

## Notice of Meeting and Agenda

### Houston, Crosslee, Linwood, Riverside and Erskine Local Area Committee

Date	Time	Venue
Wednesday, 23 November 2016	18:00	Linwood High School, Stirling Drive, Linwood ,

KENNETH GRAHAM  
Head of Corporate Governance

### Membership

Councillor Maria Brown: Councillor Audrey Doig: Provost Anne Hall: Councillor Jim Harte: Councillor Michael Holmes: Councillor James MacLaren: Councillor James McQuade: Councillor Iain Nicolson: Councillor Allan Noon:

Councillor Sam Mullin (Depute Convener):

### Further Information

This is a meeting which is open to members of the public.

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at [www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx](http://www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx)

For further information, please either email [democratic-services@renfrewshire.gov.uk](mailto:democratic-services@renfrewshire.gov.uk) or telephone 0141 618 7112.

## Items of business

### Apologies

Apologies from members.

### Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

- |          |  |                |
|----------|--|----------------|
| <b>1</b> | <b>Renfrewshire Health and Social Care Partnership Update</b>                | <b>5 - 10</b>  |
|          | Report by Chief Officer, Renfrewshire Health and Social Care Partnership.    |                |
| <b>2</b> | <b>Community Safety and Public Protection Update</b>                         | <b>11 - 20</b> |
|          | Report by Director of Community Resources.                                   |                |
| <b>3</b> | <b>Open Session/ Key Local Issues</b>  |                |
| <b>4</b> | <b>Presentation: Domestic Violence</b>                                       |                |
|          | Presentation by Head of Childcare & Criminal Justice, Children's Services.   |                |
| <b>5</b> | <b>Presentation: Scottish Index of Multiple Deprivation 2016</b>             |                |
|          | Presentation by Data Analytics & Research Manager, Chief Executive's.        |                |
| <b>6</b> | <b>Families First Early Years Strategy Impact Evaluation Report May 2016</b> | <b>21 - 70</b> |
|          | Report by Director of Children's Services.                                   |                |
| <b>7</b> | <b>Presentation: Paisley 2021 Update</b>                                     |                |
|          | Presentation by Project Director.  |                |
| <b>8</b> | <b>Grant Award Feedback</b>  | <b>71 - 76</b> |
|          | Report by Director of Finance & Resources.                                   |                |
| <b>9</b> | <b>Budget Monitoring</b>   | <b>77 - 82</b> |
|          | Report by Director of Finance & Resources.                                   |                |

## **10 Date of Next Meeting**

The next meeting of the Houston, Crosslee, Linwood, Riverside & Erskine LAC will be held at 6.00 pm on Wednesday 22 February 2017.



## **Renfrewshire Health and Social Care Partnership (HSCP)**

### **Local Area Committee Update**

#### **1.0 Purpose**

The purpose of this report is to provide a Health and Social Care Partnership (HSCP) update to the Local Area Committees. There are three sections to this update: Renfrewshire HSCP's vision and aims; Performance Management and a few examples of work that we are doing in the community.

#### **2.0 Health and Social Care – Working Together**

2.1 The Public Bodies (Joint Working) (Scotland) Act 2014 is a new law which says that health and social care services must work together to improve people's health and wellbeing. On 1 April 2016 a new organisation was formed – Renfrewshire Health and Social Care Partnership (HSCP).

2.2 Our Vision:

*We want Renfrewshire to be a caring place where people are treated as individuals and are supported to live well.*

Renfrewshire HSCP is responsible for all adult social work services and all health services within the community. This includes home care, health visitors, district nurses, residential care and day services. In Renfrewshire, we have 29 GP practices, 35 general dental practitioners, 44 community pharmacists and 19 community optometrists.

2.3 The aim of the Partnership is to improve health and to deliver effective health and social care services. This is what we want for the people of Renfrewshire:

- Services in the community to be accessible to all.
- Services working in a joined up way.
- People to have more choice and control.
- Focus on stopping problems before they happen (prevention) and helping people quickly when they first get ill or need support.
- Provide safe, high quality care and protect vulnerable adults and children.
- Move care from large institutions to home and community based services.

- Effective support for carers.
- Make the best use of the money and staff available to us.

2.4 Our first Strategic Plan will be presented to the Integration Joint Board on 25 November. Following its approval, the easy read version will be widely circulated.

### 3.0 Performance Management

3.1 The Health and Social Care Partnership has developed a performance framework to ensure we operate with informed, effective and efficient management of services and to provide a coherent picture of the outcomes achieved by the Partnership.

Our performance scorecard is structured on the nine National Outcomes and includes measures from the Core Indicators' set, incorporating some high level outcome indicators drawn from the annual Health and Care Experience Survey.

<b>Outcome 1:</b>	People are able to look after and improve their own health and wellbeing and live in good health for longer
<b>Outcome 2:</b>	People, including those with disabilities or long term conditions, or who are frail, are able to live, as far as reasonably practicable, independently and at home or in a homely setting in their community
<b>Outcome 3:</b>	People who use health and social care services have positive experiences of those services, and have their dignity respected
<b>Outcome 4:</b>	Health and social care services are centred on helping to maintain or improve the quality of life of people who use those services
<b>Outcome 5:</b>	Health and social care services contribute to reducing health inequalities
<b>Outcome 6:</b>	People who provide unpaid care are supported to look after their own health and wellbeing, including to reduce any negative impact of their caring role on their own health and wellbeing
<b>Outcome 7:</b>	People using health and social care services are safe from harm
<b>Outcome 8:</b>	People who work in health and social care services feel engaged with the work they do and are supported to continuously improve the information, support, care and treatment they provide
<b>Outcome 9:</b>	Resources are used effectively and efficiently in the provision of health and social care services

### 3.2 How are we doing?

Significant improvements have been reported on health issues with regard to increased rates of **physical activity**, and a reduction in levels of **smoking** and adult **obesity**. Progress has been made in reducing the number of hospital bed days lost due to **delays in discharge**. In Scotland, Renfrewshire had the third lowest delayed discharge bed rate per 1,000 population by local authority of residence.



Renfrewshire still has challenges around **addictions** related to alcohol and drugs. Perception of drug dealing in local areas has deteriorated and both alcohol-related and drug-related hospital stays are above the baseline and targets originally set by the Community Planning Partnership.

Although good progress has been made with reducing alcohol related hospital stays, we have not yet achieved our target. At June 2016 the rate was 9.3 per 100,000 against an 8.9 target. While this is the lowest rate in over three years, Renfrewshire is still 46% higher than the Scottish average for alcohol related hospital stays.

Currently 99.6% of people are seen within three weeks from referral to treatment for alcohol and drug services.

Brighter Renfrewshire Alcohol Awareness Week (BRAW) was implemented over the summer. Messages focused on getting the most out of summer - being safe and having fun without excessive use of alcohol. The recent changes in drink driving legislation were also included as a key BRAW message. BRAW aims to raise awareness about alcohol by:

- Promoting sensible drinking messages
- Encouraging people to seek support
- Changing attitudes to alcohol
- Involving communities in tackling alcohol issues
- Preventing or reducing harm caused by alcohol
- Celebrating and supporting recovery from addiction

Renfrewshire's Alcohol and Drug Partnership (ADP) allocated funding to recruit a graduate intern as part of INVEST Renfrewshire's graduate recruitment programme. The intern was recruited to support community engagement around alcohol licensing and enhance community involvement in the licensing process. Since recruitment, the Intern has created an online community alcohol survey which has generated around 150 responses to date. The Intern has also recruited a number of volunteers who will conduct the alcohol survey in community venues including GP surgeries, supermarkets and community centres. The information gathered will be used to

inform future HSCP and ADP responses to alcohol licensing, including future overprovision statements and the Joint Alcohol Policy Statement which will be published in the summer of 2017. If you would like to complete the online survey, please go to - <http://www.renfrewshireadp.co.uk/news-campaigns/alcohol-licensing.aspx> or contact Natasha Lappin if you would like a paper copy of the survey, further information or to get involved with the project.  
[Natasha.lappin@ggc.scot.nhs.uk](mailto:Natasha.lappin@ggc.scot.nhs.uk)

The recently published Health and Wellbeing Profile shows **life expectancy** in Renfrewshire at 75.3 years for males and 80.4 years for females. This is lower than the Scottish average of 76.6 years for males and similar to the Scottish female average of 80.8 years.

The percentage of people prescribed medication for **anxiety, depression or psychosis** in 2014/15 was 19%, higher than the Scottish average of 17%. The rate for psychiatric hospitalisations in 2011-2013 was 254, which was lower than the Scottish rate of 292. The **suicide rate** 2009-2013 was 16, which was similar to the Scottish rate of 15.

Some early years issues in relation to health remain challenging. The percentage of babies with a **low birth weight** and the number of children **exclusively breastfed** at 6-8 weeks both showed slight deterioration throughout 2015.



Low birth weight target: 6%. The rate at March 2016 was 7.3%.

Exclusive breastfeeding at 6-8 weeks target 21.4%. The rate at December 2015 was 20.8%.

From the Adult Health and Wellbeing Survey carried out in 2014, 92% of people in Renfrewshire indicated they have a positive perception of their **quality of life** against a target of 75%. This is an improvement on the baseline figure of 71% in 2011.

There was a substantial increase in the number of people in Renfrewshire participating in 30 minutes of moderate **physical activity** 5 or more times a week from 30.1% in 2011 to 53% in 2014. There was also a reduction in the percentage of adults who are **overweight or obese** from 55% in 2011 to 49% in 2014.

There has been a notable reduction in the number of adults who **smoke** from 24% in 2011 to 19% in 2014.

We hope to see further improvement with these indicators when the next Health and Wellbeing Survey is carried out in 2017.



## 4.0 What are we doing in the community?

During this last year the HSCP has developed and supported new developments to improve health. Some examples of the work in the community include:

### 4.1 Stop Smoking Shared Care Pharmacy Clinic:



We introduced a new way of offering support to anyone wishing to stop smoking. Ferguslie Park was selected to test the service as an area which has one of the highest smoking prevalence rates in Scotland (55%). The shared care model offers clients who attend the Lloyds Tannahill Pharmacy stop smoking scheme additional intensive support from a Community Smokefree Service advisor.

This model of delivering the Smokefree Service has resulted in better outcomes. Prior to introducing this model data showed that only 14 clients successfully quit for 4 weeks and 1 client for 12 weeks within the pharmacy direct service. In total 101 clients from Ferguslie quit smoking by 4 weeks and 65 clients by 12 weeks as a result of joint working between Pharmacy and Community Smoking Cessation Service. Evidence has shown that this service has been more accessible and attractive to clients living in more deprived areas. 96% of clients accessing this shared-care support were from SIMD 1. This model will be replicated in the Broomlands area of Paisley.

### 4.2 Eat Better Feel Better Cookery Course:

We have supported the National Eat Better Feel Better programme by training staff and volunteers from local agencies in Renfrewshire to deliver a cookery programme for the public. The programme is a six week practical cooking course and includes healthy cooking on a budget, food safety, understanding food labelling and the Eat Well plate. We have trained 39 staff and volunteers to deliver Eat Better Feel Better in community settings. To date 48 courses have been delivered, with 239 people attending. Over a third of attendees were from SIMD 1 and 2 areas. The programme is now self-sustaining via partner agencies with the HSCP providing support and training.

### 4.3 Healthy Weight and Physical Activity:

We have introduced two new programmes to promote healthy eating and physical activity; New Mum New You and Mini Active in Renfrewshire.

New Mum, New You is a post natal weight loss programme which runs for 10 weeks. The programme includes fun exercise sessions, nutrition, and health and well being activities to enable new mums to achieve their pre baby weight. Weekly sessions are run by trained coaches who support the women to achieve their individual goals. Twenty local mums have attended the programme.

Mini Active is a healthy lifestyle programme for all families living in Renfrewshire with children aged between 2-4 years. This programme runs once a week over an eight-week period and aims to promote healthy eating and activity habits from an early age, through fun play and workshops. At least one parent or carer must attend each session with their child. Ten children have attended the first programme.

If you would like more details on the content of this report, please contact Renfrewshire HSCP via –

**Telephone: 0141 618 7629**

**Email: [Renfrewshire.HSCP@ggc.scot.nhs.uk](mailto:Renfrewshire.HSCP@ggc.scot.nhs.uk)**

**Twitter: @Ren\_HSCP**



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**To:               HOUSTON, CROSSLEE, LINWOOD, RIVERSIDE & ERSKINE LOCAL  
                      AREA COMMITTEE**

**On:               23 NOVEMBER 2016**

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**Report by:     DIRECTOR OF COMMUNITY RESOURCES**

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**Heading:       COMMUNITY SAFETY & PUBLIC PROTECTION,  
                      PROGRESS UPDATE**

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## **1.     Summary**

1.1     This report provides a progress update on activities the Renfrewshire Community Safety Partnership has carried out in the Houston, Crosslee, Linwood, Riverside & Erskine area in quarter 2 (1 July – 30 September 2016). A number of partners have provided statistical information, including: Police Scotland; Scottish Fire & Rescue Service; and Renfrewshire Community Safety Partnership. The report includes information on:

- Houston, Crosslee, Linwood, Riverside & Erskine community safety statistics;
- Environmental enforcement and improvement activities;
- Protecting vulnerable residents;
- Building safer communities;
- Diversionary activities;
- A spotlight on Adult Protection.

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## **2.     Recommendations**

2.1     It is recommended that the Local Area Committee notes the content of this progress update report.

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### 3. Focus on Houston, Crosslee, Linwood, Riverside & Erskine

- 3.1 The table below details the number of reports of incidents in the Houston, Crosslee, Linwood, Riverside & Erskine Area during Quarter 2, 2016/17 (July to September 2016). The Renfrewshire Community Safety Partnership continues to target resources into identified hotspot areas.

Incidents Reported	Q2 2015/16			Q2 2016/17		
	Ward 9	Ward 10	Ward 11	Ward 9	Ward 10	Ward 11
Serious Violent Crime	5	1	-	2	1	1
Minor Assault	26	6	10	14	10	9
Drug Crime	41	3	8	40	5	4
Disorder and Anti Social Behaviour (ASB) (number of calls)	144	60	150	243	73	192
Vandalism	20	6	15	32	8	29

- 3.2 Ward 9: There has been an increase in reports of ASB/Disorder calls, and an increase in reported crimes of vandalism. Further analysis of the ASB/Disorder calls has identified the following hotspot areas:

- Linwood Clippens Road Shops - Youths causing disturbance
- Linwood Skate Park - Setting bins on fire.

In response Youth Officers, Police Scotland and CCTV staff have undertaken a number of successful interventions/visits. These remain ongoing, and have included a recent event organised during mid-September where local youths were involved in a brush/clean up of the skate park where the bin fire incidents had been identified.

- 3.3 Ward 10: There has been a very slight increase in reports of crimes of minor assault, drugs and vandalism. Due to the very small number of incidents reported overall there were no concerns regarding repeat locations or victims.
- 3.3 Ward 11: There has been a slight increase in reports of ASB/Disorder and vandalism recorded. For ASB and Disorder calls no repeat locations were identified, however it was noted that around half of the incidents involved damage to motor vehicles. The peak day for reports of vandalism was Saturday, with no obvious peak time. Renfrewshire Council Youth Officers remain active in the Erskine area, with 15 joint Police and Community Safety visits conducted to young people who have been identified as causing anti social behaviour locally. Youth Officers have also been involved in Erskine Community Council meetings, and in forthcoming weeks Youth Officers will also be taking part in a joint initiative with Police Scotland where young people causing anti social behaviour within the local community will be returned back to a central point to be picked up by parents/guardians. There will also be a bottle

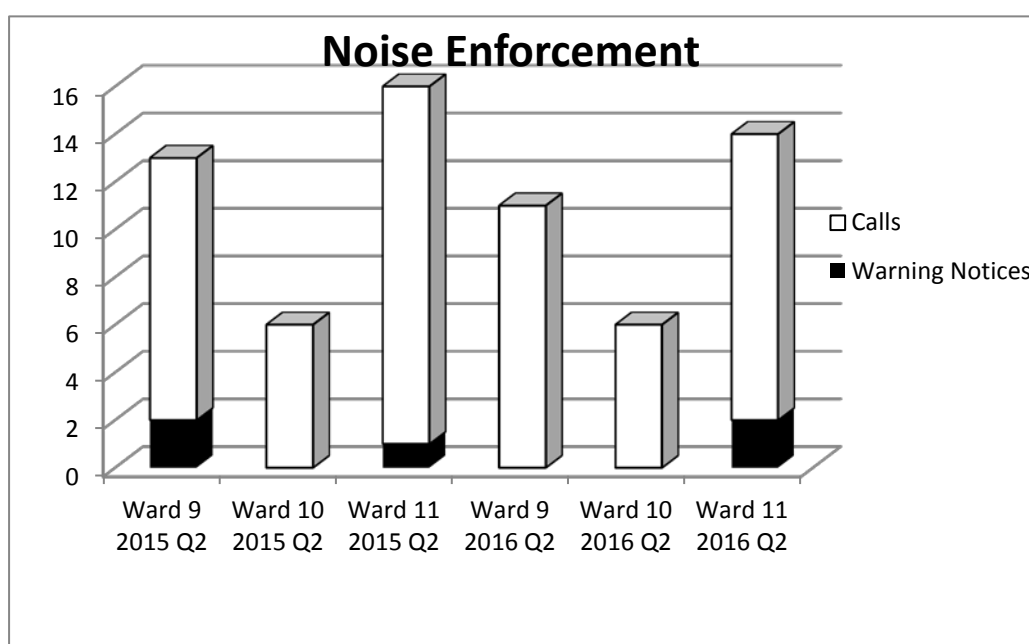
marking initiative starting imminently, which will attempt to identify where young people are obtaining alcohol.

### 3.4 Renfrewshire Wardens' Antisocial Behaviour Calls

81 antisocial behaviour calls were received by the Renfrewshire Wardens' service for the Houston, Crosslee, Linwood, Riverside & Erskine area during July to September 2016. This is an increase compared to the corresponding period in 2015 and follows the same trend as Disorder and ASB calls to Police Scotland. 1231 patrols took place within the Houston, Crosslee, Linwood, Riverside & Erskine area, many in response to these calls. The calls made to the Wardens help the Community Safety Partnership to respond to and direct resources across Renfrewshire.

### 3.5 Noise Enforcement

During July to September 2016, the number of calls to the Noise Team is similar to the corresponding period in 2015 for wards 9, 10 & 11. The numbers of Warning Notices issued has also remained constant. This warning process continues to show that early intervention is working well as no Fixed Penalty Notices required to be issued being for continued excessive noise.



## 4 Environmental Enforcement and Improvements

### Community Safety Officer Trainees

- 4.1 The Community Safety Partnership employed 3 new Community Safety Officer Trainees in September 2016 using funding awarded from the Council's Tackling Poverty Fund. These trainees are based within the Renfrewshire Community Safety Partnership Hub and will remain in post until March 2017. The trainees will initially work with the Council's CCTV Operators and Youth Officers, also gaining a variety of skills and experience necessary to the preparation of future job applications.

- 4.2 The trainees have already settled into the role extremely quickly with several early successes, including using CCTV to investigate a bike theft and support Police in a firearm arrest.

## **5 Protecting the Vulnerable**

### **Renfrewshire Child Protection Conference**

- 5.1 The annual Renfrewshire Child Protection Conference in September 2016 saw a day of discussion on the theme of 'Getting it right for children in Renfrewshire'. More than 200 child protection professionals attended to hear from experts in the field. Officers from Community Resources/Community Safety Partnership being key contributors to the conference.
- 5.2 Attendees at the conference included staff from the Council, NHS, Police Scotland, and many other local agencies involved in looking after young people. This event was an excellent opportunity for child protection professionals to learn about latest developments from the sector's leaders. The key message of the event was that keeping children safe is everybody's responsibility, not just something for the experts to think about.

### **School Talks**

- 5.3 The Community Safety Partnership Youth Team began their range of promotional and educational visits to Renfrewshire Schools in September 2016 and will continue throughout the school year. These school talks are targeted at P7 pupils in all primary schools and S1 pupils in all secondary schools throughout Renfrewshire. The talks will encourage young people to make better choices around responsible citizenship and community safety, as well as raising awareness of the impact of antisocial behaviour on communities.

### **I Am Me/Keep Safe**

- 5.4 In September, the I Am Me CineBus began a tour of primary schools in Renfrewshire. The bus is being used to raise awareness of Disability Hate Crime by showing films within schools and to groups across Scotland. This mobile cinema/theatre was attended by around 400 pupils in its first week. The bus will also tour across Scotland raising awareness of the Keep Safe initiative.
- 5.5 The Keep Safe initiative works in partnership with Police Scotland and is supported by the Crown Office. The latest Renfrewshire premises to sign up to Keep Safe are the University of the West of Scotland (Paisley Campus), and Ward 38 of the Royal Alexandra Hospital. There are currently over 140 Keep Safe premises in Renfrewshire. The initiative also operates in Edinburgh, Dundee, Inverclyde, Borders and Dumfries and Galloway. A national rollout event was held on 14th October as part of the Hate Crime Awareness week.

## **6. Building Safer Communities**

- 6.1 A Renfrewshire multi-agency tasking group was set up in April 2016 to focus on the Building Safer Communities National Strategy of reducing victims of crime and

victims of unintentional harm. This is achieved through interventions in key communities to help them build capacity to resolve issues affecting their areas. Analysts from the Renfrewshire Community Safety Partnership select areas for this programme using a range of data including:

- Crimes of violence;
- Drug supply and possession;
- Public reports of anti-social behaviour and disorder;
- Environmental issues such as dog fouling, fly tipping, vandalism and graffiti;
- The Scottish Index of Multiple Deprivation (SIMD).

6.2 The first programme was delivered in Ferguslie Park between May and July 2016, with the Gallowhill area being the focus during October and November 2016. Over a six week period the group works with the local community to support them in improving their area. Desired outcomes include:

- Reduced victims of serious violent crime;
- Fewer admissions at Accident and Emergency;
- Fewer families requiring support from social services/education;
- Fewer criminal injury claims;
- Increased satisfaction in the community with where they live and increased feelings of safety.

### **Purple Flag Status**

6.3 The Renfrewshire Community Safety Partnership is supporting Paisley First in their submission to be awarded Purple Flag Status for Paisley Town Centre. An application was submitted by Paisley First on 14 October 2016. If successful it is anticipated that this award will support the City of Culture Bid. Purple Flag is an accreditation process similar to the Green Flag award for parks and the Blue Flag for beaches. It leads to Purple Flag status for town and city centres that meet or surpass standards of excellence in managing the evening and night time economy. Only two other locations in Scotland have attained Purple Flag Status so far, Dunfermline and Aberdeen.

6.4 Research by the Awarding body, the Association of Town and City Management (ATCM) suggests that Purple Flag can bring real benefits which include:

- A raised profile and an improved public image for the town
- A wider patronage with increased expenditure
- Lower crime and anti-social behaviour
- Support for a more successful mixed use economy in the longer term

6.5 A working group was formed in February 2016, which includes representation from Police Scotland, Council services, businesses, NHS, community groups, street pastors and those involved in transport services. This group are working collaboratively to ensure that the application reflects the activities of all interested parties. As part of the application process, a preparatory overnight assessment of the town centre was undertaken on Friday 26 August from 5pm to 4am on the Saturday morning. This assessment was an on the ground appraisal of the town centre during

the hours it is active at night. The results of this preparatory assessment formed part of the application which was submitted to the Association of Town and City Management on 14 October 2016. A second formal Assessment will be carried out by two external Purple Flag Assessors prior to the end of 2016.

### **Office of Surveillance Commissions Inspection**

- 6.6 In August 2016, Renfrewshire Council was inspected by the Office of Surveillance Commissions (OSC) to ensure compliance with statutory provisions for the use of covert surveillance. The previous 2013 inspection confirmed we were compliant but identified some minor recommendations:

- minor revisions to the Council guidelines & procedures;
- the introduction of corporate refresher training for Authorising Officers;
- the need for Authorising Officers to justify any authorising decision in their own words.

- 6.7 The 2016 inspector's report highlighted that Renfrewshire Council had addressed all of the recommendations and now has an "exceptional training programme and excellent levels of awareness amongst staff". The inspector identified no new specific recommendations.

### **Summer Events, 2016**

- 6.8 During July-September 2016, Community Resources and in particular Amenity Services and the Community Safety Partnership (including wardens, CCTV and Street Stuff) have been supporting various summer events throughout Renfrewshire. This included local events such as Sma Shot Day, Paisley Pipe Band Championships, Scottish Afro Caribbean Carnival at Barshaw Park, Johnstone Fire Engine Rally and local gala days at Erskine and Johnstone. Amenity Services undertook pre and post activities for each event. The wardens provided the Safe Bus and the CCTV vehicle at many of these events. Meanwhile, Street Stuff was in attendance at family orientated events like the gala days, providing football and dance activities for young people to participate in.

### **STEM (Science, Technology, Engineering and Maths) Fortnight**

- 6.9 The Renfrewshire Community Safety Partnership assisted Children's Services and the Renfrewshire Chamber of Commerce with the STEM Fortnight 2016 which ran from 3 October to 13 October 2016. As part of this, pupils visited the Community Safety Hub to see how Renfrewshire Council, Police Scotland and the Scottish Fire and Rescue Services use technology to protect people and public spaces across the Renfrewshire area. This involved a tour of the facility and a presentation from the Community Safety Partnership Manager to demonstrate how the Council uses various technologies including mobile CCTV. Trinity High School and Paisley Grammar School were the schools chosen to participate.

### **Scottish Fire and Rescue Service Initiatives**

- 6.10 The Fire Reach programme is delivered by the Scottish Fire and Rescue Service and the Community Safety Youth Team. The course targets young people who have



come to the attention of the Community Safety Hub through their involvement in fire related offences. This intensive one week course focuses on raising the awareness of participants about the impact of deliberate fire raising and antisocial behaviour and promotes team building. After attendance at the course, the young people normally cease their previous fire raising offences and known hot-spots areas of activity are reduced due to the offender being caught. The last course took place during September 2016 with 8 young people participating.

- 6.11 In August, The Festival of Fire celebrated the West of Scotland's proud firefighting heritage. Thousands of spectators watched the Fire Engine Rally, led by a local Boys Brigade pipe band, process from Johnstone Fire Station to an assembly point at Houston Square. Residents were able to get up close to current and vintage fire vehicles, some dating back 60 years and learn more of the history of the Fire Service in the Scottish Fire and Rescue Service mobile museum. Throughout the day the public got a chance to see firefighters' stage demonstrations. There were dramatic chip pan fire demos which highlighted the importance of safety in the home. A rescue from a road traffic collision simulation was also performed with Renfrewshire's Provost playing the role of the 'injured casualty'.
- 6.12 In September, the 3 Community Fire Stations (Paisley, Renfrew & Johnstone) were venues at the annual Renfrewshire Doors Open Day. This was an opportunity for the public to look inside these active fire stations to learn more about the service.

## **7. Diversionary Activities**

### **Street Stuff**

- 7.1 The Street Stuff programme continues to be delivered throughout Renfrewshire and continues to go from strength to strength. To date over 27,800 attendances have been recorded with around 170 attendances per day at summer holiday activities and a similar number participating during the October school holiday week.
- 7.2 During the holidays, an extra programme of afternoon classes was run in addition to the normal timetable of early-evening activities. Afternoon activities included football, dance and the Street Stuff Bus with a free healthy meal for every child who attended. The summer classes ran at six locations: the Paisley 2021 Stadium and Glenburn in Paisley, Bargarran in Erskine, Knockhill Park in Renfrew, Our Lady of Peace PS in Linwood and the McMaster Centre in Johnstone. The free meals and summer expansion was financed by the Council's Tackling Poverty Fund.
- 7.3 A similar programme was run in the October 2016 school week with sessions being held at St Mirren, Bargarran Primary School, Gallowhill MUGA, Glenburn Community Centre and Our Lady of Peace MUGA. These sessions were run on different days throughout the week (1pm – 4pm) and either a meal or sandwich was provided.
- 7.4 During October 2016, the fourth Street Stuff bus was unveiled with a colourful wrap designed by Street Stuff participants as part of the summer programme of activities. Over 90 participants attended the launch day activities. The bus offers a range of interactive and cultural activities onboard. The bus will be deployed throughout

Renfrewshire and will also be used for events and activities linked to the Paisley 2021 City of Culture bid.

- 7.5 The fifth Street Stuff bus will develop this approach further when it is unveiled later this month with a focus on cultural activities, performance art and creativity. This bus is slightly larger than the other four Street Stuff buses and will again be used to support the Paisley 2021 City of Culture bid.
- 7.6 The table below shows Street Stuff activity and attendance in the Houston, Crosslee, Linwood, Riverside & Erskine area from July to September 2016:

Venue	Attendance
Our Lady of Peace Primary School	1270
Bargarran	1802
Ardgryffe	44
Total	31163116

- 7.7 Funding from this LAC in 2016/17 has allowed Street Stuff to deliver extra sessions in local areas. In total Street Stuff has provided 12 sessions over 6 days per week in the summer months in the Houston, Crosslee, Linwood, Riverside & Erskine area.

(Details of Street Stuff activities and the up to date timetable are available on the council's website using the following link

<http://www.renfrewshire.gov.uk/article/2381/Street-Stuff.>)

## **8. Public Protection Spotlight – Adult Protection**

### **Adult Protection in Renfrewshire**

- 8.1 Renfrewshire's Adult Protection Committee (RAPC) is the inter-agency strategic partnership responsible for the overview and effectiveness of adult protection activity. Their vision statement is:

*In Renfrewshire, we recognise that adult protection is everyone's business. Our vision is to promote public awareness and to use our collective endeavour to protect adults at risk of harm in Renfrewshire.*

- 8.2 The RAPC works to provide advice and guidance and is committed to supporting the improvement of skill and knowledge of those working with adults at risk of harm. It can do this by making proposals, giving recommendations and by remitting actions to sub-committees. Some of this can result from critical incident reviews or from self evaluation exercises.
- 8.3 The RAPC meets four times per year and its members include an independently appointed Chair. It also has representation from a range of public bodies and key community partners. Tasked with submitting a biennial report to the Scottish Government noting its activities and main areas of focus, the RAPC has a commitment to review the practice and performance of adult protection activity in Renfrewshire.

- 8.4 In general, adults are not considered to require protection. However, there are circumstances when adults, over 16, are known or believed to be at risk of harm.
- 8.5 This is defined by the Adult Support and Protection (Scotland) Act 2007 as where adults:
- are unable to safeguard their own well-being, property, rights or other interests,
  - are at risk of harm, and
  - because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.
- 8.6 The harm can take various forms and is not restricted to only one type occurring at the same time. Harm can also be carried out by any individual and it does not need to be intentional. All three points noted above must be known or believed to be the case prior to making a referral under this Act.
- 8.7 The point of access for referrals in Renfrewshire is the Adult Services Referral Team (ASeRT). Any individual can make a referral to this team under the Act. 946 referrals were received during 2015/16 with Police Scotland being responsible for the majority of referrals and this continued at 51% of all referrals. Social Work Services have a statutory responsibility to make inquiries into every referral. 78 referrals proceeded to investigation in 2015/16 under the Adult Support and Protection (Scotland) Act 2007. However, adults can be supported and protected under a number of other Acts.

Year	Adult referrals	Police %	Investigation	Total Adult Concern referrals
2015/16	946	51%	78	2515
2014/15	1708	73%	105	2530

- 8.8 In comparison to the data submitted for 2014/15, referrals from Police Scotland have decreased: there were 946 ASP referrals for 2015/16 in comparison to 1708 in 2014/15. However, analysis of this information shows that while Police Scotland ASP concerns have reduced, all adult concern reports (which include welfare concerns), continued at similar levels. In total, there were 2515 adult concern referrals received in 2015-16 compared to 2530 in 2014/15. Whether they are welfare concerns or not, they are treated in the same way by Social Work Services with regards to resources and time used for screening and allocation.
- 8.9 The 2007 Act was introduced to expand the protection legislation for adults which also includes the Mental Health (Care and Treatment) (Scotland) Act 2003 and the Adult with Incapacity (Scotland) Act 2001. Health and Social Work services can at times only intervene in cases using these Acts when authority has been granted

through the Scottish Courts and where there is evidence of significant or serious harm.

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### **Implications of this Report**

1. **Financial** – none.
2. **HR & Organisational Development** – none.
3. **Community Plan/Council Plan**

**Safer and Stronger** – The activities set out within this report contribute to ensuring that Renfrewshire is a safe and tolerant place where residents and visitors enjoy a high level of personal safety and public protection, are free from crime and vulnerable children and adults are well looked after and protected.

**Greener** – Activities set out in this report contribute towards developing the quality of the environment of Renfrewshire in a sustainable way ensuring it is clean, green and safe for all residents and visitors.

4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.
8. **Health And Safety** – none.
9. **Procurement** – none.
10. **Risk** – none.
11. **Privacy Impact** – none.

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### **List of Background Papers - none**

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**To:** Houston, Crosslee, Linwood, Riverside and Erskine Local Area Committee  
**On:** 23 November 2016

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**Report by:** Director of Children's Services

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**Heading:** Families First Early Years Strategy Impact Evaluation Report May 2016

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## **1. Summary**

- 1.1. The May 2016 early years strategy impact evaluation report is the third in a series of formative self-evaluations of the impact of Renfrewshire's "Families First" Early Years strategy. The evaluation commenced in December 2015 and was completed in April 2016, with a report to the Early Years Steering Board in May 2016. The evaluation was carried out by research assistants from the educational psychology service under the leadership of the principal educational psychologists and the early years strategy project manager.
- 1.2. The impact evaluation framework has been designed to obtain information about the wide range of activities and work underway throughout Renfrewshire, as a result of the early years strategy. The primary purpose of this evaluation is to capture the outcomes for children, families and communities and to determine the impact these actions are having in family, professional and community contexts.
- 1.3. Fifty-seven actions from the early years implementation plan were included in the evaluation and these actions are detailed in the appendix section of the May 2016 Impact Evaluation Report. Telephone interviews were conducted with lead officers for each action during which the following questions were considered:
  - what impact (if any) can be observed at this stage, in relation to families, services or the community? (If it is too early to report on impact, what do you expect the impact of this action will be?);
  - how are you measuring the impact of your action?;
  - have there been any key achievements or things that have worked particularly well?;

- have you come across any unexpected difficulties, challenges or barriers to success?; and,
  - how can this action be sustained in the future?
- 1.4. The telephone interviews were conducted over a 4 week period, beginning in the first week of January 2016. A total of 22 lead officers were contacted as part of the evaluation. 18 took part in the interview giving a response rate of 85%.
- 1.5. The Impact Evaluation Report (circulated separately) has been able to detail the significant impact which the strategy is having on:
- parenting skills and wellbeing,
  - attachment and child wellbeing, and,
  - professional skills, structures and services.
- 1.6. The report also provides information about lead officers' views on the challenges or barriers to success which they had faced during the course of implementing their actions. These relate to operational issues, parental engagement and staffing. Lead officers' views on sustainability issues are also reported.
- 1.7. Key Impact Themes

The continued level of positive impact, reported by leads in the report, for families, services and in turn the community, is encouraging and suggests the broad aims of the strategy are being delivered effectively. The key impact areas appear to be positioned around :

- child and parental wellbeing;
  - attachment;
  - parenting skills; and,
  - professional skills and services.
- 1.8. Impact on child and parental wellbeing
- Lead officers described this in relation to:
- increased confidence and self-esteem;
  - improved attachment relationships;
  - skills and knowledge;
  - health and wellbeing; and,
  - increased readiness and motivation to return to education or employment.
- 1.9. Impact on the community

Action leads found the concept of measuring the impact on the community challenging. The lead officers involved in the evaluation did not state the direct impact of their actions on the local community. However, impact on local communities may be inferred from some of the evidenced impact reported on parents and services. For example, the provision of flexible childcare enables

parents to return to employment and giving young people the chance to volunteer with professional organisations, develop employability skills and build their curriculum vitae may increase their motivation and opportunities to move on to employment. As well as positive impact at an individual level, such actions may impact the community by increasing living standards and the potential to access community facilities.

#### 1.10. Impact on staff and services

With regards to impact on staff and service, lead officers consistently commented on the opportunities for training and the continued development of staff skills and knowledge which in turn contributes to a highly professional, knowledgeable and skilled workforce who can deliver their work to a very high standard. The success of the multi-agency model of working was frequently reported by lead officers who feel this is an effective way of working. Staff confidence was another factor reported by several lead officers to have increased over this phase of the Early Years approach, and one area mentioned in particular was increased staff confidence in terms of evaluation.

#### 1.11. The report concludes that:

“The continued level of positive impact, reported by leads at this time, for families, services and in turn the community, is encouraging and suggests the broad aims of the strategy are being delivered effectively”.

This is a very positive and significant conclusion which should be widely disseminated within Renfrewshire and across Scotland.

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## 2. Recommendations

- 2.1. It is recommended that the Houston, Crosslee, Linwood, Riverside and Erskine Local Area Committee notes the content and conclusions of the May 2016 Impact Evaluation Report.

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## 3. Background

- 3.1. Please refer to the May 2016 Impact Evaluation Report (circulated separately) for detailed findings. A summary report and leaflet are also available (circulated separately).
- 3.2. Renfrewshire's Community Planning Partnership is committed to ensuring that all children and young people in Renfrewshire are given the best start in life. The Early Years Strategy was approved by the council's education policy board on 7 March 2013. This strategy commits the partnership to a family centred approach to improving outcomes for children and families.
- 3.3. The strategy consists of 3 approaches:
- 1) a family-centred approach within the locality;
  - 2) a family-centred outreach approach;

- 3) support for families with older children.
- 3.4. An early years steering board was established in order to provide clear governance and accountability for the implementation of the strategy. This board reports to the Children and Young People Thematic Board and draws its membership from across the community planning partnership.
- 3.5. Following extensive consultation an implementation plan was developed prior to full implementation in the autumn of 2013. This “integrated operational plan” now runs to sixty-nine pages and comprises 60 broad action areas. This forms the totality of Renfrewshire’s “Families First” early years strategy. The impact evaluation which is the subject of the current report, reports on the impact of this strategy on children and families across Renfrewshire.
- 3.6. In order to determine the impact and effectiveness in achieving agreed outcomes an evaluation plan was developed. This comprises two strands:
- I. an outcome focussed self evaluation framework involving ongoing monitoring of the implementation plan by the evaluation team and
  - II. an external evaluation.
- 3.7. The first strand is assessed using the impact evaluation process. The second strand is being evaluated by a team from the University of Glasgow.
- 3.8. The Families First core teams were established in Linwood and Ferguslie localities in November 2013. Three additional core teams were established in Foxbar, Gallowhill and Johnstone localities in April 2016.
- 3.9. The teams offer targeted support to families and universal support through groups / drop in sessions.
- 3.10. The external evaluation of the first two years of the family centred “core team” approach in Linwood and Ferguslie by Glasgow University reported in May 2015 and a summary of the final report is available on request. The key findings of the evaluation report were “overwhelmingly positive”.
- 3.11. The number of families who have received targeted support from the Linwood Families First core teams to date is 294. Referrals to the teams come mainly from self-referrals, schools, pre-5 centres, health and Social Work.
- 3.12. Income advice offered to families in the Linwood locality has resulted in over £1,391,454 of income generated and over £147,020 of debt managed.
- 3.13. The impact evaluation report which is presented at this board meeting provides evidence that in addition to the “core team approach”, the families first” strategy in general is having a significant impact on children and their families across Renfrewshire.
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## **Implications of this report**

### **1. Financial Implications**



None

**2. HR and Organisational Development Implications**

None

**3. Community Plan/Council Plan Implications**

Children and Young People	- Our children and young people will have the best start in life
Community Care, Health and Well-being	- Closer and stronger links are developing across all CPP partners.
Empowering our Communities	- Families will become more resilient and empowered to make positive choices.

**4. Legal Implications**

None.

**5. Property/Assets Implications**

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

- (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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## List of Background Papers

- (a) Renfrewshire Families First Early Years Strategy Impact Evaluation Report  
May 2016
- (b) Renfrewshire Families First Early Years Strategy Impact Evaluation Report  
May 2016; Summary
- (c) Renfrewshire Families First “Walking with Families” Leaflet.

The foregoing background papers will be retained within children’s services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is John Trainer, Head of Early Learning and Inclusion, 0141 618 6860, [john.trainer@renfrewshire.gsx.gov.uk](mailto:john.trainer@renfrewshire.gsx.gov.uk).

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**Children’s Services**

MEH 10/10/16

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# EARLY YEARS STRATEGY IMPACT EVALUATION REPORT

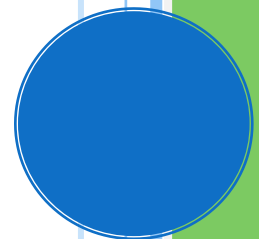
*Impact Evaluation #3*

*May 2016*

Sarah Lyall

Jennifer Greenhill

Michael Harker



## **Acknowledgements**

The researchers would like to thank all those who provided the data necessary to produce this report.

## **Executive Summary**

Renfrewshire's approach to the Early Years Strategy aims to improve outcomes for all children and young people within the local authority through working with parents, communities and professionals to reduce inequalities and give children a better start in life.

This Impact Evaluation, the third of which to be conducted sought to establish the impact of actions included in the Early Years Operational Plan. Lead officers responsible for the Operational Plan actions were asked to participate in a telephone interview to discuss the impact measures in use, impact of their actions, challenges they had faced and the sustainability of the actions in the future. In total, 18 lead officers participated in this evaluation and 57 actions were assessed.

Evidence of impact, as informed by lead officers, was obtained in relation to parental and child wellbeing; attachment relationships; parenting skills and knowledge; professional skills and knowledge; home environments; and, employability skills. The majority of lead officers also reported the use of indirect and direct impact measures, although a few lead officers felt this was an area requiring further work and improvement. For some actions it was too early to establish impact and under such circumstances these lead officers were asked to report the anticipated impact of these actions.

The most frequently reported challenges were operational issues such as; restrictions due to venue capacity; organising the correct license for the Skoobmobile in order to access different locations; and, setting up My Renfrewshire, although lead officers felt these had been overcome. Other reported challenges included; engaging and gaining the buy-in of third sector organisations; recruiting the appropriate staff; and, evaluating actions appropriately. With regards to the sustainability of actions, the majority of lead officers had given this some consideration which was a contrasting finding to the previous Impact Evaluation, completed in April 2015. Mixed responses were given by lead officers regarding sustainability; some felt there were aspects of the service they offered which could be embedded into existing practice; others felt actions and service could not be maintained to the same level; and some lead officers felt that without funding, their actions would not be sustainable.

The findings of this Impact Evaluation were largely positive and encouraging with significant levels of reported and anticipated positive impact on families, services and the community.

## 1. Introduction

By working with parents, communities, and professionals, Renfrewshire's Early Years Strategy aims to improve outcomes for all children and young people within the locality by giving them a better start in life and reducing inequalities. Renfrewshire's approach takes the form of a family centred, multi-agency style in both specific localities (key action 1), and across the local authority on an outreach basis (key action 2). The third aim of the strategy is to reduce exclusion rates and raise the attainment of older, vulnerable and looked after children (key action 3).

Since commencing the approach, Renfrewshire have acknowledged the importance of, and committed to, evaluative practice to ensure outcomes and impacts are appropriately evidenced. The locality model, key action 1, has and continues to be evaluated by an external research team from the Robert Owen Centre for Educational Change at the University of Glasgow. Key actions 2 and 3 are evaluated by a form of self-evaluation, the Impact Evaluation. The Impact Evaluation framework has been designed to capture information about the wide range of activities and work underway throughout Renfrewshire, as a result of the strategy. The primary purpose of this evaluation is to capture the outcomes for children, families and communities and to determine the impact these actions are having in family, professional and community contexts.

After considerations of the recommendations from the second impact evaluation, completed in April 2015, the following changes were made to the evaluation approach:

- move to annual evaluation and reporting as opposed to every 6 months;
- gaps and discrepancies in the operational plan would be addressed during impact interviews in order to improve clarity and consistency across the operational plan and impact evaluation; and,
- the second Impact Evaluation to be compared with the current Impact Evaluation.

This is the third impact evaluation in a series of formative self-evaluations. It commenced in December 2016.

## 2. Methodology

### 2.1 Selection Criteria

The Operational Plan, upon which each Impact Evaluation is largely based, was condensed in autumn 2015 resulting in only current actions being subject to evaluation. In contrast to the April 2015 Impact Evaluation, it was not necessary to filter the Operational Plan for compliance and impact actions as those left in the plan after it was condensed were actions relevant to this evaluation. Compliance actions, although valuable markers of advancement and accomplishment, are not the focus of this evaluation which intends to look more in-depth at the impact actions are having. The actions excluded from this evaluation were those in relation to key action 1 due to the fact these are undergoing evaluation by the external research team from Glasgow University's Robert Owen Centre for Educational Change.

### 2.2 Evaluation Procedure

57 actions were included in the evaluation and these actions are detailed in the appendix section of the report. The researchers contacted the lead officers responsible for the actions to ensure that this was still the case. Emails were sent detailing the purpose of the evaluation, their role of participation and requesting that they nominate a suitable time and date within the specific time frame to complete a phone interview regarding their actions in the operational plan. Lead officers were also given the option to nominate another member of staff to take part in the telephone interview if they felt that this was more appropriate. They were also informed that the interviews were estimated to last between 10 and 25 minutes.

Lead officers were also notified of the specific actions they would be asked to discuss and the questions that would be raised in the telephone interview, as detailed below:

- *What impact (if any) can be observed at this stage, in relation to families, services or the community?*
  - *If it is too early to report on impact, what do you expect the impact of this action will be?*
- *How are you measuring the impact of your action?*



- *Have there been any key achievements or things that have worked particularly well?*
- *Have you come across any unexpected difficulties, challenges or barriers to success?*
- *How can this action be sustained in the future?*

In addition to these questions, the researchers notified lead officers that the intention was to address any discrepancies or gaps in the operational plan during the telephone interviews. This was done to ensure that all information about each action was up-to-date and as accurate as possible.

The telephone interviews were conducted over a 4 week period, beginning in the first week of January 2016.

The table below details the number of lead officers contacted and response rate.

<b>Number of Lead Officers Contacted</b>	<b>Number to Respond to First Contact</b>	<b>Number to Respond to Second Contact</b>	<b>Number to Respond to Third Contact</b>	<b>Final Number to Take Part in Interview</b>	<b>Final Response Rate</b>
22	12	5	1	18	82%

In total, 23 lead officers were identified as having actions within the operational plan which were relevant to this Impact Evaluation. The researchers were informed that one lead officer was on maternity leave at the time of interviews and therefore, their actions were split between the members of staff noted as co-leads in the operational plan. 12 of the lead officers responded to the initial contact from the research assistants by either suggesting a suitable time and date or by nominating another staff member to partake on their behalf. Around one fifth of action officers responded to the second email requesting their participation and one further person responded to a third email invitation. A total of 4 lead officers felt that another member of staff was better suited to take part in the interview and deliver the appropriate information. A total of 3 lead officers did not respond to the invitations to participate in the Impact Evaluation.

Once a suitable date and time had been confirmed between the lead officers and the researcher, electronic meeting requests were sent to the lead officer to confirm this arrangement and act as a reminder for both individuals. Interview notes can be obtained upon request.

## **Analysis**

Information obtained from telephone interviews with lead officers was collated and analysed using both quantitative and qualitative methods. Thematic analysis was used to identify recurring themes across the data.

### 3 Impact Measures

Lead officers were asked to give details about the methods they use, or intend to use, to evidence the impact their actions are having on families, services and communities. As identified in the previous impact evaluation report, both direct and indirect methods can be used to measure impact. Direct impact measures, for example, parent questionnaires, clearly demonstrate impact in terms of the difference the action or intervention created.

#### 3.1 Direct Impact Measures

Frequently reported direct measures of impact included:

- evaluations and surveys conducted with parents, children and staff; and,
- interviews and focus groups with parents, children and staff.

Other methods reported to be used to directly measure impact included:

- pre and post measurements using standardised scales and tests, for example SDQ scores;
- Boxall Profiling for tracking social and emotional wellbeing;
- external inspections and evaluations; and,
- the use of the PDSA approach to form robust evaluations.

#### 3.2 Indirect Impact Measures

Indirect impact measures do not directly detail the difference the action or intervention made but can be useful markers of progress when utilized simultaneously with direct measures.

The indirect measures used to report outcomes or outputs included;

- number of hits to websites;
- referral and uptake rates; and,
- attendance at sessions.

It should be noted that not all lead officers reported using impact measures for all actions and this is discussed further in the discussion section of this report.

## 4. Findings

### 4.1. Reported Evidence of Impact

This section of the report specifies the main themes to emerge following thematic analysis of the information provided by lead officers. Direct and indirect impact measures, and anticipated impact themes reported are all considered in this section.

During telephone interviews, lead officers were asked;

*“What impact (if any) can be observed at this stage on families, services and the local community?”*

The following themes arose in response to this question:

- impact on parenting skills and wellbeing;
- impact on attachment and child wellbeing;
- impact on professional skills, structures and services; and,
- impact on the community.

#### 4.1.1 Impact on Parenting Skills and Parental Wellbeing

Across many of the actions assessed as part of this Impact Evaluation, positive impact on parenting skills and parental wellbeing was reported. Evidence of impact on such factors is not only positive for the parents themselves, but often also has positive influences on children and young people. The main impacts reported in terms of parenting skills and parental wellbeing were:

- increased literacy, cooking and swimming skills;
- increased parental confidence and feeling of empowerment;
- improvements in child-parent relationship;
- increased knowledge and skills;
- improved health outcomes due to reduction or cessation of smoking; and,
- increased likelihood of returning to work or education.

One lead officer described the effects of attending groups focused around reading for parents and children. Parental confidence in their own literacy skills, and consequently in

their ability and level of motivation to read with their children, increased due to attendance at such groups. Lead officers involved with groups of a similar nature reported that parents and children were spending an increased amount of time together because of the groups, strengthening the parent-child relationship.

Another instance of increased confidence was noted by a lead officer who described the growing confidence of fathers who participated in Buddy's Hells Kitchen cooking classes, learning new cooking skills and how to make healthier meals. Engagement and confidence was so high, fathers even planned their own events after taking part in these classes, organising their own "DVD Curry Nights" on which they would cook dinner while mothers and children watched a film together. Several of these nights have taken place and fathers have reported a desire to organise further nights in the future.

Another project, called Ready, Steady, Swim, aimed to teach parents and children how to swim, left parents feeling more confident in the water and able to help their children with their own swimming skills, resulting in the project promoting both learning and bonding.

A health service, focusing on improving attachment and child development, reported to have succeeded in making parents more responsive to their infant as observed by staff and reported by parents during home visits. This demonstrates that the knowledge they gained from the service positively influenced their behavior towards their child. One action aiming to provide early support with attachment to parents at risk of difficulties also evidenced increased levels of attachment after a post-natal home visit, with mothers feeling more confident and happier around their babies and being more sensitive and likely to attend to their child's needs. One specific example of this was mothers being more likely to pick up their crying baby, circumventing the stereotype of "spoiling" a crying baby.

Another lead officer noted that parents were feeling more empowered due to the fact that they had developed new skills and knowledge through different classes, for example, breastfeeding groups. An increase in parental confidence, skill and knowledge was further demonstrated by lead officers who gave examples of two young people who had attended a cookery group and a group to promote breastfeeding. Both young people demonstrated the motivation and confidence in their own skills and knowledge to peer mentor the following groups on these topics. This involved training, for example, food

hygiene training, in order to gain the necessary skills to peer mentor the next cookery group, and demonstrates parents' willingness to learn and the implications just attending such sessions can have. Several lead officers detailed positive impact on parents after home and environmental safety groups. Parents reportedly used safety equipment to make their homes safer and those who participated in fire safety demonstrations reported an increased knowledge of fire safety.

Parent and child health was also addressed with projects aimed at supporting pregnant mothers to reduce their smoking, with mothers reducing their levels of smoking and some quitting entirely.

Many lead officers also discussed;

- parent's ability to utilise childcare opportunities;
- being made more aware of childcare information services so that parents could make informed choices regarding the childcare services available to them;
- utilizing clubs taking place during school holidays;
- having greater choice in how they use their 600 hours of early learning and childcare; and,
- allowing for more opportunities to enter employment.

A different service focusing on young mothers reported that with the support of this service, some of these young women were returning to education or employment.

#### **4.1.2 Impact on Attachment and Child Wellbeing**

Another key theme to emerge was that of impact on attachment and child wellbeing. The impact surrounding these actions was achieved through work focusing directly on improving child wellbeing and the relationship between parent and child, and also as a result of work completed with parents. The main impacts noted by lead officers include:

- increased attendance and attainment at school;
- increased confidence and sense of self-worth;
- increased literacy skills;

- increased communication and interaction;
- increased physical activity and play;
- increased knowledge regarding uses of technology;
- safer home environments;
- reduction in waiting time in adoption process and,
- increased employability skills.

A number of actions included within Renfrewshire's approach to the Early Years Strategy involve early intervention with the aim of improving outcomes for children.

One lead officer reported that as an impact of the work their service undertakes young people were attending school more frequently. The lead officer provided an example of one young person who was not attending school at all and whose parents had concerns for his health and suspected bullying. A member of staff worked with the young person and their family to build up confidence and make the appropriate links with other professionals. As a result of this work, the young person went on to demonstrate increased attendance at school, complete national qualifications and secure a college place. This demonstrates that an increase in school attendance can consequently result in increased attainment, as well as have significant effects on the self-esteem and confidence levels of young people.

Changes in childcare and teaching techniques have had positive impacts for child wellbeing and parental involvement as well as learning, with one lead officer discussing how childcare with a focus on parental engagement has allowed parents to work with children on nursery activities and has built trust between parent and child. Several lead officers reported that an environment making use of open-ended resources led to more opportunities for creative play and exploration. Lead officers commented that such environments improve literacy, problem solving, creativity, engagement in learning, self-expression and self-confidence in children. One lead officer described a voluntary learning environment where a child, who would previously become disinterested and discouraged from learning, opted-in to name recognition and pencil control in their own time. This style of teaching resulted in improved levels of name recognition and pencil control across the class as a whole.

The lead officer responsible for the Skoobmobile, involved in work to increase the literacy skills of parents and children, reported that impact included increased



enthusiasm for reading, increased frequency of reading at home and use of library membership. As well as developing children's literacy skills, the act of reading together results in parents and children spending more time with each other, strengthening the parent-child bond and contributing to better wellbeing for the child. Another impact of this action was increased communication and interaction between children as a result of discussions centred around book borrowing. This action is comprised of several branches, another of which is to create story based play outdoors which the lead officer reported to increase physical activity and time spent playing, contributing to the health and wellbeing of the children involved. In addition to outdoor activities, the lead officer reports that technology, such as ipads, is used to demonstrate to children and adults the different ways in which technology can be used to promote imagination and storytelling. Ipads were used for animating objects and telling stories, the impact of which was increased knowledge of uses of technology and the provision of more opportunities for parents and children to spend time together interacting using imagination and gaining literacy skills. Other groups and classes focusing on increasing the skills of parents, such as cookery classes, home safety help, and swimming lessons, enabled parents to provide their children with healthier meals, safer home environments and to support them in learning other skills, like swimming. These parent groups and classes therefore have an impact on both the skills and knowledge of parents involved and the health and wellbeing of their children.

Holiday clubs allow exercise, play and socialisation opportunities for children. One lead officer reported a case of one boy who is currently unable to sustain full-time schooling, but was engaged and enthusiastic about holiday clubs. Another lead officer described how a pre-5 holiday club taking place during the Christmas holidays ensured that the area's most vulnerable children were fed, warm and safe during this period.

A significant impact was reported with regards to reducing the time taken to place children with adoptive families. Typically, the adoption process takes 18 months, but this lead officer reported now being able to complete this process in 11 months, potentially enabling infants to be placed in their adoptive homes significantly sooner, potentially even before they are a year old.

With regards to young people, one lead officer reported that their team has succeeded in making young people more aware of volunteering opportunities across the local

authority. Several impacts were reported as a result of this action, for example, those who go on to access these opportunities gain work experience that can be difficult to obtain. To be considered for volunteer positions, young people often have to complete an interview which develops their interview skills and gives them experience of this situation. If successful, the individual is likely to undergo an induction week and training and therefore develops a range of different skills from this experience, such as organisational and time management skills which are valuable to employers and may be difficult to develop without experience. The chance to volunteer with a professional organisation may also have an impact on the choice young people make in terms of their future career path, increase their sense of self-worth and provide them with the opportunity to obtain a reference for their curriculum vitae.

#### **4.1.3 Impact on Professional Skills, Structures and Services**

A number lead officers, including those responsible for Childcare First Family Forest Adventure, health services and early years staff, reported impact with regards to staff knowledge and skills, in-line with the aim of Renfrewshire's work on the Early Years strategy: to ensure staff are equipped with the appropriate knowledge and skill set to support families and aid multi-agency working. Examples of up-skilling included; training staff in post-natal support; offering all early years staff the opportunity to be trained in the Five to Thrive approach; and training health workers in implementing the Family Nurse Partnership. Impacts of actions influencing professional skills, structure and services include:

- consistency in methods, approaches and ethos across services and sectors;
- high levels of staff training and CPD;
- increased knowledge;
- increased confidence;
- increased sharing of information, knowledge and skills;
- positive and ongoing cross-partner and multi-agency working;
- effective application of quality and service improvement tools;
- contribution to increased funding of the approach; and,
- strong, professional relationships.

Many lead officers described how changes made in relation to the Early Years strategy are now embedded as part of practice and have created a more coherent, communicative and united working environment. One example of embedment was that of the implementation of the Frobelian theory, with the lead officer commenting they felt the changes made to the environment according to this theory were embedded as part of practice. A second lead officer, responsible for teacher led learning, reported that this was now part of the school ethos.

Lead officers reported continued training of staff in areas in which they felt this was necessary or beneficial, resulting in highly effective staff with increased levels of confidence in their abilities and knowledge. Staff confidence was demonstrated further by lead officers who reported that their staff members were going on to train other individuals. Widespread implementation of evidence-based programmes was frequently reported by lead officers, with several programmes receiving frequent mention including Incredible Years, Triple P, Nurture approaches, Froebelian theory (Friedrich Froebel) PATHS, and FAST. Large numbers of staff are now trained in these programmes across Renfrewshire allowing for consistency, coherency and support across the authority. Lead officers also noted that the implementation of quality and service improvement tools, such as PDSA, have had evident impact on services. One lead officer described an evidenced reduction in the process time required to home children with adoptive families from 18 months to 11 months. Another lead officer stated that due to continued training, staff are more confident in applying this improvement methodology to evaluate actions.

With regards to the multi-agency style of working promoted by Renfrewshire's approach to the Early Years strategy, lead officers reported that third sector services have proven to be supportive and committed to working alongside local authority staff. Lead officers reported positive ongoing working relationships with partners and external agencies including the Scottish Forrester Commission, Scottish Fire and Rescue Service, Care and Repair, other local authorities and the Scottish Government. Several lead officers commented on the strength of multi-agency working and the robust professional relationships existing between staff members.

The lead officer responsible for the evaluation of the strategy stated that the impact of both the internal and external evaluations of Renfrewshire's approach to the Early Years strategy has contributed to the extended funding of the approach, extension of the

Families First teams to three additional localities, and thus has itself had impact on the wellbeing of families and children. Additionally, the lead officer felt that the structure of the self-evaluation framework resulted in staff becoming more outcome focused in their work.

#### **4.1.4 Impact on the Community**

A significant aim of Renfrewshire's approach to the Early Years strategy is to ensure the ongoing actions positively impact local communities. Measuring the impact on local communities is more challenging than determining impact on families and staff and may take a longer period of time to come to light. When interviewed, lead officers did not provide specific examples of how their actions were impacting the community.

## 4.2. Anticipated Evidence of Impact

Some of the lead officers were asked to comment on the early stages of implementation and therefore it was too early for impact to be measured. In other cases, evaluation work was underway but had not yet concluded. In such cases, lead officers were asked;

*“If it is too early to report on impact, what do you anticipate the impact of the action will be?”*

The following examples of projected impact were provided:

- support parents whose children are affected by substance misuse;
- identify and support domestic abuse survivors and highlight what domestic abuse is, challenge stereotypes and preconceptions about domestic abuse, to increase the wellbeing of children affected by domestic abuse by ensuring they are safer;
- support parents to meet the dental health needs of their family which will result in increased registration with dentists and improved oral health;
- reduce the number of referrals to services, like Home Start, resulting in the increased use of local services;
- reduce isolation and lack of support for families with new babies;
- establish successful language and communication support services which will act as a form of early intervention for those in need; and,
- create nurturing environments within educational establishments which will result in improved health and wellbeing for children.

## 5. Challenges and Sustainability

Lead officers were asked to comment on the challenges or barriers to success which they had faced during the course of implementing their actions. This section of the report will outline the key themes to arise regarding challenges, and sustainability will be summarized.

### 5.1 Challenges

The lead officers were asked:

*Have you come across any unexpected difficulties, challenges or barriers to success?*

#### 5.1.1 Operational issues

The challenges most frequently reported by lead officers were operational issues, such as; problems surrounding information sharing; restrictions caused by venue capacity or lack of facilities; and, technicalities in setting up web pages. With regards to these difficulties, most lead officers felt that they had overcome such operational barriers with perseverance and did not feel the issue had been significantly problematic.

#### 5.1.2 Engagement

Another common challenge mentioned by lead officers was the issue of engagement. In previous reports, the issues surrounding engagement have been concerning parental engagement, however, for the current evaluation, lead officers reported that engaging partners and obtaining their buy-in was a difficult aspect. The lead officer reporting this challenge felt it had been overcome by clear communication with third sector organisations and services.

#### 5.1.3 Staffing

Staffing was described as being an issue by a number of lead officers who felt that staff changes meant it was difficult to ensure enough staff were trained in specific programmes, for example. A different lead officer reported that some staff were not evaluating and evidencing their work as required, and another lead officer felt that employing the appropriate staff with the relevant skills could be challenging.

With regards to evaluation, a few lead officers felt that selecting what to measure was an issue and another lead felt that coming to terms with the improvement methodology, itself, was challenging, although this lead officer was taking action to overcome this barrier by seeking further help and advice regarding the methodology.

Other reported challenges and barriers included:

- capacity issues with regards to over populated groups;
- inappropriate use of services, for example, seasonal treat vouchers not being spent as advised;
- service availability issues, for example, some private nurseries want access to Nurture Champions but this is not permitted;
- vandalism has interfered with actions, such as Family Forest Adventures, and resulted in time and resources being used to combat this; and
- mental health of parents.

## 5.2 Sustainability

The majority of lead officers have considered means of sustainability and have taken action to attempt to ensure sustainability, with only two lead officers (11.1%) having not yet considered sustainability and two lead officers (11.1%) reporting that it was too early to take action regarding sustainability. Many leads emphasized the importance of continued funding, which if discontinued would have implications on the level of service they could deliver. The most commonly reported sustainability method, reported by a third of lead officers, was the application and securement of external funding. This funding has come from various organisations including the Drug and Alcohol Partnership, BIG Lottery Fund and commercial banks. Other leads have looked into the possibility of community funding. Whilst funding remains a sustainability issue for many actions, some leads have endeavoured to circumvent these issues by exploring non-monetary means of sustainability. The most popular method of non-monetary sustainability involves embedding the ethos of the action into the working environment, with this being utilized by five (27.7%) of the leads. One lead officer described the use of child development theories encouraging change in the environment which are now embedded as part of everyday practice. A lead officer responsible for providing early antenatal information and support suggested their action was sustainable because it was

an extension of an existing service, delivered in a different way. The continuation and growth of projects through staff training and sharing knowledge was reported by three lead officers (16.6%), with some leads even extending shared knowledge to people within the community in addition to staff. One lead officer has taken this idea of sustainability through community involvement further by allowing parents, initially supported by trained staff, to continue an action on staff's behalf. Another lead officer felt the Lagan system was largely self-sustainable. This action involved the creation of an electronic system that would require occasional, minimal maintenance, which could be provided by pre-existing staff. Four leads (22.2%) felt their actions could be sustained without the same level of funding, but not in the same way or on the same scale, by encouraging multi-agency working or further involvement from parents to support staff. It was felt that reductions in funding would lead to less personalised services, which could not be as flexible to meet families' needs. In some cases, lead officers were of the opinion that some practices or support services offered could be embedded in practice whilst others felt that without further funding, it would not be possible to sustain their projects.



## 6 Discussion and Recommendations

### 6.1 Discussion

In this section of the report the overall impact of Renfrewshire's approach to the Early Years Strategy will be considered with regards to impact measures, key impact themes and sustainability.

#### 6.1.1 Impact measures

It was evident that the majority of lead officers were using both direct and indirect measures to evidence impact. This finding was promising due to the fact that indirect impact measures, such as recording attendance at weekly sessions, alone are not sufficient to evidence impact. The wide variety of impact measures used is encouraging because it suggests staff are carefully considering the most relevant and effective ways to evaluate the difference, if any, their action is making. The majority of lead officers noted that they were using impact measures but a few lead officers did report difficulty in knowing what to measure and which evaluation tools to use, but commented that this was an area of improvement they were working on.

Similar issues to those described in the April 2015 Impact Evaluation arose with regards to measuring impact. The main challenge appears to be the lingering confusion surrounding the difference between an 'impact' and an 'outcome' with several lead officers reporting an 'outcome' when asked about the impact of their actions. Extensive discussion was had at an earlier point in the development of the strategy and the following definitions were proposed;

- an *outcome* is an end point, in other words, what an action achieved. For example, an outcome can be thought of as a specific aim, for example, to increase the uptake of a smoking cessation group; and,
- an *impact* is the difference that the action made or the consequence of the action. For example, it is important to know whether attending the smoking cessation group resulted in individuals; reducing their smoking habits, ceasing smoking, feeling healthier, feeling happier, or feeling more confident.

It is recommended that lead officers are reminded of these definitions or that these definitions are revisited in order to improve the accuracy and content of the information collected in future Impact Evaluations.

### **6.1.2 Key Impact Themes**

The continued level of positive impact, reported by leads at this time, for families, services and in turn the community, is encouraging and suggests the broad aims of the strategy are being delivered effectively. The key impact areas appear to be positioned around child and parental wellbeing, attachment, parenting skills, and professional skills and services. Regarding child and parental wellbeing, lead officers have described; increased confidence and self-esteem; improved attachment relationships, skills and knowledge, health and wellbeing; and increased readiness and motivation to return to education or employment. Although positive impact was reported for many actions, there were several actions that were still in the early stages of implementation and therefore it was too early to report on the evidenced impact of these. As in the previous Impact Evaluation, action leads found the concept of measuring the impact on the community challenging. The lead officers involved in the evaluation did not state the direct impact of their actions on the local community. However, impact on local communities may be inferred from some of the evidenced impact reported on parents and services. For example, the provision of flexible childcare enables parents to return to employment and giving young people the chance to volunteer with professional organisations, develop employability skills and build their curriculum vitae may increase their motivation and opportunities to move on to employment. As well as positive impact at an individual level, such actions may impact the community by increasing living standards and the potential to access community facilities.

With regards to impact on staff and services, lead officers consistently commented on the opportunities for training and the continued development of staff skills and knowledge which in turn contributes to a highly professional, knowledgeable and skilled workforce who can deliver their work to a very high standard. The success of the multi-agency model of working was frequently reported by lead officers who feel this is an effective way of working. Staff confidence was another factor reported by several lead officers to have increased over this phase of the Early Years approach, and one area mentioned in particular was increased staff confidence in terms of evaluation.

### **6.1.3 Sustainability**

Sustainability had been considered by more lead officers than in previous Impact Evaluations, with 78% of leads considering the sustainability of their actions to some degree. However, similarly to the issues raised in the previous Impact Evaluation, lead officers felt that the personalised, flexible nature of their service would suffer if funding was reduced. Some lead officers noted that other sources of external funding had been considered, whilst a few lead officers felt that some of the actions could be embedded within the existing service, although others felt their actions would be unable to continue without funding. As the sustainability of actions is an important issue, this topic may warrant further discussion in order to plan for the delivery of services in the future.

## **6.2 Recommendations**

The recommendations below are based on reflections on the process of the current Impact Evaluation and information received from leads. The following recommendations are for consideration by the groups and boards relating to the Early Years Strategy in Renfrewshire:

- discuss methods for measuring potential impact on the community;
- support lead officers to identify appropriate impact measures;
- work towards a shared understanding of the definition of 'impact'; and,
- continue to support lead officers to identify strategies to sustain their actions.

## 7. Appendices

Action Number	Action Description
Lead Officer 1	
1	Provision of P1-P3 Families First Clubs during summer, October, Christmas and Springs school holidays for children entitled to school clothing grant.
Lead Officer 2	
2	Preventative and early intervention is integral to all aspects of the service model. All staff and community partners will act to improve the health of our population and to do everything we can to address the wider social determinants of health which cause health inequalities
3	Build Capacity for Health Improvement
4	Provide a targeted intervention to reduce childhood accidents
5	Support Parenting
6	Implement Alcohol Focus Scotland learning resource 'Oh Lila'
7	Increase uptake and quit rate of pregnant smokers
8	Support initiation of breastfeeding at birth
9	Support maintenance of breastfeeding
Lead Officer 3	
10	Develop the role of the LAC teacher and mentoring team to include the additional resources identified
11	Additional support for looked after children in early years
12	Additional support for older looked after children with a focus on reducing exclusions and raising attainment
Lead Officer 4	
13	Implement the family-centred prioritisation of, and pathways for referrals to and from the Extended Core team
14	Develop online booking system (eForm) in Lagan of P1-P3 Families First Clubs

Lead Officer 5	
15	Extend the family centred approach into Gallowhill, Foxbar and Johnstone localities Recruit the core teams
16	Procurement of the 3 <sup>rd</sup> sector / independent sector services
17	Identify and set up office and meeting room spaces in each of the Gallowhill, Foxbar and Johnstone localities
18	Induction week for core teams
19	Develop opportunities for additional and flexible provision for nurseries Identify children / families of vulnerable children under 3 and match needs to appropriate services including parental support
20	Implement evidence based programmes such as: Incredible Years, Tripe P, Nurture approaches, PATHS, FAST, Family Nurse Partnership
21	Prioritisation of and pathways for referral to staff trained in evidence based programmes
22	PDSA in partnership with Aberdeenshire to test reducing time to place children with adoptive family
23	Leadership of Early Years Collaborative
Lead Officer 6	
24	Community consultation in each of the Gallowhill, Foxbar and Johnstone localities
25	My Renfrewshire, Looking Local Digital Channel and promotion of appropriate Facebook information.  Work with a range of partners to identify data sources and updating procedures of My Renfrewshire to be used by families, communities and professionals
26	Develop 'reach out' programmes to identify different types of volunteering opportunities and address any social barriers to volunteering
Lead Officer 7	
27	Froebelian Theory Approach in Ferguslie Pre-5 Centre
Lead Officer 8	
28	Plan for the implementation of 600 hours of early learning and childcare for 2 year old children from workless families
29	Develop the existing childcare information service into a family information service

30	Provide play opportunities for Renfrewshire where parents can also access information
31	Identify and provide a service for families with children in nursery and or p1-p3 who would be entitled and develop criteria for inclusion
Lead Officer 9	
32	Childcare First Family Forest Adventure
33	Childcare First to embrace the Nurture philosophy within our Health and Wellbeing programmes & Buddies Hell's Kitchen
34	Childcare First to work in partnership with Renfrewshire Leisure to take forward Ready, Steady Swim
Lead Officer 10	
35	Implement a Family Nurse Partnership
36	30 month assessment by health visitors. Take up and outcomes of the 30 month assessments being undertaken by health visitors
37	Speech and Language Communication Champions
Lead Officer 11	
38	Provide early support with attachment to parents at risk of difficulties.
39	Provide early antenatal information and support for parents who are in stressful situations •antenatal or at risk of attachment difficulties postnatally- highlighted via SNIPS service.
Lead Officer 12	
40	External research of family centred approach within the locality
41	Self evaluation framework
42	Nurture Approach Pre-5 Sector
43	Nurture in Primary and Secondary sectors
Lead Officer 13	
44	Impact of Dental Health Support Workers in the 30month clinic for children with a core Health Plan Indicator (HPI)  Dental Health Support Workers based within Children and Families Health Visiting Team
45	Work collaboratively with Education Services in development of the Child's Ready to Learn Plan  Shared understanding of language and information sharing

Lead Officer 14	
46	Establish a children's mobile service (skoobmobile)
Lead Officer 15	
47	Pre-5 Families First programme during summer, October, Christmas and Spring school holidays
48	Work collaboratively with Education Services in development of the Child's Ready to Learn Plan shared understanding of language and information sharing
49	Development of EYC Workstream 3 Reporting Documentation
Lead Officer 16	
50	Home Start Linwood Revised Programme  Intended outcome - Establish programme of home visits to families in Linwood with new babies
Lead Officer 17	
51	Save The Children Stronger Communities Initiative in the Glenburn area  Work in partnership with 6 charities (aberlour, action for children, barnardos, children 1ST, save the children and One parent families Scotland)
Lead Officer 18	
52	Build capacity for Health Improvement
53	Support Parenting  -Improve knowledge of parenting/caring  -reduce impact parental substance misuse  -more parents/pregnant women and their children who are survivors of domestic abuse are safer
54	Promotion of programmes to reduce family and child obesity  -improved parental understanding of infant nutrition
55	Support initiation of breastfeeding at birth  -increase breastfeeding
56	Support parents to meet the dental health needs of their families Improved knowledge of parenting/caring
57	Provide early support with attachment to parents at risk of difficulties

	<ul style="list-style-type: none"><li>•Improved knowledge of parenting/caring</li><li>•Improved mental health and well being</li><li>•Reduced impact of parental substance misuse</li><li>•Reduction in level of risk/harm</li></ul>
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# **Renfrewshire Families First Early Years Strategy**

## **Impact Evaluation**

**May 2016**

### **1. Introduction**

Renfrewshire's approach to the Early Years Strategy aims to improve outcomes for all children and young people within the local authority through working with parents, communities and professionals to reduce inequalities and give children a better start in life.

The impact evaluation, the third of which to be conducted, sought to establish the impact of actions included in the Early Years operational plan. Lead officers responsible for the operational plan actions were asked to participate in a telephone interview to discuss the impact measures in use, impact of their actions, challenges faced, successes and the sustainability of the actions in the future. In total, 18 lead officers participated in this evaluation and 57 actions were assessed.

### **2. Impact Measures**

Lead officers were asked to comment on their methods of evaluation, to which the majority reported using both indirect and direct impact measures. Direct measures of impact are those which clearly demonstrate the difference an action is making, for example, pre and post questionnaires issued to parents before and after a cooking programme. Indirect measures do not detail what difference the action made but can be useful markers of progress, for example, recording attendance at a cooking class can track uptake rates. A few of the lead officers contacted felt this was an area requiring further work and improvement.

### **3. Impact**

Evidence of impact, as informed by lead officers, was obtained in relation to parental and child wellbeing; attachment relationships; parenting skills and knowledge; professional skills and knowledge; home environments; and, employability skills.

### *3.1 Parental Wellbeing and Skills*

Impact on parental wellbeing and skills was reported by several lead officers, for example, one lead described the effects of attending groups, focused around reading for parents and children, as increasing parental confidence in their own literacy skills, and consequently in their ability and level of motivation to read with their children. Another lead officer, responsible for Buddy's Hell's Kitchen, reported increased parental confidence and feeling of empowerment in fathers who participated in a cooking group and learnt how to make healthier meals. In fact engagement in this group was so high that it led on to fathers planning their own cookery events. A health service, focusing on improving attachment and child development, reported to have succeeded in making parents more responsive to their infant as observed by staff and reported by parents during home visits. This demonstrates that the knowledge they gained from the service positively influenced their behaviour towards their child. Other impact on parental wellbeing and skills included:

- increased swimming skills and confidence in these skills;
- improved health outcomes due to reduction or cessation of smoking; and,
- increased likelihood of returning to work or education.

### *3.2 Child Wellbeing*

One significant impact reported was the reduction in the time taken to place children with adoptive families. Typically, this process takes eighteen months but this lead officer reported completion of this process in eleven months, potentially meaning the child could be placed with an adoptive family before they are one-year old.

An impact on child wellbeing included increased attendance at school. One lead officer commented on a young person who was not attending school at all before a member of staff began working alongside the young person and their family. As a result of this work, the young person went on to attend school more frequently, complete national qualifications and secure a college place, also resulting in increased self-esteem and confidence.

An action delivering holiday clubs resulted in opportunities for exercise, play and socialization for children in attendance, as well as providing them with a healthy lunch.

In terms of older children, one lead officer reported that making young people aware of volunteering opportunities meant that they were able to complete an interview for this position, developing their interview skills and providing them with valuable experience of this situation, as well as undergoing an induction week and training. The chance to volunteer with a professional organisation may also have an impact on their choice of career in the future and provide them with the opportunity to obtain a reference for their curriculum vitae.

Other impact on children's wellbeing included:

- increased literacy skills;
- increased communication and interaction; and,
- increased knowledge regarding uses of technology.

### *3.3 Attachment Relationships*

Positively impacting the attachment relationship affects both parent and child. The lead officer responsible for the Skoobmobile reported that actions surrounding increasing literacy skills of parents and children resulted in them spending more quality time together, strengthening the parent-child bond. Another lead officer reported that post-natal home visits succeeded in increasing parental responsiveness to their child, with one parent becoming increasingly likely to pick up their crying infant.

### *3.5 Professional Skills and Knowledge*

Lead officers frequently reported continued training of staff in areas they felt this was required or beneficial meant that their staff were highly effective and demonstrated increased confidence in both their abilities and knowledge. Staff confidence was further demonstrated by leads who reported their staff to be delivering training to colleagues or other individuals.

Third sector agencies were reported by lead officers to be supportive and committed to working alongside local authority staff. Positive working relationships were

reported with partners and external agencies such as, the Scottish Forest Commission, Scottish Fire and Rescue Service, Care and Repair, other local authorities and the Scottish Government. This demonstrates the continued promotion of multi-agency working.

Other impacts on professional skills, knowledge and services included:

- consistency in methods, approaches and ethos across services and sectors;
- increased sharing of information, knowledge and skills;
- effective application of quality and service improvement tools;
- contribution to increased funding of the approach; and,
- strong, professional relationships.

### *3.8. Examples of Anticipated Impact*

For some actions it was too early to establish impact and under such circumstances these lead officers were asked to report the anticipated impact of these actions. The following examples of projected impact included:

- support parents whose children are affected by substance misuse;
- identify and support domestic abuse survivors and highlight what domestic abuse is, challenge stereotypes and preconceptions about domestic abuse, to increase the wellbeing of children affected by domestic abuse by ensuring they are safer;
- support parents to meet the dental health needs of their family which will result in increased registration with dentists and improved oral health;
- reduce the number of referrals to services, like Home Start, resulting in the increased use of local services;
- reduce isolation and lack of support for families with new babies;
- establish successful language and communication support services which will act as a form of early intervention for those in need; and,
- create nurturing environments within educational establishments which will result in improved health and wellbeing for children.

## **4. Challenges and Barriers**

The most frequently reported challenges were operational issues such as: restrictions due to venue capacity; organising the correct license for the Skoobmobile in order to access different locations; and, setting up My Renfrewshire, although lead officers felt these had been overcome. Other reported challenges included; engaging and gaining the buy-in of third sector organisations; recruiting the appropriate staff; and, evaluating actions appropriately.

## **5. Sustainability**

With regards to the sustainability of actions, the majority of lead officers (89%) had given this some consideration which was a contrasting finding to the previous Impact Evaluation, completed in April 2015. Those who had considered sustainability had explored monetary means of sustainability, such as the BIG Lottery Fund, and non-monetary methods of sustainability, for example, embedding ethos of the action into the working environment. Overall, mixed responses were given by lead officers regarding sustainability: some felt there were aspects of the service they offered which could be embedded into existing practice; others felt actions and service could not be maintained to the same level; and, some lead officers felt that without funding, their actions would not be sustainable.

## **6. Recommendations**

The following points should be considered prior to the next Impact Evaluation:

- face-to-face interviews with lead officers in place of telephone interviews;
- clarification of the terms 'outcome' and 'impact';
- assist lead officers in choosing impact measures;
- discuss methods for measuring potential impact on the community; and,
- continue to support lead officers to identify strategies to sustain their actions.

## **7. Conclusion**

The findings of this Impact Evaluation were largely positive and encouraging with significant levels of reported and anticipated positive impact on families, services and the community.

# Making a Difference

# familiesfirst

## Walking with families in Renfrewshire

This leaflet reports on the most recent Impact Evaluation of the Families First Early Years Strategy. 57 lead officers reported on the aims, progress and impact made in Families First within the past year. The Evaluation reported positive impact in; parental wellbeing and skills, family attachments, child wellbeing, and professional skills and knowledge.

Families First core teams are located in **FIVE** areas in Renfrewshire

The teams offer practical help to families, including:

- energy and budget advice
- family groups
- personalised support
- wellbeing matters
- drop-in sessions



October, 2016

For more core teams information contact:

Frances Robertson (Ferguslie) 0141 889 2697

Clare Dooris (Linwood) 01505 328 144

Pamela McKechnie (Gallowhill) 0141 889 3450

Kelly McGarvey (Johnstone) 01505 335 006

Vicky Speirs (Foxbar) 01505 812 914

# What difference does Families First make?

## Parental Wellbeing and Skills

### Buddy's Hell's Kitchen

Buddy's Hell's Kitchen is a cooking class designed for fathers to help them improve their cooking skills. Lead officers for this initiative reported increased parental confidence and feeling of empowerment in fathers who participated in a cooking group and learned how to make healthier meals. In fact, engagement in this group was so high that it led on to fathers planning their own cookery events, hosting several DVD curry nights, where fathers would cook a curry meal while mothers and children enjoyed a film.

For more information contact Kelly Hegarty: 0141 848 5848

### Pizza Reading

Pizza Reading Club takes place each week at Linwood Community Childcare Centre, where parents bring their four-year-old children along to read a new book, practising their reading skills and enjoying literacy. During these sessions, the parents and children are provided with pizza. Pizza Reading provides a variety of different learning and teaching techniques and activities to encourage families to learn together, and support parents to develop confidence and self-belief whilst encouraging their children to learn. Lead officers for Pizza Reading have reported improved literacy and reading confidence with parents who attend the group.

For more information contact Andrew Givan: 0141 682 5428



# Family Attachments

## Family Nurse Partnership

A health partner lead officer reported that post-natal home visits succeeded in increasing parental responsiveness to their child. Young parents were supported in the early stages of parenting and were given guidance on how to soothe their baby. A common misconception that was challenged was the notion that picking up a crying infant “spoils” the baby and parents were given information about nurture. Lead officers reported that parents became increasingly likely to pick up their crying infant as a result of the programme.

For more information contact Jackie  
Dougall: 0141 207 7448

## Skoobmobile

The Skoobmobile is Renfrewshire’s mobile library service. Skoobmobile’s impact in the past year has included increased enthusiasm for reading, increased frequency of reading at home and use of library membership. As well as developing children’s literacy skills, the act of reading together results in parents and children spending more time with each other, strengthening the parent-child bond and contributing to better wellbeing for the child. Another impact of this action was increased communication and interaction between children as a result of discussions centred around book borrowing.

For more information contact Pauline  
Simpson: 0300 300 1188

# familiesfirst

Walking with families in Renfrewshire



- Increased confidence and feelings of empowerment in fathers
- Learned how to make healthy meals
- Fathers planned their own cookery events with families



Parents bring their four-year-old children along to read a new book each week

Families practice reading skills, enjoy literacy and eat pizza!

Encourages families to learn together and support parents to develop confidence and self-belief whilst encouraging their children to learn



## SKOOBMOBILE

Renfrewshire's mobile library service

Increased enthusiasm for reading and frequency of reading

Developing children's literacy skills  
Parents and children spending more time with each other



**OVER £2.4 MILLION**  
of income has been identified for  
Renfrewshire families to date

**Families First  
Health Partners**

Reported success in  
making parents more  
responsive to their infant  
and more likely to pick  
up their crying baby

## familiesfirst HOLIDAY CLUBS

- Opportunities for exercise, play, healthy meals and socialisation for children
- Time created to increase employment opportunities for parents

## A reduction in the time taken to place children with adoptive families

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18		

Typically this process takes eighteen months, but Renfrewshire staff have reported completion of this process in eleven months, meaning that potentially the child could be placed with an adoptive family before they are one-year old

# Child Wellbeing

## Families First Holiday Clubs

Families First Holiday clubs take place during every school holiday period for children in primaries one through three and their sibling. They participate in physical play activities and are provided with a healthy lunch. Holiday Clubs resulted in opportunities for exercise, play and socialization for children in attendance.

For more information contact Angela  
Conboy: 0141 618 5840

## Increased Attendance

One lead officer commented on a young person who was not attending school at all before a member of staff began working alongside the young person and their family. As a result of this work, the young person went on to attend school more frequently, complete national qualifications and secure a college place, also resulting in increased self-esteem and confidence.

For more information contact Jean Brierey:  
0141 618 6240

## Engage Renfrewshire

Engage Renfrewshire provides volunteering opportunities for young people. The lead officer for this initiative reported that making young people aware of volunteering opportunities meant that they were able to complete an interview for this position, developing their interview skills and providing them with valuable experience. The chance to volunteer with a professional organisation may also have an impact on their choice of career in the future and provide them with the opportunity to obtain a reference for their CV.

For more information contact Karen Miller:  
0141 887 7707

## Adoption Placement Times

One significant impact reported was the reduction in the time taken to place children with adoptive families. Typically, this process takes eighteen months but this lead officer reported completion of this process in eleven months, potentially meaning the child could be placed with an adoptive family before they are one-year old.

For more information contact Michelle  
McCargo: 0141 618 6836

# Professional Skills and Knowledge

## Promotion of multi-agency working

Lead officers reported that third sector services have proven to be supportive and committed to working alongside local authority staff. Lead officers reported positive ongoing working relationships with partners and external agencies including the Scottish Forrest Commission, Scottish Fire and Rescue Service, Care and Repair, other local authorities and the Scottish Government. Several lead officers commented on the strength of multi-agency working and the robust professional relationships existing between staff members.

For more information contact Frances Robertson: 0141 889 2697

## High levels of staff training and continued professional development (CPD)

Lead officers reported continued training of staff in areas in which they felt this was necessary or beneficial, resulting in highly effective staff with increased levels of confidence in their abilities and knowledge. Staff confidence was demonstrated further by lead officers who reported that their staff members were going on to train other individuals. Ever council nursery in Renfrewshire now has at least one staff member trained in nurture and development programme Five to Thrive and almost 200 primary and secondary school staff have now been trained in nurture as part of Renfrewshire's Nurturing Relationships Strategy.

For more information contact Janyce Graham: 0141 618 7183 / Michael Harker: 0141 840 8900



# Anticipated Impact

## Lead officers were asked:

*"If it is too early to report on impact, what do you anticipate the impact of the action will be?"*

The following examples of anticipated impact were provided:

- support parents whose children are affected by substance misuse
- identify and support domestic abuse survivors and highlight what domestic abuse is, challenge stereotypes and preconceptions about domestic abuse
- increase the wellbeing of children affected by domestic abuse by ensuring they are safer
- support parents to meet the dental health needs of their family which will result in increased registration with dentists and improved oral health
- reduce isolation and lack of support for families with new babies
- establish successful language and communication support services which will act as a form of early intervention for those in need
- create nurturing environments within educational establishments which will result in improved health and wellbeing for children.

The internal Evaluation of Families First is managed by Renfrewshire Educational Psychology Service

St Catherines Primary School  
Brabloch Crescent  
Paisley, PA3 4RG  
0141 840 8900

The external Evaluation of Families First Core Teams is being carried out by The Robert Owen Centre for Educational Change

School of Education  
St. Andrews Building  
11 Eldon Street  
Glasgow G3 6NH




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**To:** Houston, Crosslee, Linwood, Riverside & Erskine Local Area Committee

**On:** 23 November 2016

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**Report by:** Director of Finance & Resources

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**Heading:** Grant Award Feedback

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## **1. Summary**

1.1 The purpose of this report is to provide some detail on a number of projects that were funded by the Houston, Crosslee, Linwood, Riverside & Erskine LAC in 2015/16.

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## **2. Recommendations**

2.1 The LAC is requested to note the report.

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## **3. Background**

3.1 This report provides an overview of feedback submitted by a number of the successful grant applicants who were funded by the Houston, Crosslee, Linwood, Riverside & Erskine LAC in 2015/16.

### **3.2 Arthritis Care in Scotland Paisley Branch**

3.2.1 The LAC's contribution towards this multi area application helped enable the branch to provide transport for people to attend meetings who otherwise would have been unable to. It also enabled the branch to keep operating and provide a service to people with arthritis in Renfrewshire.

### **3.3 Fitting-In**

3.3.1 This group works with young people who reside in areas of high deprivation, providing opportunities to take part in various sports and using this as a medium to transmit discipline, respect, teamwork, learning and health benefits. This has since revolved into working with young people and adults who are some of the most

vulnerable, multi deprived individuals in Renfrewshire. In addition to the sports sessions the group deliver workshops on team building, drug and alcohol awareness, nutrition/hygiene and first aid. They also work on an intergenerational basis in relation to young people and their kinship carers. The young people involved in the project work towards certification awards that will progress a way into further education.

3.3.2 As a result of the most recent project session, the young people involved have said that they will continue to pursue outdoor activities and some have already joined a youth group at the Bield Centre. Parents have also stated that it was much cheaper than they thought to provide healthy snacks than pay for fast food, making a huge difference to their budget and health.

### **3.4 Rainbow Turtle**

Rainbow Turtle was awarded £1,000 by this LAC in 2015/16 to extend its outreach activities. A comprehensive feedback note on this project is attached as an appendix to this report.

### **3.5 Future Feedback**

3.5.1 All grant recipients are instructed to submit award feedback once their awards have been spent and further reports on the outcome of projects will be submitted to future meetings of this LAC.

## **Implications of this report**

### **1. Financial Implications**

None.

### **2. HR and Organisational Development Implications**

None.

### **3. Community Plan/Council Plan Implications**

Children and Young People	- The provision of grants to local groups supports individuals and groups to develop skills to improve personal achievements.
Community Care, Health and Well-being	- The provision of grants to local groups and individuals to support social, cultural and recreational activities contributes to improved health and well-being.
Empowering our Communities	- The provision of grants to local groups and individuals contributes to the development of local communities.
Greener	- The provision of grants to local groups and individuals support social, cultural and



recreational activities contributes to local sustainability.

**4. Legal Implications**

Compliance with the Council's Condition of Grants

**5. Property/Assets Implications**

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

- (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because all grant applicants must submit valid constitutions containing equality statements. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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**List of Background Papers**

None

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**Author:** Dave Low,  
Senior Committee Services Officer (LACs)  
0141 618 7105  
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# Rainbow Turtle's Education Work

August 2015 – February 2016



This document gives a brief overview of the work Rainbow Turtle's charity has been involved in since August 2015, when funding enabled the Education Officer's role to increase from 2 to 3 days per week.

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## Schools

We have been able to greatly improve and develop the work we do with schools and have increased our contact three-fold for the same period during the previous year. This has included organising events and inviting speakers from local businesses as well as farmers and producers from abroad. One example is our 'Ghana to Greenock' events with Carishea. We've had many more requests to visit schools and have broadened our work to include more Secondary Schools than the previous year.

## Wider Community

We have made a concerted effort to engage with more organisations from the wider community. This can be best seen perhaps in the programme of events we have established called 'Common Threads'. We have invited various local organisations and groups to join us in looking at the connections between Paisley's past and the fast-fashion industry. This includes the likes of Renfrewshire Leisure, WCS and Create Paisley. We've had discussions too with those involved with Heritage and the Paisley Bid. They have expressed interest in this programme's potential to become an annual event celebrating the city's past, present and future whilst drawing the connections between us as Global Citizens and how this awareness can help improve the lives of workers and producers around the world.

## New Avenues

Aware that it's important we engage with technology and new forms of communication, we have developed 'The Rainbow Turtle Fair Trade Podcast'. This is an audio production that has allowed us to get even greater value from the various events we attend and the networks we are connected with. Most importantly it has enabled us to fulfill our remit even more so. It has proved to be an excellent tool for educating and raising awareness of Fair Trade through engagement with not only the local community but further afield.

We are currently developing 'Rainbow Turtle Broadcasting' which incorporates this audio as well as film, which we are working on with the help of local volunteers. These new forms of communicating with people have helped to raise our profile and improve the relevance of the work we do. It has brought in new audiences and has helped invigorate our message.

# Rainbow Turtle's Education Work

August 2015 – February 2016



## The Future

As we have this year, we hope to again build on all we've done and to continue to make ourselves and our work even more relevant and engaging. We aim to further cement the relationships we've developed locally, nationally and globally, particularly by harnessing the opportunities offered by new forms and means of communication. All of this will allow us to educate an even greater number of people about the benefits of Fair Trade and how important it is in a changing world, to be aware of the connections we have to producers throughout the globe.

## Collaborations

We have worked with many organisations since August 2015. The extra funding has enabled us to create meaningful working relationships with them, initiating most of the discussions and events ourselves. This has not only raised our own profile but more importantly, that of Fair Trade within Renfrewshire and the adjacent areas.






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**To:** Houston, Crosslee, Linwood, Riverside & Erskine Local Area Committee

**On:** 23 November 2016

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**Report by:** Director of Finance & Resources

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**Heading:** Budget Monitoring Report

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## **1. Summary**

- 1.1 Local Area Committees (LACs) provide funding through a range of grants in terms of the General Grant Scheme, Youth Challenge Scheme and, where appropriate, the Paisley or Renfrew Common Good Funds.
  - 1.2 A table detailing the funds allocated at the meeting of this LAC to date is attached as an appendix to this report.
- 

## **2. Recommendations**

- 2.1 That the report be noted.
- 

## **Implications of this report**

### **1. Financial Implications**

None.

### **2. HR and Organisational Development Implications**

None.

### **3. Community Plan/Council Plan Implications**

Children and Young People

- The provision of grants to local youth groups supports groups to develop skills to improve personal achievements.

Community Care, Health and Well-being	- The provision of grants to support social, cultural and recreational activities contributes to improved health and well-being.
Empowering our Communities	- The provision of grants to local groups contributes to the development of local communities.
Greener	- The provision of grants to local groups support social, cultural and recreational activities contributes to local sustainability.
Safer and Stronger	- The provision of grants to local groups can help promote community cohesion and support for vulnerable groups.

**4. Legal Implications**

Compliance with the Council's Condition of Grants

**5. Property/Assets Implications**

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

- (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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## List of Background Papers

None

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**Author:** Dave Low,  
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# Renfrewshire Council

## Houston, Crosslees, Linwood, Riverside and Erskine Local Area Committee

### Budget Monitoring Report

Period ending: 31st March 2017

	Funds Available £	Funds Committed £	Balance to be Committed £
<b><u>General Grant</u></b>	<b>71,660.00</b>		
LAC rep Expenses 16/17		250.00	
BEI Day Centre and Lunch Club		1,100.00	
Bridge of Weir Community Council - heritage trail		540.00	
Bridge of Weir Community Council - xmas lights switch on		4,000.00	
Bridge of Weir Elderly Forum		500.00	
Bridge of Weir Festival		2,000.00	
Bridge of Weir Senior Citizen's Association		1,500.00	
Brighter Bridge of Weir		1,500.00	
Erskine Community Council - litter pick and ground clearance		-	
Erskine Community Council - Planters etc		2,000.00	
Erskine Community Council - Xmas decorations		4,000.00	
Erskine Community Nursery		-	
Erskine Festival Committee		3,000.00	
Houston Community Council		6,000.00	
Houston Community Council		5,000.00	
Houston Playpark Improvement Group		8,000.00	
Houston United Football Club		2,075.00	
Inchinnan Community Nursery		550.00	
Langbank Community Council		500.00	
Langbank Primary School Partnership		5,000.00	
Linwood Community Childcare		2,340.00	
Linwood Community Council		5,000.00	
Linwood CDT - development of environmental plan		10,000.00	
Breastfeeding Network		750.00	
Cat Rescue Service		-	
C-change Scotland		1,000.00	
Erskine Community Allotments		1,000.00	
Forever Young		-	
Greensyde Carers		100.00	
Kelburne Hockey Club		-	
Lamont Farm		1,000.00	
Parkrun UK		600.00	
Phoenix Flyers Dog Agility Club		400.00	
Rainbow Turtle		500.00	
RAMH - No Substitute for Life		200.00	
Rays of Hope		300.00	
Renfrewshire Access Panel		-	
Renfrewshre Deaf Group		150.00	
Renfrewshire Visually Impaired Forum		-	
Shopmobility		250.00	

St James' Orchestra		200.00	
The Wynd Centre - Adult Counselling		355.00	
Fund Total	<b>£71,660.00</b>	<b>£71,660.00</b>	<b>£0.00</b>
<b>Youth Challenge Fund</b>	<b>40,180.00</b>		
Street Stuff		5,000.00	
Active Communities - Parkour Club		2,000.00	
Bishopton Scout Group		1,000.00	
Active Communities - Bike Busters		2,000.00	
Basketball Paisley		300.00	
Braehead Junior Ice Hockey Club		200.00	
Feis Phaislig		500.00	
Fitting-in		350.00	
Houston United Football Club		7,925.00	
Johnstone Pipe Band		2,000.00	
Linwood CDT - volunteer support and development		10,000.00	
Linwood Community Development Trust - yp projects		7,000.00	
Loud 'n' Proud		400.00	
Paisley Pirates Ice Hockey Club		500.00	
Paisley Sea Cadets		-	
React Basketball		-	
Renfrewshire Bowling Association Under 25s		150.00	
Renfrewshire Sports Network		-	
Renfrewshire Youth Voice		200.00	
Stanley Athletic AFC		-	
The Boys Brigade		300.00	
The Wynd Centre - Youth Counselling		355.00	
Fund Total	<b>£40,180.00</b>	<b>£40,180.00</b>	-
<b>TOTAL</b>	<b>111,840.00</b>	<b>111,840.00</b>	-