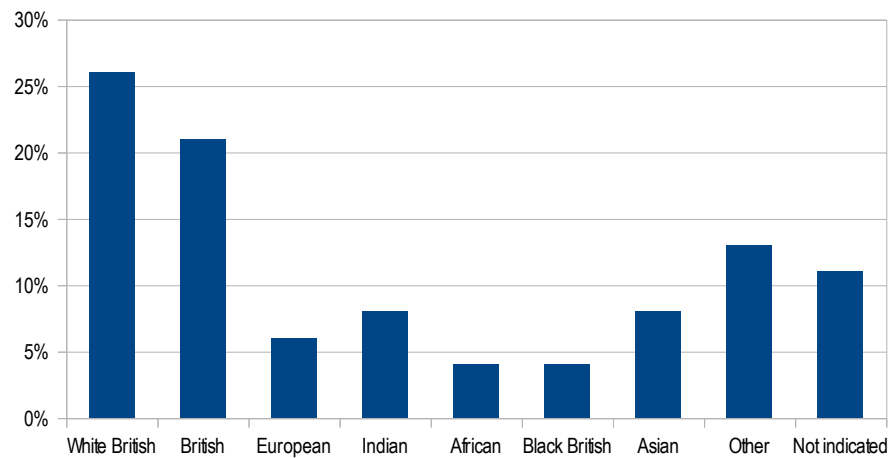
Graph 2 highlighted the ages of respondents.

Graph 2 Respondents' ages



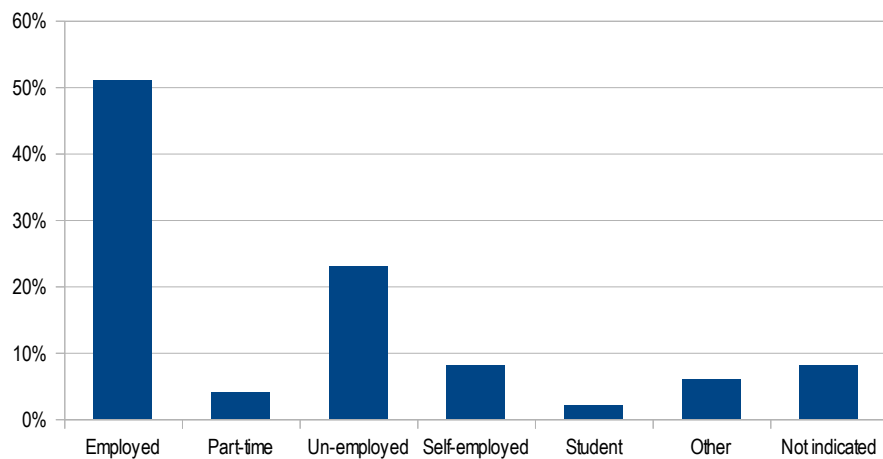
Graph 3 highlights the ethnicity of respondents.

Graph 3 Respondents' ethnicity



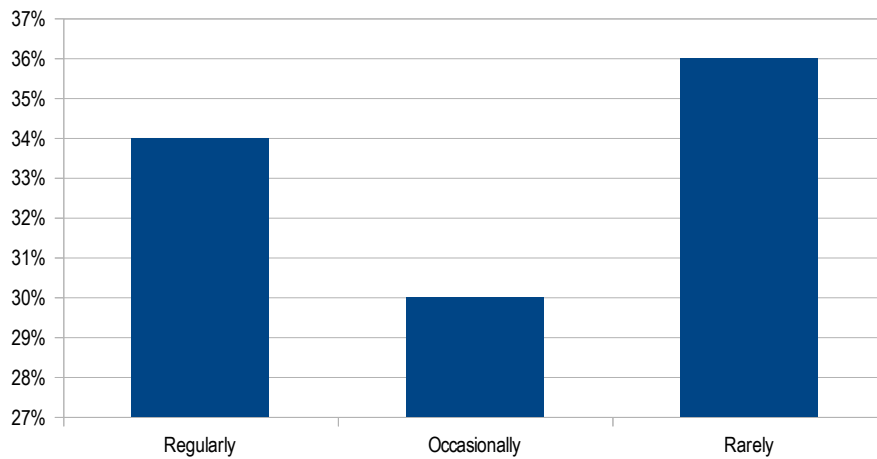
Graph 4 highlights the employment status of respondents.

Graph 4 Respondents' employment status



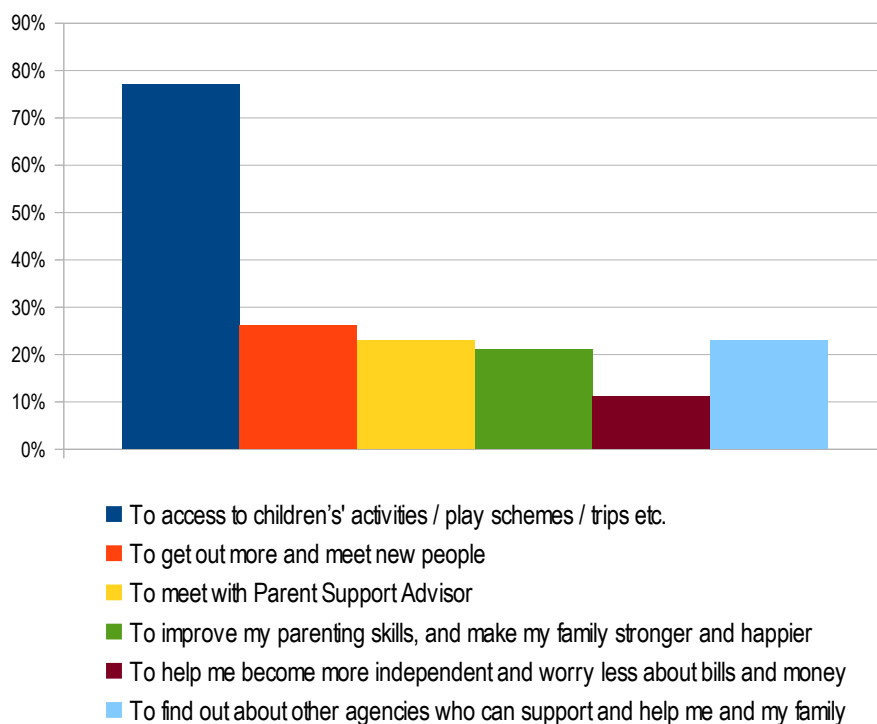
Graph 5 highlights how often respondents visit / meet members of the SinglePoint team.

Graph 5 *How often do you visit / meet with the SinglePoint team?*



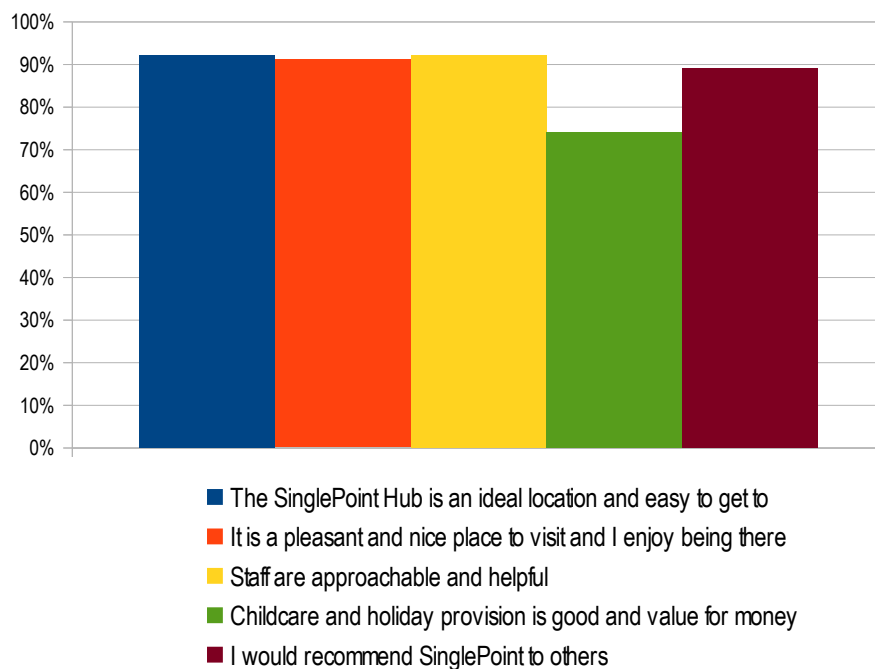
Graph 6 highlights reasons why respondents visit / meet with the SinglePoint team.

Graph 6 *Why do you visit / meet with the SinglePoint team?*



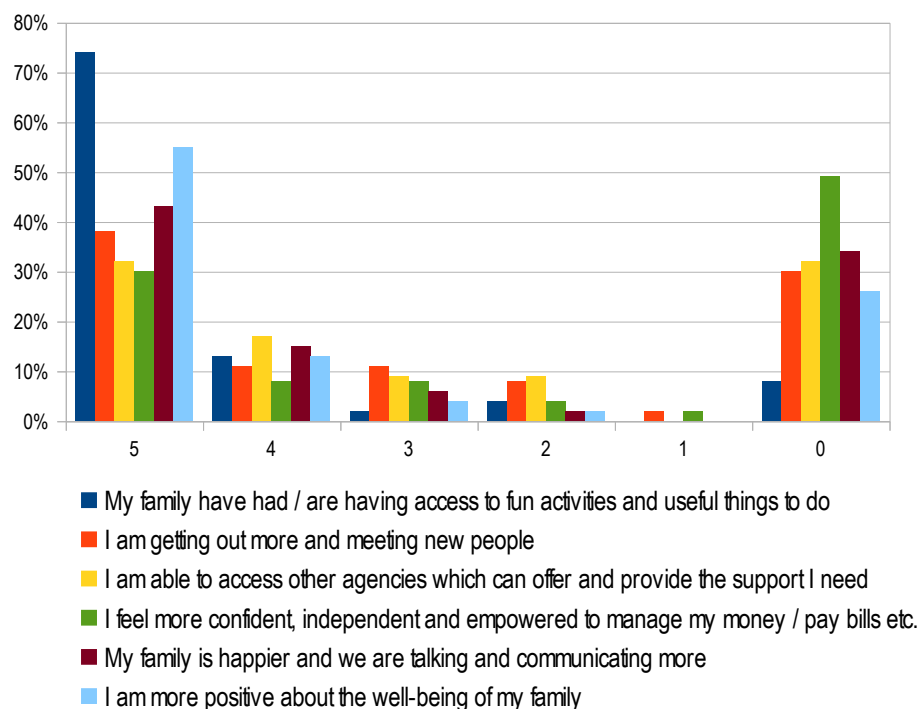
Graph 7 highlights respondents' views about the SinglePoint Project.

Graph 7 What do you think about the following regarding the SinglePoint Project?



Graph 8 highlights outcomes achieved by the Project. (1 - low; 5 - high; 0 no views / Not applicable)

Graph 8 Outcomes achieved by the Project



5.4 Additional Service User Feedback

In addition to **SinglePoint service user impact statements** listed at **Appendix B**, the following are summaries of additional feedback in relation to the following:

What are 3 things that are really GOOD about the Project?

Access to trips and activities (x 31)
The breakfast club, afterschool and holiday club are excellent and great value for money (x 22)
Staff are approachable and helpful and friendly (x 24)
Affordable prices (x 5)
Bring families together for family days and trips (x 4)
Support (x 5)
Dudley Zoo pass / visits (x 3)
Parents can come together and learn together, meeting new people (x 3)
Do things people might not normally have the opportunity to do (x 3)
Accessible (x 4)
Learn new skills (x 2)
Helpful advice (x 2)
Always there for you (x 2)
Always willing to help
Appropriate and relevant information regarding different agencies
Care about families
Courses
Dinner / High tea
Family support is amazing. I am understood and not judged; it is key to good communication more kid's trips and passes. Training and courses opportunities I can't thank you enough for help and support you gave me. I really appreciate your kindness
Giving confidence
I enjoy some of the trips offered
Lots of choices / groups ok
Never judge
Non - judgmental
Parent groups
Parents are able to access a wide range of services through SinglePoint
Professional guidance
SinglePoint provide a range of excellent service
SinglePoint really support families in the local community
Talking and understanding problems
The SinglePoint is in an ideal location and easy to get to
Themed activities e.g. Santa visit, Easter egg hunt
This is a very helpful project that helps lots of family to gain the support and facilities that are available
Willing to learn / improve
Workshops
You can get information and support

How you feel the Project could be improved?

*Drawing in more schools so more people attend and more groups aim at toddlers
Everything can have improvements made to them but there is nothing I can think that does. I get everything I need
Flexible contact hours of breakfast / afterschool club for student parents
Government support
Holiday school club to be longer hours e.g. 8 - 5:30
I am very happy with the project and have not identified any areas for improvement
I would like to know in advance special events or things going on. It is not advertised very well, and I seem to find out when event has passed
It could improve by having more parents and kids activities in the school holidays
Make the payment more affordable for working mothers and earlier drop off time
More activities for single parents with more than two children
More advertising to other schools
More clubs, possibly more leaflets sent for upcoming events
More fun throughout the year
More help in the home setting if needed
More support and communication and supporting family with a child with a disability
More time for speaking to families, more activities
More trips
More trips and variety of trips. Increased presence at school, advertising of services
Not sure how, but the work so far is fantastic
To continue what they do
To engage more mothers into some activities to improve communication
Very good
Would love to see more half-term clubs (covering half-term)*

Anything else you wish to add?

*Cannot praise the centre and staff enough
Fantastic friendly staff
Future projects held by SinglePoint will help me and my family
I haven't accessed many services. For us it is a problem that under 2's cannot go on trips - it means we cannot go as a whole family. Also a friend of mine was made homeless and Rood End School and SinglePoint went above and beyond in their support of her and her family. Very impressed and grateful for their support
I have been delivering English sessions to parents for 2 terms. SinglePoint staff are always very welcoming to me and the learners that I teach. They encourage parents who would benefit from the course to attend
I hope it is continued to be funded beyond 2018 as it is an important part of local community allowing us to access
I hope SinglePoint will be ongoing and doesn't finish
More incentives
My views are mainly based on the breakfast and afterschool club as these are the services I regularly use. The last trip I went on with SinglePoint is to Cadbury world and my family really enjoyed it
Only that all contact that I have had with SinglePoint has been very good, and I like that the staff get to know everyone and it's on a first name basis. I think that kind of communication is important and help build relationships*

Organise more trips for families

Other

*Regular family / group outing as subsidised holiday attractions are always over subscribed
SinglePoint have a dedicated team of individuals who are all very friendly and willing to help in any way they can. The support and assistance on offer to local families has such a positive impact and I hope it continues*

Staff are lovely. I have been attending for 3 + years and it has been fantastic

Staff are great very friendly and helpful but don't use SinglePoint much mostly due to time and work and needs

They are always ready to support children and am glad my son enjoys the place

Volunteering opportunities should be available for mothers

Would like to have an early start for the Breakfast club (around 7 am)

5.5 Service User Workshop

The service user workshop was attended by 7 service users (pictured), the youngest being 27 years and the oldest being 45 years of age. The average age was 36.4 years and 6 were females and 1 was male. **Appendix A** provides a summary of feedback from the questions / issues raised. It will be noted that:



- There is unanimous support and appreciation for the SinglePoint Project, with noticeable outcomes including bringing families together for 'quality time', access to trips, which otherwise could not be afforded and positive support with children and providing access / communication links with schools
- Reasons why the Project works for service users include Project staff being non-judgemental, being there when needed, bringing families together and flexible / bespoke support
- Potential improvements include higher profile in schools, more family centred activities and support in home settings
- Future challenges faced by service users include ensuring their children receive the support they need to progress, financial issues and everyday issues such as children attending [new] schools and moving home
- Future community centred challenges include funding (projects such as SinglePoint), leaving the EU, unemployment, community knowledge of local services / support systems, housing / homelessness and crime / linked anti-social behaviour

- Future SinglePoint priorities include supporting children with disabilities / special needs, continuing support for families, more specialist workers and wider schools' access to the SinglePoint team / Project
- 'Wishes' include kids having a happy future and the provision of family based 'fun' activities / fun days

5.6 Case Studies

Four case study interviews involving service users have been carried out, with names and a number of background facts being changed to ensure the anonymity of those who have kindly agreed to participate in the process. It should be noted that a number of the case studies highlighted in this report have received financial assistance to support course fees / resources / childcare, enabling them to access higher education courses via SinglePoint.

Case Study 1

Maxine is 44 years of age, lives locally in the area in her own house with her 4 children.

She says, 'All was well in my life until I was made redundant from work in 2014. My hubby had always looked after me and I also felt it would be harder to get a good job due to being older. The financial costs of not working quickly took effect as did worry which turned into depression. The longer it goes on the worse things get and the more un-employable you feel.'

I tried everything including agencies, but nothing at all suitable turned up. I got scared and it hurts when you can't afford proper shoes for your kids.

The weight also came on me and that saps at your confidence when you go for interviews. There were moments when I felt really alone and I suppose I became isolated from the outside world'.

Maxine remembers the first time she met the SinglePoint team. She says, 'They are so pretty and I expected them to be bitchy towards me when they saw how heavy I was. The opposite was and is so true! They are all amazing and showed real understanding and empathy towards me and where I was. They are so friendly and the door at the Centre is always open to you. They quickly came up with a plan for me and I attended a First Aid course. I began to meet people who were where I was. I felt less isolated very quickly and my confidence began coming back.

It never felt like I was being interviewed by any members of the team. No-one pushed me to do things I was not ready for, although looking back it is clear they had a 'plan' for me, which is to become more independent and in control of my finances. The alternative was Jeremy Kyle on the TV and never going out.

It was also clear they were guiding, not pushing, or doing things for me. They gave me focus and lots of support, which is almost impossible to get anywhere else.

The task was hard, as to be honest I had over £30Ks worth of debts to tackle, with no indicators that I could pay it off. I was using credit cards and retail therapy to make myself feel better and a way to provide for my kids.

They never fussed over me or panicked. Everything was structured to take place when I was ready. I went on the CHANGES course, which helped so much with my parenting skills and how to manage expectations in life as a family.

After a while the 'real me' began to come back and I could recognise here. For example I did not let my weight get me down – Big is beautiful! Ha ha! I was getting out more and meeting new people at places such as my Church.

After a while I was ready to explore the job market, which the SinglePoint team helped me with in areas such as job searching, completing application forms and interview techniques. I couldn't believe it when I got a job as a Lunchtime Supervisor at a local school. It felt so good! Believe me I was so scared going for the interview. I had been out of work for so long and all the dark thoughts came flooding back.

But with the support of the SinglePoint team I overcame all of this and someone wanted me to work for them!

From that point I went from strength to strength. Whilst I am naturally a shy person, my confidence was back and I know that with effort and preparation I could achieve my dreams – which includes being financially independent and able to support and look after my kids.

I have since been promoted at work as a Deputy in charge of my department. I take home around a £1000.00 per month and am able to begin the process of paying off my debts.

We are happier as a family and know where to get support should we need it.

What has been the key to the successes of SinglePoint? *Being there as and when I needed them the most; and providing me the support and skills to help myself. Confidence building at my pace and never judging. Lots of empathy and understanding.*

What is my 5-year plan? *– In addition to paying of my debt, I plan to be a Learning Support Assistant and have a career pathway. SinglePoint are supporting me to achieve a Level 3 accreditation and with their on-going support I have no doubts that will achieve it.*

In conclusion *– I was drowning in depression before SinglePoint supported me. I was at rock bottom and who knows what could have happened to my family. I almost dare not think about it. On behalf of my family I can't thank the whole SinglePoint team and the Lottery enough. You have helped to save a family from drowning, and I have certainly been SinglePointed!*

Case Study 2

James is 47 years of age, is local to the area and lives in his own house with his two sons. He is currently out of work and has claimed ESA allowance for around 3 years. He has been a Senior Support Worker in the social care sector having achieved a Level 3 NVQ.

He says, 'All was well until I became aware of one of my arms hurting, which required a serious operation. I also had a tear in the muscle on a knee and became too sick for work. It was all life changing and of course seriously affected the income that came into our home. We needed to use up our savings to make ends meet. To be honest I haven't coped well at all. It hurts not being able to take your kids out on treats and having to sit in day after day because you can't afford to go and spend money you haven't got. My wife will tell you I have been horrible. Emotions have included anger, worry and frustration. I have shouted a lot and even screamed. I have done silly things, completely out of character. I have been in a bad place.

And then came SinglePoint, which is helping to change my life. Where do I start? Well, for example we have enjoyed taking the kids on the trips, which we just can't afford at the moment. This has meant that we have enjoyed 'family time', which has helped so much to relieve the pressures we have been under. It is so good to see the kids laughing and enjoying being with me. I have learnt to understand the importance of being a good parent, which for a long while I doubted due to the pressure I have been under, I attended the CHANGES course. I really benefitted from it as in addition to practical things you learn, you have the opportunity to speak to and mix with others who have the same concerns and worries I have. I really benefitted from this and learnt a lot. It has made a big difference to how I see my role as a good parent and given me lots of confidence and knowledge.

I have also benefitted hugely from one to one counselling. It has helped me to come to terms with who I am and why I get so frustrated about my situation and where I am. Most significantly I am learning the skills to plan ahead and make the best of my life, with coping strategies and forward planning.

I have also lost my mum and my sister and have received grief counselling too. Such losses on top of everything else risked everything being blown up again.

Other members of my family have also benefitted. My kids use the After School Club, which is enabling my wife to hold down her job.

Looking back I was in a deep hole and not in a nice place, but with support from the SinglePoint team, which includes the counselling, I am keeping on top of things and can see a brighter future.

What has been the key to the successes of SinglePoint? *The range of support that has been on offer, which has been for my family and well as for me. The staff and those they use are really professional at what they do and they all really care and want to make a difference. It would be almost impossible to receive such support anywhere else, and if you could you would have to wait months and months for it.*

What is my 5-year plan? *– I understand that I have a long way to go before I can say life is 'normal, whatever 'normal' is? But in the longer term I am looking to put something back and plan to train as a counsellor. I am looking into the training and qualifications I will need. I would also like to be financially secure again, which I am sure I will achieve with the ongoing support of SinglePoint.*

In conclusion *– I have been in a very dark place, which my family have had to endure with me. We would have been alone but for the SinglePoint team. There are just not the local services and support in this area to help people like us. My journey is not over yet, but I know I am on the right track and we are all so grateful for the support we have received from SinglePoint.*

Case Study 3

Sarah is single, 31 years of age, is local to the area and lives in a rented house with her 3 children. She has been a Care Worker and is currently in the first year of a full time university course with an objective of working with children in need of care.

She says, *'I first came to need the support of SinglePoint as I was having difficulty in communicating with the staff at the kids' school. I was getting angry and frustrated over things and it was hard for me to get my views and feelings over to them. We were under pressure as our landlord at the time was kicking us out of our rented home as he wanted it back. We were in real danger of being homeless and I just didn't know our rights, or who to turn to for support. It was a horrible time and I was under such a lot of stress.*

I remember when I first came across my PSA from the SinglePoint team. She immediately put me at ease and did not have a teacher stereotype about her. She really seemed friendly and had lots of confidence. The first thing we did was chat a lot and I felt the burdens I had been holding onto were falling away. Someone had the time to listen to me and not to judge me or tell me what to do. I went onto the CHANGES course and it was a turning point for me. I got to meet other parents who had the same worries as me and I could compare my situation with others. I learnt such a lot about being a parent and understood that there is no handbook. I was quite moved when my kids got to learn that I was being supported by SinglePoint and was on the CHANGES course. They said that they understood and were proud of me. They were happy that I was their mum.

Money was a problem I was always short of money. The SinglePoint team took time to help me manage my bills and whilst there is no magic wand, I learnt that I could help myself by managing my money and the bills better.

A big thing was the risk of being homeless and my PSA and the team put me in touch with the Council and a Housing Association. They also put me in touch with the Citizens Advice Bureaux. I learnt that I had rights and nothing needed to be rushed. It was so good to know that there were people out there who could help me and I did not have to get so angry and upset with people such as the teachers at school. I guess I had a light bulb moment when I realised that I was a number of things – me, a mom, a student, a friend and someone who worked. All I had to do was take my time and balance things.

We enjoyed going on the SinglePoint trips, which we could not have afforded otherwise. As well as enjoying ourselves as a family, we got to meet other people and I enjoyed socialising with nice people. It was our time. Time to breathe and realise I could not be broken.

My kids could also go to the SinglePoint Breakfast Club and After School Club, which enabled me to study and to take on some work to meet the bills.

My PSA has also supported me through a family support issue and other members of the team help with urgent IT issues as I am just not computer literate.

What has SinglePoint done for me? – *I am a calmer person and feel I am more in control of my life. I know I have rights and know who to turn to if I need support. Whilst money will always be tight I am more in control of my finances, which is important to me. I am getting out more and socialising with other people, which I really enjoy. I guess I am a more confident person.*

What has SinglePoint done for my family? – *Thanks to SinglePoint and the CHANGES course in particular I feel I am a better parent and as such we are a happier family. The boys don't argue as much with me or themselves. We have had some difficult things to sort out and have been helped such a lot by my PSA and the rest of the SinglePoint team.*

What is good about the SinglePoint team? – *Most importantly they don't judge you and really understand your situation and where you are. They are like big sisters, who care for you, but make you do things for yourself. You can trust them never to let you down and are always there for you. It's like a pop up shop that wraps itself around you.*

In conclusion – *I dread to think what would have happened without MY PSA and the rest of the SinglePoint team. I was so aggressive, wound up, frightened and alone. There is just no other agency which can provide the single point of contact that SinglePoint does. They don't point fingers, judge or threaten. They simply care, are so professional, have the time and help you to make good things happen. **Thank you!***

Case Study 4

Fiona is single, 31 years of age, lives locally in rented accommodation with her 4 children aged between 5 and 15 years of age. She is originally from Somalia having lived in the London area for a number of years.

She says, 'I am so grateful for the support the SinglePoint team have provided me with, as I felt so alone and isolated before they came along. My English is not too good and they are helping me with that. They are at my side when I have important and complex meetings with social services, as I would feel out of my depth if they were not with me. I have no family or friends to support me I it can be so lonely. They have also helped me sort my benefits out and helped me with my landlord and furnishing my home.

They are so good at pointing me to other agencies and people who can support me and teaching me to help myself and have the confidence to do things that I would normally not think of tackling. I don't understand computers and they are helping me to do things now and teaching me how to use them.

The most important people in my life are my children and it is important to me that they are happy and get a good education. It is so rewarding for me to see my children doing well at school. We don't have a lot of money spare for going out and it has been lovely to be able to go on trips as a family and meet other people and socialise.

I don't feel so lonely or alone since I have been supported by SinglePoint. They never judge me or tell me what to do, or what I should be doing. My PSA is lovely and is so professional and caring. With her support I have been doing voluntary work, which in addition to getting me out of the house and helping to improve my English, is giving me valuable work experience as my aim is to get a good job and become less dependent on benefits.

Where are you now? – *I am less dependent on the SinglePoint team, although I do keep in touch and drop in if I need help with complicated phone calls. It is also nice to drop in for a chat and reassurance that they are still there.*

Where do I want to be in 5 years? – *I want to be more independent and with no links to Social Services.*

In conclusion – *my life and my childrens' lives are so much better since we have received support from SinglePoint. I feel less lonely and isolated and have the confidence to help myself. We are a happier family and as I have said my children are doing so well at school.*

5.7 Staff Workshop

The staff workshop was attended by all members of the SinglePoint team and **Appendix C** provides a summary of findings. It will be noted that:

- The team are well aware of their strengths and attributes, such as knowledge and expertise, being friendly, helpful and flexible to the needs of families. The team is diverse in relation to their skills, experience and the 'offer' they can provide to service users. Aims include being approachable, reliable and honest. There is an awareness of providing bespoke services and support, which includes family relationship building and employment / job seeking support
- Areas for improvement include more space / facilities, core funding, with less reliance on grant funding, the involvement of more schools and an overall enhancement in the support / services offered to children and families
- Future development opportunities include working with more schools, the use of satellite sites and enhanced partnership working, transition support work with Year 6 pupils preparing them for moving up to High Schools, developing parents as mentors for other parents and working with children with behavioural issues
- Benefits of potential developments include an expansion of the Project, increased funding and an ability to support even more families
- Threats to SinglePoint include uncertain funding / a loss of revenue funding, other local service providers such as Children Centres' duplication and replicating SinglePoint's 'offer', austerity and subsequent losses of experienced SinglePoint staff and shared expertise
- 'Wishes' include secure [revenue] funding, continued growth of the team, facilities / services and more sites, with the current Centre being a flagship premises

5.8 Feedback from Participating Schools

Opportunity has been taken to meet with the Headteachers and key staff at each of the participating schools. The following are summaries of feedback from each.

5.9 Christ Church Church of England Primary School

With the SinglePoint Centre being based at the school the Headteacher is not surprisingly extremely supportive of the Project and its availability to support parents and children from the school. She sees it as an integral part of the school which backs up the support and services it offers and provides. She sees it as *'an extra layer of support, which can break down barriers and enable the most at risk to quickly obtain the support they need'*.

She is proud of the wide range of support available such as the Breakfast Holiday and After School Club subsidies, which are enabling parents to continue to work and bring much needed income into their homes. She is also pleased that the Project offers complex support such as one to one counselling and bereavement support.

She constantly receives positive feedback from parents on how approachable and professional the SinglePoint team are and is aware of the positive outcomes. She finds the partnership with the other participating schools extremely useful in terms of monitoring and developing the Project and encouraging wider dialogue between the other Headteachers on numerous subjects and challenges.

The Project takes the pressure of her teaching, leadership and support staff, which enables them to focus on teaching and learning, and through day to day contacts with the highly experienced and knowledgeable SinglePoint team members this is supporting and developing the wider skills and abilities of her team to deal with challenging issues.

Ongoing and new challenges include the influx of refugees into the area, and the regular movement of pupils in and out of the school. Whilst austerity and associated funding cutbacks will continue to be ongoing issues, the school remains supportive of SinglePoint and sees value for money and wider benefits from its financial and in-kind contributions.

She is aware of the need to move forward and is working closely with the other Headteachers and Project Managers on the future development and delivery of the SinglePoint Project.

Other staff members interviewed included the Acting Manager of Year Two Provision, Lead Integration Coordinator / Focus Provision Manager and the SENCO Leads. All are extremely supportive of the SinglePoint team and value its proximity and availability to support the school. Members of the SinglePoint team attend staff training days and maintain regular contact with all members of staff.

They are fully aware of what the Project has to offer, from supporting parents with toilet training to providing counselling for parents with complex and urgent needs. They particularly value the most at risk families / pupils taking advantage of out of school and holiday activities / trips etc. as such provide a reassuring eye on vulnerable pupils; particularly during extended holiday periods.

They also value the inputs the SinglePoint team bring to staff meetings, when opportunities are taken to share knowledge, experience and updates to policies and regulations.

A particular concern is the support available to pupils with special needs such as autism. Whilst the SinglePoint team does its best, there are limits on the support which can be provided in relation to issues that include time and resources. This is seen as a real gap in provision and a concern that should be addressed.

5.10 St Francis Xavier Catholic Primary School

The Headteacher and his staff are extremely supportive of the SinglePoint Project and team and take every opportunity to utilise the support services available. Particular note is made of early help referrals and initiatives linked to parenting skills. Such early interventions often prevent the escalation of more serious problems, which can save ever scarce resources later down the line.

The SinglePoint team are well regarded by his staff and most significantly parents and children, who place a great deal of well-earned trust in them.

The team are also well-regarded by multi-agency partners, who value their skills, expertise and access to the most difficult to reach parents and wider family members. Building on such, he feels that the Project should continue to develop multi-agency partnership working and strategies focussed on tackling key issues such as safeguarding, mental health and the well-being of children and their families.

With a focus on early interventions and often preventative child and family focussed functions, he can see value in specific research to gain a more in-depth understanding of the Social Returns on Investment (SROI) of the Project, which would play a significant role in appreciating

the medium and long-term social and economic value of the Project, which often adds value to the roles and functions of statutory agencies such as Social Services.

5.11 Rood End Primary School

The Headteacher and her team are extremely supportive of the Project as a whole and the specialist skills and experience of the Senior Parent Support Advisor in particular.

She feels that the SinglePoint team provides a level of service such as consistent case workers, which Social Services in particular is unable to match. She is aware of numerous examples where SinglePoint has directly supported vulnerable and isolated mothers and wider family members sort out complex issues, which has positively impacted the well-being and education of pupils at the school. She is impressed that SinglePoint does not adopt a 'sticking plaster' approach, rather long-term, 'wrap around' structured interventions, which are coordinated and delivered in close partnership with the school and its specialist support staff. She also sees a lot of their work as preventative, such as access to trips, encouraging community centred socialising and enhancing family cohesion.

The school's EWO / Safeguarding staff member is conscious that the SinglePoint Centre is some distance from the school and not really accessible to many of the parents. However rather than being too concerned about this, she finds the private meeting rooms extremely useful. She says, *'It is often ideal to carry out confidential and complex meetings off-site and in a safe and confidential environment that is 'friendly' and non-threatening. Our parents love the 'Sitting Room' at the Centre, which they say is 'posh' and in a style which they would like to aspire to in their own homes'.*

She is likewise impressed by members of the SinglePoint team and says, *'Nothing is too much trouble to them and they often take the time to stand with and get to know parents when they are collecting their children after school. They have built up levels of trust and are always reliable. For example they often collect food from the Foodbank on behalf of our parents, and display lots of empathy and understanding. A number of our isolated parents have enjoyed attending the trips as a way of becoming more independent and confident when meeting other people. This can be important as it is not uncommon for other family members to negatively dominate their lives, encouraging isolation outside the family group.'*

5.12 Langley Primary School

The Headteacher and Senior Safeguarding Officer are fully aware of the roles, functions and achievements of the SinglePoint team in the school. SinglePoint team members work closely with teaching and specialist support staff.

They see the Project as a resource that can support parents and family members with complex higher-end issues, which school staff may lack the skills time and experience to tackle.

Such positive and early interventions often avoid the need to further refer to Social Services; which in addition to supporting service users, also eases pressures on both the school and Social Services.

They are aware of those parents and family members who visit the SinglePoint Centre, although they acknowledge this is sometimes limited due to its distance from the school. They are however not overly concerned by this as they are also aware that a significant number of parents and family members attend the trips, Summer Clubs, attend counselling sessions and have attended the CHANGES course.

They are praising of SinglePoint's 'wrap around' / single point of contact approach, and are looking to utilise a building within the school grounds, which is becoming available as a SinglePoint Satellite Centre.

There is an understanding that the SinglePoint team are exploring bringing another school (Rounds Green Primary School) on-board. Whilst benefits such as economies of scale, even more families benefitting from the Project and potential additional funding are understood, there could be downsides such as watering down the excellent services and support the current participating schools enjoy and value.

Indeed they describe the SinglePoint Project as a '*gold star service*', which they further describe as flexible, timely, reliable and trustworthy. There is an understanding that if the school were to lose the services of SinglePoint there would be a need to employ a Support Worker; however the costs of such would be considerably more than the financial £15,000.00 input the school currently contributes to the Project.

5.13 Partner Agency Questionnaire Analysis

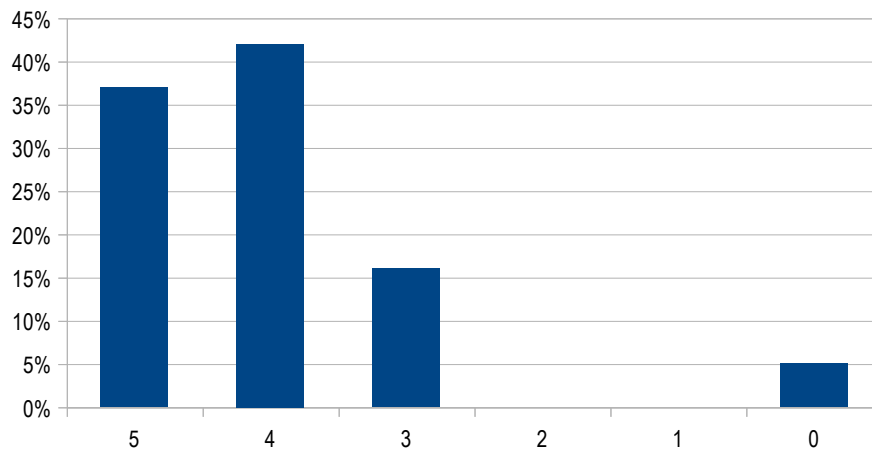
22 responses to the questionnaire at **Appendix E** have been received from those listed at **Table 6**.

Table 6 Questionnaire Respondents

Name	Job Title	Organisation
Michaela Long	Headteacher	Christ Church Primary School
Andrew Dickinson	Head Teacher	St Francis Xavier Catholic Primary School
Barbara Carter	Head Teacher	Rood End Primary School
J Atkinson	Family Support Worker	Rood End Primary School
J Dodd	Education Welfare Officer	Rood End Primary School
Clare Bate	Counsellor	Murray Hall / Head 2 Head
Anjam Sultana	Educational and Child Psychologist	Inclusion Support
Eve Jones	Lead Integration Coordinator/Focus Provision Manager	Education
Jenny Hartnel	Counsellor	Murray Hall Community Trust
Katell Kerampran	Senior Targeted Family Support Worker	Sandwell Council
Louise Pickard	Senior Healthy Lifestyle Specialist	Mytime Active
Magdalena Jones	SENCO	School
Mandy Williams	Sports Development Officer	Sandwell Leisure Trust
Michelle Bennett	Senior Targeted Support Worker	SMBC
Natalie Bellfield	Physical Activity Development Officer	Sandwell Leisure Trust
Patricia Parkes	SENCO	Christ Church C of E (VA) Primary
Richard Lockley	Counsellor	RL Counselling at SinglePoint Community Hub
Sophie Baxter	Teacher	Christ Church School
Stacey Stearn	2 Year old Provision (Little Angels)	0121 552 3625
Susan Savage	Learning Mentor	Langley Primary School
Syeda Nessa	Social Worker	Sandwell MBC
Sian Breese	Senior Officer - Learning Services	Sandwell Adult and Family Learning Service

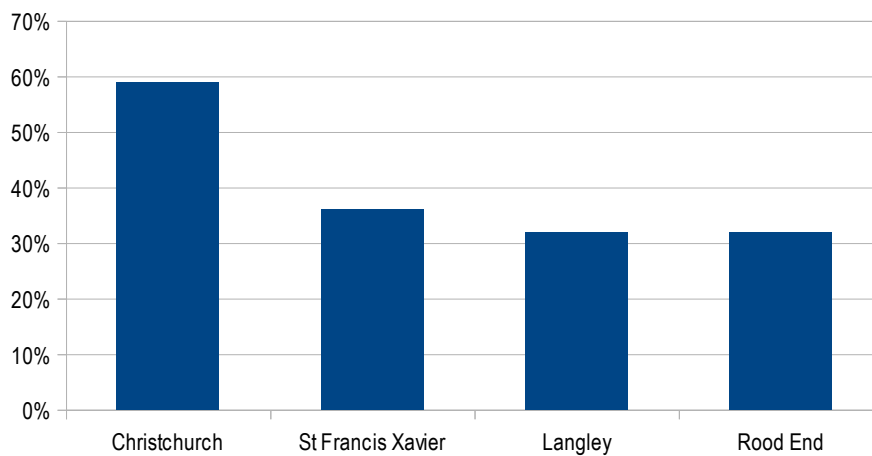
Graph 9 highlights respondents' awareness about the Project.

Graph 9 Awareness about the SinglePoint Project



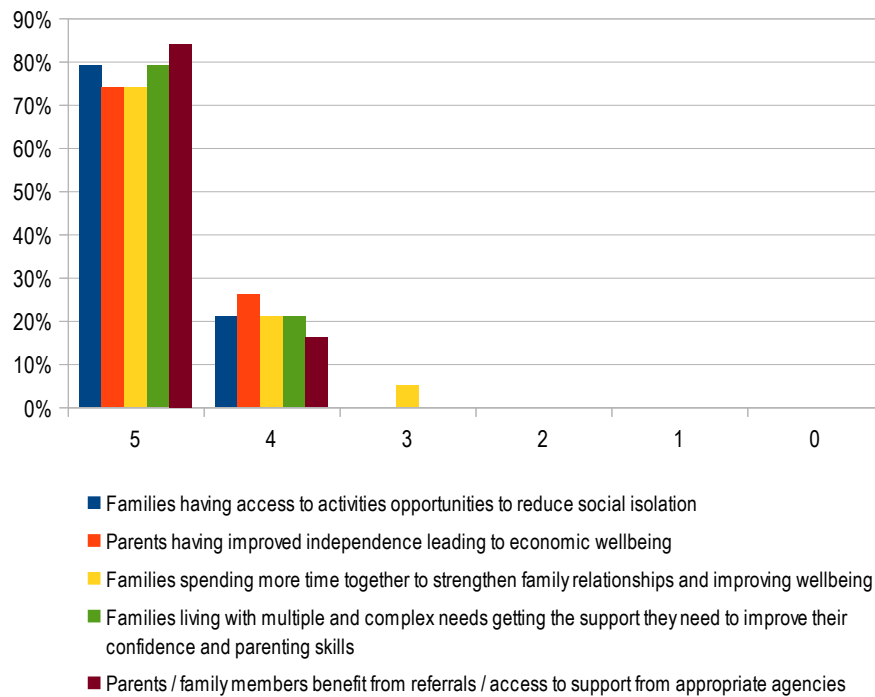
Graph 10 provides details about the schools that respondents provide support to, or work with.

Graph 10 Schools Respondents Support / Work With



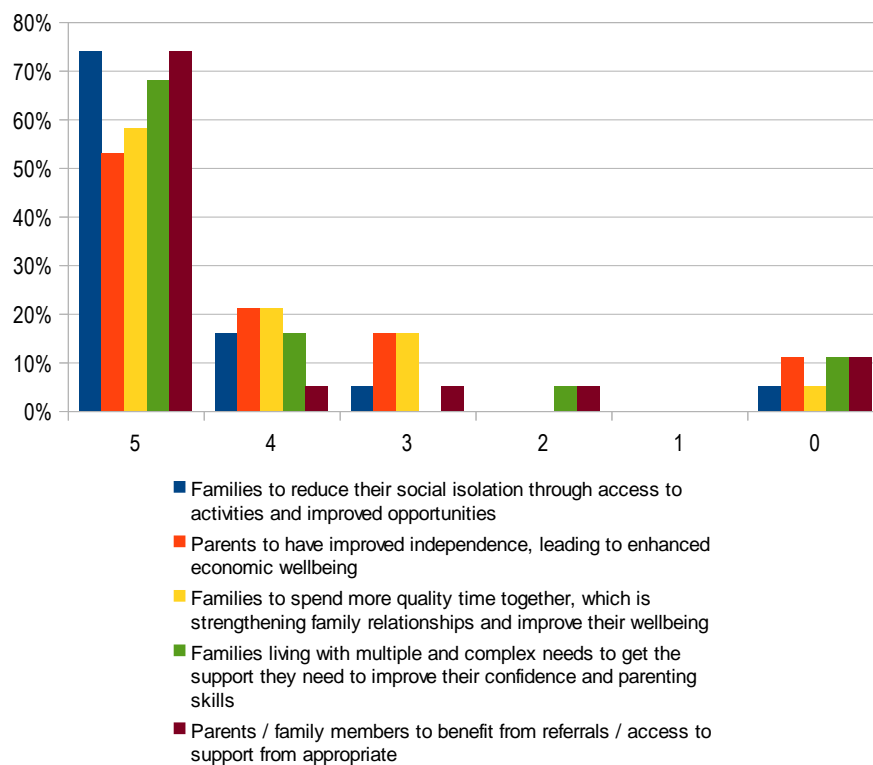
Graph 11 highlights responses to the question, ‘How do you rate the importance of the following in relation to the Project meeting the needs of local families?’ (1 low, 5 high, 0 – no views).

Graph 11 'How do you rate the importance of the following in relation to the Project meeting the needs of local families?'



Graph 12 highlights respondents' views about Project achievements. (1 low, 5 high, 0 – no views).

Graph 12 SinglePoint is enabling (1 low, 5 high, 0 – no views):



5.14 Additional Partner Agency Feedback

The following are summaries of additional respondents' feedback in relation to the following:

How parents / family members are benefitting from the SinglePoint Project / resultant multi-agency working:

*There are numerous success stories of families from St Francis Xavier benefitting from the SinglePoint Project, such as support with housing difficulties, finances and parenting skills. The mental health of a number of our children has been well supported, including children suffering from bereavement or coping with difficult circumstances. Wrap around care and holiday provision provides our parents with a service not provided at St Francis Xavier and so working families and / or families in need of some respite can access and use this provision – **Andrew Dickinson***

Vulnerable adults – place of safety so that they were not literally walking the streets and becoming a target for drugs/ prostitution.

Joined up work of school / SinglePoint – evidence base for sensitive support during removal of children by Social Services.

Changes Programme – parent with learning difficulties and depression, was suicidal and unable to engage with children effectively – now has voluntary 'job' and is helping another parent at Rood End to engage in the community

Ongoing support – housing, benefits, counselling sessions for children and adults, CV work, training sessions, family sessions at the weekends – **Barbara Carter**

*Many of the children and families I work with within all four schools access support from the Parent Support Workers who offer an open door policy and interact with the schools and families on a multi-agency level. Most of the families have complex needs and are supported by the team in making positive changes to new economic, emotional, practical and educational levels – **Clare Bate***

*I have found SinglePoint very helpful in bringing professionals and families together to explore how a young person is doing and plan how we will jointly support that young person's development – **Doctor Anjam Sultana***

*By working alongside Murray Hall Community Trust SinglePoint have been able to provide counselling support to parents. They have worked hard with parents pre-counselling to identify those parents who are ready for such support. This has enabled the service to be effectively utilised and beneficial to those accessing the service – **Jenny Hartwell***

I have worked with several families who have been able to take their children on day trips thanks to SinglePoint. It provided them the opportunity to build happy memories. I have worked with parents who have been on courses to help with their finances / budgeting and the whole family has benefited from that.

I have worked with parents who attended counselling sessions at Single Point and the reason why they attended was that they were already familiar with the centre and they felt comfortable with the staff so it helped with the initial apprehension.

I have worked with parents who would go to SinglePoint to talk to a member of staff when they have had enough, they know there will be someone to listen to signpost them in the right direction or refer them if necessary.

A lot of the children I worked with managed to get a free place at the Breakfast Club which really helped with the school attendance, punctuality and making a good start for the day.

*I worked with a mother and daughter who attended sessions to learn about diet and they did Cookwell sessions (I think that's the right name) at SinglePoint – **Katell Kerampran***

For me one of the strength of SinglePoint is that this friendly team has a base that parents can access as and when they need it, and it is particularly useful to see parents encouraged to take ownership of their responsibilities. Parents are referred to SinglePoint for many different reasons: support with parenting skills, finances, behaviours, toilet training and emotional support. They are assured of the correct support being given and/or further advice if appropriate –

Jones

Safe meeting place to meet with children to complete 1 to 1 sessions.

Meeting place for Team around the Family meetings to take place.

Parenting work completed with Families which has an impact on the children. The parenting sessions also help with reducing isolation as it gives parents the opportunities to attend activities.

Breakfast Club for the children this is a very important service particularly when families are experiencing financial hardship –

Michelle Bennett

Support workers to deal with complex situations at home ranging from domestic violence, poor housing debt and lack of funds to enable them to buy food and clothing.

SinglePoint are able to signpost the families to the appropriate agencies and support them during the difficult times.

Parents benefit from having somewhere to go and talk to someone they can trust and so feel supported when things are difficult. Support for parents who have children on a child protection or child in need plan. The targets that are set can often be daunting but with support from family support workers in single point they are able to work through these and ultimately keep families together –

Patricia Parkes

Enhanced self-esteem.

Opportunities to talk about and address mental health and emotional issues such as bereavement and relationship issues with other adults and their own children.

Realising strengths and aptitudes that ultimately enhance employability.

Developing parenting skills.

Prioritising and managing time more efficiently.

Looking beyond previous negative life events and believing in a better future.

Seeing different ways to solve old problems.

Prioritising their own health issues to increase their capacity to care for their children. Organising family life to reduce crisis management.

Enabling full discussions on critical decisions. Being able to talk about sensitive personal issues to a neutral non- judgemental person outside of immediate family and friends. Addressing social anxiety, panic attacks and depression. Increasing self-awareness.

Dealing with addictions.

Being able to recognise success and progress and build on it.

Creating confidential space for issues to emerge that have given rise to essential referral to specialist support. Having an organisation to access at any stage when life events take a turn for the worse.

Support in dealing with work- related stress.

Help in enabling movement past previous shackling abusive life events. Learning from their own experience of poor parenting to provide significantly better for their children.

Coming to terms with relative weaknesses and deficiencies in other significant adults that form part of their lives.

Helping individuals realise that they are not alone and that there is support available to them.

Considering self- help material that is readily available online.

Facilitating much needed communication and contact with local authority departments and services –

Richard Lockley

We have lots of parents that access SinglePoint for a variety of reasons such as courses to further their skills, support with parenting, meet new families and to take part in days out which otherwise may not be affordable to them without SinglePoint. - **Sophie Baxter**

Some of my parents need extra support with parenting and have attended one to one sessions and group sessions on different parental approaches and SinglePoint offer many different classes for our parents to go to which help with socialising with other parents and to talk about different experiences and give new ideas. SinglePoint offer our parents a warm welcome where our parents feel confident to go. They also work in good partnership with myself where I can go for guidance or refer parents with permission on different things that they might need help with.

I have many parents and children that are with SinglePoint that go very regularly to update them with their child's progress, single point and myself pass on some information to help the parents and children as a whole team, this helps the parents feel more secure and more comfortable to come and talk to us.

Parents also understand that if they want a chat that the chat is confidential if they wish it where SinglePoint help the parents without discussing with other members of the team or partnership staff – **Stacey Stearn**

Families seeking support without the involvement of children's service will engage better and mostly have positive outcomes. It helps open doors for families that find it hard to apply or approach services or simply don't know how to access these services. Families feel that they have an advocate and quickly begin to trust most of the staff that they work with – **Sue Savage**

Support workers provide one to one Support, practical support, signposting, as well as offer support such as food parcels as and when needed – **Syeda Nessa**

SinglePoint is constantly providing a raft of measures to meet the needs of the parents and families in the local area. Staff are excellent with a high level of customer focus – **Sian Breese**

How the Project could be improved:

Reach more families, other sites, SEN pupils, join home visits for new children form relationship at start – **Michaela Long**

Maintain the high level of support and engagement currently received - **Andrew Dickinson**

Development of outreach work in school – based around parent sessions with their children in school, for example creative work, invitations to informal performances – come and share. Not traditional we are hosting an event on a particular theme e.g. Easter Egg Hunt which parents are reticent to attend as they lack personal confidence – children are key to their engagement.

Assumptions cannot be made regarding adults ability to engage e.g. visual rather than written cues as parents may not be able to read or speak English with a very limited vocabulary –

Barbara Carter

As in any service funding is always an issue having enough money to reach more families. With more funding SinglePoint could employ more workers provide more contact hours and make an even bigger impact on the community. More hours can allow the service to increase outreach working directly within the schools.

Running community events and training involving the children and their families are vital in raising awareness and participation in the community and increased funding would allow this to aspect to expand further – **Clare Bate**

*Possibly greater publicity about what the service offers and how it sits within existing services in Sandwell – **Dr Anjam Sultana***

*Due to the fact that I manage and work within the Focus Provision for children with autism. I feel there is a need to improve the support offered to parents of children with additional needs. Where to get advice re holiday clubs, respite care. Family support and specific training for these parents – **Eve Jones***

*I think it is a fantastic project and it would be good if more schools could benefit from it – **Katell Kerampran***

More promotion of the service.

*To be available to more schools in Oldbury – **Michelle Bennett***

*I think the facilities and services that are on offer are vital to the wellbeing of the families of our school and partner schools. Without this support I feel families will struggle to deal with many problems they are now so well supported in – **Patricia Parkes***

The Project is a 'gift' to the local community and I have nothing but positive judgements to make. I have often commented that such a model should be, as a priority, 'run out' across an authority with such significant levels of disadvantage and deprivation.

*I make this assessment based on 41 years previously working in education in this same authority where my involvement with families was copious. I know no other project (and I have seen many come and go over the years) that has had greater impact than this and I feel privileged to be able to make a contribution. My work with SinglePoint over recent years has only served to confirm how essential its work and people are in enabling both adults and children to move past difficulties and live better lives – **Counsellor Richard Lockley***

*Have the time / funding to do more direct work with vulnerable children such as emotional wellbeing interventions – **Sophie Baxter***

*I think the Project could be improved by holding more training classes for parents to attend with their children if possible. Sometimes parents wish to attend but due to times and when their child is in childcare sometimes they cannot attend – **Stacey Stearn***

*More support within the school premises, not just focused on families visiting the Hub. This puts our families off engaging with service due to travelling – **Sue Savage***

*At times I feel that the support is over and beyond and can make parents dependent upon the support worker. It is important to enable parents to do things on their own and this needs to be continuously monitored as to whether parents are being enabled or things are being done for them – **Syeda Nessa***

Key future challenges all agencies face in relation to supporting parents and their families who are living in the Oldbury area:

*Language barriers – lots of new arrivals, more SEN, social care' lack of services available or time scales – **Michaela Long***

Pressures of tighter finances / reduced budgets whilst being able to provide the support needed to families as they arise.

*Supporting the mental health and wellbeing of staff, children and parents – **Andrew Dickinson***

Lack of joined up / proactive response from other agencies:

School nurses, referral made in October 2016 still not responded to. Head makes complaint February 2017 as part of pupils' well-being survey / follow up top flu vaccination programme.

Consequently, we lose confidence of parents and this compounds non-engagement, hostility towards authority / school.

We lose valuable time in establishing our evidence base when there is a question mark over lack of parent care - is it a genuine case that medically no action can be taken at this time or do we have a Safeguarding issue?

Domestic violence notices are not coming into school quickly – time delay of 3 months

*Lack of quality social workers – **Barbara Carter***

Cuts to budgets for services that limit the amount of hours a service can offer are a major problem. Struggling families who are facing economic welfare cuts, housing shortages access to affordable safe childcare and training for parents looking to get into work.

Poverty creates issues that impact on the families, children face safeguarding issues, abuse, neglect and homelessness therefore creating more need for support and more need for social care creating a vicious circle.

*Organisations who have a strong presence in the local community can alleviate the issues families face by the support they provide – **Clare Bate***

Funding is a key issue.

Access to mental health support for children and parents – long waiting lists impact negatively on families and young people.

*Access to services which support families with substance misuse difficulties and/or who have been victims of domestic violence – **Dr Anjam Sultana***

*The reduction in funding that provide support for parents living with additional needs – **Eve Jones***

*Gaining funding for the continuation and development of the counselling support service for parents, as those with complex and multiple needs often would benefit from more open ended counselling support rather than short-term or mid-term time limited support – **Jenny Hartwell***

The cap on benefits is stretching families' budgets.

Obesity is getting worse: Poor diet and lack of physical activity.

Isolation: there are very few places for young people to attend activities such as Youth Clubs.

*There are less supporting agencies available and therefore we find long waiting lists for the remaining agencies – **Katell Kerampran***

*Reduced funding for health and wellbeing services (continued decline in poor health – i.e. Obesity, lack of physical activity, poor mental health) – **Louise Pickard***

*A key role will always be a place we can refer our families to in order to access the appropriate information, agencies or advice, as so many of our families do not have the correct skills or confidence to be able to do this without support. Our present intake of families into the area with little or no English language skills could be an area for development – **Magdalena Jones***

*Motivation of families to engage in programmes. Funding to continue supporting families. Families accessing services – admitting they need help – **Mandy Williams***

*Workloads are high within services therefore time actually spent with families is often limited and the core work the family needs is often not completed instead a sticking plaster is used – **Michelle Bennett***

*To secure funding opportunities to enable families and young people to enjoy and achieve goals in life, to raise personal aspirations and to work with supporting agencies – **Natalie Bellfield***

*Growing poverty and the likelihood of eviction or poor housing. Parenting skills and behaviour of pupils at home – many parents need the extra support to know how to parent their children – **Patricia Parkes***

I believe that our society is becoming increasingly polarised both socially and economically and Sandwell stands at the sharp end of such inconsistency and has done for a good while now. Funding is being scrutinised and re directed constantly and not always to the neediest when political influences pervade.

I would regard the non-continuance of SinglePoint in some form as a total tragedy and tantamount to an abandonment of a needy and deserving community. The area suffers from diminished employment opportunities and businesses come and go. High levels of immigration have not always helped here and suitable housing stock is a scare commodity. Local schools struggle to meet national expectations. Mental health issues are at last seemingly receiving the national focus they deserve and in this respect Sandwell should be at the forefront of any available support. Finally we do not know of course what our country will be like in an immediate and indeed longer-term post-Brexit era.

*If it turns out that the most vulnerable will bear greatest risk and consequently the greatest affected then this will only hugely reinforce the need for the imperative support the SinglePoint provides – **Richard Lockley***

Unemployment

Poverty

Parenting skills

*Child protection – **Sophie Baxter***

Parenting and behaviour management

Economic well-being, financially stable

*Confidence and socialisation, adult interaction – **Stacey Stearn***

Families disengage when expectation placed back to them.

Cultural Differences for some families

*Opening up to service – **Sue Savage***

*Lack of funding and limited workers will affect the support to parents. Support offered to parents are invaluable and it helps to have an agency that the parents are able to trust and not linked to children services. Funding for these kinds of projects must continue in order to offer the individualised support necessary for many parents who have multiple needs – **Syeda Nessa***

*Funding and maintaining an evolving service to meet ever-changing complex needs of service users – **Sian Breese***

5.15 Sandwell MBC Early Help Team

Opportunity has been taken to meet with **Carla Grant** from the Sandwell MBC Early Help Team. The following is a summary of her feedback regarding the SinglePoint Plus Project.

I can only say good things about the SinglePoint Project and the excellent team; and I know that mine are also the views of many other professionals locally. The work they do is often integral to the support that local vulnerable families receive from statutory agencies such as the local authority. For example it is not uncommon for a member of the SinglePoint team to be present, providing support for parents at SEN meetings and court proceedings when they take place.

Such actions are often complex and it is important that parents understand what is going on and have someone at their side who they can trust and can play a role in the right outcomes. Many of our clients have the greatest respect for SinglePoint and clearly value the services on offer.

Key to their successes are issues such as time and the resources needed when and where they are needed, as well of course as the experience and skills and experience needed to support the area's most vulnerable parents and families.

They are able to provide 'wrap around' bespoke support, rather than off the shelf packages. Many vulnerable people feel isolated and things like the trips are great at getting families out of the house and socialising with other people, who themselves are often isolated and benefit in meeting new people. The Breakfast, After School and Holiday Cubs are first class, and often enable parents to become more independent, confident, able to work, and bring much needed income into their homes

SinglePoint's door is always open both to family members and members of other support agencies such as mine. They have built up a reputation of trust and expertise, which is really valued and adds value to the offer that others can provide. For example the counselling service is a really useful and valued service, which can take months to arrange normally. This is important of course as the complex issues vulnerable people face benefit from early interventions and such professional support.

Early help and targeted support in partnership with a child's school is so useful and almost unique, and can often prevent crisis in peoples' lives developing, which can be time consuming and obviously expensive in terms of ever-scarce resources to sort out. With its direct links to the schools in their partnership, SinglePoint is able to bring such 'added value' to the table and it is really valued by multi-agency partners. .

It is the role of the our team at the local authority to look after those who come to us, and it is really useful to have the SinglePoint team on-board and part of the portfolio of support we can offer and provide.

What words best describe the SinglePoint Project? – Professional, quality, a four school approach, non-judgemental, listeners, preventers, long-term (hopefully), confident, communicators, patient, people based and providing a positive social returns on investments (SROI).

Where would I like to see the Project in the future? – Linked to the Community Operating Group (COG) and building on links with the schools and families, looking at providing targeted enhanced support to pupils with special education needs. A bespoke parent / child approach, delivered locally and in partnership with other agencies.

6.0 Pupils' Progress

6.1 Introduction

With the consent of individual parents opportunity has been taken to explore the progress of pupil's whose parent or parents have received some sort of support from the SinglePoint team.

13 completed pupil survey forms (see [Appendix F](#)) were received from the following schools:

- Christ Church Church of England Primary School – 8
- Rood End Primary School – 4
- St Francis Xavier Catholic Primary School - 1

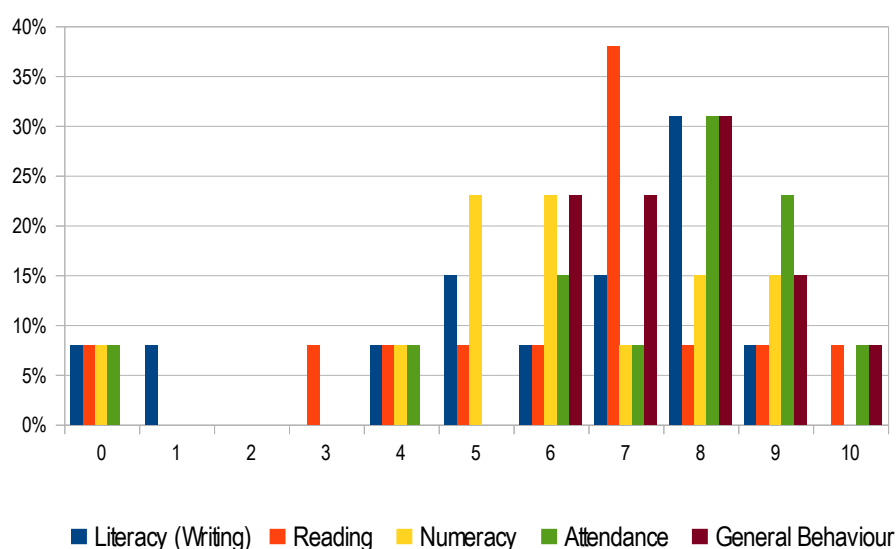
Pupils' year groups:

- Nursery – 3; Reception – 2; Yr 1 – 3; Yr 2 – 1; Yr 3 – 2; Yr 5 – 1; Yr 6 - 1

6.2 Findings

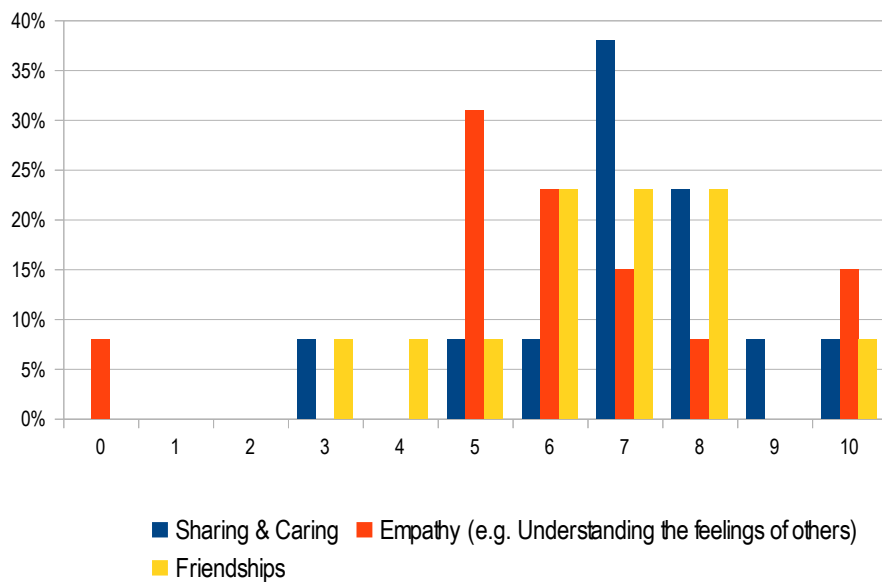
Graph 13 highlights responses to the question: *Over the last year, on a scale of 1 to 10, what progress has the pupil made in the following areas:* (0 – None / Not Applicable; 1 Low; 10 High).

Graph 13 *Over the last year, on a scale of 1 to 10, what progress has the pupil made in the following areas?*



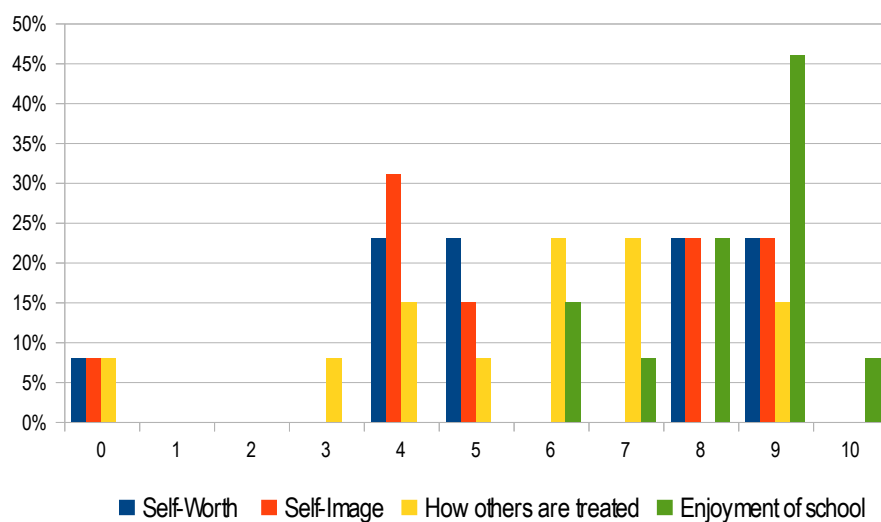
Graph 14 highlights responses to the question linked to **social skills** (0 – None / Not Applicable; 1 Low; 10 High).

Graph 14 *Over the last year, on a scale of 1 to 10, what progress has the pupil made in relation to social skills?*



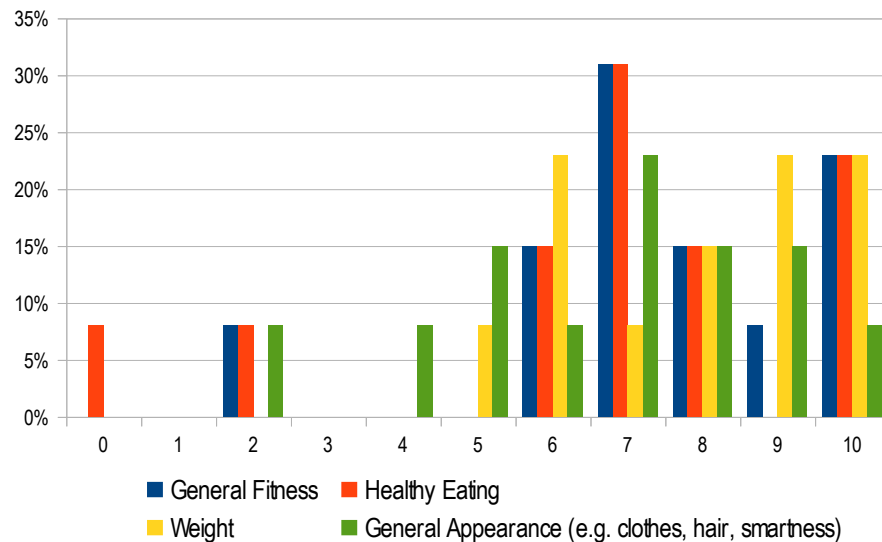
Graph 15 highlights responses to the question linked to self- esteem (0 – None / Not Applicable; 1 Low; 10 High).

Graph 15 *Over the last year, on a scale of 1 to 10, what progress has the pupil made in relation to his / her self-esteem?*



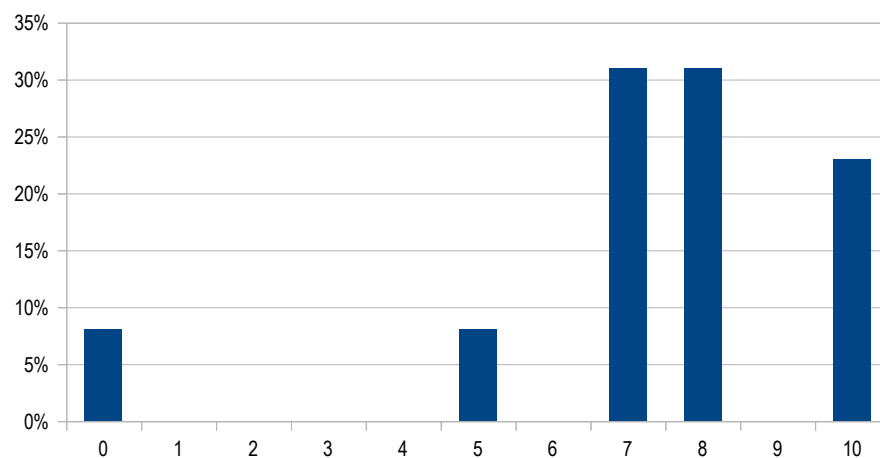
Graph 16 highlights responses to the question linked to **health** (0 – None / Not Applicable; 1 Low; 10 High).

Graph 16 *Over the last year, on a scale of 1 to 10, what progress has the pupil made in relation to his / her health?*



Graph 17 highlights responses to the question linked to **relationships** with parent / carer / other family members (0 – None / Not Applicable; 1 Low; 10 High).

Graph 17 *Over the last year, on a scale of 1 to 10, what progress has the pupil made in relation to his / her relationships with parent / carer / other family members?*



7.0 Extended Case Study

7.1 Introduction

Linked to a case study carried out during Wider Impact's evaluation of the previous Big Lottery funded SinglePoint Project, opportunity has been taken to re-visit and interview 'Eve' to explore her journey since her last interview and the impact the Project has continued to have on her life and the lives of her children.

7.2 Previous Case Study Interview

The following is a copy Eve's initial case study interview.

Eve is 48 years old, currently separated and lives in the Oldbury area in a council owned property with her two children aged 6 and 16 years.

She says, 'My life fell apart, when out of the blue my husband left me. I was devastated and went into shock and depression. I felt embarrassed, angry, low and worthless. The Doctor prescribed anti-depressants, which I certainly needed at the time.'

It affected both of my children, and the 6 year old in particular. He was a quiet child before, but things got worse quite quickly. He turned into a frightened lonely child, which was picked up in the Reception class in his school. I just lost my confidence, self-worth and I feared for my family.

After a while I asked for help at the school and thankfully the SinglePoint Parent Support Advisor quickly came to see me on a home visit. To be honest I was scared before she came because I expected a 'Social Worker' type of approach, which may have not been supportive and more judgemental. I did not want my family to break up in any way.

It was such a relief to find the opposite of what I expected. She was so friendly and understanding and quickly put me at ease. It was clear from the start that I had someone to help and not judge me. She kept asking, 'What about you', and that was just what I needed. She immediately began to build my confidence, and helped me to believe in myself. She encouraged me, helped me talk, and build on the good points about me and my life. From being in melt down, she steered me to recovery.

She also supported my eldest child, who was emotionally low. She picked up, as the eldest, she was worried about mum. Looking back, she supported us all in one way or another. She clearly cared and was not going to give up on me.

Over time my life as I wanted came back to me. I received the support I needed from SinglePoint when I most needed it. They all helped me to decide where I wanted to go and how I was going to get there. Most importantly it was aimed at me the person, with no pushing. Just understanding. I began to feel safe and felt I had a safety net under me. The fear went away. Key actions included job searching, and lots of 'firsts' for me and my family, such as taking my family swimming, going to the pictures, having friends around for tea. I remember a 'brilliant summer', with lots of laughter and fun! I became inspired and began to develop a strategy to go forward. SinglePoint was repairing me.

I was provided with the tools to change my life. I was empowered to help myself. It was about me and my family.

My aim is to be a Teaching Assistant. Such ambition certainly scared me at first, but with SinglePoint behind me as a safety net my confidence continued to grow. Over time I got a part-time job in a school kitchen. I loved that! Being part of a team, and helping young children. I have carried out voluntary work, and have really confirmed my future as far as work and a career is concerned.

I also got a job as a Care Worker. I had to apply and was interviewed, and couldn't believe it when I was selected. I was worthy and they wanted me!

*I have enrolled at College for a Level 2 course to be a Teaching Assistant. I have a job, prospects and a future as **ME!***

*My children have also been supported, but it is clear to me that I have been provided by SinglePoint with the skills and **CONFIDENCE** to make a real difference to mine and my children's lives.*

***Where are we now?** I have **ME** back. I am no longer on medication. I have a job and a vocation. But most importantly we are a **happy family**. The change in my youngest is amazing. He has come out of himself and is likewise so confident now. The school has certainly noticed. My daughter laughs more now we are all so happy.*

***How has this been achieved?** Without doubt it has been enabled by the SinglePoint team and the Parent Support Advisor in particular. The support has been what was needed and when I needed it most. It has been bespoke and built on **empathy** and **trust**.*

***What works describe what SinglePoint has provided?** Time, tools, options and a strategy. I feel like I have a Guardian Angel looking over my shoulder and can only say thank you!*

7.3 Current Case Study (3 years on)

Has it really been around three years since we last met? Well I have to say I made it! I am now a trained and qualified Level 2 Special Needs Practitioner in my son's school! The journey has been hard work and complex, which the old me could never have even attempted before I was supported by the SinglePoint team. I had to make financial and time sacrifices to attend college on a course which was more academic and theoretical than I expected. I had to get busses to and from college, and we had to manage our time carefully as a family.

But I was driven and had the confidence to keep going on and believing in myself. I felt I was empowered and liberated. I had come out of myself and had the self-determination my Parent Support Worker steered me towards.

We were short of money whilst I was at college, but my view is beans are OK if you have a target to aim for. And we have continued to enjoy the SinglePoint trips, which has enabled us to get out of the house and enjoy going out as a family on a budget. I was happy to make a living working part-time to get us through financially.

It was amazing when I qualified. I did it – me! I was one of the oldest there. I was 48 when I started, but I didn't let that put me off. I had practical experiences as a Care Worker and working part-time within school settings.

Throughout this time in my life the SinglePoint team continued to support me with job applications and providing moral support. Not so hands on, but being there when I needed them. It was brilliant when I got offered my first job in a local school. Me!

They wanted me! I was in another school at the time carrying out temporary work and they were so sorry to see me go as they couldn't offer me full-time work. It was so good to be wanted and needed.

I enjoyed the first job, but then an opportunity came for me to return to the first school, which is where I really wanted to work. It is so close to home. I can walk there. I applied, was interviewed and I got the job. My dream job. The one I dreamt about all those years ago. I am there. I have made it and it feels good!

What difference has it made to my life? *As I have said I have been on a journey, which could have ended before it began when my marriage ended and I felt so helpless. With the direct support of the SinglePoint Project and my PSA I am there. I am a fulfilled person who has achieved her dreams. I certainly don't need anti-depressants and my overall health is good. I am finally stable and a standing on my own two feet financially. I wake up happy and fall asleep the same. Most importantly my son and daughter are doing well and I am so proud of them.*

What about my family? *Well my son who you will remember was isolated and withdrawn is doing really well at school and is into football big time. His reports are all very good and he is well regarding by his teachers and his peers. He is a well-balanced young man and I am so proud of him. A big step is he is in touch with his father now, and I am not resenting at all and am handling it well. It would have been so much harder at the time when we first met. Too raw.*

My daughter is now at university and studying Politics She is living away from home, and whilst she is a typical second year student doing what I would, call 'silly things', which I can't help fretting over, she is so happy and doing so well with her life!

What are the key things SinglePoint has done for you? *The key one is helping me to help myself; not doing things for me. Taking the time to listen and never judging me. Being there and being patient, not rushing me and helping me to find myself. Giving me self-belief and realistic targets to aim for and achieve. Letting me go when I was ready to fly and being there when things got hard. Sharing my successes with me and understanding what it was like to me. Giving me practical skills such as managing budgets, job applications, interview skills and most importantly helping me to help my family.*

In conclusion. *I am there. I have achieved my dream and we have remained a close and caring family. We have travelled the journey together and SinglePoint has provided the tools and the time to support us on this journey. The Project came at the right time for me and I am so grateful to the team and all those who work in the background to make it happen. I am so happy! **I am me!***

8.0 Observations

8.1 Introduction

The following is a summary of observation supported by photographic evidence of the Project being managed and run on a day to day basis.

8.2 The SinglePoint Board

The Project continues to be effectively governed by a pro-active Board comprising of the Headteachers from each of the participating schools and the SinglePoint Managers.

Meetings are regular, structured and fully minuted, with free-flow of dialog and information between members and the Project Managers.

8.3 The SinglePoint Team

As highlighted at **Section 4.4** the SinglePoint team are diverse and well established, with moral clearly high. They work as a unit, constantly supporting and backing each other up. They are totally committed to supporting service users; both individually and most significantly as a joined-up team, demonstrating high levels of knowledge and experience.



They are clearly well-regarded by service users to whom they display great deals of empathy and understanding. They are always highly professional, non-judgemental, and are held in high regard by school staff and multi-agency partners.

8.4 The SinglePoint Centre

Both entrances to the Single Point Centre are welcoming and clearly signposted. **Big Lottery** logos are displayed at the main entrance (see above photo), and throughout the building.



8.5 The SinglePoint Welcome

Supported by stringent security, monitoring and signing in / out procedures, the welcome received by service users and other visitors to the Centre is consistently positive; and as will be noted from this photo, always a happy experience. All staff observed are clearly well-trained and certainly enjoy their work.



8.6 Facilities

The Project builds on the SinglePoint 2012 / 2015 Project where the original 'hub' was developed. Capital funding in the Project has enabled extension and development of the existing facilities to include:

- A **separate external door** (pictured above), giving access to the welcoming reception (pictured here)
- A **family room** – set up as a living room with sofas, soft furnishing and toys to facilitate family meetings / sessions in an informal 'homely' environment. This is used for contact sessions between siblings / parents involved in social care and counselling
- A refurbished and additional **WC**
- '**The Snug**' – crisis room. As small private room with comfy chairs. Not timetabled and kept open and free for parents who need to be seen immediately is a safe and private environment
- '**The Cubby**' – a large storage cupboard for household equipment and good for families in need e.g. halogen heaters, microwaves, kettles, cookware, bedding etc, toys and clothing / school uniforms
- Meeting room – a formal style meeting room for a wide variety of meetings with families and professionals. This is also used by external providers working with families engaged with the Project



8.7 Activities

As highlighted at **Section 4.5**, numerous and varied activities, meetings and initiatives take place at the Centre, which includes wrap around childcare.

In addition to the popular before and after school clubs, the Project also offers subsidised holiday activity places in external provision and on site delivered in partnership with the Christchurch Wrap Around Team.

8.8 Support Information

Sign-posting literature (as highlighted by this image) is widely accessible and provides details of local support agencies.

This process is supported by extremely knowledgeable staff who regularly refer service users to multi-agency partners and local agencies.



9.0 Summary of Findings

9.1 Introduction

With regard to the aims and objectives of the evaluation outlined at **Section 2.0 (Terms of Reference)**, the following is a summary of quantitative and qualitative research findings.

9.2 Outcomes

The Project is certainly a success in terms of achieving the outcomes outlines at **Table 1:**

Table 1 Outcomes

Outcome	Description
1	Families have better access to activities and opportunities to reduce social isolation
2	Parents have improved independence leading to enhanced economic wellbeing
3	Families spend more quality time together to strengthen family relationships and improve wellbeing
4	Families living with multiple and complex needs get the support they need to improve their confidence and parenting skills

As outlined at **Section 5.2 (Project Indicators)**, project indicators have been met and in the majority of cases **impressively surpassed**. Indeed as the Project has a period of time to run following the evaluation process it is likely that a number will be surpassed further.

9.3 Quantitative and Qualitative Evidence

In addition to the clear support for the Project from the Headteachers and other staff from each of the participating schools outlined at **Section 5.8 (Feedback from Participating Schools)** the following is further compelling and independent evidence of the successes of the Project.

9.4 Outcome 1

There is clear evidence that this outcome has been achieved, which includes:

- **Section 5.2 (Project Indicators)** – indicators in this area are extremely impressive, with for example **2,325** service users attending activities and opportunities, **254** users accessing multiple activities, **36** family support cases reporting reduced isolation and **240** pupils accessing holiday provision

- **Section 5.3 (Service User Questionnaire Analysis)** – respondents have scored areas such as: *‘My family had / are having accesses to fun activities and useful things to do’*, and *‘I am getting out more and meeting new people’* extremely highly.
- **Section 5.4 (Additional Service User Feedback)** – respondents have clearly valued and gained a great deal from trips and opportunities to *‘Get out of the house’* and *‘Meet new people’*
- **Section 5.5 (Service User Workshop)** – as outlined there is unanimous support and appreciation for the SinglePoint Project, with noticeable outcomes including bringing families together for *‘quality time’*, access to trips (which otherwise could not be afforded), and positive support for children, providing access / communication links with schools
- **Section 5.6 (Case Studies):**
 - Case Study 2** – *‘Where do I start? Well, for example we have enjoyed taking the kids on the tips, which we just can’t afford at the moment’.*
 - Case Study 3** – *‘We enjoyed going on the SinglePoint trips, which we could not have afforded otherwise. As well as enjoying ourselves as a family, we got to meet other people and I enjoyed socialising with nice people. It was our time. Time to breathe and realise I could not be broken’.*
 - Case Study 4** – *‘My life and my childrens’ lives are so much better since we have received support from SinglePoint. I feel less lonely and isolated and have the confidence to help myself. We are a happier family and as I have said my children are doing so well at school’.*
- **Section 5.13 (Partner Agency Questionnaire Analysis)** – partner agency members certainly recognise and report extremely highly on: *‘Families having access to activities and opportunities to reduce isolation’*
- **Section 5.14 (Additional Partner Agency Feedback)** – statements include: *‘I have worked with several families who have been able to take their children on day trips thanks to SinglePoint. It provided them the opportunity to build happy memories’*
- **Section 5.15 (Sandwell MBC Early Help Team)** - *They are able to provide ‘wrap around’ bespoke support, rather than off the shelf packages. Many vulnerable people feel isolated and things like the trips are great at getting families out of the house and socialising with other people, who themselves are often isolated and benefit in meeting new people.*

9.5 Outcomes 2

- **Section 5.2 (Project Indicators)** – indicators in this area are again extremely impressive, with **180** children registering for breakfast and / or after school clubs; enabling parents to access employment and **11** parents taking up parent volunteer placements, which will of course build CVs; increasing the likelihood of such gaining employment in the future
- **Section 5.3 (Service User Questionnaire Analysis)** – respondents have scored the question: *'I feel more confident, independent and empowered to manage my money / pay bills etc.'* highly
- **Section 5.6 (Case Studies):**

Case Study 1 – *'From that point I went from strength to strength. Whilst I am naturally a shy person my confidence was back and I know that with effort and preparation I could achieve my dreams – which includes being financially independent and able to support and look after my kids. I have since been promoted at work to Deputy in Charge of a department. I take home around a £1000.00 per month and am able to begin the process of paying off my debts.'*

Case Study 3 – *I am a calmer person and feel I am more in control of my life. Whilst money will always be tight I am more in control of my finances, which is important to me. I guess I am a more confident person.*
- **Section 5.13 (Partner Agency Questionnaire Analysis)** – partner agency members have scored the statement *'Parents having improved independence leading to economic wellbeing'* extremely highly
- **Section 5.14 (Additional Partner Agency Feedback)** – statements include: *'I have worked with parents who have been on courses to help with their finances / budgeting and the whole family has benefited from that'. 'Breakfast Club - for the children this is a very important service particularly when families are experiencing financial hardship'.*

9.6 Outcome 3

- **Section 5.2 (Project Indicators)** – indicators in this area are impressive, with for example **981** family experience days to local / national attractions, **369** family fun days and / or weekend community events and **1,820** attendances to joint parent and child activities
- **Section 5.3 (Service User Questionnaire Analysis)** – respondents have scored the following statement highly: *'My family is happier and we are communicating more'.*

- **Section 5.4 (Additional Service User Feedback)** – a number of respondents state that the Project has ‘Brought families together’
- **Section 5.5 (Service User Workshop)** – as outlined above at **Objective 1**, there is unanimous support and appreciation for the SinglePoint Project, with noticeable outcomes including bringing families together for ‘quality time’, access to trips, which otherwise could not be afforded and positive support with children and providing access / communication links with schools
- **Section 5.6 (Case Studies):**

Case Study 1 – *They never fussed over me or panicked. Everything was structured to take place when I was ready. I went on the CHANGES course, which helped so much with my parenting skills and how to manage expectations in life as a family.*

Case Study 2 - *This has meant that we have enjoyed ‘family time’, which has helped so much to relieve the pressures we have been under. It is so good to see the kids laughing and enjoying being with me.*

I have learnt to understand the importance of being a good parent, which for a long while I doubted due to the pressure I have been under, I attended the CHANGES course. I really benefitted from it as in addition to practical things you learn, you have the opportunity to speak to and mix with others who have the same concerns and worries I have. I really benefitted from this and learnt a lot. It has made a big difference to how I see my role as a good parent and given me lots of confidence and knowledge. The range of support that has been on offer, which has been for my family and well as for me.

Case Study 3 - *I went onto the CHANGES course and it was a turning point for me. I got to meet other parents who had the same worries as me and I could compare my situation with others. I learnt such a lot about being a parent and understood that there is no handbook. I was quite moved when my kids got to learn that I was being supported by SinglePoint and was on the CHANGES course. They said that they understood and were proud of me. They were happy that I was their mum.*

Thanks to SinglePoint and the CHANGES course in particular I feel I am a better parent and as such we are a happier family. The boys don’t argue as much with me or themselves. We have had some difficult things to sort out and have been helped such a lot by my PSA and the rest of the SinglePoint team.

Case Study 4 - *The most important people in my life are my children and it is important to me that they are happy and get a good education. It is so rewarding for me to see my children doing well at school.*

We don't have a lot of money spare for going out and it has been lovely to be able to go on trips as a family and meet other people and socialise.

- **Section 5.13 (Partner Agency Questionnaire Analysis)** – partner agency members have scored the statement: *'Parents are spending quality time together, which is strengthening family relationships and improving well-being'* highly
- **Section 5.14 (Additional Partner Agency Feedback)** statements include: *For me one of the strengths of SinglePoint is that this friendly team has a base that parents can access when they need it and it is particularly useful to encourage parents to take their responsibilities, instead of always completing home visits which tend to create dependency if not managed properly. Parents are referred to SinglePoint for many different reasons: support with parenting skills, finances, behaviours, toilet training and emotional support. They are assured of the correct support being given and/or further advice if appropriate.*

Parents benefit from having somewhere to go and talk to someone they can trust and so feel supported when things are difficult. Support for parents who have children on a Child Protection or Child in Need Plan. The targets that are set can often be daunting but with support from family support workers in SinglePoint they are able to work through these and ultimately keep families together.

9.7 Outcomes 4

- **Section 5.2 (Project Indicators)** – indicators in this area are impressive, with for example **29** families referred, and access the [wider] support of appropriate agencies. **55** families with multiple and complex needs report an increase in confidence after engaging with the Project. **16** families referred to the Project will exit statutory social care as a result of SinglePoint's involvement
- **Section 5.3 (Service User Questionnaire Analysis)** – respondents have scored the following statement highly: *'I am more positive about the well-being of my family'*
- **Section 5.6 (Case Studies):**

Case Study 1 – *'I was drowning in depression before SinglePoint supported me. I was at rock bottom and who knows what could have happened to my family. I almost dare not think about it. On behalf of my family I can't thank the whole SinglePoint team and the Lottery enough. You have helped to save a family from drowning!'*

Case Study 2 - *I have been in a very dark place, which my family have had to endure with me. We would have been alone but for the SinglePoint team. There are just not*

the local services and support in this area to help people like us. My journey is not over yet, but I know I am on the right track and we are all so grateful for the support we have received from SinglePoint’.

Case Study 3 – *‘I dread to think what would have happened without My PSA and the rest of the SinglePoint team. I was so aggressive, wound up, frightened and alone.*

*There is just no other agency which can provide the single point of contact that SinglePoint does. They don’t point fingers, judge or threaten. They simply care, are so professional, have the time and help you to make good things happen. **Thank you!**’*

Case Study 4 – *‘My life and my childrens’ lives are so much better since we have received support from SinglePoint. I feel less lonely and isolated and have the confidence to help myself. We are a happier family and as I have said my children are doing so well at school’.*

- **Section 5.13 (Partner Agency Questionnaire Analysis)** – partner agency members have scored following statements highly: *‘Families living with multiple and complex needs get the support they need to improve their confidence and parenting skills’.*
‘Parents / family members benefit from referrals / access to support from the appropriate agencies’
- **Section 5.14 (Additional Service User Feedback)** – a number of respondents state: *‘There are numerous success stories of families from St Francis Xavier befitting from the SinglePoint Project, such as support with housing difficulties, finances and parentings skills . The mental health of a number of our children has been well supported, including children suffering from bereavement or coping with difficult circumstances. Wrap around care and holiday provision provides our parents with a service not provided at St Francis Xavier and so working families and / or families in need of some respite can access and use this provision’.*
- **Section 5.15 (Sandwell MBC Early Help Team)** - *I can only say good things about the SinglePoint Project and the excellent team; and I know that mine are also the views of many other professionals locally. The work they do is often integral to the support that local vulnerable families receive from statutory agencies such as the local authority. For example it is not uncommon for a member of the SinglePoint team to be present, providing support for parents at SEN meetings and court proceedings when they take place.*

Such actions are often complex and it is important that parents understand what is going on and have someone at their side who they can trust and can play a role in the right outcomes. Many of our clients have the greatest respect for SinglePoint and clearly value the services on offer.

Key to their successes are issues such as time and the resources needed when and where they are needed, as well of course as the experience and skills and experience needed to support the area's most vulnerable parents and families.

They are able to provide 'wrap around' bespoke support, rather than off the shelf packages. Many vulnerable people feel isolated and things like the trips are great at getting families out of the house and socialising with other people, who themselves are often isolated and benefit in meeting new people. The Breakfast, After School and Holiday Cubs are first class, and often enable parents to become more independent, confident, able to work, and bring much needed income into their homes

9.8 Pupils' Progress

The results of the exercise to gauge and gain an insight of the progress children over a 12 month period of those parents supported by the Project are **profound and should be taken particular note of**. In short all of those surveyed have made significant progress in:

- **Academic skills** – literacy, reading and numeracy
- **Attendance and behaviour**
- **Social skills** – sharing and caring, empathy / understanding the feelings of others and friendships
- **Self-esteem** – self-worth, self-image, how others are treated and their enjoyment of school

9.9 Extended Case Study

It will come of no surprise to those closely linked to the Project that 'Eve' has achieved her dreams and objectives. She faced numerous challenges, which many parents will often have to face, particularly when their worlds have unexpectedly been turned upside down.

Eve acknowledges that the Project has provided her with the tools and means to help herself. Whilst it has been down to her through impressive self-belief and determination to get where she is now, she also acknowledges that her journey has been made easier by initial support, and most significantly '*gentle hand-holding and on-going encouragement*' from the SinglePoint team throughout the impressive journey she has been on.

It is also apparent that it is not just Eve who has benefitted. Both of her children have, and are doing extremely well for themselves and for the family as a whole. They have stayed together as a unit and there is every indication that they will continue to do so.

The SinglePoint team are keen to point out the Eve is a 'mid-range' example of SinglePoint support. Many cases receive a much higher proportion of time and resources.

9.10 Financial Return on Eve's Social Investment

Previous research carried out by Wider Impact Consultancy (***An Independent Evaluation of Groundwork's Youth Provision, Wider Impact Consultancy, 2012***) estimated an annual social care cost of **£57,799.00** with regard to a family similar to Eve's. Based on Eve's journey taking around three years, it will not be unreasonable to estimate social care savings of **£173,397.00**, which have potentially been saved as a result of SinglePoint's investment in Eve and her family.

Taking this further, linked to the current Project having already supported **55** similar families with multiple and complex needs (see **Section 5.2, Table 5 Project Indicator Table**) it would be unreasonable to estimate current annual social care savings of **£3.2m**, reaching **£9.5m** over period of the Project.

9.11 Observations

It is clearly apparent that the SinglePoint Project is well governed, managed and delivered by an experienced and multi-skilled team of professionals in an ideal building / environment. Funding in terms of capital and revenue investments has been well spent, and as indicated **Section 9.10** is achieving 'value for money' in terms of the Social Return on Investments (SROI).

9.12 Good Practice

The following good practice is noted:

- **The SinglePoint partnership** – a partnership between four primary schools, enabling open dialogue, joint working, information sharing, joint problem solving and innovative approaches to developing social challenges and opportunities
- **Management and leadership** – provided by the SinglePoint Board and the SinglePoint Managers

- **The SinglePoint approach**, in close partnership with form teachers and other school staff, providing a single point of contact and bespoke, long term, often immediate 'wrap around' support service for service users and wider family members
- **The SinglePoint Centre / Hub**, which is centrally placed and easy to access by service users and partner agency members. Facilities / rooms are well thought out and fit for purpose
- **The SinglePoint team** – hard working, multi-skilled professionals, who work in close partnership, providing a non-judgmental and friendly service to often vulnerable service users and family members
- **Partnership working** with multi-agency colleagues and departments, all of whom interviewed and surveyed having the highest regard for the SinglePoint Project / team
- **Financial assistance** to support course fees / resources / childcare, enabling benefitting parents to access higher education courses
- **The provision of affordable trips / visits to local and national attractions**, which is enabling families to '*get of out of their houses*', enjoy '*family time*' and wider social / community interactions
- **A partnership with a number of the participating schools that enables the provision of subsidised / affordable breakfast / after school clubs and holiday provision**, which is enabling parents to work, with outcomes that include financial independence, reduced reliance on benefits and positive feelings of '*self-worth*' and well-being
- **Progress made by those pupils whose parents are being supported by the Project**

9.13 Areas for Development

Based on feedback during the research period the following areas have been suggested for consideration of future development:

- **'Satellite' services** at those schools furthest away from the Centre / Hub site (see [Section 5.12](#))
- **Partnership / engagement with an additional school** (Rounds Green Primary School) (see [Section 5.12](#)) / **schools** (see [Sections 5.4, 5.7, 5.14, 5.15](#))
- **Enhanced support provided to families with children with special educational needs** (see [Sections 5.4, 5.7, 5.8, 5.14, 5.15](#))
- **Enhanced awareness / marketing of SinglePoint / the Project** (see [Sections 5.4, 5.5, 5.14](#))

7.0 Recommendations

7.1 Introduction

Based on research findings the following recommendations are tendered:

1. Steps should be taken to ensure the continued development and delivery of the SinglePoint Project / team, which should continue well beyond the end of current Big Lottery funding.
2. Steps to enable to ongoing development and delivery of the SinglePoint Project / team should be treated as an immediate priority, as a significant delay could jeopardise retaining current team members who will understandably require job security, and be extremely concerned about any uncertainty about the future of SinglePoint. Such steps should include meetings with the West Midlands Combined Authority (WMCA), the CCG and Sandwell MBC to explore the possibility of core funding to support the ongoing development and delivery of the work of the SinglePoint Project / team.
3. Consideration should be given to establishing 'satellite' services in those schools that are furthest away from the Centre / Hub site
4. Consideration should be given to increasing the number of schools involved in the SinglePoint partnership.
5. Whilst considering increasing the number of schools involved in the SinglePoint partnership, care should be taken not to dilute the quality of services provided to service users, participating schools and multi-agency partnership members.
6. Consideration should be given to enhancing the support provided to families of children with special education needs.
7. Opportunity should be taken to enhance the marketing / external awareness of SinglePoint / the SinglePoint Project.

Appendix A

Service User Workshop Findings

What have been the biggest differences SinglePoint has made on your life / your family?

- Has brought family together for quality time together x 7
- Support, friendly staff. Happy to attend meetings. Always listen x 7
- Access to trips we could not afford normally x 6
- Support with children x 4
- Support with problems at school x 3
- More of a support network with behaviour of children x 3
- Helped with my youngest child's potty training – sticker chart. Given her and me confidence x 2
- Socialising. Friends. Getting out of the house x 2
- Help with attending meetings

Why does it work for YOU and Your family?

- Don't get judged when asking for help or advice x 5
- Flexible. Friendly staff. Listen to you x4
- Gives valuable time together as a family x 4
- Always go the extra mile. Give confidence in meetings x 3
- Kids enjoy seeing friendly faces x 3
- Trips are cheaper. Have a local coach. Travel is fun x3
- Extra support for myself as family live far away. Always a friendly face to talk to x 2
- Support our family around work life x2
- Given us support and confidence. Knowing there is professional help

Could anything be improved on?

- Higher profile in schools x 5
- More family activities for school age children x 4
- Under 2s to go on trips so whole family can go together x 3
- More activities out of school time x 3
- More help in the home setting if needed x3
- More trips more frequently x 2
- More activities at a lower cost
- More baby and toddler groups
- Advertise services
- More information in school setting is essential
- Bring services out to schools or community setting

What are the BIG challenges YOU and YOUR family will be facing in the future?

- Getting the right help for my son. Keeping in the right direction x 3
- Making sure my family are happy and secure emotionally and financially x2
- Time. Work patterns / times. Time together
- Time. New school. Starting school x 2
- Moving house x 2
- Different range of activities for adults x 2
- Possibly moving house. Work changes. Adoption / Long-term foster
- Dealing with middle daughter who has special needs
- Dealing with the youngest starting school
- Ages & stages of children. Changing development needs
- Starting work
- Spending time with my husband who works nights

What will be the BIG future challenges in your community?

- Funding issues x 5
- Problems with leaving the EU x 4
- Job security x 4
- Dangerous driving x 4
- Knowledge of support and access to services available x 3
- Lack of understanding of others x 3
- Financial problems x 3
- Housing problems. Homelessness x 3
- Housing – bad landlords, hard to get Council support x 3
- Crime. Racial harmony x 3
- Gangs and violence. Racial problems x 2
- Closures – linked to funding issues x 2
- Loneliness and isolation, especially for people new to the area / Country
- School places / siblings in the same school x 2
- Litter x 2

What should SinglePoint concentrate on in the future?

- Support more children with disabilities / special needs x 7
- Being able to spend more time with families x 5
- More specialist workers x 4
- More special needs workshops x 4
- More activities for families and adults x 4
- Advertising their services more to other schools in the area x 4
- Supporting families x 2
- Enrichment activities

'Wish List'

- Kids to have a happier future x 7
- Fun days x 4
- Children be happy. Son gets help needed medically. To move house x 4
- Music / Dance / Drama activities and trips. Too expensive otherwise x 3
- Move to Devon x 3
- More activities x 2
- Security. Happiness. Financially stable. My girls do well at school x 2
- More open access activities and fun days x 2
- Healthy life – my children to be happy and healthy x 2
- More Sue's in this world. Happy life continued x 2

Appendix B

SinglePoint Service User Impact Statements

If you were not there, there would be no support for me & my Children – you have been GREAT!

If it wasn't for SinglePoint, I wouldn't know where I'd be at this moment in time, physically, mentally and confidence wise.

Since working with this team, I have developed in myself which has bettered my family & our routine. I couldn't have done this without the support I have had from the SinglePoint team.

I was so grateful to meet them & share my story, and get help!

With all the help of the SinglePoint staff in the courses I have done (Changes etc), the support they gave my children, seeing the counsellor on site have all increased my self-confidence and enabled me to participate and make friends in different subjects.

I have 2 members of staff to talk to and I have done the Changes Course – which made me more confident.

Very helpful and friendly staff, great with advice and support.

Happy there are opportunities to be involved in activities.

Being able to access more family activities. Link between ourselves and other agencies & school.

Attending different courses have helped my confidence

Having support of a PSA and not being JUDGED

I have had guidance on getting correct information when needed

THANK YOU EVERYTHING IS OK – I FEEL GOOD!

I felt more confident after coming off the Children In Need Plan I was on with the HELP of SinglePoint

Through the help received I have more confidence in being able to deal with any issues that might arise and I know there are people I can turn to for HELP!

Having a place to meet new people and having adults to talk to!

I felt LOST and ALONE until SinglePoint HELPED me.

Having a PSA to talk to, learning new coping techniques with the children.

Totally!! SinglePoint have helped me and my family enjoy more family outings turning negative feelings to positive ones. SinglePoint have supported meetings listened to my concerns and pointed me in the right direction to help my Son onwards and Upwards. Thank You to my PSA x

Have helped me lots, will be missed if funding is not continued.

Always got time, always felt welcome, all members of staff whether it be 2 mins or 10 mins

Someone to talk to and offload thoughts and feelings.

It is encouraging talking to my counsellor). The PSAs are also helping me and are there for me whenever an emergency comes up for me.

I would like to take this opportunity to let you know how grateful I am for SinglePoint. I use the Breakfast and After School Club, holiday provision and have taken many trips with my family through SinglePoint.

I am a single parent and the affordable childcare has enabled me to progress in my job and support my family. My PSA has been a blessing for me and my family. I had many problems with the school and my son and was extremely stressed when I first meet her. She has given me confidence in my decision making and listened to me with NO prejudice. In this School year my son has improved his grades (2yrs worth of work in 1 year) and has received NO Negative reports from school.

I cannot express how grateful I am and how my PSA can positively influence a whole family.

I hope SinglePoint Plus continue their good work with OTHER FAMILIES.

SINGLEPOINT HAS PLAYED A MAJOR PART IN MY LIFE WITH THE HELP OF MY PSA.

I have been helped greatly, you have brought out a side of me that I would not normally bring out!!

I am confident as a result.

Can talk about my issues in a safe environment.

Since coming to SinglePoint, it has helped me with my anxiety within the school due to my daughter's condition, I would not have been able to deal with the issues without SinglePoint.

SinglePoint has made a huge impact on my life in a positive way. They have supported both myself and my children through some very difficult times. If it was not for them and knowing that I had their support, I sincerely do not know what I would have done. As someone who suffers from anxiety and depression, being able to talk to someone on a regular basis about my problems has helped me to be able to cope with situations and issues far better and I have even been able to come off medication for this. Everyone that has dealt with me and my children at SinglePoint have been fantastic. They have been at the end of the phone whenever I need some advice even for the simplest of things. I totally understand that this is something that they are not required to do as part of their job but to them they understand how important that it is to me and so, they go above and beyond to help support me, my family and many other families in similar situations. I am truly grateful for all the support that I have received and really hope that this can continue as I know I still rely on their advice and support despite having come this FAR .

Appendix C

Staff Workshop Findings

What is really good about the SinglePoint Project?

- Knowledge and expertise x 5
- Friendly helpful staff x5
- Flexible to needs of families x5
- Location x5
- Outcomes met x5
- Staff x4
- The Hub x4
- Unique x 4
- Ready-made target audience x4
- Diversity of team x4
- Accessible services x4
- Varied support basic / detailed x3
- The team x3
- Reliable staff x3
- The people x3
- Honest x3
- PSA x3
- Employment advice and guidance x3
- Self-sufficient x3
- Relationship with families x3
- Relationships with parents x3
- Relationships with schools to help their schools that may be overlooked x3
- Adaptable x3
- Variety of skills in one place x3
- Something for everyone x3
- Fun opportunities for families x3
- Partnership of schools x2
- Menu of activities x2
- Affordable childcare x2
- Support work x2
- Bespoke support packages x2
- Filling a gap x2
- Range of services / activities

How could it be improved?

- More space / facilities x7
- Core funding x6
- New schools joining x4
- Training for staff x4
- Children specific work (monitoring, targeting young boys / girls) x4
- More childrens workshops x4
- More [targeted] services being offered x4
- More online info / courses etc. x4
- Better relationships with partner schools x3

- More staff x3
- More time in schools x3
- Commitment of LA / statutory services x3
- Advertising / marketing x3
- Better out of school activities / holiday provision x2

Beyond the current funding period:

What future opportunities are open to the Project?

- Additional schools 7
- Satellite sites x5
- Other sites x5
- More schools' input x5
- Additional schools x7
- New projects ideas x4
- Additional networking x4
- Specialisms – PSAs? X4
- Specialising x4
- Specialised support x3
- Additional schools x4
- Direct work with COG Teams x3
- The fact our work will always be needed x3
- Charges / chargeable services x3
- Partnership working x2
- Growth staff – families x2
- More intense work with children or families x2
- Become an independent group!

How should the Project benefit from such opportunities?

- Expansion of Project x5
- More funding x5
- Help more families x5
- Make more parents more aware of SinglePoint x4
- Able to help more families x3
- Attract more parents x2
- Attract more partners x2
- Attract more funds and partners in kind

What are the threats to the Project?

- Funding x8
- Children Centres (0 to 19yrs) x3
- Duplication of services x3
- Sure Start Centres wider remit (age groups) x3
- Government budgets x2
- Not enough appropriate funding available x2
- Staff workload x2
- Loss of skilled staff x2
- Schools having their own P.S.A
- Constricted time
- Schools needs
- National priorities / election – funding focus
- Families will be left with no support

How should the Project mitigate such threats?

- Look for other funding x7
- Evaluate x4
- Possibility of merging services x3
- Work to each schools needs x3
- Increase services we offer x2
- Clarity of SP role

What should the SinglePoint Project concentrate on achieving in the future?

- Transition support work with Yr6 in preparing for high school x5
- Developing parents as mentors x4
- Work with children with behavioral needs x4
- Child interaction x3
- Training for families x 3
- Working with children directly x3
- Work within school with children x2
- Structured time / table x2

Wish List

- Secure funding x6
- Grow the team x6
- More space / larger premises x5
- More sites – Oldbury flagship site x4
- Specialise in more areas x4
- Secure staff to work in more schools x3

- Develop holiday scheme break for families x3
- Permanently funded project not needing to re-invent x2
- Better IT suite for community use x2
- Re-visit the Child Minders Project



FREE PRIZE DRAW – WIN £25.00

Thank you for taking the time to complete this short questionnaire, which will be used to independently evaluate the Oldbury based **SinglePoint Project**.

Personal Information

Name Contact No.

Gender Male ☐ Female ☐

Ethnic Origin

Age..... Postcode

Employment Status (e.g. 'Employed', 'Unemployed', 'Student' etc.)

Registered disabled Yes ☐ No ☐

Does a member of your family attend any of the following schools? (If 'Yes', please tick **all** that apply)

Christ Church ☐ St Francis Xavier ☐ Langley ☐ Rood End ☐

Section 1 – Use of SinglePoint

How often to you visit / meet with the SinglePoint team?

Regularly / more than once a week ☐ Occasionally / once a week ☐

Rarely / once in a while ☐

Why do you visit / meet with the SinglePoint team? (please tick **all** that apply)

To access to childrens' activities / play schemes / trips etc. ☐

To get out more, and meet new people ☐

To meet with a Parent Support Advisor ☐

To improve my parenting skills, and make my family stronger and happier ☐

To help me become more independent and worry less about bills and money ☐

To find out about other agencies who can support and help me and my family

☐

Other (please specify).....

Section 2 – What do you think about the following regarding the SinglePoint Project?

(please tick **all** that apply)

The SinglePoint Hub is in an ideal location and easy to get to

☐

It is a pleasant and nice place to visit, and I enjoy being there

☐

Staff are approachable and helpful

☐

Childcare and holiday provision is good and value for money

☐

I would recommend SinglePoint to others

☐

Because of SinglePoint: (1 – low; 5 – high; 0 no views / not applicable)

My family have had / are having access to fun activities and useful things to do

0 1 2 3 4 5

I am getting out more and meeting new people

0 1 2 3 4 5

I am able to access other agencies which can offer and provide the support I need

0 1 2 3 4 5

I feel more confident, independent and empowered to manage my money / pay bills etc.

0 1 2 3 4 5

My family is happier and we are talking and communicating more

0 1 2 3 4 5

I am more positive about the well-being of my family

0 1 2 3 4 5

Section 3 - Please list up to 3 things that are really GOOD about the Project

1.

2.

3.

Section 4 (If appropriate) Please state how you feel the Project could be improved?

Anything else you wish to add? (Please continue on a separate piece of paper if necessary)

Appendix E



Thank you for taking the time to complete this short questionnaire, which will be used to support our independent evaluation of the Big Lottery funded Oldbury based **SinglePoint Project**.

Name

Job Title

Organisation

Phone Number

Email

Do you provide support / work with the following schools? (If 'Yes', please tick **all** that apply)

Christ Church ☐ St Francis Xavier ☐ Langley ☐ Rood End ☐

Brief description of support / work provided to schools / and / or the wider community:

Section 1 – Local Parents Needs

How do you rate the importance of the following in relation to meeting the needs of local families?

(1 low, 5 high, 0 – no views)

Families having access to activities opportunities to reduce social isolation 0 1 2 3 4 5

Parents having improved independence leading to economic wellbeing 0 1 2 3 4 5

Families spending more time together to strengthen family relationships and improving wellbeing 0 1 2 3 4 5

Families living with multiple and complex needs getting the support they need to improve their confidence and parenting skills 0 1 2 3 4 5

Parents / family members benefit from referrals / access to support from appropriate agencies 0 1 2 3 4 5

Other (please specify):

Please go to Section 2

Section 2 – Awareness of the SinglePoint Project

Are you aware of the SinglePoint Project? Yes ☐ No ☐

If **Yes**, to what level? (1 low, 5 high, 0 – no views) 0 1 2 3 4 5

If **‘Yes’**, how do you rate the following in relation to the role of the Project? (1 low, 5 high, 0 – no views)

The SinglePoint Hub is in an ideal and accessible location 0 1 2 3 4 5

It is a pleasant place to visit 0 1 2 3 4 5

Staff are approachable and helpful 0 1 2 3 4 5

The SinglePoint Project has a key [multi-agency] role to play in supporting local parents and their families 0 1 2 3 4 5

SinglePoint is enabling (1 low, 5 high, 0 – no views):

Families to reduce their social isolation through access to activities and improved opportunities 0 1 2 3 4 5

Parents to have improved independence, leading to enhanced economic wellbeing 0 1 2 3 4 5

Families to spend more quality time together, which is strengthening family relationships and improve their wellbeing 0 1 2 3 4 5

Families living with multiple and complex needs to get the support they need to improve their confidence and parenting skills 0 1 2 3 4 5

Parents / family members to benefit from referrals / access to support from appropriate agencies 0 1 2 3 4 5

(If appropriate) **Please briefly provide examples of HOW parents / family members are benefitting from the SinglePoint Project / resultant multi agency working:**

Section 3 (If appropriate) Please state how you feel the Project could be improved?**Section 4 What are the key future challenges all agencies face in relation to supporting parents and their families who are living in this area?**



SinglePoint Pupil Progress Survey

Section 1

Pupil's Name

Age

School

Year / Group

Section 2

Over the last year, on a scale of 1 to 10, what progress has the pupil made in the following areas: (0 – None / Not Applicable; 1 Low; 10 High)

- | | |
|---|------------------------|
| 1. Literacy (Writing) | 0 1 2 3 4 5 6 7 8 9 10 |
| 2. Reading | 0 1 2 3 4 5 6 7 8 9 10 |
| 3. Numeracy | 0 1 2 3 4 5 6 7 8 9 10 |
| 4. Attendance | 0 1 2 3 4 5 6 7 8 9 10 |
| 5. General Behaviour | 0 1 2 3 4 5 6 7 8 9 10 |
| 6. Social Skills: | |
| a. Sharing & Caring | 0 1 2 3 4 5 6 7 8 9 10 |
| b. Empathy (e.g. Understanding the feelings of others) | 0 1 2 3 4 5 6 7 8 9 10 |
| c. Friendships | 0 1 2 3 4 5 6 7 8 9 10 |
| 7. Self Esteem | |
| a. Self-Worth | 0 1 2 3 4 5 6 7 8 9 10 |

b. Self-Image 0 1 2 3 4 5 6 7 8 9 10

c. How others are treated 0 1 2 3 4 5 6 7 8 9 10

d. Enjoyment of school 0 1 2 3 4 5 6 7 8 9 10

Please turn over

Section 2 (Continued)

8. Health

a. General Fitness 0 1 2 3 4 5 6 7 8 9 10

b. Healthy Eating 0 1 2 3 4 5 6 7 8 9 10

c. Weight 0 1 2 3 4 5 6 7 8 9 10

d. General Appearance (e.g. clothes, hair, smartness) 0 1 2 3 4 5 6 7 8 9 10

9. Relationships with parent / carer / other family members 0 1 2 3 4 5 6 7 8 9 10

Section 3

Any other Comments / Observations

Please Note: This survey is **confidential**, and must not to be shared with third parties, without the written consent of Wider Impact Director, **Edwin Lewis**, and the **SinglePoint Project**.

For further information please contact **Edwin Lewis** at edwin@widerimpact.com.

widerimpact

Independent Analysis. Strategic Reviews

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