

Evaluation Transforming Young Minds for Tomorrow

A Community Renewal Fund project delivered
by EESW

Report prepared Arad Research

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1. Introduction

Arad Research was commissioned to undertake an independent evaluation of the [UK Community Regeneration Fund \(CRF\)](#) funded project Transforming Young Minds for Tomorrow (TYMfT); a project aimed at introducing primary school pupils in years 5 and 6 and secondary school pupils to modern manufacturing methods and engineering¹.

The project was delivered by EESW in primary and secondary schools located within four local authority areas in Wales:

- Bridgend
- Blaenau Gwent
- Conwy and
- Denbighshire

This report begins with a brief introduction to TYMfT (the project) and the aims of the evaluation. It then outlines the evaluation approach taken by Arad and the Theory of Change which guided the evaluation towards identifying the outputs, outcomes and potential future impact that the project contributes to.

The report then outlines the main findings of the evaluation research followed by some conclusions and suggested recommendations for any future delivery.

About the TYMfT project

The project has been designed to align its delivery with the new Curriculum for Wales and the Literacy, Numeracy and the Digital Competency frameworks. Participating learners gain hands on experience and knowledge in Computer Aided Design (CAD), Computer Aided Manufacturing (CAM), 3D printing as well as Digital Coding and Control.

Within secondary schools TYMfT also provides an opportunity for participating learners to gain evidence for their Welsh Baccalaureate Skills Challenge Certificate or related G.C.S.E.

Aims of the evaluation

The aim of the evaluation is to gather evidence to assess the appropriateness of the project's design; the way it has been delivered and managed; its achievement against planned targets. The evaluation also aims to review the outcomes achieved; how these relate to the priorities of participating schools – particularly in relation to supporting the new Curriculum for Wales 2022. The evaluation also reflects on the project's achievements in relation to what worked well, and challenges encountered with a view of identifying the lessons learnt in the process.

¹ Arad Research was also commissioned to undertake an independent evaluation of the CRF funded Connecting Teachers to Industry (CTI) - a project aimed at offering teachers in primary and secondary schools, and colleges in Bridgend and Rhondda Cynon Taf (RCT) an insight into manufacturing and engineering and the careers available to young people in these sectors.

2. Our approach / methodology

The evaluation was undertaken between September and December 2022. The evaluation research comprised of a mixed method approach including desk-based research, consultation with EESW team members, school visits to observe the delivery of TYMfT sessions, an online survey of teachers in participating schools, and follow up interviews with a sample of participating secondary schools.

The desk research included a review of the initial application forms, monitoring data gathered by EESW, progress reports and evaluation feedback gathered by EESW from teachers from participating schools.

The desk research was accompanied by initial discussions with team members from EESW and the findings were used to inform the Theory of Change, which guided the development of the research tools including the survey questionnaire, used to undertake the evaluation fieldwork during the remainder of the study.

The evaluation team attended four TYMfT sessions delivered in primary schools in Bridgend and Denbighshire. Due to some logistical reasons linked to the timing of the delivery of some events, it was not possible for the evaluation team to attend sessions delivered in secondary schools. However, follow up interviews with teachers from participating secondary schools were conducted instead.

Attending the primary school sessions enabled the evaluation team to observe how the sessions were being delivered and to gather some feedback from session deliverers, teachers, and the young people themselves.

An online survey was developed by the evaluation team and a link to it, distributed by EESW via email to teachers from participating primary and secondary schools. The survey asked teachers to note how they felt the sessions supported the skills, knowledge and competences of learners, as well as the extent to which they supported the school in its delivery of the new curriculum. The survey also gathered feedback relating to the extent to which the project encouraged or enabled the school to deliver other STEM related activities in the future. The survey yielded responses from 24 teachers – 21 primary school teachers and 3 secondary school teachers

Seven completed survey responses from primary school teachers were received from Conwy, seven were also received from schools in Denbighshire, five from Bridgend and two from Blaenau Gwent. The survey yielded two responses from secondary schools in Blaenau Gwent and one in Denbighshire.

3. The Theory of Change

A Theory of Change (ToC) is a description of the steps that lead from a project's planned activities to the identified / desired outputs, outcomes and impacts generated as a result. It identifies and maps the connections between initial intervention and the intended goals.

The ToC steps identified for TYMfT are as follows:

Inputs

The main input has been the allocation of CRF funding by Bridgend, Blaenau Gwent, Conwy and Denbighshire local authorities to enable EESW to design and implement the TYMfT project. Other inputs include non CRF funded time and support provided by teachers and other school practitioners at participating schools, in helping to coordinate and oversee the school sessions.

Activities

The activities supported by these inputs included:

- recruiting TYMfT team members to coordinate manage and deliver the project;
- designing TYMfT sessions, ensuring that they were aligned with the new school curriculum for Wales 2022;
- liaising with schools to promote the project and to organise the delivery of classroom sessions;
- coordinating and facilitating the delivery of sessions in primary and secondary schools;
- gathering feedback from participating schools and producing monitoring data.

Evaluation evidence relating to activities supported by the project was gathered from monitoring reports and discussions with EESW managers.
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Outputs

The outputs supported as a result of these activities, within the context of our theory of change, are considered as:

- the number of schools who participated in the project;
- the number of events / sessions delivered in schools;
- the number of year 5 and 6 learners participating in these events / sessions;
- the number of secondary school learners who participated in these events / sessions;
- the number of mentoring sessions delivered by secondary school visits to primary school learners;

Evaluation evidence relating to the outputs achieved were gathered from monitoring data produced by EESW. Performance was measured in relation to the extent to which the outputs recorded met the output targets set.
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Outcomes

Intended or planned outcomes identified within our theory of change include:

Participating primary schools

- Learners gaining digital competency skill such as Computer Aided Design (CAD) Computer Aided Manufacturing (CAM) – 3D printing and computer coding / programming.
- Learners gaining team working, problem solving and communication skills.
- Learners gaining an insight into how digital skills and technology is used in modern industry.
- Learners gain a smoother transition to secondary school.
- Teaching practitioners gaining support in delivering learning activities that are aligned with the new Curriculum for Wales 2022.
- Teaching practitioners encouraged / enabled to deliver further classroom STEM activities that support the new Curriculum for Wales 2022.

Participating secondary schools

- Learners gaining / strengthening their design skills and the use of CAD technology.
- Learners gaining / strengthening their communication, presentation and team working skills.
- Learners gaining experience and skills that can be used as evidence of activities that can contribute to their achievement of the Welsh Baccalaureate Community Challenge.

Evaluation evidence relating to outcomes gained were gathered from responses to the teacher survey, teacher comments included in feedback forms gathered by EESW, observations of the delivery of TYMfT events and interviews with school practitioners.

Contribution to longer term outcomes

- Participating learners take up STEM subjects in years 12/13, FE and / or HE
- Participating learners consider a career in STEM related industries
- More young people consider a career in engineering or other STEM related industries.

It was not possible within the timeframe of the evaluation to gather direct evidence of longer term, impacts achieved. However, interviews with stakeholders gathered informed views on whether the project is likely to contribute to these outcomes in the future.

4. Activities supported by TYMfT

How the project is delivered

Primary schools

Participating primary school pupils receive three sessions delivered by EESW team members in the classroom.

Session 1 focusses on 2-dimensional computer aided design (CAD) and computer aided manufacture (CAM). During this session primary school participants are introduced to the ways in which CAD and CAM technology are used in industry. Participants then get the opportunity to work in small groups to design, using CAD drawing software, promotional material (usually about the secondary school they will be attending in year 7). The designs are then printed (using CAM equipment) cut to size and inserted on electronic jitterbugs.

Session 2 focusses on 3-dimensional design and 3D printing. During this session, learners work in small groups to design wheels that can fit on to the electronic buggies that they will be programming during session 3. The session also introduces learners to examples of how 3D design and printing is used in industry, and participants are also given the opportunity to see a real 3D printer operating in the classroom during the session.

Session 3 focusses on programming electronic buggies to perform different tasks using a BBC microbit, using coding produced on microbit software. During the session learners are introduced to examples of the way in which computer coding is included in the manufacturing of many items we use on a daily basis. Then, working in groups, learners are guided to use code to programme a microbit which can then be attached to a motorised electronic buggy to instruct it to undertake various tasks.

Across the three sessions, the participating learners are introduced to, and get the opportunity to learn about and use digital technology associated with 2D and 3D design as well as computer coding.

Secondary schools

Participating secondary school learners serve as mentors, providing hints and guides to help participating primary school learners engage with the TYMfT activities delivered in their school, and introduce them to secondary school life. Secondary school learners are supported in doing this during an in-school session delivered by EESW team members. During the session, learners are briefed of their mentoring role and introduced to the sessions delivered in primary schools. They are then tasked to work in small groups to produce a presentation that can be used to guide and mentor the participating primary school pupils.

Secondary school pupils are initially introduced to the project by their school. Prior to the EESW session, secondary school learners are required to research and produce information about their school, e.g. timetables, school meals, maps of the school layout etc and present it in a way that is suitable for primary school pupils. The information they provide aims to offer primary school learners an insight into secondary school life, from, the

perspective of secondary school learners, to support primary school learners to transition to secondary school.

During the EESW session, secondary school learners are introduced to the three intervention sessions (jitterbug, tinkercad and coding) that are delivered to the primary school learners. Following the session, the secondary school learners produce further information, guidance and tips aimed at helping primary school learners to work through the activities they need to do during these intervention sessions.

The original aim was that secondary school pupils would directly mentor the primary school pupils during sessions delivered in primary schools. As such, secondary school sessions were planned to be delivered first, with sessions in feeder primaries delivered shortly afterwards with the support of the participating secondary school mentors. However, due to the initial short-term timescale for delivery in addition to delivery challenges caused by COVID, it was not possible to deliver all the sessions in this order. Some primary school sessions had to be delivered before the secondary school learners could be introduced to the mentoring. As such, it was not always possible for secondary school learners to attend sessions delivered in primary schools to offer in person mentoring support to help groups of learners complete the tasks involved.

Despite these delivery timing challenges, some secondary school learners did provide direct mentoring support during sessions delivered in primary schools. In cases where the participating secondary school learners could not physically attend the sessions delivered in primary schools, information packs, including presentation slides, short videos offering a range of tips and hints were produced by secondary school learners and offered to the primary schools to be used as required.

5. Appropriateness of the project design

Supporting the rapidly changing world of work

The project's design aims to address key points included in the Wales Employability Plan which outlines that the ever-accelerating pace of technological development in the world of work means that it is *'likely that many children in primary school today will work in jobs that either do not exist today, or at least have constituent tasks that are very different from those of today'*.

The project content and delivery therefore aims to make participating learners aware of the ways in which technology is used in our current lives and the workplace and introduce them to the skills required to work and prosper in this rapidly changing technological environment.

Supporting the new curriculum for Wales 2022

A considerable amount of time was invested at the start of the project to ensure that the delivery design and content of the sessions were fully aligned with the new curriculum for Wales 2022, and the digital competency framework (DCF)². This ensured that the project was relevant to schools and supported teaching practitioners to deliver the new curriculum. The rationale for this design and approach was based on the understanding that many schools, particularly primary schools, had not yet been able to offer their learners many opportunities to deliver DCF focussed activities in the classroom. Reasons recognised as to why they had not been able to do this included:

- Schools and teachers had not had time to do so yet as it is a new focus within the curriculum,
- COVID had limited the ability of schools to deliver practical class-based activities during the previous two years,
- Schools and teachers didn't have access to the required equipment
- Teaching practitioners within the school were uncertain how to deliver DCF focussed activities.

Even in cases where schools had, or were able to deliver similar activities to those delivered as part of this project, they couldn't necessarily deliver them while offering a perspective of how the STEAM skills referred to are used in the world of work. The project therefore aimed to address these gaps by providing opportunities for learners to develop their STEAM skills, relate these skills to career opportunities in engineering and high tech manufacturing and enable and encourage primary school teachers to go on to deliver further DCF focussed classroom activities in the future.

The UKCRF funding provided EESW with an opportunity to deliver STEM interventions to lower age groups. A need for the provision of more STEM focussed activity for younger age groups is something that had already been recognised by EESW. However, the criteria linked to previous funding sources available to the charity organisation (ESF) did not allow them to deliver activities to learners within this age group – see also Example B below.

² The DCF is an integral part of the new Curriculum in Wales 2022 relating to learning that sets out to teach children the knowledge, attitude and skills they need to be able to use technology and systems confidently, creatively and critically.

Supporting the delivery of digital competency framework (DCF) in primary schools

Feedback received from teachers in participating schools, suggest that the project successfully supported them to deliver DCF focussed activities. Almost all survey respondents (20 out of 21 (95%)) either agreed (62%) or strongly agreed (33%) that the activities support the school's delivery of this aspect of the new Curriculum for Wales.

The majority of teachers who responded to the survey (19 out of 21 (90%)) also agreed that the activities:

- Provided teaching staff with a better understanding and / or more ideas relating to ways in which to deliver STEM-related activities and lessons in the school.
- Encouraged the school to increase the number of STEM-related activities that now / will take place within the school.
- Enabled teaching staff to gain a better understanding as to how to accommodate digital competences within lesson plans / wider school activities.

“The sessions allowed us to cover lots of learning that has to be covered in the digital competency framework. As a school we now are looking in to buying some of the equipment that the children were able to use [in the TYMfT sessions] so that we can provide more STEM based opportunities for them”. (Primary school teacher survey respondent)

Most primary school teacher survey respondents (13 out of 21 (64%)) disagreed with the suggestion that similar activities to those delivered in the TYMfT sessions would have taken place at their school anyway. Three respondents neither agreed nor disagreed with this suggestion, although five respondents (24%) felt that they would have delivered similar sessions in their school even without the support of TYMfT. However, these respondents did not state whether they had the equipment or required skills to deliver similar sessions.

A couple of teachers interviewed during school visits attended by Arad, also noted that they had delivered similar sessions using microbits during some school lessons with year 5 and 6 pupils. However, they also noted that they were not able to code the microbits to programme electronic buggies as was the case in the TYMfT sessions, neither did they have access to 3D printers. One school visited who did have a 3D printer reported that they didn't use it because they did not know how to. However, the school also felt that these sessions had given them the 'push' they needed to start to learn how to use the 3D printer and incorporate it into their lessons. Other teachers noted that they felt that the sessions had brought specialist knowledge to the school which would not otherwise be available to them. Most teachers interviewed during school visits also noted that it was unlikely that they would have delivered any sessions of this nature with learners without the support of TYMfT.

These findings lead the evaluation to conclude that although a few primary schools may have been able to provide some activities similar to those delivered during the TYMfT sessions, they would not have been able to deliver all of them, and in most cases, would not have been able to deliver any sessions of this nature without the support of the project.

Supporting the delivery of careers and work-related experiences (CWRE) in primary schools

As part of the new curriculum for schools in Wales, schools are required to embed careers and work-related experiences (CWRE) in the classroom. The TYMfT sessions delivered in

primary school have been designed to demonstrate how digital and STEM technologies and practices are used in practice.

During each primary school session observed by Arad, the session facilitators delivered a presentation that included specific examples of how CAD, CAM and computer coding are used in the design and manufacturing of everyday items – see Example A below.

Feedback gathered from schools by EESW also outline that the vast majority of participating primary schools totally agreed that the presentations included in the sessions:

- made it clear that the students were looking at industrial manufacturing methods and digital manufacturing;
- participating children were made aware of modern manufacturing and engineering methods;
- made the children aware of careers opportunities available in modern manufacturing.

Most primary school teachers who responded to the survey (13 out of 21 (62%)) either agreed (38%) or strongly agreed (24%) that the TYMfT sessions strengthened links between the school and local industry or employers. However, seven respondents weren't sure and neither agreed nor disagreed with this statement and 1 respondent disagreed with the statement.

Supporting sustainability

Activities delivered within the sessions in primary school included presentations that focussed on how modern technology can be applied to support the journey towards net zero – for example how design and computer coding can be applied to the manufacture of wind turbines. The project also ensured that it used sustainable materials in its activities, including the use of a corn based resin, as opposed to plastic, to produce the 3D printouts of wheels designed by learners during the sessions.

Supporting the transition from primary to secondary schools

The design of TYMfT's delivery in secondary schools was developed with the aim of supporting collaboration between primary and secondary pupils in the form of team learning, with secondary school pupils offering mentoring support to primary school participants during TYMfT sessions.

As outlined in section 4, the design of the project enabled EESW facilitators to support secondary school participants to develop presentations and other communication techniques that enabled them to mentor and support younger learners. Feedback from the three schools surveyed and interviewed also indicate that these sessions were well received and helped improve and develop learners' problem solving, communication skills and their ability to work with others as well as in many cases their design and computer coding skills.

“The pupils had to think critically about what advice and guidance they would give to others. They also had to think about the language they used, as it needed to be understandable for their audience - primary pupils”. (Secondary School teacher survey respondent)

The start to the CRF project was delayed from September 2022 to January 2023. The adjusted timing of the project's delivery period meant that it was being promoted and introduced to secondary schools at a time when schools were already delivering their

planned curriculum for the year and during the time of year when teaching practitioners and learners were experiencing end of academic year examination pressures.

As a result, the project team experienced some initial challenges encouraging secondary schools to engage with the project. Therefore, the date from which activities in secondary schools were delivered was often delayed until after sessions in primary schools had already started. As a result, sessions delivered in secondary schools were not always synchronised with sessions delivered in primary schools and therefore, in many cases, secondary school learners could not provide the intended direct mentoring support to primary schools in their area. However, as noted in section 4 above, where physical mentoring was not possible, the project continued to support secondary school learners to produce various materials that provided hints and tips for the primary schools to use to guide and support their sessions.

Some stakeholders referred to the continuing post Covid effect as a further possible reason why some secondary schools were initially reluctant to engage with the project. Many schools at the time (January to June 2022) were trying to 'catch up' following the disruptions caused by the pandemic and therefore prioritised their focus on other areas of learning.

"We were unable to work with the high school in this project because of Covid restrictions. It would be nice for year six to experience this again now that education is back on track".
(Primary school survey respondent)

For a number of reasons therefore, the net result was that delays were encountered in the delivery of sessions in secondary schools, and this placed some limitations on the project's intended aim to support participating primary school learners to transition smoothly to secondary school.

This is reflected in the survey results with only six of the 21 primary schools surveyed (29%) noting that they participated in the secondary school mentorship activity element of the project. It should be noted however, that other practical reasons other than an initial lack of engagement amongst secondary schools contributed to the lower than expected take up of mentoring within the primary schools. It was not always possible to deliver primary schools sessions at times that suited secondary school mentors. Other challenges related to the availability of transport to bring secondary learners to primary schools and a reluctance amongst some secondary schools to allow learners to leave the school premises during school hours. However, in the cases where secondary school learners supported by the project, were able to provide mentoring support, the results were very positive with both primary and secondary school teachers surveyed and interviewed reporting positive benefits for them as practitioners as well as the participating learners.

"As well as the benefits that the learners gain from acting as mentors, we as teachers also benefit from meeting colleagues in primary school. This definitely improves communication and working relationships between primary and secondary schools, which then leads to better transition activities." (Secondary school teacher interviewed)

Although only a third of surveyed primary schools had participated in the mentoring element of the project, almost half (47%) agreed that the sessions helped their year 5 and 6 learners' transition to secondary school. This is because some of the sessions delivered in primary schools e.g., the jitterbug session, included a focus on the secondary school that participating learners would attend in year seven. This ensured that the sessions placed

some focus on the transition from primary to secondary, even if the secondary school mentoring element did not take place.

One secondary school teacher noted, during a telephone interview that they had used the information resources produced by year 10 students as part of the TYMfT project, including a short video about the school, as part of their year 7 induction process in September 2022. They also noted that this greatly helped new year 7 pupils to get to know their new school and transition into being secondary school learners.

Another secondary school noted that the primary school sessions for year six learners were delivered in the secondary school where the learners would transition to in the following September. Year seven pupils, who had participated in the secondary school sessions, offered some mentoring support to year six pupils during these sessions. The teacher noted that this worked well and formed an important part of their wider transition programme – this is referred to in more detail in the ‘supporting the Welsh baccalaureate community challenge’, section that follows.

Primary school teachers surveyed, whose learners had participated in and received face to face mentoring, also noted that the benefits gained from this not only helped year 5 and 6 learners to prepare for their transition to secondary school but also helped them to engage with the TYMfT sessions they participated in.

“working alongside the Year 10 mentors gave the year six learners increased engagement with the task in hand. A fantastic project!” (primary school survey respondent)

During an Arad observation of a session being delivered in a primary school, although the school did not take part in mentoring support from secondary school pupils, the primary school teachers present were still of the view that the session helped prepare the participating learners transition to secondary school. These teachers felt that the sessions gave their learners a taste of what to expect in secondary school and the skills they learnt should give them a good start when faced with similar lessons in secondary school.

Interest in, and engagement with the project amongst secondary schools increased towards the latter stages of the project. Although, for reasons noted above, sessions delivered in secondary schools did not always result in participating learners having the opportunity to delivery direct mentoring support, they nevertheless gained a lot of benefits in the process – see below and also section 6.

Supporting the Welsh Baccalaureate community challenge

A key part of TYMfT’s delivery design within secondary school was to provide participating learners with the opportunity to complete a challenge that could then be used as evidence to support their completion of the Community Challenge element of their Welsh Baccalaureate.

The mentoring information and materials such as PowerPoint presentations, produced by participating secondary school learners as part of TYMfT, could contributed towards the Community Challenge part of their Welsh Baccalaureate, even if they had not delivered direct mentoring support to primary school learners. This was sanctioned by the Welsh Joint Education Committee (WJEC) who confirmed that it could qualify towards the Welsh Baccalaureate, even if face to face mentoring did not take place.

All three of the secondary schools that responded to the survey noted that their learners used the materials they produced as part of TYMfT within their Welsh Bacc Community

Challenge work. One secondary school teacher noted that the TYMfT project was at the core of their Community Challenge focus.

However, the Community Challenge is no longer a compulsory element of the Welsh Baccalaureate. As such the TYMfT project is not as relevant to schools that choose not to focus on the Community Challenge within their Baccalaureate.

One secondary school in Denbighshire noted that even though the school no longer focusses on the Community Challenge, they still participated in the TYMfT activities which they offered to all year seven learners in June 2022. This in the view of the teacher interviewed provided an opportunity to introduce these learners to activities and skills related to the DCF, which they may not have had the opportunity to experience in primary school. The school then invited year six pupils across their feeder primary schools, into the secondary school to participate in the three TYMfT sessions. Volunteers from year seven were then given the opportunity to support the groups of year six learners to complete the session tasks. The teacher noted that the project added considerable value to the DCF skills of their year seven learners and contributed to their primary to secondary transition programme. In their view, the project remained sufficiently relevant and valuable to them even though it didn't support learners' completion of the Welsh Baccalaureate.

Section summary

Overall, the design of the TYMfT has been very well suited to the needs of participating primary and secondary schools, particularly in terms of supporting the DCF and CWRE requirements within the New Curriculum for Wales and the Community Challenge element of the Welsh Baccalaureate. The findings also indicate that the project's design supported the transition of participating learners from primary to secondary education. However, some practical challenges beyond the direct control of the project placed some limitations on its ability to achieve this in all cases.

6. Progress against targets (Outputs and Performance)

The TYMfT started in January 2022 and was due to be completed by June 2022. However, in April 2022 the project was granted a time extension and a revised completion date of December 2022 was agreed.

The project has been reporting against the UK Government investment priority of 'Investment in Skills' and has agreed outputs, as part of the Grant Funding Agreement (GFA) with each local authority for the following:

- People - Economically Inactive
- People - Employed
- Organisations - Public
- Organisations - Voluntary Sector

UK Government published a Technical note for project applicants which also set out the detail **Annex A: UKCRF indicator guidance** definitions for outputs and outcomes (<https://www.gov.uk/guidance/uk-community-renewal-fund-further-monitoring-and-evaluation-guidance-for-project-deliverers#annexA>)

Under these definitions, the project was reporting against the output of "of people supported to engage in life skills" and outcome of "People engaged in life skills support following interventions". Both participating teachers and pupils were supported to engage in life skills as part of this project. Delivery of life skills to teachers, whilst not one of the UKCRF Annex A outputs, was included within the TFYM application as it is a fundamental aspect of the project – i.e. to raise knowledge about STEM related career pathways, and therefore vital with regards to the project's overall objectives.

Given that both teachers and pupils benefit from the project, outputs relating to participating teachers and pupils have been reported separately to local authorities to ensure that there is a clear split between these groups of people.

Project management

The project is delivered within the existing management and governance structure of EESW. Under the overall direction and guidance of EESW's CEO, the project design coordination and delivery has been managed by the appointed Lead Project Officer (LPO) who oversees the delivery team made up of five project deliverers (PDs). Three PDs delivered sessions across Conwy and Denbighshire and two as well as the LPO delivered sessions in Bridgend and Blaenau Gwent.

Two consultants were appointed to the project in January 2022, one to establish a series of interventions to satisfy the project brief and to map it against the new Digital Competency Framework, and another to establish contact with schools. A lead officer based in South Wales was then appointed along with two project deliverers for Bridgend and Blaenau Gwent local authorities and three project deliverers to cover the North Wales local authorities of Conwy and Denbighshire.

Delivery of the project experienced a slow start following changes in the delivery timeframe, some initial recruitment challenges and difficulties accessing all the required equipment. An example of the challenges and resulting delays is illustrated in Annex 2 – although these specific examples relate to Conwy, they also reflect similar delays and challenges experienced across all four local authority areas.

The initial recruitment plan was to employ two project deliverers (PDs) in each local authority area. However, the project encountered difficulties recruiting suitable candidates to fill all these posts, and as a result, three instead of four PDs were recruited to deliver sessions across Conwy and Denbighshire and two PDs and a lead officer were appointed to deliver sessions in Bridgend and Blaenau Gwent. One of the south Wales PDs left in June and was replaced in August. The replacement PD also left in November as funding for the role was drawing to an end. However, the project did successfully recruit PDs that could deliver high quality sessions, including Welsh speaking PDs which ensured that sessions could be delivered bilingually. In addition, as evidenced elsewhere in this report, the project still managed to overachieve on its planned outputs and generated positive outcomes for learners and teaching practitioners despite the recruitment and retention challenges encountered.

The project also encountered some initial difficulties accessing all the equipment required to deliver the sessions in schools – including access to 3D printers and jitterbugs. These procurement difficulties arose from general COVID related supply shortages encountered by all industry during this time and were therefore beyond the direct control of the project delivery team.

However, despite these considerable challenges, the project team managed to procure all the equipment required, put in post, and train the delivery staff recruited, produce and translate all the session teaching materials required and begin to deliver planned activities by the beginning of April 2022. During this period a marketing and communications plan was also put in place, a website page and flyer for the project was developed, schools were sent promotional / information letters and members of the project deliver team attended various meetings to inform school headteachers and other educationalists across all four local authority areas of the project.

Project delivery

The delivery of sessions in schools started at the end of April 2022, at the start of the school summer term. The exception to this was Blaenau Gwent, where the delays in appointing a project deliverer created some further delivery delays. An appointment for Blaenau Gwent was eventually made and delivery of sessions in that area started in June 2022.

PDs were trained to deliver sessions as outlined in the delivery plan workbook produced by the delivery team. This ensured that the sessions were delivered in a standardised manner that ensured consistency in content and quality of the sessions delivered – this consistency was evident in the sessions attended and observed by the evaluation team. However, the delivery team also met regularly to review and share experiences and to self-evaluate their delivery of sessions. Where required, slight adjustments to the delivery plan were made as the project progressed to ensure that the sessions fully met the needs of the schools.

As noted earlier, the project also encountered some initial challenges gaining access to secondary schools, particularly during the last academic term (May to July) when many secondary school staff were busy completing coursework with students as well as preparing for end of year examinations. Most sessions in secondary schools were therefore delivered from September 2022 onwards.

Despite these initial delivery challenges, the project overachieved on all output targets relating to the number of schools, pupils and teachers reached across all four local authority

areas – see table 6.1 below. Outputs relating to the number of learners engaged in activities can only be recorded once completed forms confirming students' consent to participating in the activities are returned. In many cases, these consent forms were not returned and therefore the number of learners recorded as having participated is lower than the actual number who did complete the sessions or training. In Blaenau Gwent and Conwy, the difference between the number of learners completing the training (or participating in sessions) and those who returned their consent form is 128 and 196 respectively, accounting for well over a third of all participating learners.

In light of this, Denbighshire local authority allowed outputs to be recorded according to the number of learners who completed the training as opposed to only those who returned their consent form. As a result, the prospective output targets for learners completing the sessions or training in Denbighshire are considerably higher than the initial target set.

However, even in the three local authorities where outputs could only be measured according to the number of consent forms received, the project still overachieved on all its planned outputs.

Table 6.1 Projected Outputs against Key Performance target across participating local authorities

Blaenau Gwent KPI progress and outputs.	Students				Schools			Teacher			Outcomes		
Target	Student target	Pupil consent	Completion of training	Output percentage	School target	Output	% age Output	Teacher target	Output	% age Output	Total Contracted outcomes	Total Achieved	%age output
Primary schools – create a pilot for Year 5 & 6. Secondary schools – create a pilot for Year 10 & 11	270	319	447	118%	7	9	129%	7	9	129%	277	328	118%
Bridgend KPI progress and outputs.	Students				Schools			Teacher			Outcomes		
Target	Student target	Pupil consent	Completion of training	Output percentage	School target	Output	% age Output	Teacher target	Output	% age Output	Total Contracted outcomes	Total Achieved	%age output
Primary schools – create a pilot for Year 5 & 6. Secondary schools – create a pilot for Year 10 & 11	420	533	585	127%	14	17	138%	16	28	175%	436	561	129%
Denbighshire KPI progress and outputs.*	Students				Schools			Teacher			Outcomes		
Target	Student target	Pupil consent	Completion of training	Output percentage	School target	Output	% age Output	Teacher target	Output	% age Output	Total Contracted outcomes	Total Achieved	%age output
Primary schools – create a pilot for Year 5 & 6. Secondary schools – create a pilot for Year 10 & 11	390	407	661	105% ** 170%	13	18	131%	15	19	127%	405	426 **680	105% **168%
Conwy KPI progress and outputs.	Students				Schools			Teacher			Outcomes		
Target	Student target	Pupil consent	Completion of training	Output percentage	School target	Output	% age Output	Teacher target	Output	% age Output	Total Contracted outcomes	Total Achieved	%age output
Primary schools – create a pilot for Year 5 & 6. Secondary schools – create a pilot for Year 10 & 11	420	517	713	123%	14	17	138%	16	22	138%	436	539	124%

* The Denbighshire authority require completion of training records and not Pupil consent forms for output, for this exercise the pupil consent forms information has been used for all to allow a fair comparison between counties.

** Contains the percentage of target versus Completion of training as required by Denbighshire reporting.

Section summary

Although the TYMfT project encountered some initial delivery challenges and delays, the extended delivery timeline, and considerable effort of the delivery team has enabled the project to overachieve on all the planned output targets. The governance and management structures in place ensured that a project delivery team was successfully recruited, and the project delivered to a high and consistent standard across all participating schools. The revised marketing plan also supported the project to successfully engage with schools, contributing to the output figures achieved.

7. Value for Money

A budget of £347,500 was allocated to deliver the project across the four local authority areas (approximately £86,900 per local authority area). However, the total cost of delivering the project was £265,500 – generating an underspend of £82,000 – see Annex 3 for details. Most of this underspend reflects the delays encountered in recruiting PDs and the lower than planned number of PDs recruited. It also follows that recruiting fewer PDs than planned generated less costs than anticipated in the supply of equipment required to support these individuals. The underspend is most apparent in Blaenau Gwent (£39,800 – almost half (48%) of all the project's underspend) where particular delays in recruiting staff were encountered.

Some of the underspent funding has been used to produce a short film showcasing the activities delivered and achievements gained. The film also aims to recognise the commitment made by schools and the enthusiasm shown by the children who took part.

One of the efficiency challenges encountered by the project was the requirement to report on its achieved progress and administer the process of drawing down funding separately for each of the four local authority areas. If the project were to be extended in future rounds of funding to include more local authority areas, adopting similar reporting processes could be challenging. A regional administration process encompassing a number of neighbouring local authorities is likely to be preferable.

The project also encountered potential financial challenges at the outset. Project funding could only be drawn down in arrears on a quarterly basis. However, as noted in section 5, a considerable amount of time and effort, and therefore cost, was required at the outset to design and plan the project delivery. This had to be funded by EESW's own resources until the project funding could be accessed, resulting in some potential cashflow challenges which had to be managed.

Overall, despite some of these administration challenges and the underspend recorded, the project has overachieved on all its output targets, has achieved the intended focus of its project delivery and generated a number of positive outcomes in the process. To this end, the project can be considered as having generated good value for money. The project delivery also demonstrated examples of efficient use of resources such as delivering more than one session on the same day in some schools – see Example 2 below.

Cost per output

In total, across the four local authority areas, the project delivered sessions to 1776 learners (based on the number participating learners who returned their consent forms) across 61 schools. The average cost per unit of the project was £4,352 per school - varying from £4,105 in Conwy to £5,234 in Blaenau Gwent (See table 7.1).

The average cost per learner was £150 (based on learners who returned consent forms) – this ranged from £135 / learner in Conwy to £187 in Denbighshire. Variations in costs per learner is influenced by factors such as the number of learners attending each session event. However, as outlined in table 6.1, the number of learners who return their consent forms and the number recorded by EESW as having actually attended the session often varies considerably. This in turn influences the costs per learner recorded. Table 7.2. outlines costs per learner based on the number who completed the sessions – including those who did not return a consent form. This table indicates a lower average cost per

learner of £110 across all local authority areas – ranging from £98 per learner in Conwy to £124 in Bridgend.

Table 7.1: cost per school and learners engaged (based on learners who returned consent forms)

	pupils / learners who returned consent forms	schools engaged	Total costs / spend	Cost per school	cost per pupil / learner
Blaenau Gwent	319	9	£ 47,108	£5,234.17	£147.67
Bridgend	533	17	£ 72,673	£4,274.90	£136.35
Denbighshire	407	18	£ 75,935	£4,218.63	£186.57
Conwy	517	17	£ 69,792	£4,105.47	£135.00
Total	1776	61	£ 265,509	£4,352.61	£149.50

Table 7.2: cost per learner (based on learners who completed the training)

	pupils / learners who completed training	Projected costs / spend	cost per pupil / learner
Blaenau Gwent	447	£ 47,108	£105.39
Bridgend	585	£ 72,673	£124.23
Denbighshire	661	£ 75,935	£114.88
Conwy	713	£ 69,792	£97.89
Total	2406	£ 265,509	£110.35

8. Outcomes

Many of the outcomes supported by the TYMfT are already outlined in Section 4 above i.e.:

- Supporting schools to deliver of the DCF and CWRE activities required as part of the new curriculum for Wales 2022.
- Supporting participating learners in primary and secondary schools to develop and strengthen their design and digital skills.
- Supporting learners in secondary schools to complete the Community Challenge element of the Welsh Baccalaureate.
- Supporting year 6 pupils to transition smoothly to their secondary school.

This section outlines other outcomes and benefits generated by the project. Surveyed teachers were asked to note the extent they agreed or disagreed with a range of statements. Response options included, agree, strongly agree, neither agree nor disagree, disagree, strongly disagree, don't know / not applicable.

- All of the 21 primary schools that responded to the survey either agreed or strongly agreed that the learners who participated in the sessions gained a great deal from the experience.
- 18 (86%) of surveyed primary school teachers strongly agreed and 3 (14%) agreed that learners enjoyed the activities included in the sessions and engaged well with them. The same proportion also strongly agreed and agreed that the sessions increased participation learners' enthusiasm for science, technology, engineering and maths (STEM) subjects.
- 16 (76%) strongly agreed and 3 (24%) agreed that the sessions improved participating learners' STEM knowledge
- 14 (66%) strongly agreed and 7 (34%) agreed that the sessions improved learners' digital literacy skills (e.g. computer skills / use of various computer software) and
- 11 (52%) strongly agreed and 10 (48%) agreed that the sessions improved the communication and team working skills of participating learners.

“Our pupils loved the whole experience and were very keen and enthusiastic throughout. It was delivered by friendly, enthusiastic leaders who had excellent subject knowledge and who were happy to answer the endless questions I needed answers to so that I could become more skilled in delivering STEM projects”. (Primary school survey respondent)

The extent to which primary school learners enjoyed and engaged with TYMfT activities was also evident during the primary school session observed by Arad – see example A below. Learners participating in these sessions said they had really enjoyed the activities – some preferred the 2D and 3D design sessions while others preferred the coding session. Several learners acknowledged that some of the tasks had been difficult but that they *“still had fun doing them”*. Teachers at the session also fed back that all pupils had engaged really well with the tasks involved in all the sessions. Teachers and members of the EESW delivery team also noted that learners of all abilities engaged well with the session tasks and appeared to gain a lot from them. Teaching practitioners also referred to the softer skills that primary school learners gained from the sessions including team working and communication.

“Pupils were engaged from the start of the sessions and found them interesting and fun partly due to the way they were delivered by friendly and enthusiastic leaders”. (Primary school survey respondent)

These findings also support those recorded in the TYMfT evaluation feedback forms gathered by EESW. Teachers were asked to record on these forms whether they felt participating learners enjoyed the sessions. All schools agreed that this was the case with 37 out of 39 (95%) totally agreeing that this was the case. The feedback forms also record that the vast majority of teachers totally agree that the sessions provided learners with the opportunity to design and solve a problem thus supporting their problem-solving skills.

Above all, most teachers surveyed and interviewed noted that the TYMfT sessions enabled their learners to engage in activities that would otherwise not be available to them.

“The sessions provided the children with activities they may not have accessed as part of their curriculum. The resources were excellent and totally engaged the pupils, again, resources that we would not have readily available in classes”. (Primary school survey respondent)

Secondary school teachers who responded to the survey and / or participated in a telephone interview, also agreed that their learners thoroughly enjoyed and fully engaged with the activities. All three teachers who responded to the survey and teachers interviewed also agreed that the project increased learners’ enthusiasm for STEM subjects and that they were now more likely to go on to study STEM subjects at AS and A level or at other post 16 qualification levels than they may otherwise have been.

As well as STEM related knowledge and skills, secondary school teachers surveyed and interviewed felt that their learners gained considerable amount of communication and team working skills.

In one secondary schools, half of the year 10 students participating in the project were studying for a GCSE in design and technology (D&T) while the other half were studying computer science. Teachers from this school noted that this provided the opportunity for D&T students to engage in and improve their computer coding knowledge and skills while computer science students were given the opportunity to participate in design activities that were not included in any other aspect of their learning at that time.

“I thought the project was excellent. It really engaged the pupils and offered them experiences they wouldn't have had without it”. – (surveyed Secondary school teacher)

Example A: TYMfT session in Denbighshire

The session observed was delivered to a class of 25 year six learners in a primary school in Denbighshire. This was the third in a series of three TYMfT sessions that these learners had participated in. The other two sessions had been delivered during the previous two weeks. The first session had focussed on producing 2D designs to fit onto jitterbugs and the second session had focussed on producing 3D designs for plastic wheels which were then printed out using a 3D printer. This, the third session, focussed on coding microbits to instruct an electronic buggy to perform various tasks – the electronic buggy could also be fitted with the plastic wheels designed and printed by the learners during the second session.

Session three started with a presentation by the session coordinator introducing the class to various ways in which computer coding is used in the world of work – everything from car indicators to advanced robotics. The class was then split into groups of three or four learners who worked together to assemble the electronic buggy and code the microbit. The microbit was then attached to the buggy which then performed various tasks it had been programmed to do. These tasks ranged from instructing the buggy to move in a set pattern to instructing it to follow a map representing the secondary school they will be attending in year 7 with the aim of helping the learners find their way around the new school.

The class was made up of learners of mixed academic ability. However, all pupils appeared enthusiastic to fully engage with every aspect of the session and they all appeared to really enjoy the activities. Some groups of more able learners were also able to use the additional coding sheets provided by the session coordinators, to instruct their buggy to perform additional more complex tasks. Even when the session finished, many of the learners wanted to stay behind to ask questions and share their experiences with the session coordinators.

Example B: TYMfT session in Bridgend

The sessions observed were delivered to two separate classes within the same year six group in a Welsh medium primary school in Bridgend. The sessions were delivered in Welsh.

As with Example A referred to above, this was the third in a series of three TYMfT sessions that these learners had participated in. Also similar to Example A, learners of all abilities within both classes demonstrated considerable enthusiasm for the activities and completely engaged in them.

By delivering two sessions to two different classes, the TYMfT project team was able to accommodate a whole year group during the same morning. Delivering two sessions on the same morning also ensured efficient use of time and resources. The flexibility of being able to deliver session in either Welsh or English also ensured that the sessions were suitable for all primary school settings.

Teaching practitioners at the school also noted that they noticed the enthusiasm and enjoyment the learners had gained from the session. They also noted that the session had enabled these learners to gain classroom experiences that would not usually be available to them.

9. Conclusions

The evaluation findings outline that the TYMfT project has been well designed and delivered to a high standard. Project delivery has overachieved on output targets relating to participating schools, learners and teachers across all four of the local authorities where it has been delivered. The project has also been very well received and has generated positive outcomes for participating learners and teaching practitioners.

The project has encountered some challenges, particularly in relation to recruiting and retaining staff – a common challenge with projects supported by short term funding.

One of the project's main strengths is the extent to which the activities included in the sessions are aligned with and support the Digital Competency Framework (DCF) and the careers and work-related experiences (CWRE) elements of the new Curriculum for Wales 2022.

The project also supports secondary school learners to complete the Welsh Baccalaureate Community Challenge. When the TYMfT was designed, the Community Challenge was a compulsory element of the Welsh Baccalaureate. This is no longer the case, and this has placed some limitations on the project's relevance to year 10 and 11 learners who may have opted out of the Community Challenge element of the baccalaureate. However, the evaluation findings outline some examples that demonstrate that the benefits generated by the project to secondary school learners, extend beyond the Welsh Baccalaureate. These benefits include broadening learners' knowledge and experience in 2D, 3D design and computer coding as well as improving communication and teamworking skills.

The project has demonstrated its ability to support learners to transition from primary to secondary school; although challenges, often beyond the direct control of the project delivery team, limited the project's ability to fully achieve this in many cases during this pilot delivery period.

The findings indicate that the project has generated benefits for teaching practitioners as well as learners. These include supporting teaching practitioners to deliver activities relating to the DCF and inspiring them to deliver more sessions of this nature in the future. The evaluation findings have also outlined examples where primary school sessions supported by mentoring input from secondary school learners, have brought secondary and primary school practitioners together. This has, in some cases strengthened working relationships and communication between primary and secondary school practitioners which, in their view, is likely to support further transitioning activities between the schools.

The project recorded an overall underspend across each of the four local authority areas, mainly as a result in recruiting fewer project deliverers than initially intended and therefore generating lower than expected delivery costs. However, despite this underspend the project has overachieved on all its planned outputs and has funded a short film as a legacy to celebrate the commitment made by schools and the enthusiasm for the sessions demonstrated by participating learners and overall demonstrated good value for money.

Above all, the project has, in the majority of cases, created opportunities for schools and learners to engage in activities that they would otherwise not have been able to access. This is the main added value provided by the project and the most obvious way that it demonstrates good value for money.

Recommendations

CRF Funding should consider

- Including an initial 'setting up' period before the project delivery commences to allow agencies time to appoint staff, procure equipment and carry out trialling and piloting of activities.
- Ensure that school-based projects are delivered at times that reflect the pressures that schools encounter at certain points in the academic year e.g exam preparation and moderation times and avoid these when possible.
- Enabling projects that are delivered by one agency across more than one local authority to be commissioned and administered on a regional or possibly national level as opposed to an individual local authority level. This would avoid the need to duplicate initial application and ongoing reporting processes and ensure consistency in term of progress report requirements.

EESW should consider

- Encouraging schools to keep an on-line case study that illustrates the engagement, progress and commitment of the students.
- Developing activities that can contribute towards Creativity in Science and Technology (CREST) awards in relevant age groups in schools.

Local authorities should consider

- Further supporting agencies such as EESW / STEM Cymru to inform schools of sanctioned / funded education initiatives such as Transforming Young Minds for Tomorrow. This would reduce the need for agencies to cold call schools that they have not previously engaged with.
- Ensure that some small advance claims for funding can be accessed by delivery agencies to cover initial set up costs. Also consider monthly as opposed to quarterly claims to ensure that smaller delivery agencies don't encounter cash flow challenges.
- Local authorities commissioning similar activities, should consider adopting consistent monitoring processes to ensure that delivery agencies do not have to report on progress in a number of different formats.

Annex 1

Theory of Change Table

Input	Activities	Outputs	Performance (what's worked well)	Outcomes
<p>Potential in-kind support e.g. from local authorities / EESW Consortia / Industry</p> <p>CRF funding</p>	<p>Recruit primary schools and confirm delivery sessions dates and focus</p> <p>STEM and engineering activities delivered to year 5 and 6 in primary school</p> <p>Recruit secondary schools and confirm delivery session dates and focus</p>	<p>Primary school TYM activities arranged and delivered Measure – number of events arranged</p> <p>Primary school year 5 and 6 learners participating in activities Measure – number of participating year 5 and 6 learners</p> <p>Secondary school TYM activities arranged and delivered Measure – number of events arranged</p>	<p>number of primary school TYM activities delivered vs planned / target number</p> <p>number of primary school children participating in TYM activities delivered vs planned / target number</p> <p>number of secondary school TYM activities delivered vs planned / target number</p>	<p>Participating year 5 and 6 pupils gain digital competency skills</p> <p>Participating year 5 and 6 pupils gain soft skills - team working, communication etc</p> <p>schools / participating teachers delivering STEM activities that support the new Curriculum for Wales 2022</p>

	<p>STEM and engineering activities delivered learners in secondary schools</p>	<p>Secondary school learners participating in activities Measure – number of participating year 5 and 6 learners</p>	<p>number of secondary school children participating in TYM activities delivered vs planned / target number (120)</p>	<p>Participating learners gain digital competency skills e.g. CAD computer programming</p> <p>Participating learners in years 10 and 11 take up STEM subjects in years 12/13, FE and / or HE</p> <p>Participating secondary school learners consider a career in STEM related industries</p> <p>Learners have raised awareness of local STEM based industries, how they operate and possible employment / progression opportunities.</p> <p>Supporting secondary schools to deliver the new curriculum for Wales</p>
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	Mentoring sessions / presentations prepared by secondary school pupils delivered to year 5 and 6 learners	Participating secondary school students support and mentor year 5 and 6 students in STEM related activities	number of mentoring sessions prepared by secondary school pupils delivered to year 5 and year 6 learners vs target number planned	Participating learners in years 5 and 6 gain a smoother transition to secondary school / stronger links between primary and secondary schools
			number of primary and secondary school learners participating in mentoring sessions vs target number planned	Participating secondary school learners gain experience, skills and evidence required to support Welsh Bacc

Annex 2 = TYMfT delivery milestones

The following delivery milestones relate to the project delivery in Conwy – however similar delivery milestones were achieved across the four local authority areas.

Milestone	Target Month (Original bid)	Revised Target Month (Funding to June 22)	Revised Target Month (Funding to December 22)	Comments
Receive funding approval	August 21	November 21	November 21	Original timescales shifted due to late announcement of funding
Advertise positions for new staff appointments and recruit	September 21	December 21	January – March 22	Delays with both advertisements and appointments (one deliverer commenced 2 nd March and two on 24 th March)
Commencement of new delivery officers/consultants for the region, including sufficient skills from industry background and education	October 21	January 22	March 22	As above
Develop links with industry and create a suitable project activity for young people	October 21- November 21	January – February 22	March 22	Project Lead Officer appointed to undertake this role
Determine scope of evaluation, appoint evaluators and commence analysis	October 21	January 22	May 22	Delays due to procurement and uncertainty of activity end date
Procure any necessary consumables for delivery and develop any school resources	November- December 21	February – March 22	March – April 22	Some delays with procurement of consumables encountered, however now all complete.
Train project delivery staff in use of all consumables and resources developed	NA	NA	April 22	Training of new delivery staff on use of equipment not included as original milestone.

Develop paperwork for evidencing indicators, risk assessments,	NA	NA	April 22	Paperwork and evidence indicators written. Interim report written.
Recruit schools and confirm delivery sessions with schools in region	December 21	March 22	April – May 22	Dates are provisionally confirmed, however remain flexible due to school Covid situation
Refine and develop Secondary activity for secondary schools to accommodate late start. Project linking to Welsh Bacc or subject area chosen by the schools.	N/A	May – July 2022	July – October 2022	Welsh Bacc activity developed and approved for use by the examination board, WJEC.
Deliver pilot to schools within region	January-March 22	April - June 22	April – July 22	Delivery commenced at end of April due to timing of Easter school holidays
Collect paperwork evidence to claim against targets during second delivery session	NA		May – July 22	Paperwork collected and interim report on progress written.
Collect and review feedback from sessions	NA	NA	June – August 22	Feedback collected and collated from schools.
Liaise with evaluators to provide required information	NA	NA	June – October 22	Evaluators appointed August 2022
Review any project delivery modifications required	NA	NA	July – August 22	Project reviewed and evaluated by project deliverers and interim report written.
Build on Marketing and Communications Plan to promote project activity	NA	NA	August – September 22	Website information reviewed and updated to reflect the project progress and activities undertaken.
Continue project pilot into new Academic year	NA	NA	September – November 22	Project is continuing with delivery dates added into December.
Finalise evaluation	NA	NA	October – November 22	Evaluators have been appointed and a summative document expected December 2022.

Annex 3 TYMfT planned and actual expenditure

Local Authority	Original Budget / planned expenditure	Actual total costs / actual expenditure	Underspend
Blaenau Gwent	£ 86,872.00	£ 47,107.54	£ - 39,520.90
Conwy	£ 86,872.00	£ 72,673.34	£ - 14,198.66
Denbighshire	£ 86,872.00	£ 75,935.36	£ - 10,936.64
Bridgend	£ 86,872.00	£ 69,792.92	£ - 17,079.08
Total	£ 347,488.00	£ 265,509.16	£ - 81,978.84