

# CashBack to The Future Annual Report 21/22



**IMPACT  
ARTS**

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# Welcome

**179** total participants

**110** first-time participants

**69** returners

**62** attended CashBack Hubs for the first time



**48** attended CashBack Summer for the first time

we ran **533** Creative workshops

**76** Improvement of SHANNARRI Indicators

**80** reported an Improvement in their personal skills\*

**44** reported reduced anti-social and/or criminal behaviour



# What is CashBack to the Future?

Since 2017 Impact Arts has been proud to have been delivering CashBack to the Future through the Scottish Government's CashBack for Communities Fund. We are particularly thrilled to have been awarded funding for Phase 5 of this scheme, which will see us deliver our creative arts programme, for young people, across West and Central Scotland between 2020 and 2023, supporting improve their life chances and choices.

This report focuses on the activity and outcomes achieved in year two of the current programme (Phase Five).

Impact Arts' CashBack to the Future programmes focus on giving 14-19 year olds, from across Scotland a high-quality, fun, rewarding and creative experience. Our aim is that every participant is best able to express themselves using art and creativity and that as a result they increase their confidence, self-esteem and aspirations.

Funded by the Scottish Government, CashBack for Communities initiative, our programme operates across five of the central belt's Local Authorities: North Lanarkshire, Glasgow, Edinburgh, West Lothian and North Ayrshire and East Ayrshire; and supports young people who are either/or:

- Living in an area of deprivation (as defined by The Scottish Index of Multiple Deprivation)
- At risk of disengaging from school
- At risk of engaging in anti-social behaviour

## Delivery Beyond the Pandemic

Our experience in 2020 prepared us well and demonstrated a commendable ability from the delivery team alongside a strengthened internal infrastructure to plan for all eventualities, pivot where required, and adapt appropriately. In our previous year, we experienced many COVID 19 'silver linings' including increased engagement, wider geographical scope and a broader range of young people signing up to our programmes as we successfully adapted delivery to a virtual offer.

In March 2021 we welcomed the gradual reduction of government restriction levels. Delivery continued virtually in the first quarter of the year, with evening and weekend sessions open to young people, ensuring they had access to relevant technology, data and materials. Alongside this, we began to evaluate whether our Summer provision could include a return to in-person workshops. Local Authorities were in varying restriction levels and so required a lot of mapping all potential scenarios to ensure the team was adequately briefed and prepared for adapting plans if required.

- 3** Whilst undertaking this review, we relied upon updates provided by Inspiring Scotland, Youth Link's guiding principles to support the safe delivery of youth work, and the

- Living with a disability or mental health condition
- Over 16 and not in education, employment or training

Through the programme, Impact Arts seeks to reveal the creative talent of our participants, through creative engagement that includes animation, performance, music and visual arts. Additionally we work alongside the young people to develop their personal & soft skills, e.g. communication, team working, leadership and decision-making skills.

Our early intervention and prevention approach empowers young people to break the cycle of deprivation, avoids them having interactions with the criminal justice teams and/or engaging in anti-social behaviours. Using an assets based approach, every participant is supported and encouraged to achieve their full potential. The programme offers an inclusive, safe space for vulnerable young people to be inventive and imaginative without fear of judgement.

Young people are referred to the programme by a wide range of partners and support agencies including local community centres, schools, social care charities, and NHS mental health support teams.

Scottish Government's strategic framework relating to universities, colleges and CLD providers with regards to what may and may not be permissible. Considerations included but were not limited to:

- Group sizing and its relation to varying guidance across age ranges (e.g. smaller groups for over 16s)
- Numbers of staff
- Venue restrictions
- Social distancing requirements within workshops
- Permissible activity as groups outdoors
- Track and Trace requirements in relation to internal DPIA and GDPR processes

We were so pleased to provide young people with the option of in-person or remote delivery, providing this blended model. Attendance and anecdotal feedback from participants highlighted a desire to continue with face to face delivery, and the decision was made to return to the this format across all our groups in the New Year.

# Delivery Models

## **Summer Programme:**

Taking place four days a week over the four weeks of July, our free summer programme provides young people with positive, diversionary, creative activities. Each day builds on the previous and gives young people the opportunity to explore a range of creative techniques and provides a safe supported space to be themselves and meet new peers. Individuals are supported to work in small groups to develop skills aligned to their interests & ambitions alongside working towards a final showcase celebration event. As a result of engagement and achievements participants are able to achieve an accredited output such as the Dynamic Youth Award or SQA Employability units.

## **CashBack to the Future Hubs (Daytime):**

CashBack to the Future Hubs – Daytime offer is aimed at young people who have disengaged from school or college. They may no longer be attending, may have face anxieties to return post lockdown, or are waiting to be registered as an official Leaver.

It has two strands; the first strand is half-day sessions exploring one art form such as music as a starting point, taking a young person led approach to the activities planned, with a creative industry focus. This includes visits from guest speakers, mock interviews, and trips to artistic workplaces. Alongside this the young people work towards completing their Dynamic Youth Award or accredited SQA Employability units.

The second strand is working with targeted school groups to provide alternative curriculum sessions. This pilot provision is a safe and welcoming space for pupils currently disengaged with poor attendance, but a keen interest in creative subjects. The aim of this is to improve attainment and attendance for school pupils and to support with barrier removal in order for young people to progress beyond school.

## **CashBack to The Future Hubs (Evening):**

A year-round programme, CashBack to the Future Hubs Evening sessions are open to new as well as summer participants. Like the summer programme, CashBack to the Future Hubs offers young people the opportunity to develop their creative and soft skills; form positive peer relationships as well as explore routes to a positive future in a supportive and welcoming environment. Sessions include mental and physical wellbeing alongside skill development.

## **CashBack to The Future Summer:**

The theme of the summer programme “Hope and Leadership” was selected by young people who had attended our Remote Hubs sessions in Spring 21. Young people created work to address the theme, across disciplines including Digital, Creative Writing and Visual Art, working towards a final showcase in their local area at the end of the programme.

Artists and Youth workers used Hope & Leadership as a springboard for their workshop planning and as the starter of conversations and welcome activities in the first week of delivery. Through the weeks, each group created unique and inspiring content across a variety of mediums including short films, claymations, music videos, exhibitions graphic design, collages and mixed media.

Despite the loosening of lockdown restrictions we were still eager to celebrate the success of our participants. Small celebration events were hosted at each venue to accommodate the relevant covid guidance at the time. Family and Friends attended fantastic exhibitions and displays co-curated by the young people, as well as a virtual gallery of the work produced by our remote groups. The work produced reflected the important relationships that the groups developed over the four weeks, as often the first opportunity to meet new people and make new friendships coming out of the lockdowns.



# The Benefits and Outcomes

As a result of engagement in creative activities, and the trusting relationships with the delivery team, our young people gain a multitude of soft and meta employability skills, as well as accreditation.

We know that our programme builds confidence and self-esteem; improves communication skills and results in young people re-engaging with school and/or moving closer to employment/further education.

Our monitoring and evaluation takes place regularly, is participant focused and is focused on the following 7 outcomes:

**Outcome 1:** Young people build their confidence and resilience, benefit from support networks and reduce risk taking behaviour

**Outcome 2:** Young people develop their personal and physical skills

**Outcome 3:** Young people's health and wellbeing improves

**Outcome 4:** Young people participate in activity which improves their learning, employability and employment options (positive destinations)

**Outcome 5:** Young people contribute positively to their communities

**Outcome 6:** Young people are diverted from criminal behaviour or involvement with the criminal justice system

The following pages explore the benefits of the programme for participants, as well as performance against each outcome.

***"This is a MASSIVE step for this young person after disengaging with school and college. The new routine, getting outdoors and taking part is helping the young person to achieve their Activity Agreement and they're enjoying it." - Support Worker***

# Building Young People's Confidence & Resilience & Reducing Risk taking Behaviour

## How we did it

Following a year of lockdowns and unknowns, participants of Impact Arts CashBack to the Future programme were experiencing heightened levels of social anxiety, isolation and missed opportunities including try new experiences and meet new people. Post-pandemic, the situations of those facing challenging living situations and/or in low income households were harder to reach, and engage with.

With this in mind we maintained our team of experienced youth workers, to ensure the young people were appropriately supported and signposted. Are artists continue to focus on fun and welcoming activities as we completed our final quarter of remote provision and reintroduced in person sessions to breakdown those additional barriers coming out of the lockdown.

The benefits arose as a result of:

- Opportunities to engage in new activities and overcome fears of self-doubt or lack of ability
- Providing Space for participants to reflect to feel heard and express creativity
- Providing wellbeing tips and mechanisms for registering and managing anxious thoughts

## What we learnt and how we responded

### Support Networks & Safe Spaces

By providing a creative, safe and open environment to express themselves, the young people discussed issues of importance to them with their peers. The majority of young people in remote groups identified

as LGBTQ+ and group discussions focussed on this alongside their mental health and/or disabilities, becoming a bit of a support network for one and another while feeding creativity for the artworks produced.

### The Importance of Self Reflection

Self-reflection at the end of each workshop was an integral part of the programme as positive and constructive feedback for each other made the young people feel valued. Learning to accept positive feedback can be a big ask, but pushing past this barrier allowed many participants to better their own image of themselves; 'Cashback made me comfortable in my own body and even made me join into conversations.



***"I've got better at setting boundaries and I am more confident telling people."***  
**- Participant**

**73%** of young people reported increased confidence

**68%** felt more resilient

**68%** reported a positive change in their behaviour

# Developing Young People's Personal & Physical Skills

## How we did it

A return to face-to-face delivery safely provided richer engagement for the young people and allowed them to refresh communication skills and return to an understanding of appropriate social behaviours, whilst enjoying the freedom and space for them to be creative and try new things.

Communication skills were a main focus for development across workshops in Q3. This was in part due to the observations staff observed over the CashBack Summer sessions, where young people were presenting very nervous and unsure of how to navigate meeting new people and build friendships following the long periods of lockdowns. Staff were pleased to build on the foundations made in summer and continue supporting groups to improve in this area, as an essential employable skill in future.

Teams used the celebration events over Summer and smaller events for our Hubs groups as opportunities for young people to claim ownership of the presentations. This introduced them to critical thinking, listening to others, quick decision making and working to a brief with a deadline – all integral experiences to support successful personal and employable development.

Delivery saw a variety of practical creative skills being shared with our Cashback participants across our Hubs and Pilot workshop, providing participants with a chance to try out a variety of art forms and feedback on their preferences.

## We achieved this by

- Staff observations feeding into appropriate workshop delivery
- Young people taking ownership of the design and

curation of their final outcomes

- Supportive environments to try new skills and activities
- Offering a variety of creative skills to gently encourage young people out of their comfort zones

## What we learnt and how we responded

Providing the young people with a chance to tell our artists and youth workers any creative areas they'd like to explore further, or perhaps try out for the first time, is an area we had been keen to embed into our session planning after success from our remote provision.

It was evident that returning to delivery in-person was a big step for a lot of the young people. By providing a welcoming and comfortable environment, it was easy to bring those communication skills back to life, and for our groups to see the importance of meeting new people to ensure creative and critical thinking, respect for peers and collaboration.

Staff observe young people beginning workshops very shy, and keeping themselves separate from the rest of the group. By the end of the workshops they could comfortably work on group activities and felt confidence increase; being able to initiate conversations and contribute ideas in discussions without prompt towards the end of the twelve weeks.

Our provision of additional daytime sessions for young people who've disengaged with school were an opportunity for a wealth of development. One participant had no daily routine and stopped attending school. His attendance and dedication to CashBack had been great however, and he has expressed that he enjoyed having something to do, making him realize that he prefers being active and busy.

**73%** reported an increase in their skills





# Improving Young Peoples Wellbeing

## How we did it

Throughout the year, new referrals continued to present varying levels of social anxiety and anxiousness in group settings with unknown peers. Continuing to offer remote delivery in the first half of the year allowed us to provide an initial welcome meeting between staff and the young person. A remote Hubs attendee wasn't currently studying or working, and found himself quite isolated. Attending session gave him a place to chat to peers and develop his social and communication skills as he built new friendships, with a positive effect on his mental health as he feels connected to the group and has a place to develop his creative side.

Summer groups were encouraged to take trips over the four weeks. Locations included Holyrood Park, Dean Castle Park, The Dick Institute, GoMA, Kelvingrove Museum, Riverside Museum, Alexandra Park and Glasgow Green. The trips had positive impact of mental and physical wellbeing for the young people – breaking up the routine of the day. "I've made a few good mates and it's good to get out of the house and go on a walk everyday".

Young people practiced positive coping strategies like the 54321 grounding technique, to keep calm and reduce anxiety. Support to develop new routines included reviews of sleep patterns, reducing screen time, reducing coffee intake and getting outside.

Learning to accept positive feedback can be a big ask, but pushing past this barrier through sharing opportunities to show off their work, allowed many participants to better their own image of themselves; 'Cashback made me comfortable in my own body and even made me join into conversations'.

As with all Impact Arts' past CashBack provision, a zero tolerance approach to violence was maintained, and every Hub and Summer group whether in person or remote created and adhered to a set of group 'rules' that ensured safety and respect was maintained, with judgment left at the door.

Other key features:

- Every individual being encouraged to take part and achieve a weekly outcome

- Encouraging sustained attendance in long term, positive activity
- Positive group dynamics resulting in friendships and less isolation
- Young people treating each other with kindness and respect resulting in a safe environment to be who they want to be
- Tailored support/signposting in order to improve mental health
- Incorporating trips and walks into session planning for fresh air and exercise
- Including mindfulness and meditation within weekly delivery
- Providing access to healthy food and free sanitary products

## What we learnt and how we responded

During our continued remote provision, we found the welcome meetings worked well as an introductory step between receipt of referral and joining their first session, which can often be the biggest challenge.

Return to in person delivery highlighted importance in supporting young people to develop a healthy routine to ensure some stability day to day. Many found this had fallen by the wayside over lockdown and the changes to school patterns and isolation requirements. Some young people started with some issues with lateness due to sleep patterns, which improved across the four weeks. Parents verbally thanked staff who said they can see the benefit of the programme on their child. One of our participants mother told us she was happy to see her daughter back in a routine after 18 months of lockdown.

Participants can often be very critical of themselves and their work. By providing a welcoming workshop environment and including structure in workshops plans that include space to share thoughts on each other's creations, young people open up to the idea of receiving compliments, seeing their

skillset in a more positive light and building their self esteem along with it.

We have seen the long-lasting effect of the positive support staff provide to the young people. Previous participants now in work are getting back in touch to refer friends currently having a difficult time for 22/23 sessions.

*"This project has really helped me with my mental health. It gives me a sense of routine. I really want to continue in the new year." – Participant*



# Moving on to Positive Destinations

## How we did it

Provision of varied and engaging activities each week over the Hubs workshops was key to ensuring participants remained engaged over a block to create the safe space for curiosity and creative thinking to bloom. We identified personal skills such as creative, critical and independent thinking and decision making as essential skill in employable and learning environments participants hoped to progress to in future.

CashBack Hubs Q1 provision included sessions with a Creative Industries focus, as we are keen to highlight to our young people the transferrable skills they are developing through our creative workshops, including creative thinking, problem solving and collaborative working.

CashBack Summer is an opportunity to build up important employability skills linked to wellbeing as, including collaboration and problem solving alongside peers experiencing similar anxieties and situations. This gave the young people focus and purpose committing to attending the sessions over the four weeks.

Opportunities to work with others included a whole group music video production directed, edited and filmed by our young people. This involved set design, choreography and graphic design to create branding. These practical skills

required collaboration across the workshops, and the young people now stand in good stead for their returns to school and college settings.

## What we learnt and how we responded

It's vital participants finish Hubs sessions with confidence to use the personal skills set they develop over their time on CashBack and progress onto the next stage of opportunities such as their first job or college.

Introducing daytime sessions gave staff the opportunity to alternate sessions with an employability and creative focus. This gave one young person the perfect opportunity to focus on a personal statement for their college application, alongside learning pieces for his music audition element.

Due to the life stage of some of the participants much of the emphasis was on social skills, group work and communication. Impact Arts CashBack to the Future programme focuses on using a fun, creative and engaging activity to develop the each participant's self-confidence and understanding of their personal strengths. This increase in confidence is itself a boost to the likelihood of the participant achieving a positive destination as they now have more faith in themselves to achieve what before might have been out of reach. They have also had recent experiences of routine, team work, communication,

perseverance and other invaluable soft skills to support them in their next steps.

- Increased levels of one to one support to set achievable personal targets
- Periodical reviews of best methods for follow up post attendance to ensure progressions are recorded e.g. stronger referral partnerships
- Trips out to local area settings to trial commute like travelling
- Trial of switch to SQA accredited employability units that can be more useful for participants down the line

Space for independent group work and focused mini project to create achievable tangible outputs the young people can be proud of, such as short video productions, working to showcase event planning, creating a show and performance.

One of our Glasgow groups had a short animation film selected for presentation at COP26, after submitting to the Film Access Scotland 1.5 degree film competition in partnership with the New York Times. We were so proud of the group and the work they produced in relation to climate change and ideas of what a future community could look like following impact of emissions.

**64** young people achieved a positive destination

***"I never thought I could write 300 words but now I need to cut my personal statement down cause I wrote too much, I'm so impressed with myself."***  
***- Participant***

**43** improved school attendance



# Young People contributing to the Community

## How we did it

We are proud to have supported young people at a time of communities opening back up – helping them remove barriers manifested over the lockdown period with the funding provided by CashBack was a real privilege over these past summer months.

Once permitted, our in-person celebration events allowed young people to share their work with local communities; Edinburgh groups received positive and encouraging feedback from other artists working out of St Margaret's House where workshops were held, and were able to consult with artists on curation advice as they shared an exhibition space with them. The exhibition in Glasgow received a warm reception from local residents who visited, and commented on how lovely it was to connect Impact Arts and see what it created in the nearby building they never normally visit.

Hubs groups partners with COP26 events in Glasgow, attending additional celebratory screenings at Glasgow Film Theatre along with other groups who had created short films. They spoke eloquently at the event and were able to share their working process. The group learnt a lot from this experience as this was the first time they had spoken in front of an audience before and overcame their fear and felt part of a wider community.

Young people in Renfrewshire met with local music venue The Bungalow who offered great opportunities for them to shadow lighting tech and taking photographs of live events and gigs. The team at The Bungalow are working on a feature film about the Paisley Weavers who went on strike against the town's elite in 1856 and started a class war which they won. The film shines a light on Paisley and all cast and crew are from the town. Both young people have been offered opportunities to help out on the film when shooting recommences in March and will continue engagement with them to ensure the young people successfully take up the offer.

## What we learnt and how we responded

Contributing positively to their communities has been difficult as continuing pandemic restrictions have not made opportunities for community interaction possible for the young people this quarter.

When remote, the groups have continued developing their small creative community online in their Hub groups, building friendships and discussing topics honestly and openly that develop from the springboard of workshop activity, supported by youth worker and artist.

One of our key priorities in planning was COVID safety, and by introducing this to our young people at the beginning of the project, participants were able to create a set a collaborative 'behaviour agreement' outlining respect for each other's health and wellbeing, encouraging this to be reflected at home and in the community as well our workshop setting.

***"I used to hate getting up for school but I like getting up for this." - Participant***



**69%** have heightened sense of belonging to a community

**71%** of stakeholders perceive improvement in YP's contribution, links and social interaction



# Reduced involvement in Criminal Behaviour

Hubs sessions continued to provide a welcoming alternative opportunity to engaging in anti-social behaviour. Conversations with participants after lockdowns were eased revealed a general sense of disillusionment, with communities, adults, and authorities. This encouraged staff to address this imbalance of perception, and ensure positive relationships could be built with staff and colleagues so the young people could realign adults with a sense of trust and respect.

The trialled day time sessions were in response to requests from schools and referrers with pupils or young people who had continued to disengage from school post pandemic, and were searching for alternative timetable provision that gave the young people focus on achievable goals routine.

One young person informed staff that he and his friends tend to get into trouble with the police due to always fighting. Once joining day time Hubs, he stopped hanging around with these friends and explained he now had the focus to get into college which his friends don't want him to. His disinterest in their anti-social behaviour meant they stopped hanging out with him.

We continued to host Hubs in local community settings such as the Muirfield centre in Cumbernauld.

Young people in the group highlighted how heading to sessions stopped them hanging out in groups on the street instead, where sometimes they'd think about getting into trouble.

*"I've learnt more here in five minutes than I ever did in five years at school."  
– Participant*

**40%** report own participation in anti-social and/or criminal behaviour has reduced





# Evaluation

Impact Arts uses a ranges of tools and processes in the measurement of personal outcomes. This is a person-centred process with individual plans and records created and agreed with each participant.

Our key tools include:-

- Individual Progression/Development Plans: an individual record that outlines work, achievement, personal and practical skills, and goals set by individuals
- Workshop reports/Workshop evaluations: feedback from participants, observations from staff and workshop evaluation reports
- Observations/Capture the moment: staff/practitioners capture spontaneous instances where progress towards outcomes is demonstrated and continually observe behaviour and involvement of participants, informing the assessment of individuals' progress
- Visual and audio evidence: the ongoing progress of the team and their project is captured through various forms of art and media, contributing to a visual record and demonstrable evidence
- One-to-one consultations/Case studies: ending consultation with participants provide an insight into progress and the impact of the programme and allow for the creation of case studies.
- Stakeholder information: we use information from stakeholders, including, parents/carers, teachers and other engaged agencies to monitor/record the progress of young people

## External Evaluation

Following a robust procurement process, Impact Arts commissioned The Lines Between to carry out our external evaluation activities. In line with our grant offer we will provide Inspiring Scotland with a full external evaluation report at the end of year 2, however Impact Arts have requested that The Lines Between provide us with a report of activity at the end of year 1. These findings will be available at the end of June 2022 and we can provide details of this on request.

We have included an annual summary document as provided by The Lines Between. Regional distribution of engagement will be available on formatted pdf version.

***"It has provided the young people with new and fun experiences during their summer break as well as a structure, which was hugely beneficial for them. The young person I work with loved it, and enjoyed describing to me the new skills they were learning and new people they were meeting. Thank you for providing such a fantastic opportunity for these young people."***

# Austin's Story

Impact Arts' CashBack to the Future project offers young people the chance to participate in a range of creative activities and gain accredited awards in a supportive environment.

In this case study, Austin\*, who has participated in a range of activities across several months with Impact Arts, describes what it has meant for him. His story demonstrates the positive impact CashBack to the Future can have on a young person's confidence, social networks and engagement with school.

## A safe space to develop relationships

Austin joined Cashback North Lanarkshire Daytime at the beginning of February 2022. The project ran two days a week on a Wednesday and Thursday in the Muirfield Community Centre in Cumbernauld, where it then moved to the Impact Arts new premises in Glasgow in March 2022.

Austin is 16 and based in Airdrie. His personal goals were to gain employability skills and get better at playing piano and guitar.

Due to COVID-19 Austin struggled to engage with school and his peers due to social isolation throughout lockdown. He stopped attending school due to anxiety and wanted to build and develop skills to help him get into college.

## Trying new things and developing new skills

Austin was very quiet and shy at first but as he developed relationships with staff he became more outgoing and confident. He is a very quick learner and picked the piano up very quickly. He is great on a 1-1 basis however he can still be quite reserved when around new people.

## What a difference confidence can make

At the beginning of the project the activities were very creative writing based and Austin enjoyed being creative. Once the programme moved to Glasgow Austin got the chance to play different instruments and work alongside tutor Michael to work on learning new instruments and increasing his skill on instruments he already knew how to play. Austin channeled his creative writing to create a new song and organised his second piece to perform for his audition.

***"I've learned more here in 5 minutes than I ever did in 5 years at school"***  
– Austin

## Foundations for the future

Austin is a very dedicated and motivated individual, he came on leaps and bounds in terms of being able to build relationships quicker with people 1-1. At the beginning it took a few weeks for him to relax around people however later on when he met tutors Michael and Francisco it only took an hour or two for him to relax. He became more confident in himself and his ability to communicate effectively.

Austin originally struggled to think of positive traits he has for his personal statement but after working with him together we managed to get a personal statement filled with examples alongside the positive qualities he identified such as his empathetic and helpful nature and his creativity.

***"This is some laugh this programme, I didn't think I'd actually enjoy it here, but I do."***

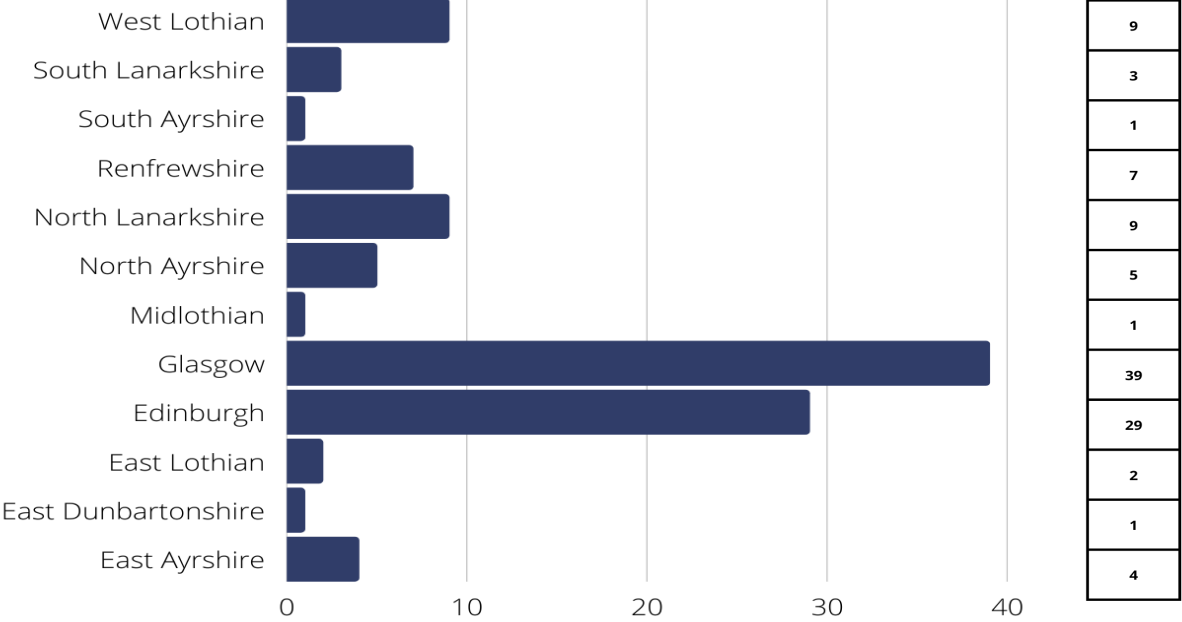
Austin is applying to do music at college. He is excited but anxious that he won't get in. He created a great personal statement and has been working on 2 audition pieces with Michael. He has done a lot of research into which college he would like to go to and is in the process of submitting his application.

***"I am very imaginative and music helps me stimulate new ideas I want to explore."*** – Austin

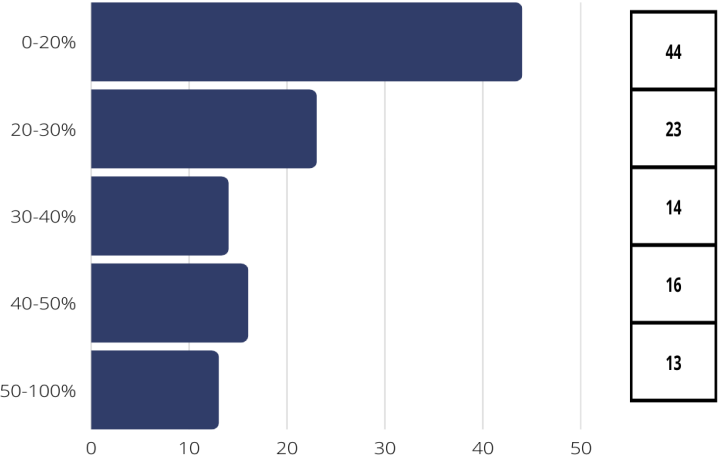


# Engagement

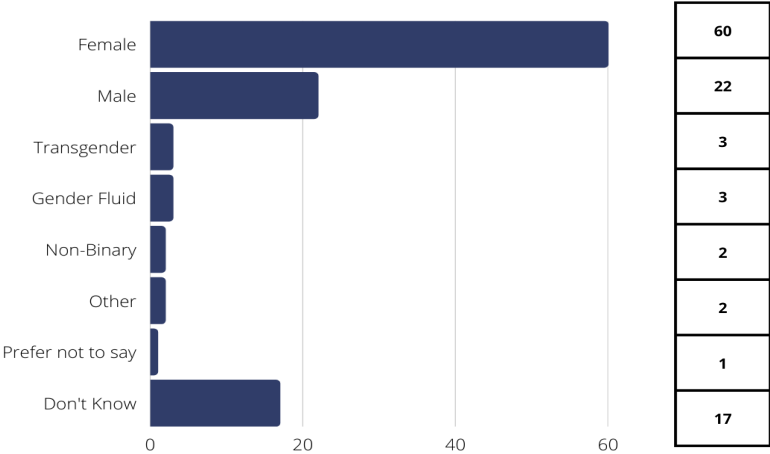
Engagement by Area



SIMD Breakdown

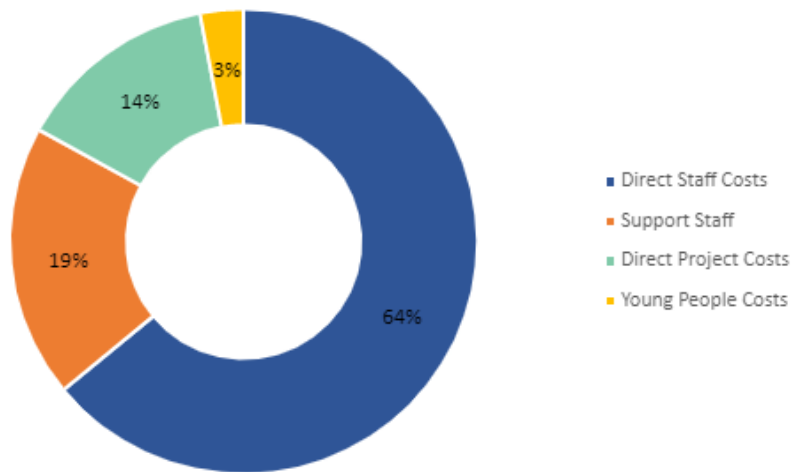


Gender Diversity



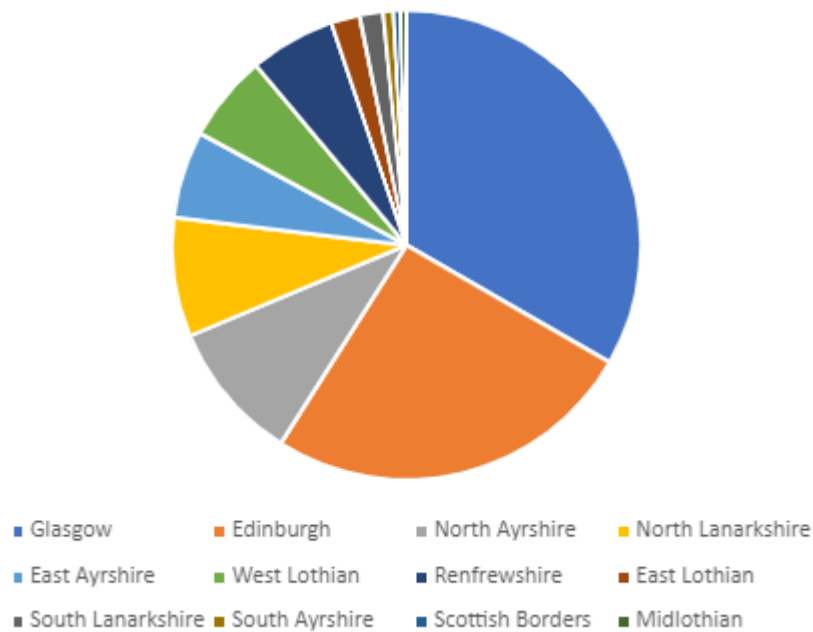
# Finances

21/22 Expenditure by type



Expenditure by type	Percentage	
Direct Staff Costs	64%	£136,638
Support Staff	19%	£40,768
Direct Project Costs	14%	£31,012
Young People Costs	3%	£5,909
Total		£214,327

Expenditure by LA / Region



Area	Expenditure by LA / Region
Glasgow	33.30%
Edinburgh	25.70%
North Ayrshire	9.70%
North Lanarkshire	8.20%
East Ayrshire	6.00%
West Lothian	6.00%
Renfrewshire	5.90%
East Lothian	2.00%
South Lanarkshire	1.60%
South Ayrshire	0.70%
Scottish Borders	0.50%
Midlothian	0.40%



# Outcomes

## Outcome 1: Young people build their confidence and resilience, benefit from support networks and reduce risk taking behaviour

Outcome	OF 110..	%	Target
Young People report increased confidence	80	73%	104
Young People report they are able to do new things	80	73%	104
Young People feel more resilient	75	68%	104
Other Stakeholder report increasing confidence in YP*		92%*	
Young People report positive supportive networks	54	49%	0
Young People report positive changes in their behaviour	75	68%	98
Other stakeholders report perceived positive changes in behaviour of young participants*		85%*	

\*mean percentage across Q1-Q4

## Outcome 2: Young people develop their personal and physical skills

Outcome	OF 110..	%	Target
Young People increased personal skills, achieving accredited learning	27*	25%*	99
Young People report an increase in their skills	80	73%	104
Other stakeholders report skills increasing in Young People	81%**		

\*we have experienced a delay with the external body that verifies completed accredited Dynamic Youth Awards, and so will have some certified accreditation reflected in Year 3 22/23 figures.

\*\*mean percentage from Q1 to Q4 reported percentages

# Outcomes

## Outcome 3: Young people's health and wellbeing improves

Outcome	OF 110..	%	Target
YP improve wellbeing against SHANARRI indicators	76	69	99
Other stakeholders report perceived increases in SHANARRI indicators	89%*		

\*mean percentage across Q1-Q4

## Outcome 4: Young people participate in activity which improves their learning, employability and employment options (positive destinations)

Outcome	OF 110..	%	Target
Young People achieved a positive destination	64	58%	99
Young People improved school attendance	43	39%	78

# Outcomes

## Outcome 5: Young people contribute positively to their communities

Outcome	OF 110..	%	Target
YP take on a volunteering role	2		67
YP feel their contribution, links with communities and social interaction are improving	76	69%	65
Other stakeholders perceive improvement in YP contribution, links and social interaction		71%*	40%
Participants perception of their neighbourhood improves	73	66%	65
Participants have heightened sense of belonging to a community	76	69%	91
Participants have increased motivation to positively influence what happens in their community	60	54%	65

\*mean percentage across Q1-Q4

## Outcome 6: Young people are diverted from criminal behaviour or involvement with the criminal justice system

Outcome	OF 110..	%	Target
Reported anti-social behaviour and/or criminal behaviour may reduce in area concerned	44	40%	65
YP report own participation in anti-social and/or criminal behaviour has reduced	44	40%	65
YP feel less inclined to participate in anti-social and/or criminal behaviour	44	40%	65

# Our Artists

The success of Impact Arts CashBack to the Future programme is in no small part due to our delivery team.

All our artists and youth workers have a wide range of experiences across artistic, educational and community settings. Their enthusiasm as champions for the young people attending CashBack is a testament to the incredible impact CashBack to the Future has. This results in hugely positive relationships that are centred on trust and focused on supporting the individual needs of each young person.

## Youth Work Support

Following the introduction of Youth workers to our delivery team in Phase 5, we have seen first-hand the impact of more embedded and dependable support for participants, especially over a year of such uncertainty and upheaval. The Youth workers have become essential in ensuring any additional support needs are met, they're signposted as required, and that the young people feel prepared for their next steps with a new set of personal and creative skills under their belts, and a growth in confidence and friendships during their time with Impact Arts.



**14** Creative  
Delivery Staff

**10** Youth Workers/  
Pastoral Support

**3** Creative  
Assistants

**3** Co-ordinators

**1** Programme  
Manager



# Governance & Leadership

Impact Arts Board and Associate members have continued to develop during 21/22 and in increasing the size of the Board to 13 Trustees, we were delighted to make the following appointments:

- Sofia Akram, ex participant of Impact Arts and student at Napier University, moved from being co-optee to full Trustee, bringing a younger voice to the Board and a commitment to equalities
- Joanne Farrow, Head of Service Design & Delivery at Scottish Government, bringing a wealth of experience of employability in Scotland
- Wendy Halliday, Director of See Me Scotland joined as Associate to Impact Arts, bringing extensive knowledge of mental health agendas

A major and exciting focus for Impact Arts during 21/22 has been our move from our head office in Dennistoun, Glasgow into the significant Old Sheriff Court premises on Brunswick Street. This relocation is part of a wider strategic plan to develop a centre for creative youth engagement in the heart of Glasgow city centre. The bespoke studios, theatres and meeting spaces will allow us to grow and develop these ambitions alongside a social enterprise which will support the overall sustainability of the organisation. 2022/23 will see these plans develop further and will allow CashBack to the Future to reach a wider group of young people across the city.

Our digital transformation continues to drive forward with a full move to Office 365 taking place, a new website and branding nearing launch and a 'think digital' approach being embedded across the organisation. Significant investment in updated technology and systems is allowing our growing team to stay connected, increase efficiency and continue to deliver the highest quality outcomes for the people and communities we serve.



# Looking Ahead

At the beginning of year 2 we made a cautious return to face-to-face delivery. This was not without its challenges, mainly due to guidelines around room capacity and some nervousness from participants about meeting in larger groups. The ever-changing Covid landscape meant that we had to pivot quickly from face to face to remote working, and change plans with little warning at times. We also had the challenge of staff sickness due to the need for isolation. Despite these challenges we have seen participation numbers rise each quarter, particularly in Glasgow, in no small part down to our new city centre location.

As we approach year 3 of Phase 5 we are keen to evaluate a more normal way of working, hopefully free from the constraints that Covid necessitated. Our city centre locations in both Glasgow and Edinburgh are already proving popular with participants and referral partners alike and we look forward to strengthening our partnerships in these areas to benefit the participants we work with.

Our offer to schools has been extremely popular, particularly considering changes to the exclusion rules for secondary schools. This means that schools are actively looking for partners who can provide diversionary activities as part of an alternative timetable. We are exploring this in North Lanarkshire, Glasgow and Renfrewshire and hope to build on the relationships we have made with schools in years 1 and 2.



Our Showcase video, reel and remote group exhibition can be found here:

[CashBack to The Future Summer 2021 Showcase - YouTube](#)

[CashBack to The Future Summer 2021 - Virtual group Exhibition - YouTube](#)

[CashBack to The Future Showreel 2020 - YouTube](#)





***“Cashback made me comfortable in my own body.”- Participant***





# IMPACT ARTS

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