

Report	<b>REPORT ON THE 2021/22 GRANTS PROGRAMMES</b>	
For	<b>Grants Committee</b>	
Status	For information	Author Daniel Chapman

## 1 HIGHLIGHTS

- (a) We fully spent our grants budget (£2.82m) via 428 grant assessments (including approvals and declines).
- (b) We made 252 grants directly to individual applicants, totalling £312,763.
- (c) We made 139 grants to organisations, projects and schools to fund work with the individuals we exist to serve totalling £2,508,740.
- (d) We completed 79 monitoring reports from organisations and schools.
- (e) *Phase 2 Covid-19 response: BounceBack* – We researched, developed and launched a new two-year £2m initiative that will help low-income Lambeth residents under 30 find paid work. 16 organisations were awarded grants and a learning/evaluation partner (Rocket Science) was appointed. This programme started delivery on 1 October 2021 and provides a variety of co-ordinated employment interventions and Job Transition grants for individuals who successfully find work.
- (f) *Black Thrive Employment Programme* – We continued our partnership with the Guy's & St Thomas' Charity and Black Thrive to administer a community-led £300K grant programme. The aim is to fund local groups in piloting fresh approaches in improving employment prospects of black people with long-term health conditions who live in Lambeth. During this year, 15 new grants totalling £169K were approved.
- (g) *New 'Healthy Schools Fund' partnership* – We have formed a new partnership with Impact on Urban Health to run a new 'Healthy Schools Fund' grant programme which will result in an additional £875K awarded to Lambeth schools in 2022/23.
- (h) *Local Advice Agencies/Lambeth Council funding* – We have continued to facilitate meetings between Lambeth Council and local advice centres. Partly as a result, Lambeth Council agreed to extend the current funding of advice centres and to carry out a strategic review so that a longer-term commissioning process can take place.
- (i) *Grantee Listening Exercise* – Every three years we get feedback from our grantees (both individuals and organisations) on their views on our grant-making systems in order for us to review and improve our service to them. We commissioned IVAR to carry this out in November 2021, with the fieldwork taking place in Jan/Feb 2022 and final report will be available in May 2022.

## 2 GRANT SPEND

- 2.1 During 2021/22 the Foundation assessed 428 grant applications and reviewed in-grant 79 reports. The Grants Committee approved awards totalling £3.67m (from 105 applications) with a further £0.64m (from 277 applications) approved under delegated responsibility by the Director. Additionally, £0.17m was approved by the Black Thrive Community Panel (from 46 applications). NB These figures are for new awards made in 2021/2022 and financial amounts include future financial year commitments. The 2021/22 grants budget was fully spent.

**2021/22 GRANTS BUDGET**

Description	Budget 2021/22	Committed 2021/22	Actual/ Budget %
Individuals - Hayle's Grants between Mtgs	£528	£528	100%
Individuals - WEF Grants between Mtgs	£210,000	£212,998	101%
Individuals - WNEC Grants between Mtgs	£100,000	£81,236	81%
Individuals - Miranda Townsend	£15,000	£15,000	100%
Individuals Subtotal	£325,528	£309,762	95%
Individuals % of Total	18%		
Orgs - Hayle's Grants Mtgs	£17,208	£49,749	289%
Orgs - WEF Grants between Mtgs	£30,000	£61,257	204%
Orgs - WEF Grants Mtgs	£899,508	£899,666	100%
Orgs - WNEC Grants between Mtgs	£0	£10,000	
Orgs - WNEC Grants Mtgs	£232,756.00	£381,046	164%
Orgs Subtotal	£1,179,472	£1,401,718	119%
Orgs % of Total	66%		
Schools - WEF Grants between Mtgs	£172,000	£204,517	119%
Schools - WEF Grants Mtgs	£123,000	£97,857	80%
Schools Subtotal	£295,000	£302,374	102%
Schools % of Total	16%		
Walcot Grants Budget	£1,800,000	£2,013,854	
Additional Income*	£216,055		
Sub-Total	£2,016,055	£2,013,854	100%
BounceBack		£807,648	
TOTAL ALLOCATED		£2,821,502	

Grant Status	Type	2020/21	2021/22
Decline	Individual	110	67
Decline	Organisation	1	20
Decline	School	3	4
Decline	LCRF	4	0
Decline	Black Thrive	77	31
Decline	BounceBack	0	19
Decline Sub-Total		195	141
Small Grant	Individual	194	170
Small Grant	Organisation	5	7
Small Grant	School	10	33
Small Grant	LCRF	21	0
Small Grant	Black Thrive	7	12
Small Grant Sub-Total		237	222
Large Grant	Organisation	3	35
Large Grant	School	9	10
Large Grant	LCRF	26	0
Large Grant	Black Thrive	3	3
Large Grant	BounceBack	0	17
Large Grant Sub-Total		41	65
TOTAL		473	428

\* Black Thrive - £175,656; Winn & Coales - £20,000, BPSF - £15,000, Ind Donations - £5,399

**Grants Allocated Over Last Ten Years**

2.2 **Individuals:** Overall, this spend was slightly under budget (c£16K) due to fewer applications from over-30s. This underspend was counterbalanced by overspend within the Organisations budget.

2.3 **Schools/Orgs:** Once external funding is taken into account, schools and organisation grant spend was on budget.

### 3 GRANTS TO SCHOOLS AND ORGANISATIONS

3.1 (a) Age range of beneficiaries (2020/2021 distributions bracketed)

- 0-4 years: 2% (2%)
- 5-11 years: 16% (20%)
- 11-18 years: 17% (17%)
- 18-29 years: 46% (27%)
- 30+ years: 3% (5%)
- Undefined: 15% (30%)

The significant increase in the 18-29 section is mainly attributed to the BounceBack programme which is targeted at under-30s youth employment. 'Undefined' category has decreased due to the cessation of the Covid-response grants where many supported whole households rather than focused age groups.

- (b) In moving on from the emergency response to the Covid-19 crisis, our focus returned to the Foundation's normal strategic aims: 90% of grants (70% in 20/21) was spent on removing barriers in education, maximising learning, building employability and advice (the remaining 10% was spent on educational field trips, immediate relief of need and capacity building).
- (c) Of grants to schools, 62% went to primary schools (71% in 2020/21), 30% to secondary schools (29% in 2020/21) and 8% went to special schools (0% in 2020/21). This weighting to primary schools is partly historical and also attributable to primary schools having smaller budgets, making their need of external support greater than in secondary schools.
- (d) Covid-19 continued to have an impact on projects and some organisations had to change their project or were not able to measure outcomes as normal. Consequently 18% of reports could not be scored against their original outputs/outcomes. However, for those that we could score (including LCRF grants), 86% of organisations and schools successfully reached 75% or more of the grant-related outputs and outcomes targets we had agreed with them. Our post-award report compliance processes continue to work well with only 97% of grant reports were received.

## **4 INDIVIDUALS**

### **4.1**

- (a) Last year grants paid directly to individuals decreased (10% in volume and 4% in total value). We made 263 awards in 2021/22 (277 in the year before).
- (b) The number of grants to individuals for vocational courses increased to 35% of student grants compared to 31% in 2020/21. We will continue to promote the service via Lambeth College, local grantee organisations and Centre 70 student advisor community sessions.
- (c) We made fewer rehousing grants in 2021/22. We made 39 rehousing grants (60 in 2020/21). Of these, 9 went to young people in need of independent accommodation and 30 to those who needed alternative accommodation because of reported domestic violence.
- (d) Grants to cover bankruptcy fees also reduced. We awarded 5 grants (10 in 2020/21).
- (e) Grant recipients by gender: 65% (72%) female and 35% (28%) male.
- (f) Grant recipients by ethnicity – 63% (64%) Black/Black British; 16% (13%) White/White British; 9% (12%) Mixed; 5% (5%) Asian/Asian British; Other 8% (7%)
- (g) Each year we contact all those who received training grants in the earlier training period to ask about their current situation and how, in their view, their Walcot grant helped them. The response rate was 70% (81% 2020/21). 98% had successfully completed their year/course. Of the respondents, 75% are studying

towards a higher level or continuing in the same course and 16% are employed. 98% of respondents who completed a course considered the grant to have been 'essential' in allowing them to complete/continue in their course.

## 5 EXAMPLES OF IMPACT

- 5.1 'R' (Grant towards the costs of studying for a degree in Mathematics with Finance and Economics) - *"For the past 2 years I have been receiving the Walcot Foundation grant. I personally feel that it has made such a massive positive impact on my academic focus. With exams being online, no in-person classes and difficulties with studying at home, I relied on commuting to university to ensure I achieved a good end of year grade, the weighting of this year had increased, and also to be with my other peers in our group studies. Maths is a subject that requires in-person interactions with peers to show thought processes which is much harder done virtually. Without the grant, I don't think I would have had the benefit of studying with my peers and achieving the grade I wanted. I would also like to state, it eased the pressure when job searching. As I was made redundant in my first year, my second year consisted of job searching constantly. The Walcot grant allowed me during exam season to narrow my focus on my studies and commute to university without the financial stress of how I would have funded travel and food. Thank you very much to the Walcot Foundation and the entire team."*
- 5.2 'M' (Grant towards the costs of studying for a degree in Architecture) - *"In my second year I achieved a 1st which will contribute to 20% of my overall degree. My third and final year will constitute the remainder of my degree. There's no doubt that the grant has helped contribute to my success by allowing me to be free in my creative intentions by eliminating costs as a setback."*
- 5.3 'S' (Grant towards the costs of studying for a degree in Biomedical Sciences) - *"The bursary meant I could focus on my studies without financial stress or worries, which is so helpful. Specifically, I would have had to defer my placements as it was expensive to commute there and back for two months, but the bursary covered that cost."*
- 5.4 'P' (Grant towards the costs of studying Medicine) - *"The Walcot Bursary enabled me to pass my clinical skills exams, formally known as OSCE's. The Covid-19 pandemic meant that my university did not hold practical clinical skills sessions. Whilst they did replace this with lectures on the skills that we need to know, the lack of opportunity to practice these skills put me at disadvantage not only for the end of year exams which are examined practically (in person) but also as a future clinician. The grant allowed me to buy materials such as a blood pressure machine and in-depth textbooks. This enabled me to practice my skills at home, develop confidence whilst performing the skill and also understand numerous skills and techniques that I had struggled to conceptualise from the lectures given."*
- 5.5 Inspirational Youth's APEX Project: *"Z was referred to us due to his disengagement at school. He had already been referred to CAHMS due to his mental health and depression. Z admitted to his mentor he was in a spiral of inconsistent behaviour and bunking from school. Z worked well within the group workshops applying himself well and was intrigued by having Financial independence. Due to Z's mental health we also referred him onto our bike project which works with Black and minority ethnic young*

*men who have mental health difficulties. Z has found an amazing group of peer support with the programme and alongside the bike project has led to him becoming more engaged in all areas of his life. Z admitted to feeling alone and socially isolated before being a part of the programme. Z's attendance at school went from 40% to 94%. He also worked with his mentor to secure a part time tennis job at the weekends and set up his own bank account creating a pathway into financial independence. Z believes that the programme has changed his mindset and opened his horizons to creating new peer networks. He has now joined our martial art school as well as becoming a young leader for our bike project."*

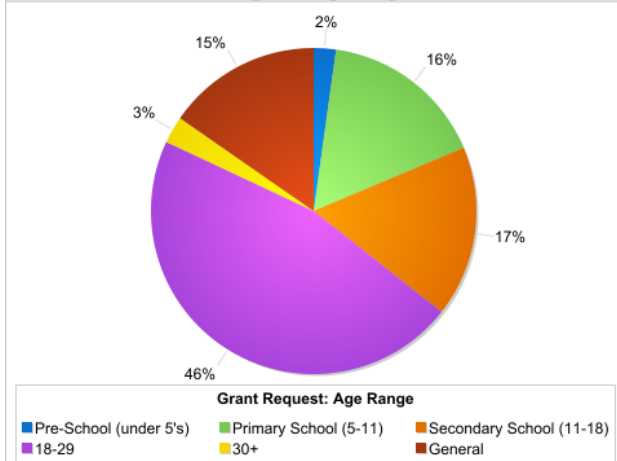
- 5.6 *Lilian Baylis Technology School's After School Small Group Tutoring Project: "J was a high prior attainment PP girl who had a difficult Y10/11 at home during lockdown due to family relationships. When she returned in Y11 she found it hard to remain in class and would spend most her time working independently away from peers. J was a priority student for small group tuition and a keen participant as a result her grades moved from mainly grade 4s in early Autumn to grade 5s in Autumn mocks and then finally to mainly 6s with 1 grade 7. A great achievement. This has allowed J to progress onto her chosen A levels."*
- 5.7 *Options 4 Change's Education Sustainment Project: "K is an 8yrs old male who attends the primary school and lives less than 5 minutes away from the school. He has a record of persistent absence and lateness for school and arrives daily at least an hour late with his Mother. Everything had failed with exclusion being the only option left to the school as his mother would not engage with the school or other agencies. Our interventions for a sustained period were met with resistance from his mother, who was unwilling to engage in the same way she had done with the school and social services. Eventually his mother responded and attended her first session, whereby she explained that she has a history of depression and her dealings with the school and other agencies had worsened her depression and she did not care about any penalties. After some persuading and lengthy discussions over weeks, an agreed plan to get K back into school on time was out in place. Alongside the plan for K, his mother was enrolled onto the parent Pathway Programme, where she attended a number of sessions, met other parents, shared her depression experiences and hardships of being a single parent of 5. Part of the process of supporting the mother involved the Team collecting K at 8.45 am each morning, three days over 3 weeks while one of the parents in the group would 'buddy-up' with the mother to accompany her and K on the remaining 2 days over the same period. During and since the lockdowns, K continues to make real efforts at home and in school and has improved his attendance markedly since returning after the lockdowns. He is no longer under consideration to be referred on to the PRU and is self-motivated to get to school on his own and on time."*
- 5.8 *Future Men's Transition Project: "Pupil B finds it difficult to manage behaviour and concentrate in class, particularly noticeable since return to school after lockdown. Pupil B had limited access to digital devices at home so home learning was very difficult and Pupil B has fallen significantly behind in learning. This impacted on Pupil B's confidence and escalating poor behaviour in class which was becoming of increasing concern to school and Pupil B's mum. Pupil B had weekly sessions with Future Men counsellor over 12 weeks programme - this involved weekly sessions*

*focusing on a range of educational, social & emotional development. Pupil B settled well into the programme and responded well to the areas of focus - in particular around relationships and decision making - and Pupil B's mum was very supportive of the initiative, keeping regular contact with Future Men counsellor and talking regularly with Pupil B about the programme content. Pupil B told mum that Pupil B has reported 'Last session got me things about decisions so am going to try working on that' Pupil B completed the 12 week programme and was clearly motivated by the experience to keep improving. Pupil B was able to make the connections between his negative behaviours and doing poorly in school. Relationships between Pupil B and his mum significantly improved following the programme - it provided them with a framework to discuss issues at home and mum felt huge relief that communication had improved. Pupil B reported to Future Men counsellor: 'I am doing well, not getting into trouble and like talking with you. Things are going well with my teachers, I'm feeling more ready for leaving now since we started talking''*

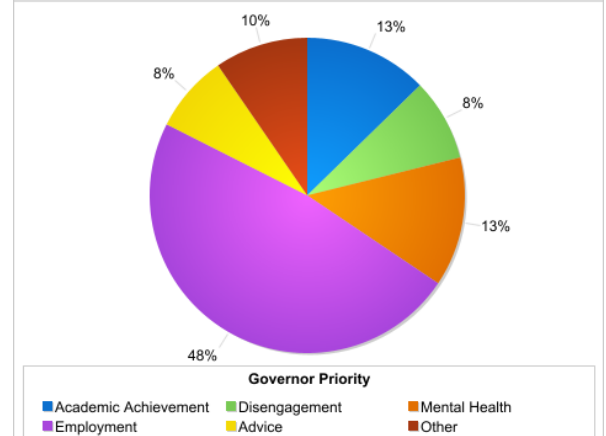
- 5.9 *Ebony Horse Club's Youth Project: "CB has been a part of EHC for around seven years. She has taken part in weekly riding, been a key volunteer as well as being a part of several different youth work projects over the years. During the lockdown she attended a zoom session with a large law firm where she was very engaged and said she felt inspired afterwards. She made a connection with one of the organisers and went on to arrange work experience for two weeks at Laing O'Rourke where she received very positive feedback. She has since gone on to take her A Levels and start studying at her first choice university."*

## All Grants Allocated to 2021/22

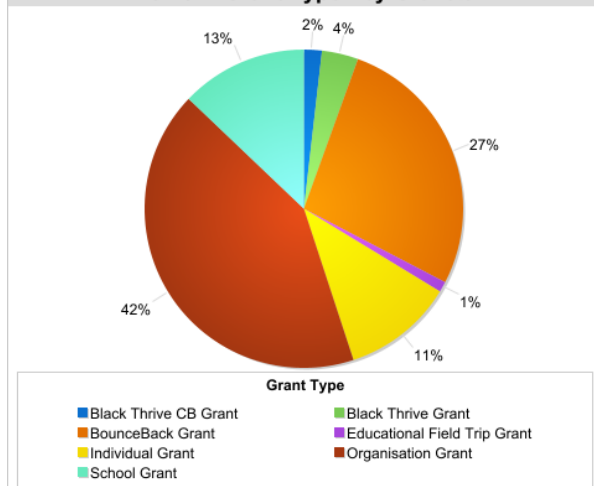
2021/22 Age Range - by Grant £



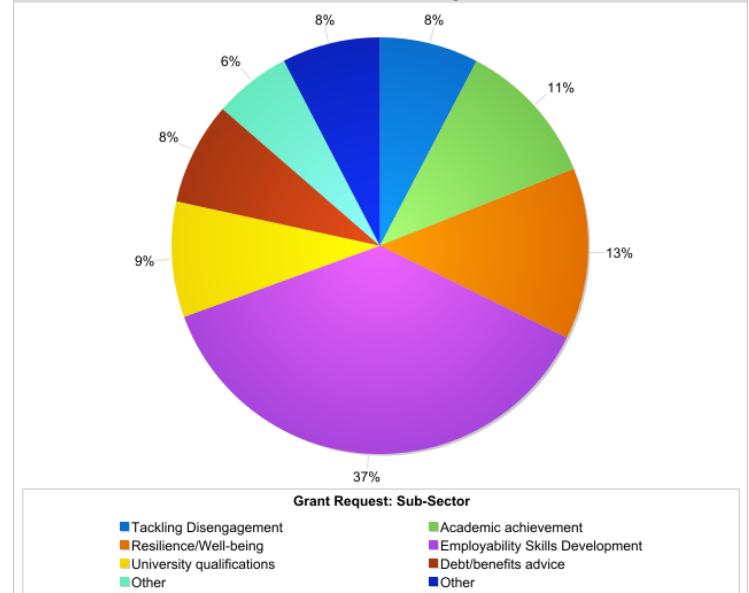
2021/22 Governor Priorities - by Grant £



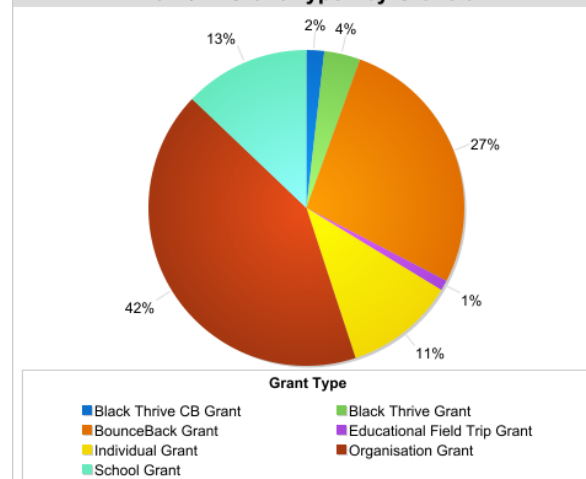
2021/22 Grant Type - by Grant £



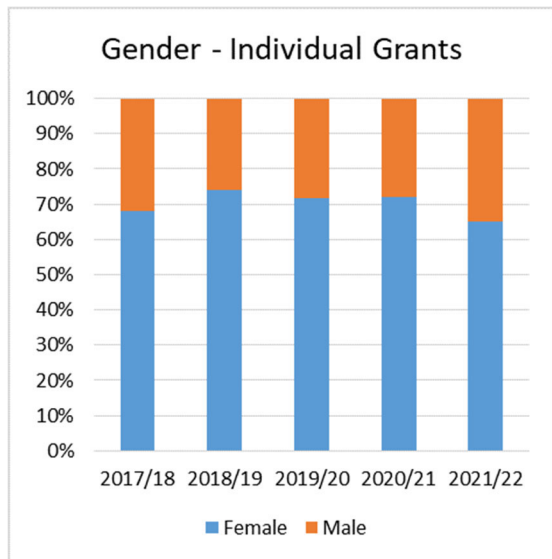
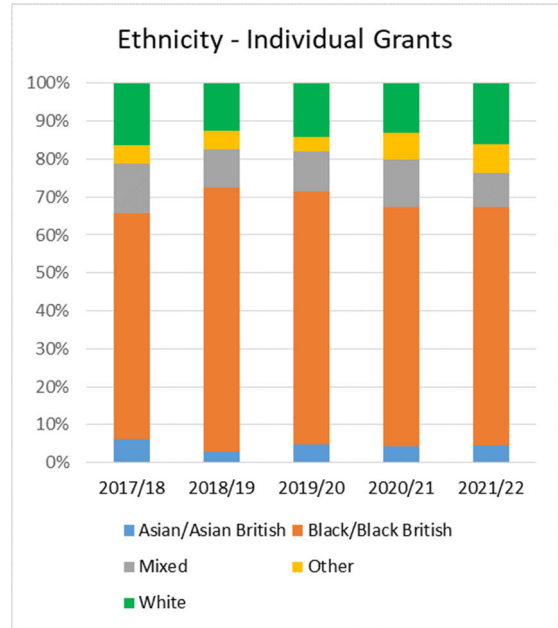
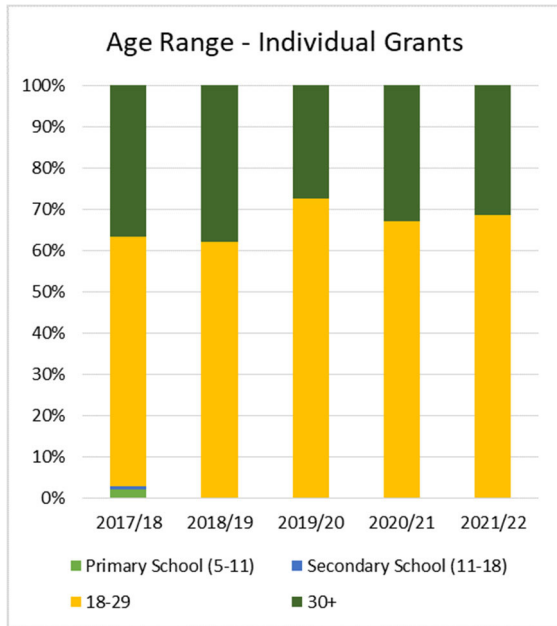
2021/22 Sub-Sectors - by Grant £



2021/22 Grant Type - by Grant £



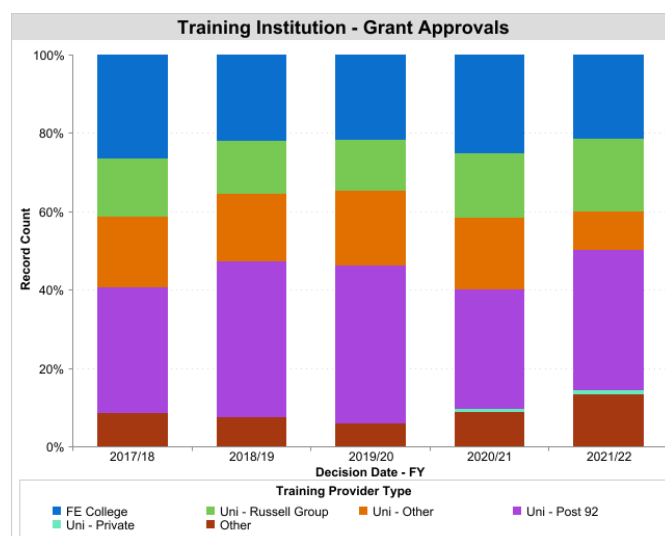
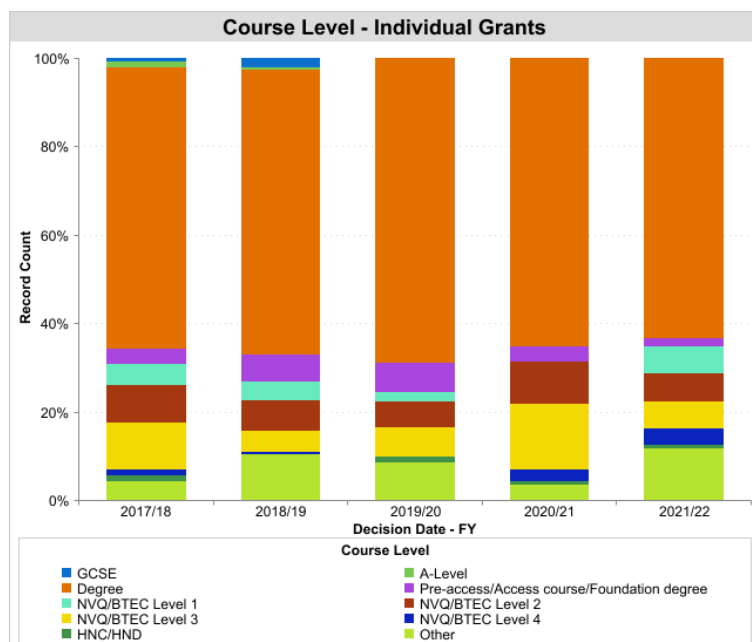
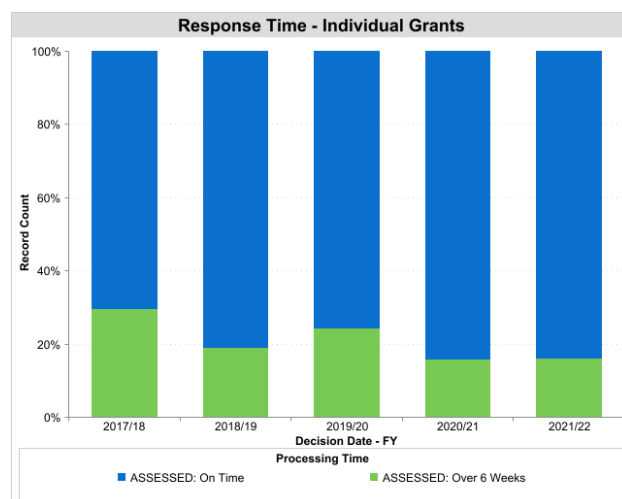
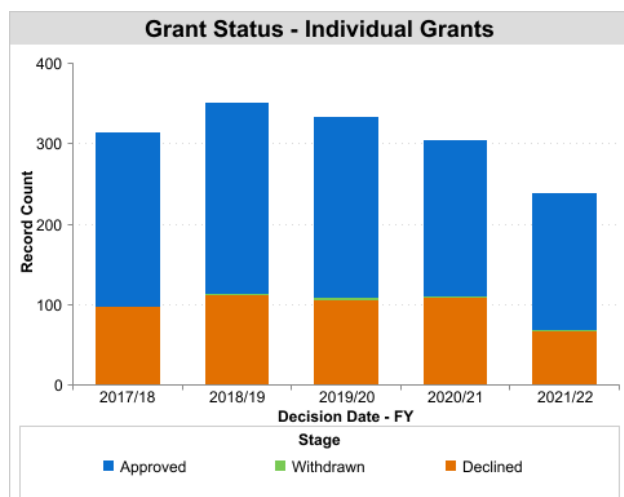
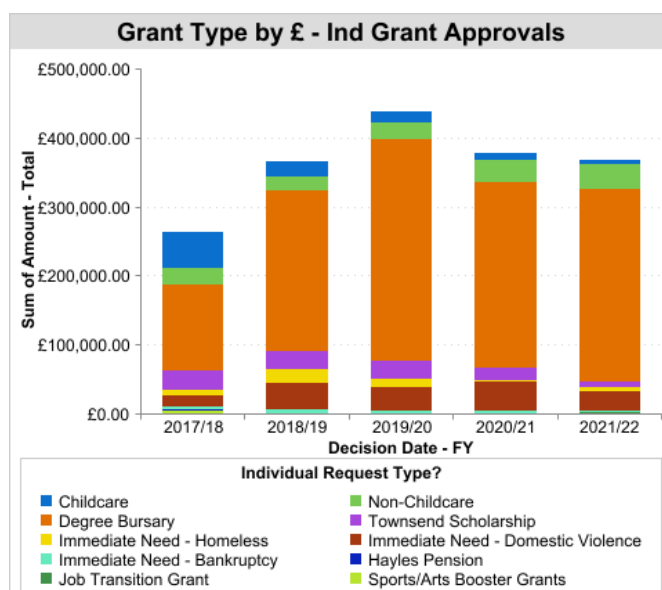
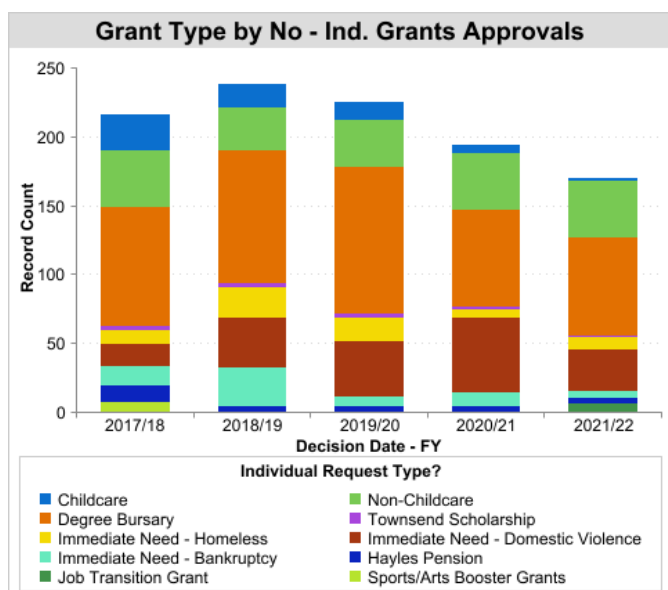
## 2021/22 – Grants to Individuals

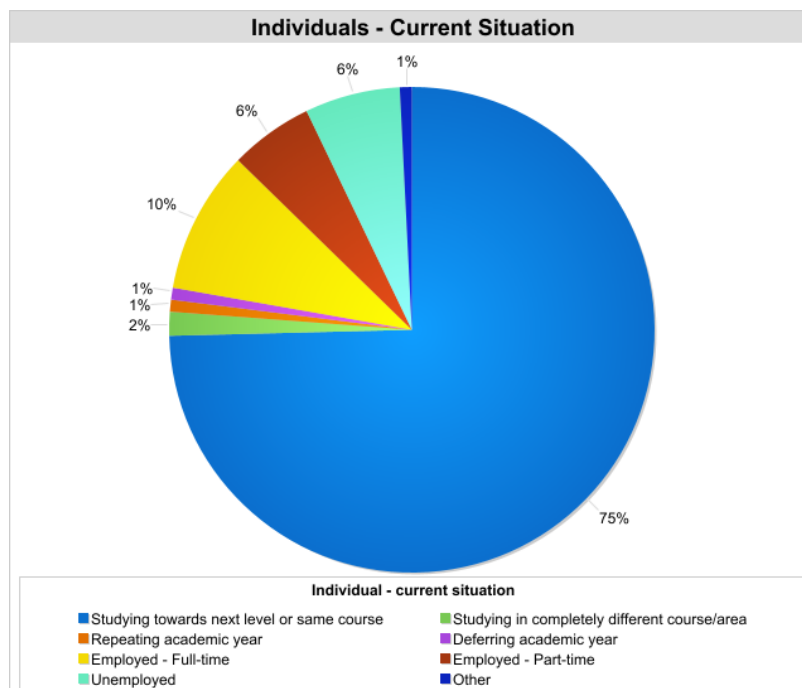
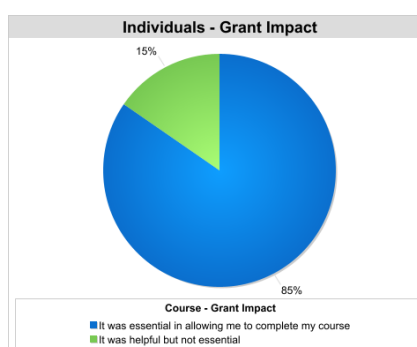
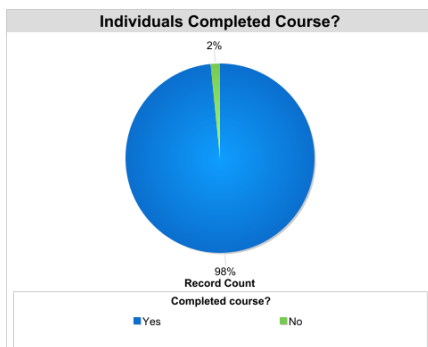
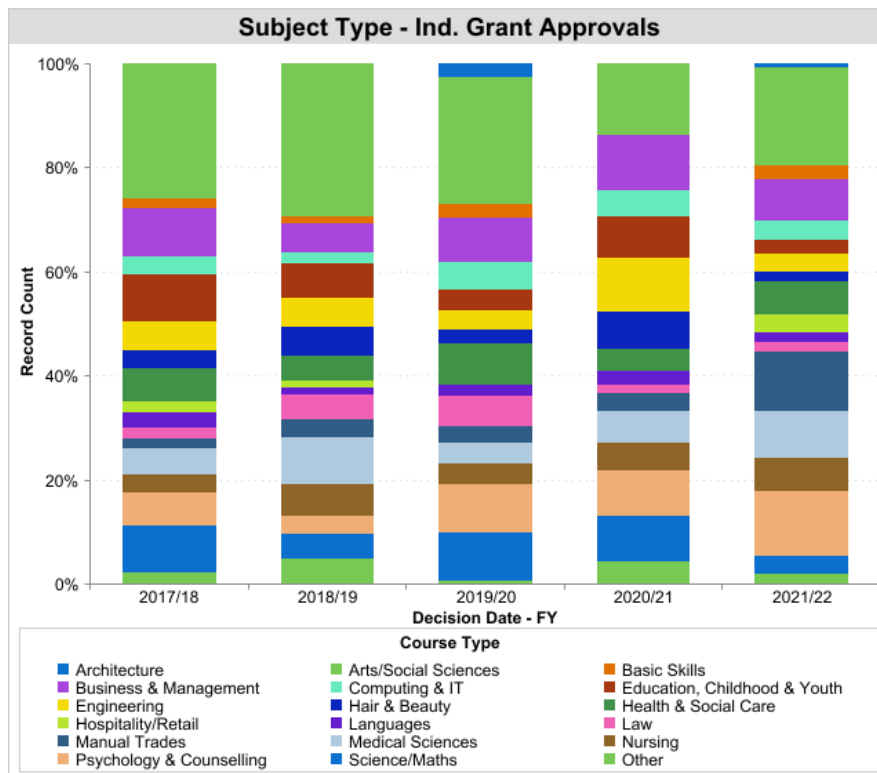


Lambeth Ethnicity (2011)	
White British	39%
White – other	18%
Mixed	8%
Asian/Asian British	7%
Black/Black British	26%
Other	2%



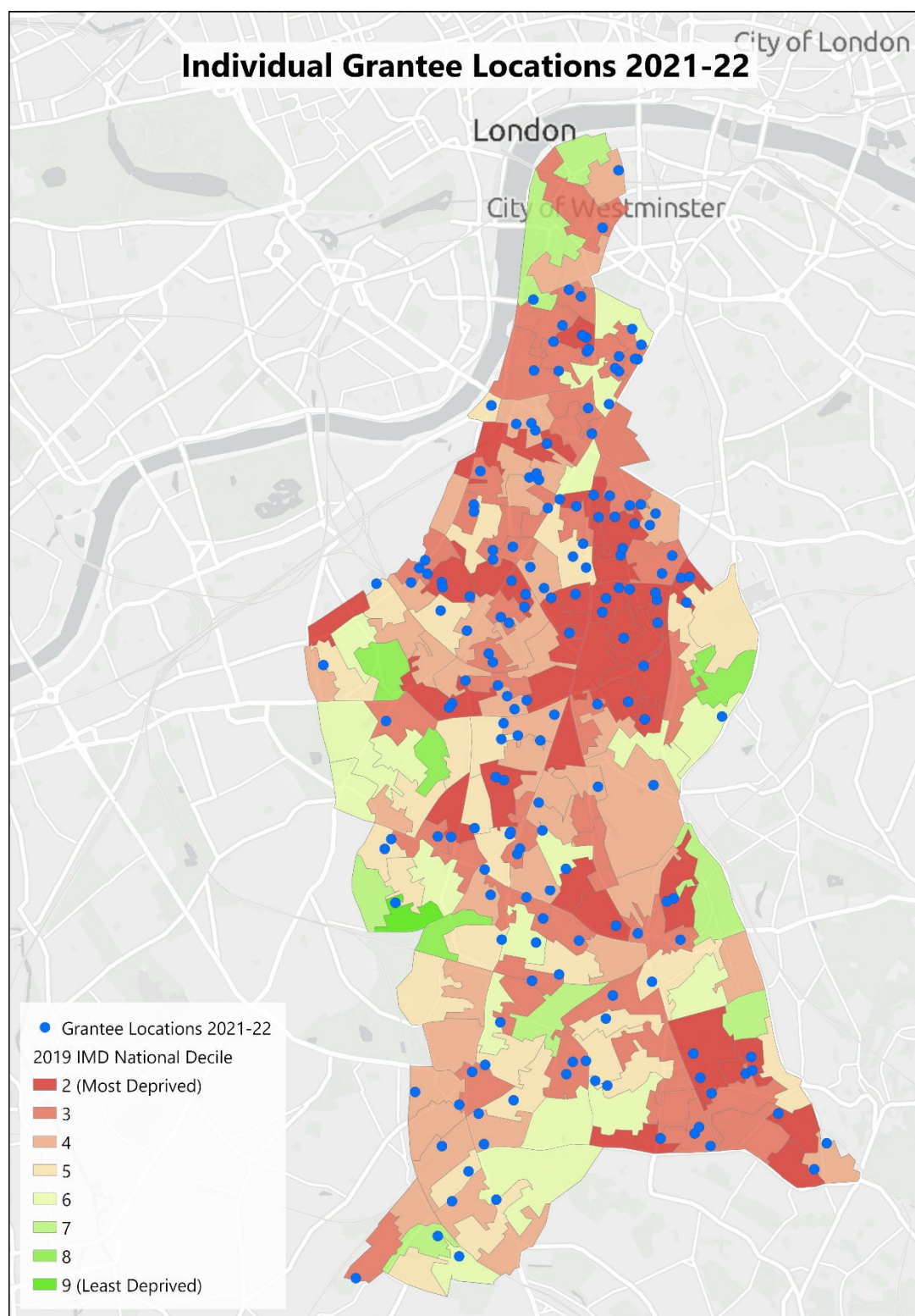
## 2021/22 – Grants to Individuals – cont.





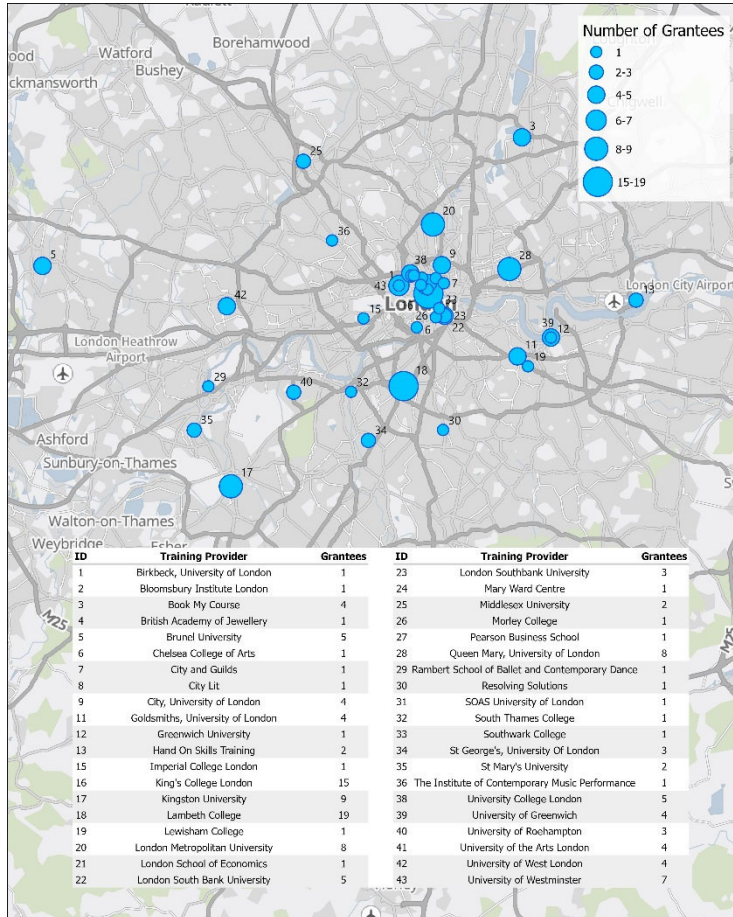
## 2021/22 – Grants to Individuals – cont.

Mapped onto Super Output Areas coloured according to rank on Indices of Multiple Deprivation (darker colours = more deprived)



## Walcot Students Training Provider Information 2021/22

### Locations in London



### Locations outside London

