



Achieving outcomes for young people at the Wessex Dance Academy

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Hampshire
County Council

**justice
studio.**

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Executive summary

INTRODUCTION

The Wessex Dance Academy (the Academy) provides contemporary dance programmes to young people in Hampshire. It is primarily aimed at young people aged between 15 and 25 who are: NEET (not in education, employment or training); in care or care leavers; offending or at risk of offending; or excluded from school or school refusers. The Academy delivers a 12 week dance course which consists of practical dance training culminating in a dance performance in front of an audience often at the Theatre Royal Winchester. The course equips the young people with an OCN level 1 or 2 qualification and aims to re-engage participants with education or work; reduce crime rates; increase the health of participants; and generally reduce the use of support services needed by the participants.

In order to establish if their aims were being achieved, the Academy commissioned Justice Studio Ltd to undertake a piece of research. This, research, carried out during Autumn 2013, assessed the extent to which the Academy helped to provide the following twelve outcomes: Self-esteem; Physical health, hygiene and self care; Positive mental and physical outlook; Learning and achieving goals; Relationships; Communication; Empathy; Risky or impulsive behaviours; Meaningful use of time; Offending; Resilience; and Managing responsibilities. The research methods included the collation and analysis of quantitative data about those referred to the course; an on-line survey for young people, parents/carers, referrers and the siblings of young people who had attended the course; structured interviews administered to the participants at the beginning, middle and end of cohort six and an on-line survey for referrers on cost avoidance.

PROFILE

Since its establishment in 2009, the Academy has received 128 referrals. The majority of referrals were made by the Youth Offending Team, education providers, and children's services. Of the 128 referrals a total of 104 young people attended one course each and 12 young people attended two courses each meaning the actual number of young people who attended the Academy was 116. Of the 128 referrals to courses 81 successfully completed their course; 35 began the course but 'dropped out' between week one and the end of the course; and 12 attended at least one session during the taster week yet did not start week one and are categorised as 'did not attend'. On average, each cohort had 14 young people referred to it and 9 young people successfully completing the course.

Young people were referred between the ages of 14 and 23 with the most common referral age being 15. The majority of young people referred to the course were female (77%) and White British (94%). The young people referred to the course all came from complex backgrounds. Overall, 62 of the 116 young people referred had a recorded experience of bereavement or trauma. Relationship breakdowns or neglect were the most common experience, followed by alcohol or drug use by parents. A significant number of young people (39 out of 116) were children in care (Section 20 status), prior to the course. The most common educational status of the young people was being

unemployed/NEET or not on a course (37 out of 116). Out of 116, 71 of the young people were recorded as having previously offended. The most common offence was assault/beating.

COHORT SIX OUTCOMES

The eight young people who completed cohort six, which took place during Autumn 2013, were the subject of detailed study. Their experiences showed that being at the Academy translated into observable positive outcomes. Using a specially designed fixed rating scale it was possible to measure that on average, the young people increased their outcome scores by 1.7 points by the end of the course.

Cohort six demonstrated improved outcomes in 11 out of 12 outcome areas between the beginning and the end of the course. On average:

- Positive mental and physical outlook (improved by 2.9 points overall)
- Self esteem (improved by 2.6 points overall)
- Meaningful use of time (improved by 2.3 points overall)
- Communication (improved by 2.3 points overall)
- Resilience (improved by 2.0 points overall)
- Learning and achieving goals (improved by 2.0 points overall)
- Physical health, hygiene and self care (improved by 2.0 points overall)
- Risky behaviours (improved by 1.5 points overall)
- Relationships (improved by 1.0 point overall)
- Empathy (improved by 1.0 point overall)
- Crime and doing something positive for the community (0.6)
- Managing responsibilities (-0.2)

Each young person had a unique experience at the Academy and therefore demonstrated improvements in different areas. The Academy helped:

- Amber to grow in self-confidence and find more motivation. Her overall scores rose by 1.7 points and she said that it gave 'me the confidence boost - it's made me generally a lot happier.'
- Bryony to feel much less held back by her physical disability and have a clearer, and more positive, outlook on her life. Her overall scores rose by 3.7 points.
- Charlotte to have greater self-esteem, to trust others and make friends. Her overall scores rose by 0.4.
- Debbie to feel a sense of personal achievement that allowed her to feel more positive about fulfilling the goals she had for her life. Her overall scores rose by 3.4 points.
- Ellie to be more empathetic towards other people's feelings although her overall scores decreased by 0.4.
- Fay to be more determined. She said the best thing about the Academy is 'it's helped me get a taster for what it's like to work so hard and achieve something.' Her overall scores rose by 0.7 points.
- Gabriel to manage her behaviour and concentrate. She said that if she had not come to the Academy then 'I'd probably be in a behaviour school or not going to school.' Her overall scores rose by 1.2 points.
- Helen to feel much more positive about herself, giving her a sense of happiness. Her overall scores rose by 2.8 points.

OVERALL OUTCOMES

The survey demonstrated that the Academy improved the following outcomes:

- **Positive mental and physical outlook:** The Academy improved the mental and physical outlook of the young people measured by them smiling more, walking tall, and thinking positively.
- **Physical health, hygiene and self-care:** The Academy improved the young people's physical health and hygiene at the time of the course and into the young people's future, introducing some young people to healthy eating and exercise who had never experienced it before
- **Self-esteem:** The Academy was able to boost the young people's self esteem, particularly in terms of their confidence after the course and into their future. It left them with a sense of achievement.
- **Learning and achieving goals:** The Academy improved the young people's relationship to school and helped them to feel better able to attend college or get a job.
- **Managing responsibilities:** The Academy helped the young people to better manage their day-to-day responsibilities; completing forms and attending interviews and meetings.
- **Resilience:** Despite continuing to have chaotic lives, the Academy was able to improve the young people's resilience.
- **Communication:** The Academy improved the young people's communication skills and helped them to better express their feelings.
- **Relationships:** The Academy provided nurturing and positive environment that impacted positively on young people's relationships.

The Academy also showed some improvements in the young people in terms of: Meaningful use of time; Empathy; Risky behaviour; Crime and doing something positive for the community.

IMPACT

The Academy improved the take-up and stability of the young people's education/vocational and work placements, reduced their offending behaviour and improved the stability of their living placements. There was a large increase in the numbers of young people in mainstream school or college following completion of their course. Reoffending rates overall were 48% for all those who completed the courses and 46% for those who could be tracked for 12 months since the end of their course. The majority of referrers reported that the Academy contributed to saving Hampshire County Council money.

CONCLUSION AND RECOMMENDATIONS

The effect that the Academy has on the young people who complete the programme of dance is extremely positive. Those who completed the course had an increase in their education and employment opportunities and a reduction in reoffending. The Academy helped the young people in all twelve outcome areas most strikingly in: Positive mental and physical outlook; Physical health, Hygiene and self-care; Self-esteem; Learning and achieving goals; and Communication. The accomplishments of the Academy are a result of the nurturing environment, the physical experience of dance, and the sense of achievement the young people get from mastering complicated routines and performing them on stage.

The Academy has achieved great successes. However, going forward it is recommended that steps are taken to increase the number of referrals and cohort sizes; ensure that the disengagement of drop-outs or non-attenders is monitored; improve the collection of management information and monitoring data; and ensure that all young people referred to the course benefit from a clear exit strategy.

1. Introduction

1.1. The Wessex Dance Academy

The Wessex Dance Academy (the Academy) provides contemporary dance programmes to young people in Hampshire. It is primarily aimed at young people aged between 15 and 25 who are:

- NEET (not in education, training or employment)
- in care or care leavers
- under the supervision of the Youth Offending Team
- at risk of offending
- attending Pupil Referral Units
- excluded from school or school refusers
- classified as 'on the edge' and needing guidance in making decisions about their future.¹

1.1.1. The background of the Academy

The impetus for the Academy came from the experiences of a Dance programme run by Dance United and Bradford Youth Offending Team (YOT). Evidence collected over the first two years of that programme indicated that it had a positive impact on participants' attitudes and behaviour, made them less likely to re-offend, and more likely to transfer into education, training and employment.²

As such, Hampshire County Council set up its own pilot dance project in February 2009, which was called 'Destino'. The Destino programme included only the first three weeks of the Bradford Programme, initial learning of routines and a performance. It was set up to cover the Wessex YOT catchment which is the largest in the country, covering four local authority areas including one County Council, 11 district councils and 3 unitary councils. The Academy was named the Wessex Dance Academy to demonstrate its geographical coverage of Hampshire and the Wessex YOT areas. The success of the pilot allowed the Academy to continue to run two more pilot programmes and then increase the programme to the full 12 weeks of the Bradford model.

1.1.2. The course

Each 12 week course consists of practical dance training and coursework. The first three weeks includes groups learning contemporary dance routines which are performed to an audience at the end of the third week. During the course the participants also undertake studies to obtain a qualification in dance performance. The programme therefore equips the young people with an OCN

¹ Wessex Dance Academy Mini Business Case

² Of the 83% of participants traced in the first two years of the Bradford project (15 students out of 66 could not be traced or there was no information on their current activities), 80% had returned to main stream education or employment (equating to 33% of overall participants). In the next two years of the Bradford project (15 students out of 66 could not be traced or there was no information on their current activities), 80% had returned to main stream education or employment (equating to 67% of overall scheme participants).

level 1 or 2 qualification. At the end of the 12 weeks the young people perform again at the Theatre Royal in Winchester to an audience.

1.1.3. The staff

The Academy programme is run by the following staff team:

- A full time Academy Manager
- A full time Academy Co-ordinator
- Dance Director who designs and delivers the dance programme
- Dance Artists specifically trained to work with the Dance Director
- Project Support Co-ordinator seconded from Children's Services inc Hampshire YOT (9 month post)
- Two seconded support workers seconded from Children's Services including Hampshire YOT per cohort

1.1.4. The aims

The aim of the Academy was to run for a five year period for a total of 270 young people. It was anticipated that three cohorts of 18 young people would participate per year meaning the project would reach 54 young people each year.

The original business case estimated that based on Bradford outcomes, out of this 270, a minimum of 181³ young people would achieve demonstrable outcomes as a direct result of participating in the programme. In particular it was hoped the programme would:

- Re-engage participants with education or work
- Reduce crime rates and associated costs to the community
- Increase the health of participants
- Reduction in use of support services due to confidence to control own lives

1.2. Outcomes research

The Academy commissioned Justice Studio Ltd to undertake a piece of research in order to better understand what outcomes it had achieved for young people since its establishment having operated for three years. Following consultations with the Academy about its work, and in order to capture the full benefits of the programme for the young people, Justice Studio Ltd designed a project to capture a suite of outcomes for young people, capturing the original objectives, as well as additional ones.

As such during Autumn 2013 this research assessed the extent to which the Academy helped to provide the following twelve outcomes:

- **Self-esteem:** For example self-liking and self competence (feeling that you can achieve things), having motivation, having pride in ones

³ Being 67% of the expected 270 scheme participants (3 cohorts per annum of 18 young people)

- achievements.
- **Physical health, hygiene and self care:** For example enjoying good physical health and having a healthy and active lifestyle.
 - **Learning and achieving goals:** For example attendance at school, achieving good grades, ability to set goals, undertaking vocational training or work placements, taking pride in, and enjoying learning.
 - **Relationships:** For example being able to form and maintain positive relationships with peers and adults, being able to trust, having role-models.
 - **Communication:** Such as being able to express yourself, feeling that other people will listen to you and feeling as if you are being listened to.
 - **Empathy:** For example connecting with the people around you, showing respect for other people, liking people, being able to have perspective.
 - **Risky behaviours:** For example refraining from having problematic alcohol and drug use, refraining from cutting or self-harming behaviour, not being reckless.
 - **Meaningful use of time:** For example being able to concentrate on tasks and activities, educational engagement and engagement with other activities
 - **Crime and doing something positive for the community:** For example desisting from offending and anti-social behaviour and making a positive contribution to society
 - **Positive mental and physical outlook:** For example having constructive rather than dysfunctional thinking, smiling at people in the street, having a good posture.
 - **Resilience:** Such as being able to cope if something goes wrong, feeling in control of your life and trying again if you fail at something.
 - **Managing responsibilities:** For example turning up to official meetings, filling in the necessary forms relating to accommodation or benefits, organising oneself and cooperating with professionals.

1.3. Methodology

Wessex Dance Academy has provided dance programmes to young people aged between 14 and 25 through:

- 2 cohorts of a 3 week pilot programme in 2009 and 2010
- 1 cohort of a 6 week pilot programme in 2011
- 5 cohorts of the full 12 week programme since 2012

As such, the research was designed to capture the outcomes of the young people who had completed the above pilots and cohorts as well as to look in detail at one cohort of young people attending the course during the research period.

The research methods included:

- The collation and analysis of quantitative data about all of the young people who were referred to the programme since its establishment in 2009

- An on-line survey designed for young people, parents/carers, referrers and the siblings of young people who had attended the course since 2009.
- The on-line survey conducted face-to-face with a random selection of young people, their parent/guardians and their referrers.
- Structured interviews administered at the beginning, middle and end of the course for the participants of cohort six which took place in Autumn 2013
- An on-line survey for referrers designed to assess how the Academy contributed to cost avoidance for Hampshire County Council.

1.3.1. Data analysis

The quantitative data spread-sheet captured information about:

- Demographics
- Care status prior to; at the time of; and after the course
- Education and employment prior to; at the time of; and after the course
- Mental and physical health prior to; at the time of; and after the course
- Substance use prior to; at the time of; and after the course
- Offending history and reoffending during and after the course
- Other information relating to attendance, attitude and behaviour.

Across the cohorts there were 116 young people that were referred and accepted onto courses between February 2009 and October 2013. Of these, 104 were referred to one course and 12 young people were referred to two courses, one after the other. As such, although there were 116 individual young people that were referred to the courses there were 128 referrals. Therefore, to ensure that data relating to referrals, attendance, and outcomes are as accurate as possible the data sets used are marginally different in some sections of this report. The table below provides information on the data set and the rationale for each section:

Section	Data set	Rationale
2.1 Referrals	Full data set (128)	Analysis relates to all referrals and referrals per course so full dataset is appropriate
2.2 Young people's background	No duplicates (116)	Analysis of young people's individual characteristics, which are used as a baseline for outcomes.
2.3 Completion rate	Full data set (128)	Analysis compares the proportion of all young people that completed, dropped out, and did not attend the course. As the completion rate is per course the full data has been used which includes some duplicates.
2.4 Young person's background	Full data set (128)	Analysis compares the proportion of all young people that completed, dropped out, and did not attend the course. As the completion rate is per course the full data has been used which includes some duplicates.
6. Impact	No duplicates (116)	Analysis of outcomes data excludes duplicates to ensure most robust outcomes data in comparison to the baseline.

For purposes of some analysis the data was broken down into:

- Those who completed the course (defined as from the beginning of week one to the end of the course however long it was).
- Those who dropped out at some point between week one and the end of the course.
- Those attended one or more sessions during the taster week but not during week 1 and these were labelled as 'did not attend'.

1.3.2. On-line survey

An on-line survey was designed based on the retrospective measurement of the 12 outcome areas through a fixed rating scale:

- Self-esteem
- Physical health, hygiene and self care
- Positive mental and physical outlook
- Learning and achieving goals
- Relationships
- Communication
- Empathy
- Risky or impulsive behaviours
- Meaningful use of time
- Offending
- Resilience
- Managing responsibilities

It was launched using survey monkey (www.surveymonkey.com) and marketed through emails to referrers and on the Academy Facebook and Twitter accounts. In total, responses were received from: 24 referrers; 9 young people; 2 parents/carers

Using the same survey template, additional data was collected by Academy staff members face-to-face. This data was originally intended to be included as separate case study data. However, the limited possibility for comparison within the sample meant that it was not usable for this purpose. As such, this data was analysed together with the on-line survey data. Two full sets of three interviews were carried out with the young person, their parent/guardian and their referrer, and two half sets of interviews were carried out with the young people and their referrer. In total, responses were received from: 4 referrers; 4 young people; 2 parents/carers. Therefore the total number of responses was 45, made up of:

- 28 referrers
- 13 young people
- 4 parents/carers

1.3.3. Self measurement of outcomes

In order to measure improvements in outcomes among cohort six the fixed rating scale used for the survey was adapted to assess self measured progress against the 12 outcome areas. The tool was administered in a series of three structured interviews carried out:

- During the taster week
- At the mid-point review

- At the end of the course after graduation.

Although 13 young people were interviewed during the taster week, and nine were interviewed at the mid-point, by the end of the study only eight young people remained on the course.

1.3.4. Cost avoidance

A short on-line survey was designed to capture any changes in frequency for young people in the following four areas

- Crimes committed
- Placement breakdowns
- Education or work placement breakdowns
- Need for a multi-agency intervention

In addition it asked referrals to identify if any costs had been avoided as a result of the young people attending the Academy. In total 24 referrals responded to the survey.

2. Profile of young people

Since the establishment of the Wessex Dance Academy (the Academy) in 2009, it has received 128 referrals of 116 young people. Twelve young people were referred twice.

2.1. Young people referred

2.1.1. Referrers

The majority of young people were referred by someone from the Youth Offending Team (YOT). Overall 45 young people were referred by their YOT Officer / YOT Worker, 31 were referred by their Education Provider or Education Worker and 17 were referred by their Social Worker or Social Work Assistant. Table 1 lists the origins of the referrals.

Table 1: Origin of referrals

Referrer	No. of referrals
YOT officer/YOT worker	45
School, Academy or other Education Provider	31
Social Worker or Social Work Assistant	17
YSS Worker	7
Housing Support Worker	5
Project or Youth Worker	4
Residential Care Worker	4
Family Support Worker	3
Self referral	3
Youth Crime Prevention Worker	3
Assistant Centre Manager	1
Hospital staff	1
Pastoral Support Worker	1
Youth Mentor	1
Unknown	1
Other	1
Total	128

The most common reasons for referring the young people to the Academy were:

- To gain confidence and self esteem boosting (the majority of young people)
- To encourage constructive use of time
- To help the young person feel a sense of achievement

- To socialise with other young people.⁴

2.1.2. Numbers of young people referred

Of the 128 referrals to the Academy since its establishment, 104 young people were referred to a course once, while 12 young people were referred to two courses at the Academy. This means that the total number of individual young people who attended courses at the Academy was 116.

The young people were referred to the Academy in cohorts. The original business plan anticipated that each cohort would consist of 18 young people. However, in practice, this full cohort number has not been achieved. On average, the cohorts had 14 referrals.

Table 2: Number of referrals per course

Course name	No. referrals
Pilot 1: Destino (2009 - 3 weeks)	13
Pilot 2: Momentum (2010 - 3 weeks)	19
Pilot 3: Sonhos (2011 - 6 weeks)	16
Cohort 1: Me Them Us (Spring term 2012 -12 weeks)	11
Cohort 2: Momentum (Easter term 2012 - 12 weeks)	19
Cohort 3: The Performance (Autumn term 2012 - 12 weeks)	12
Cohort 4: Rewritten Pages (Spring term 2013 – 12 weeks)	13
Cohort 5: Inbetween (Summer term 2013 – 12 weeks)	12
Cohort 6: Me Them Us (Autumn term 2013 – 12 weeks)	13
Total	128

A total of 12 young people were referred to two courses at the Academy and both referrals have been included as part of the total 128 above. Table 3 shows the number of young people that had attended a previous cohort, per cohort. Pilot 3 and Cohort 2 had the greatest number of referrals from young people that had attended a previous course.

Table 3: Number of young people that had attended a previous course

Course name	No. Attending previous course
Pilot 1: Destino (2009 - 3 weeks)	0 ⁵
Pilot 2: Momentum (2010 - 3 weeks)	2
Pilot 3: Sonhos (2011 - 6 weeks)	4
Cohort 1: Me them us (Spring term 2012 -12 weeks)	0 ⁶
Cohort 2: Momentum (Easter term 2012 - 12 weeks)	4
Cohort 3: The Performance (Autumn term 2012 - 12 weeks)	1

⁴ Based on 43 referral aims

⁵ Please note 2 young people attended a subsequent course

⁶ Please note 1 young person attended a subsequent course

Cohort 4: Rewritten Pages (Spring term 2013 – 12 weeks)	0 ⁷
Cohort 5: Inbetween (Summer term 2013 – 12 weeks)	1
Cohort 6: Me Them Us (Autumn term 2013 – 12 weeks)	0
Total	12

The most common repeat referrals were for the pilot courses. Eight young people that attended Pilot 1 or Pilot 2 also attended an additional course.

2.1.3. Demographics

The most common age of the young people referred was 15 years old, followed by 16 and 17 years old. The majority of these young people were female (77%) and White British (94%).

2.2. Young people's background

The young people referred to the course all came from complex backgrounds which included experience of trauma or bereavement and experience of Local Authority care.⁸ For example, of the 116 young people:

- 44 young people were reported as being Looked After Children.
- 10 young people were reported as having a known parent with drug or alcohol misuse issues.
- 4 young people were reported as being young parents when taking part in the course.
- 6 young people were reported as having Special Educational Needs.
- 3 young people were reported as being young carers.

2.2.1. Bereavement and trauma

Overall 61 out of the 116 young people had a recorded experience of bereavement or trauma. Relationship breakdowns or neglect were the most common, followed by alcohol or drug use by parents. Figure 1 below outlines the trauma/bereavements the young people had suffered prior to commencing the course. Please note that in the table, young people may have been entered in more than one category if they experienced more than one trauma or bereavement.

⁷ 1 young person attended a subsequent course

⁸ In order to provide an accurate reflection of the cross section of young people attending the course, all young people who were referred to more than 1 course have only been counted once. This means that the total number of young people referred to the course in this section is 116. Where the young person has different circumstances at each referral, the 'most recent' course information has been used.

Figure 1: Table to show bereavements / traumas of those referred to the Academy

Trauma / Bereavement	Total
Relationship breakdown / neglect	13
Alcoholic / drug use - parent / family member	10
Physical / domestic abuse – experiencing or witnessing	8
Bereavement	7
Disruptive behaviour / anger issues	6
Sexual abuse / assault	4
Family / Friend suicide	4
Several bereavements	3
Crime in family	3
Illness in family	2
Children's Home	2
Emotional abuse	1
Parent mental health problem	1
Homelessness	1
Foetal alcohol syndrome	1
Neglect	1
Previous sexual abuse	1
Sexually abused	1
Unsettled home life - moves in and out of care	1

2.2.2. Care status

Out of 116, a significant number of young people, 39, had received section 20 status prior to the course. The table below shows the young people's care history where it was known.

Table 4: Care status of young people referred to the Academy

Care Status of young people	Total
Section 20	22
Section 20, Foster care	17
At home with Social Worker involvement	8
Secure Unit / placement	4
Under Police protection, Foster Care	3
Adopted	1
On child protection plan due to DV concerns	1
No details provided	60
Total	116

2.2.3. Education status

The most common educational status for the young people prior to their course was being unemployed/NEET or not on a course, a total of 37 out of 116.

Following this, 27 young people were attending an Education Centre, and 21 were in mainstream school.

Table 5: Education status of young people before the course

Education status	Number
Unemployed/NEET/No course	37
Education centre	27
Mainstream school/Full time	21
Unknown	8
Attendance issues	7
Special school	4
Part time education	2
Permanent exclusion	2
Secure Children's Home	2
Apprenticeship	1
College/applying to college	1
Home educated	1
In prison	1
Inclusion Unit	1
PRU	1
Total	116

2.2.4. Offending

Of the 116 young people, 71 were recorded as having previously offended prior to commencing the course. The most common offence was assault/beatings (34%), followed by criminal damage (21%) and shoplifting or theft from shop (19%). Figure 2 shows a full breakdown of the offences that had been committed by the young people referred.

Figure 2: Young people's offending history prior to the course

Most frequent offences committed by young people (%)	
Assault / Beating	(34%)
Criminal damage	(21%)
Shoplifting / theft from shop	(19%)
Theft	(18%)
Assaulting police officer	(10%)
Causing harassment/alarm/distress	(10%)
Details unknown	(7%)
Burglary	(6%)
Threatening, abusive or insulting words or behaviour	(4%)
Failure to surrender to bail	(3%)
Being carried in motor vehicle taken without consent	(3%)
Taking without consent	(3%)
Breach of order	(2%)
Arson	(2%)
Driving without license / insurance	(2%)

Robbery	(1%)
Urinating in public	(1%)
GBH	(1%)
ABH	(1%)
Possession of drugs	(1%)
Drunk and disorderly	(1%)
Manslaughter	(1%)
Attempting to pervert the course of justice	(1%)
Failure to disperse	(1%)
Malicious communication	(1%)
Making threatening phone calls	(1%)
Violent disorder	(1%)
False imprisonment	(1%)
Causing a person to engage in sexual activity without consent	(1%)
Conspiracy to cause GBH	(1%)
Tampering with motor vehicle /damage to car	(1%)
Using violence to gain entry	(1%)
Threats to commit criminal damage	(1%)
Over 30 offences (not included in types of offenses above)	(7%)
Over 50 offences (not included in types of offenses above)	(2%)

2.3. Completion rates

2.3.1. Numbers of young people

On average, out of the 128 referrals, the cohorts have 14 young people referred and accepted and an average of 9 young people successfully completing each course. In total 75% or more young people completed Pilot 2, Pilot 3 and Cohort 3. Pilot 2 retained the largest number of young people for the full length of the course (16). Of the 12 week full courses, there was a higher rate of dropping out or not completing the course. Cohort 3 managed to retain the largest number of young people (9) and Cohort 5 had the fewest number of young people (5).

Figure 3: Number of young people in each course cohort

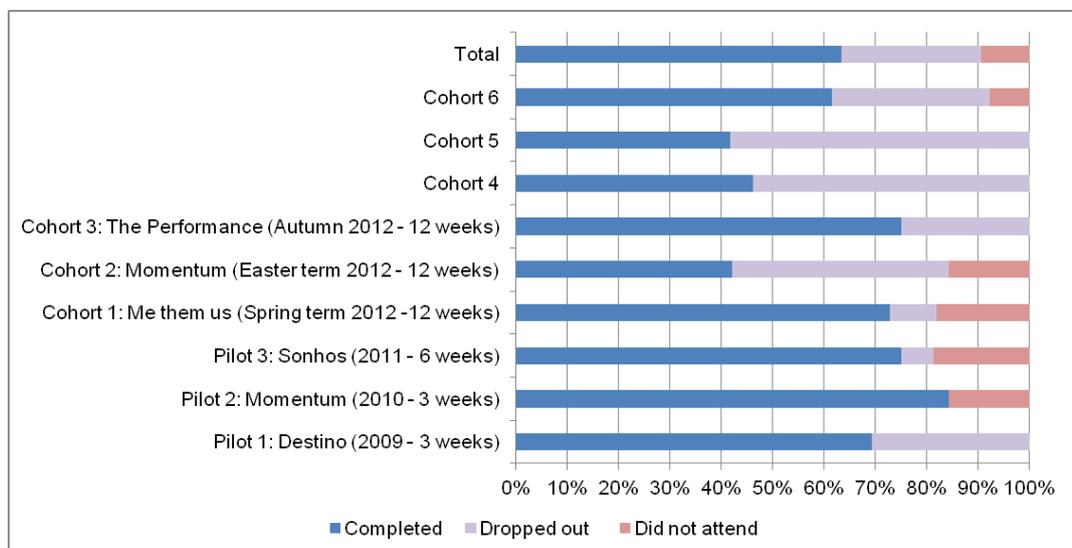
Cohort	Total	Completed	Dropped out	Did not attend
Pilot 1: Destino (2009 - 3 weeks)	13 (10%)	9 (11%)	4 (11%)	0 (0%)
Pilot 2: Momentum (2010 - 3 weeks)	19 (15%)	16 (20%)	0 (0%)	3 (25%)
Pilot 3: Sonhos (2011 - 6 weeks)	16 (13%)	12 (15%)	1 (3%)	3 (25%)
Cohort 1: Me Them Us (Spring term 2012 -12 weeks)	11 (9%)	8 (10%)	1 (3%)	2 (17%)
Cohort 2: Momentum (Easter term 2012 - 12 weeks)	19 (15%)	8 (10%)	8 (23%)	3 (25%)
Cohort 3: The Performance (Autumn term 2012 - 12 weeks)	12 (9%)	9 (11%)	3 (9%)	0 (0%)
Cohort 4: Rewritten Pages (Spring term 2013 – 12 weeks)	13 (10%)	6 (7%)	7 (20%)	0 (0%)
Cohort 5: Inbetween (Summer	12 (10%)	5 (6%)	7 (20%)	0 (0%)

term 2013 – 12 weeks)				
Cohort 6: Me Them Us (Autumn term 2013 – 12 weeks)	13 (10%)	8 (10%)	4 (13%)	1 (86%)
Grand Total	128	81	35	12

With the exception of one young person, all young people who dropped out of the twelve-week courses did so before the final week. The greatest number of young people dropped out during the first week of each course (12 out of 35 young people). In turn, six dropped out in the third week and four dropped out in the second and fourth week. However, no young people on the 12 week course dropped out in week five or week nine.

Figure 4 demonstrates the percentages of young people who completed, dropped out or did not attend the course for each cohort. There is no clear trend in terms of numbers of young people completing the course. However, it can be seen that an average of 63% of young people successfully completed each course.

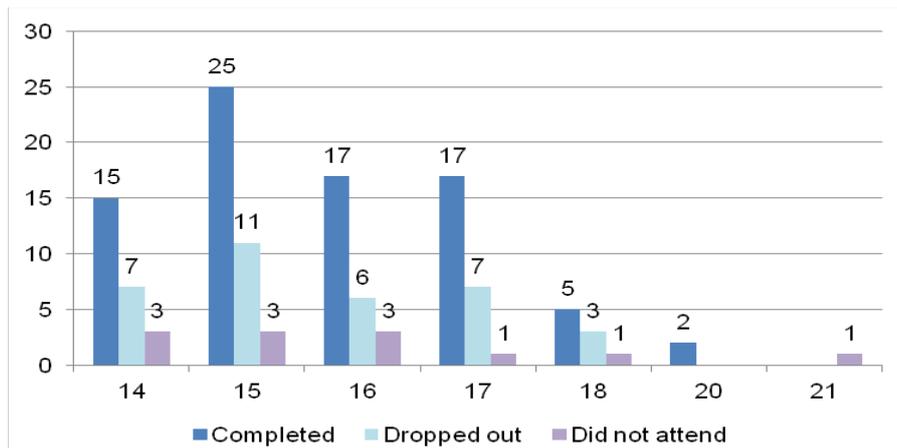
Figure 4: Graph to compare proportions of cohorts



2.3.2. Demographics

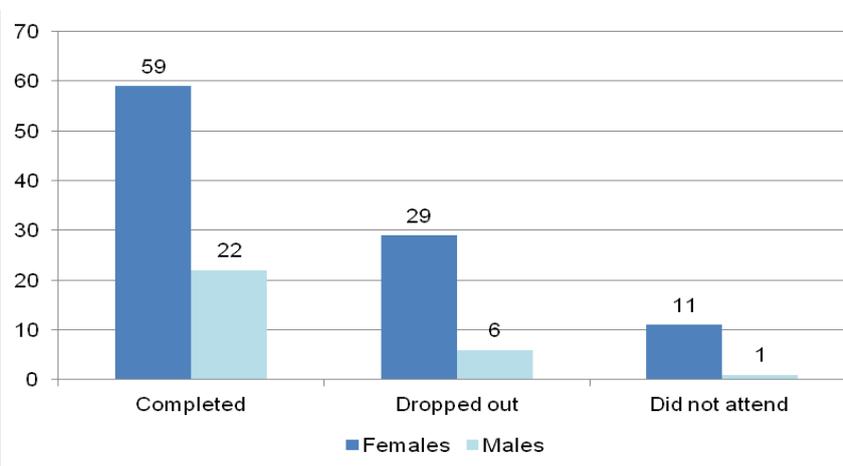
Those who completed the course were most likely to be aged 15 and 16 years old corresponding to the number of young people who were referred in that category. Those who dropped out were most likely to be aged 15 and those who did not attend represented a higher proportion of the youngest age group: 14.

Figure 5: Ages of young people



Overall 99 of the 128 referrals to courses (77%) were female compared with 29 males (23%). Despite this, Figure 6 shows that young men referred were more likely than young women referred to complete the course. Overall 76% of young men referred completed the course compared to 60% of young women referred.

Figure 6: Gender of young people



Overall 120 out of the 128 referrals (94%) were White British. Figure 5 shows the full breakdown of young people referred in terms of their ethnicity.

Figure 7: Ethnicity of young people by whether or not they completed the course

Ethnicity	Total	Completed	Dropped out	Did not attend
White British	120	77	32	11
Black African	3	1	2	0
Mixed British	3	1	1	1
Brazilian	1	1	0	0
Mixed British/ Egyptian	1	1	0	0
Grand Total	128	81	35	12

2.4. Young people's background

Trauma and bereavement prior to the course were reported for 39 out of 81 young people referred who completed the course (48%); 21 out of 35 of those who dropped out (60%) but only two out of 12 (21%) of those who did not attend, suggesting that young people who dropped out may be more likely to have experienced a trauma or bereavement.

In terms of education or work status, the largest proportion of the 53 young people who had issues with employment or education (i.e. unemployed, NEET, Not on a course, attendance issues or permanent exclusion) dropped out of the course. Indeed 46% dropped out compared to 42% that completed the course and 25% did not attend. In comparison, 88% of young people that attended mainstream school, were in full time education, college or an apprenticeship completed the course, with only 12% dropping out and none of whom did not attend. This suggests that young people in mainstream school, full time education or college were more likely to complete the course than drop out or not attend.

There was evidence that 46 of the 81 young people that completed the course had a history of offending (57%). However, 23 out of 35 young people that 'dropped out' (66%) had a history of offending, as well as the 10 out of the 12 people that 'did not attend' (83%). This suggests that people who did not attend or dropped out of the course may have been more likely to have a history of offending.

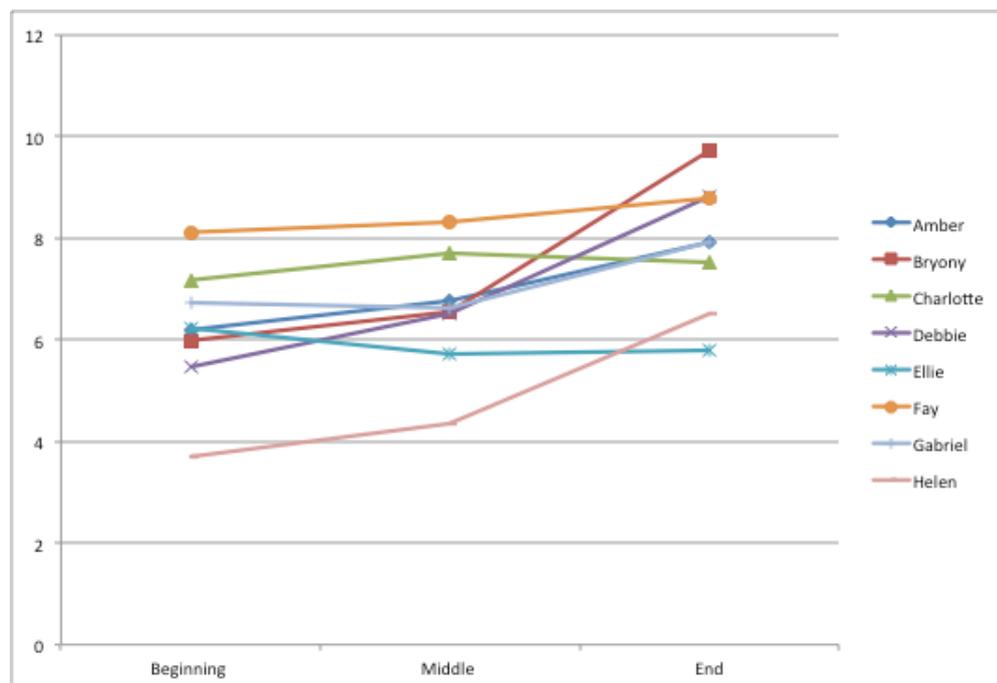
3. Cohort six outcomes

The young people on cohort six, which took place during Autumn 2013, were the subject of detailed study. In total, eight young people completed the course and their experiences in terms of the twelve outcome areas are explored below. Please note that all of the young people were female and have been given new names for the purposes of the discussion on their outcomes in order to protect their identities.

3.1. Overall cohort experience

Being at the Academy translated into observable increases in outcomes for the young people on cohort six. Overall the cohort showed a clear improvement in their total outcomes score from the beginning of the course to the end. On average the young people increased their outcome scores by 1.7 points by the end of the course. Indeed, all except for one young person, Ellie, increased their average score from the beginning of the project to the end of the project. The greatest increase in score was for Bryony with a rise in points of 3.7. The smallest rise was 0.4 for Charlotte and Ellie showed a score of negative 0.4. Figure 8 shows the overall average scores across the cohort.

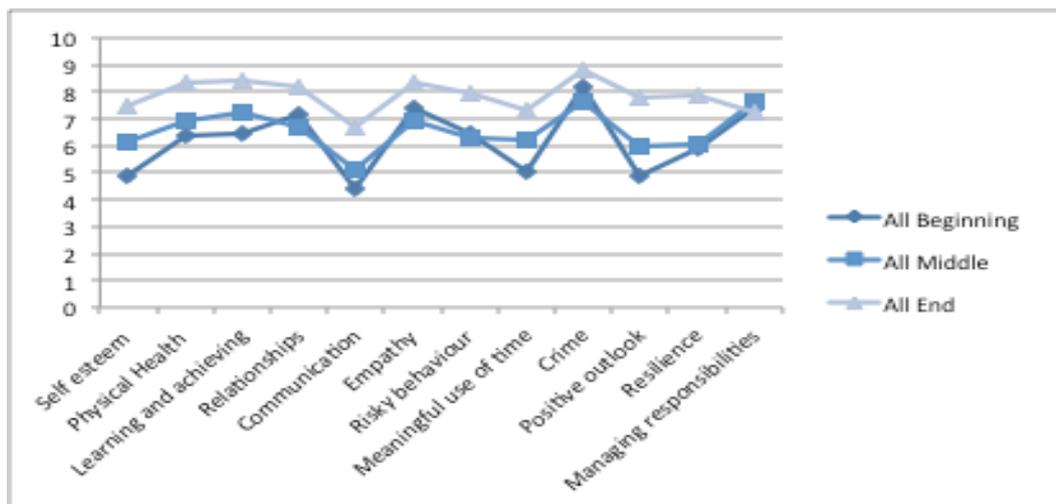
Figure 8: Average outcome scores across whole cohort by young person



The project positively impacted on the majority of the twelve outcome areas. Figure 9 shows how great a difference the project made to the young people across each outcome area. The greatest difference was shown in positive mental and physical outlook. All outcome categories except managing responsibilities saw an improvement between the beginning and the end of the course:

- Positive mental and physical outlook (improved by 2.9 points overall)
- Self esteem (improved by 2.6 points overall)
- Meaningful use of time (improved by 2.3 points overall)
- Communication (improved by 2.3 points overall)
- Resilience (improved by 2.0 points overall)
- Learning and achieving goals (improved by 2.0 points overall)
- Physical health, hygiene and self care (improved by 2.0 points overall)
- Risky behaviours (improved by 1.5 points overall)
- Relationships (improved by 1.0 point overall)
- Empathy (improved by 1.0 point overall)
- Crime and doing something positive for the community (0.6)
- Managing responsibilities (-0.2)

Figure 9: Average cohort scores by outcome area



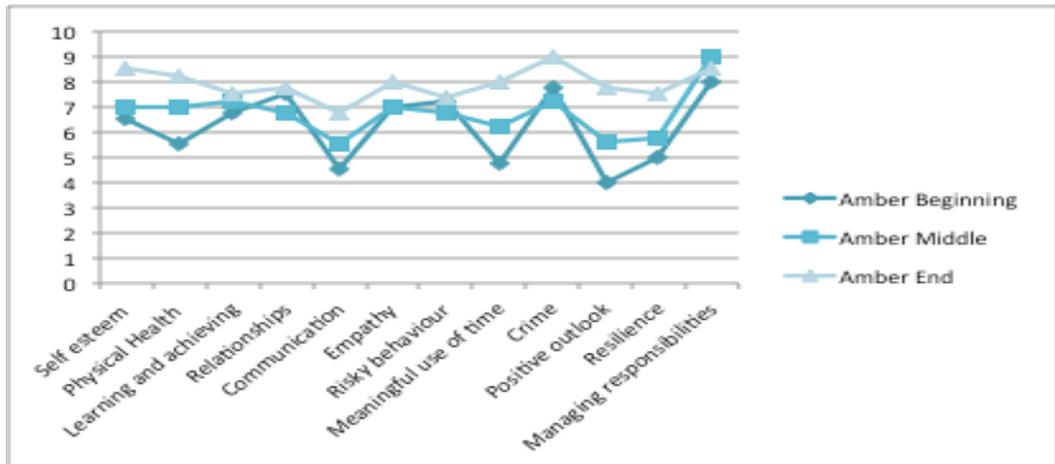
3.2. Individual cohort experience

Each young person had a unique experience at the Academy and therefore demonstrated improvements in different areas. Below, each of the young people's journeys is discussed in detail.

3.2.1. Amber

The Academy enabled Amber to grow in self-confidence and find more motivation. Overall she found the best thing about it was that it gave 'me the confidence boost - it's made me generally a lot happier.' Amber's overall scores rose by 1.7 points from 6.2 in the beginning, to 6.76 in the middle to 7.91 by the end of the project. The graph below demonstrates that for every single outcome area except Managing responsibilities she showed an increase in score.

Figure 10: Amber's average scores for each outcome area



Self-esteem

The biggest change for Amber in the self esteem scores was for liking herself and feeling that she could achieve things. This is reflected in her commentary. Whilst at the beginning she noted that 'I don't have much confidence in myself. When I achieve something it makes me feel better about myself'. By the end she explained that 'my confidence has gone up - I'm a lot happier - I felt quite proud after the performance.'

Physical health, hygiene and self-care

Amber's scores rose dramatically in physical health particularly regarding her physical fitness and exercise. Whereas at the beginning she said 'I'm not fit because I don't exercise', at the end she reflected on this, saying 'I'm exercising a lot more now I'm here... At the beginning I never used to exercise and keep fit but being here it's strict with the exercise. You have to keep up with it and keep fit.'

Learning and achieving goals

Amber's scores in learning and achieving remained fairly consistent with a small decrease in score for attendance and small increases for doing well, enjoying learning and having goals. This appears to centre around the fact that she felt she had few goals in life which she mentioned at the beginning and at the middle. By the end she was notably touched that she had been asked to come back and be a 'role model' for the next cohort at the dance school. This, and her other achievements had helped to temper her worry that she did not know what to do in the future. As she explains: 'They've asked me to come back and be a role model in January so I know I must be good in some sense but I still don't know what I want to do in the future so I don't have goals to set.' Nevertheless, she said; 'I didn't really believe in myself beforehand and now I know I can do it.'

Relationships

There was very little change in Amber's scores for relationships, however some slight increases were seen in having good friends and trusting adults. Whereas at the beginning and middle she explained that she is 'quite careful of who I trust' and 'I don't trust adults just cos they are adults' she felt at the end that 'I can trust everyone here and I used to have a bit of a problem with trust.'

Communication

Amber's scores for being able to feel confident talking to anyone, believing

people will listen if she tells them how she feels, and expressing her true feelings all increased markedly throughout the course. However her reflection at the end of the course showed that she was still holding back 'I like to bottle things up - I tend to want to deal with things myself before I speak to anyone else about it'.

Empathy

Most of Amber's scores had only a slight change in terms of empathy. However she did both express and show a difference in score for feeling part of things around her. As she explains 'being here I feel like we're a company and like I'm in it where at the beginning I didn't really feel like that... I feel a lot better about myself and I've made a circle of friends and there's just a lot more trust involved and we're all working together and helping each other.'

Risky behaviours

Amber's scores for risky behaviour stayed quite static however there was a decrease in her score for risky behaviour indicating that this was still an area of concern. Nevertheless, her reflections showed that she was becoming more in control of her alcohol intake. Whilst at the beginning she explained that going to parties and drinking and taking drugs were very much part of her life, at the end she said 'I like to go to parties at the weekend and have a drink but I don't like getting to a point where I don't know what I'm doing and I'm not in control of myself.'

Meaningful use of time

All of Amber's scores for meaningful use of time increase markedly. In particular she appeared less bored. Whereas at the beginning and middle she said that she got bored of things quickly, at the end she said she rarely felt bored. It appears that she is better able to use her time meaningfully due to additional confidence and motivation that she has gained through the course. She stated that 'I always find something to do when I get bored because I've got the motivation to go and do something. I've got a lot more motivation to do things now whereas before I didn't really have any.'

Crime and doing something positive for the community

Amber's scores for crime stayed almost exactly the same during the course except for committing a small crime. Although by the end of the course she was much less able to see herself committing a small crime she explained that 'If I was to commit any crime I could I see it being really small, but I'd never have the guts to commit a big crime... I didn't really care too much about how much trouble things would get me in (at the beginning) so I would have got into a small crime instead of telling myself I'm not going to.'

Positive mental and physical outlook

It is in Amber's mental and physical outlook that the biggest increases can be seen. She was dramatically more in agreement that she couldn't wait to get out of bed in the mornings, stood and walked tall, thought positively and was motivated at the end. At the beginning she described her outlook as 'I don't have much confidence in myself so I don't tend to stand and walk tall. I normally think more negative than I do positive I'd be motivated if it was something I was excited to do, if not then I have no motivation at all'. Whereas at the end she said 'since I've been here I've got a lot more confidence and motivation so at the beginning I wasn't really comfortable with myself and since being here it's progressed and I feel a lot better.'

Resilience

There were significant increases in Amber's resilience scores in the areas of trying again if she fails, coping and surviving. At the beginning she said 'because I think quite negatively I feel if something bad happens I should just give up'. In the middle this had started to change, and by the end she explained that 'I'm quite determined so if something goes wrong I tend to get up and do it again. I'm better at dealing with things when they go wrong now - I try to look for the positives when they do.' When asked why there was such a change she explained that it was due to her 'confidence - and feeling confidence in myself so I know not to let myself feel let down again.' The reason for her confidence was that 'being here they make you realise that you can do things that you couldn't do before. They make you feel good about yourself. If you've done well then they will praise you and remind you you've done well. When you are at school they pick up on the negatives. Here they pick up on the positives so you're reminded you can do something.'

Managing responsibilities

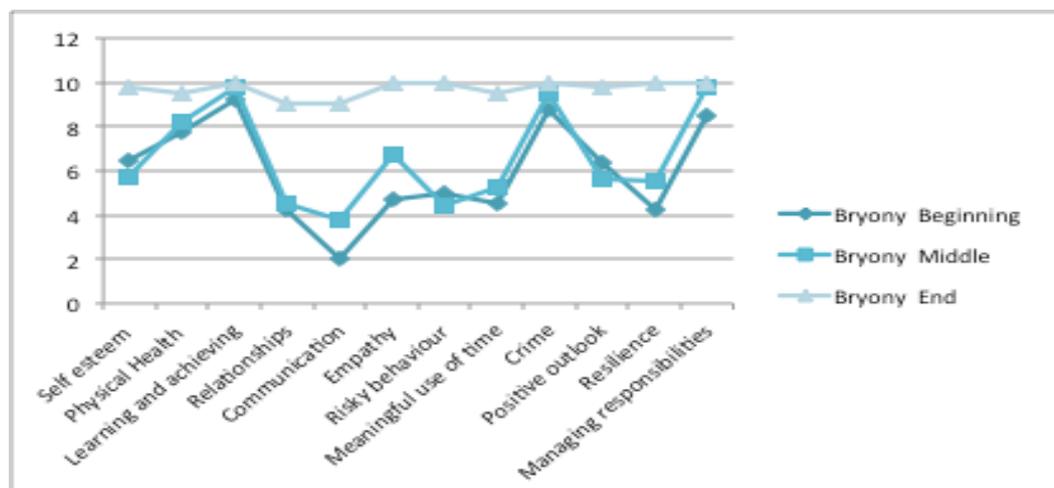
Amber's scores stayed static in meaningful use of time for everything except that she showed an increase in the belief that professionals are there to help her.

If Amber had never taken part in the Academy course then she thinks that 'I'd probably still be sat at home all day doing nothing. This has kind of given me the chance to do something with my life. It's opened up doors for me - I feel like I can push myself a lot more - I know there are more things I can do. They've asked me to come back and be a role model whereas before I thought I'd leave and be in the same situation again.'

3.2.2. Bryony

The Academy helped Bryony to feel much less held back by her physical disability and has a clearer, and more positive, outlook on her life. As she said it 'changed the outlook I've had on life - just made it all better and everything'. Bryony's overall scores rose by 3.7 points from 6.0 in the beginning, to 6.6 in the middle to 9.7 by the end of the project. The graph below demonstrates that for she was scoring consistently highly in all areas by the end.

Figure 11: Bryony's average score for each outcome area



Self-esteem

Bryony struggles with a medical condition in her back. This very much affected her self-esteem at the middle point interview when she said 'I don't like myself because of my back and it restricts me from doing quite a lot of things. My back holds me back a lot.' However, throughout the course her scores increased dramatically in liking herself, achieving things and being proud of herself. By the end she was confident that 'I know I can achieve things if I just put my mind to it.'

Physical health, hygiene and self-care

Most of Bryony's health scores had no or slight increase except in physical fitness where there was a dramatic increase. At the end of the course her scores were 9 and 10 for everything. She explained that 'I try to eat healthily but it's sometimes you don't feel like cooking' but 'rather than eating chocolate you have to have pasta. I have a ten for exercise because I know it is important to exercise.'

Learning and achieving goals

There was little change in Bryony's scores for learning and achieving as she had always felt positive in this area. However there was a small increase in enjoying learning and having goals. This can be clearly seen by her own reflections at the end of the course 'over the 12 weeks you've got a better understanding of what you want to do in life and what you can achieve. I know I want to do something with dance and children. No-one thought I could do it cos of my back. Doing this course has completely changed how I feel about my back. Rather than not trying to do things and blaming my back, it stops me but doesn't stop me full stop. I need to be committed to do things.'

Relationships

Bryony showed a dramatic increase in her scores for trusting adults, having adults to look up to and having good relationships with those she cares about. Nevertheless, by the end of the course she still had some difficulties believing adults were trustworthy. As she explained 'I can trust some adults - like my key worker - but not all of them because they just let me down - like social workers - they don't listen to you.'

Communication

It is in communication that Bryony's scores showed the most dramatic increase for every category. Regarding expressing how she really feels she explained at the beginning that 'I don't find it easy to express how I feel because from 11 to 15 I just had to keep quiet about things and pretend everything was ok' and scored it 1. By the end she scored this category 9 and added that she had gained confidence talking to people 'because doing dance you have to be confident doing it. When we show the dances then we have to show them but at the beginning I'll be really shy. You have to be confident for yourself not for others.'

Empathy

Bryony's scores in empathy increased significantly so that by the end of the course she scored every category the highest score. In her reflections she talked mainly about feeling included. At the beginning 'the reason why I put a few is because sometimes I don't feel like I'm included in anything really but that's slightly changed'. In the middle her scores had increased because 'here the dances include everyone - even if you don't get it if you try and sit out they include you.' By the end she explained that during dance everyone is involved because we work as part of the company.'

Risky behaviours

Bryony appeared to be much more likely to refrain from self harm, and refrain from doing things that might hurt her or other people by the end of the course. She explained the difference in her score as being 'because I know I can do things if I put my mind to it and harming myself in any way is not the answer.'

Meaningful use of time

Bryony had consistently high increases in scores across the category of meaningful use of time. She appeared to have high concentration and motivation levels throughout the course. When explaining the difference in her scores she said the difference was because 'I've got more of an understanding about life - knowing where I want to go in life and knowing anything is possible.'

Crime and doing something positive for the community

There was very little change in Bryony's scores for positive contribution and crime - they remained at a high level because she had a consistently strong opinion against crime. Her scores did increase for wanting to do something positive for her community however. At the end she said 'I want to do something positive for the community because I want to be regarded as a very helpful person and making things better.'

Positive mental and physical outlook

Bryony's scores rose markedly in smiling a lot, thinking positively and being motivated. Whilst at the beginning she already appeared to have a sunny and positive manner this had increased even further by the end of the course. She explained 'I can't wait to get out of bed in the mornings because I dance. But I do try and think positively because if I think negatively then they will go wrong but you just need to keep on trying until you achieve it.'

Resilience

Again, Bryony's reflection on her resilience was positive at the beginning of the course, but even more dramatically positive at the end. Her scores increased most largely for surviving, and also for coping and feeling in control. She explained at the end 'if something fails it's a chance to make things better. So say if I've done a piece of dance and there are improvements then there is a chance to make it better and then you feel good knowing you've improved'. Regarding coping with things when they go wrong she said '90% of things is how you react, so if something happens then you can have control over how it pans out.'

Managing responsibilities

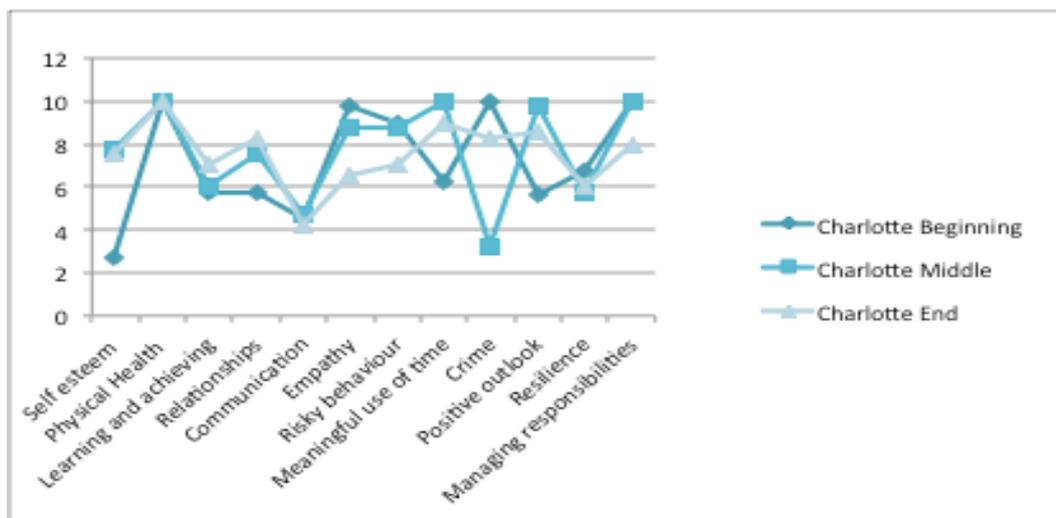
There was an increase in Bryony's scores for believing professionals are there to help and managing her responsibilities, however the other scores remained static.

Bryony said that 'coming here for just 12 short weeks has improved my life dramatically. 'Cos I used to have a thing about eating and now I know you need to eat healthily. Four months ago I had major surgery on my back and it's been a dramatic difference. My key worker knows the difference. Knowing that I've done that has been an amazing feeling - having the belief - knowing you can dance.'

3.2.3. Charlotte

The Academy gave Charlotte greater self-esteem, and helped her to trust others and make friends. Although she spoke little throughout the interview process she said at the end that going to the Academy had made a difference to her life 'in a good way'. Charlotte's overall scores rose by 0.4 from 7.2 in the beginning, to a height of 7.7 in the middle to, a slightly lower but higher than the beginning, 7.5 by the end of the project. The graph below demonstrates a complex and fluctuating path for Charlotte, but one that appears to have got gradually more balanced by the end of the course.

Figure 12: Charlotte's average score for each outcome area



Self-esteem

Throughout the interviews at all points Charlotte declined to give reflections on her scores. Nevertheless, much can be seen from the scores themselves and reflections on her engagement throughout the visits. Charlotte's scores in self esteem increased in all areas during the course. The most dramatic increase was in comparing herself to others, followed by being proud of what she has achieved and then achieving and liking herself. There was more of an increase at the mid point however, regardless of this spike, there was an unmistakably positive increase overall.

Physical health, hygiene and self-care

Charlotte's scores in Physical health remained exactly the same - at the highest score - throughout all points in time and in all categories.

Learning and achieving goals

There were small increases in Charlotte's scores for having goals, and enjoying learning even though they were scored highly from the beginning. There was a small increase in attendance. However there was no change in feeling that she was doing well, this score remained consistently low.

Relationships

Charlotte's scores were consistently high for having a good relationship with the people she cares about, and high for having adults that she looks up to. There was a positive spike during the middle of the course for having adults that she

can trust but overall there was no change in score. When first asked about having good friends at the beginning of the course she answered that she didn't know and declined to score. However by the mid and end point she scored this category 10 indicating that she felt much more confident in this area. In an interview with the videographer at the end of the project she revealed that she had made friends on the course 'I like dancing... I like dancing with G – me and her are best friends cos she's funny and she's nice and I enjoy dancing with other people.' She also talked of not wanting to leave the friends she made at the Academy.

Communication

Charlotte scored consistently high in her ability to listen to other people and consistently low in feeling that if she tells someone how she feels they will listen. She had a slightly negative score overall in being able to express how she really feels. Her answers in this communication section appear reflected in her reluctance to elaborate on her answers during the interviews. However, in her interview with the videographer she was much more communicative. There she also explained that 'I asked my social worker if I am doing boxing – to get my anger out.'

Empathy

Within the scores in the empathy category there was a marked difference. For liking people and caring about people she always scored these 10 at all three points in time. However for feeling part of things and having perspective there was a significantly more negative score in both categories than there was at the beginning.

Risky behaviours

Overall, Charlotte's scores in risky behaviour were significantly more negative at the end than at the beginning. This was particularly in the category of taking drugs, followed by drinking alcohol and taking risks. Her score for self harm showed no change and remained consistently positive indicating that she would not self harm. Only in not taking risks if she or someone else could get harmed was there a positive increase by the end.

Meaningful use of time

Charlotte's scores remained consistently high for having lots of activities, with a spike of positivity in the middle for being bored, and increased significantly for being able to concentrate and feeling as if she was creative and full of ideas.

Crime and doing something positive for the community

Charlotte's scores relating to crime and positive contribution remained consistently high at the beginning and the end of the course except in thinking that it is not a good idea to commit crime. Her score significantly increased here indicating that by the end of the course she thought more positively about committing crime which is a concern.

Positive mental and physical outlook

Charlotte showed a dramatic increase in her score for standing and walking tall with the score increasing from a 1 at the beginning to a 10 at the middle and end of the course. There was also a significant increase in the score for feeling as if she can't wait to get out of bed in the mornings. Her score for smiling also increased whereas thinking positively and feeling motivated were slightly lower at the end than at the beginning. In her interview with the videographer she explained that 'cos when I go home I'm happy and I learn how not to hurt people

and count up to ten.'

Resilience

Charlotte's scores within the resilience category were mixed. Her score lowered greatly for coping, increased for feeling in control, stayed static for surviving and slightly decreased for trying again if she fails.

Managing responsibilities

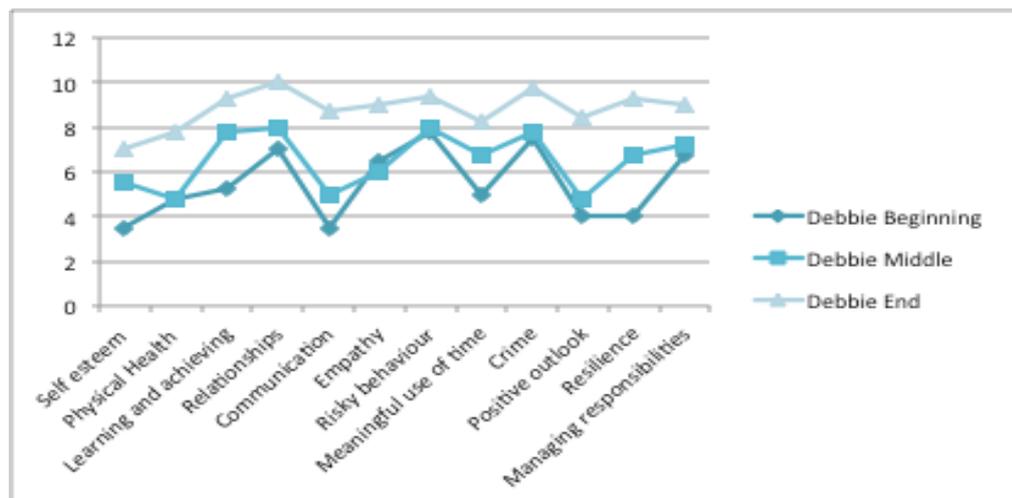
Charlotte scored consistently high - at 10 for knowing professionals are there to help her and filling out forms, however her score decreased for turning up on time for meetings and taking care of her responsibilities.

Charlotte said that the best thing about the Academy was that it 'helped me to behave when I go back to school. I'm going to behave and not be naughty. Cos I've been good here not naughty.'

3.2.4. Debbie

The Academy helped Debbie to feel a sense of personal achievement that helped her to feel more positive about her future and the goals she wanted to achieve in life. She says the best thing about the Academy was that it 'helped me through things that I wouldn't have been able to handle on my own.' Debbie's overall scores rose by 3.4 points from 5.5 in the beginning, to 6.5 in the middle to 8.8 by the end of the project. The graph below demonstrates that she was clearly feeling better in every single category at the end of the course.

Figure 13: Debbie's average score for each outcome area



Self-esteem

Debbie's scores for self esteem all improved from the beginning of the course to the end. The increase was most significant in her feeling proud of what she achieved and liking herself and then also in comparing herself to others and feeling she can achieve things. She noticed this herself 'I am just happy. Since I've come here I've been happy about myself. When I got asked before I wasn't confident about what I looked like - I got scared looking in the mirror and now I feel like I've done something good and now I can look in the mirror and feel proud and think it could be worse.'

Physical health, hygiene and self-care

Debbie's scores rose in the categories of physical health, most vastly in exercising, followed by being physically fit and eating healthily. At the end she stated that 'I think I've got fitter since I've come here and done something with myself instead of sitting around doing nothing... when I was at home I used to just watch TV and didn't go out with my friends and now I get tired in the evenings now from where I've been doing something in the day.'

Learning and achieving goals

Debbie's score for doing well dramatically increased from the beginning of the course to the end rising from a score of 1 to a score of 9. In the categories of attendance and enjoying learning her scores also greatly increased and she consistently felt she had goals in her life. At the end she appeared to be more open to new learning experiences. As she explained 'I think I've tried more with things since I've been coming here and I want to give things a chance even if it sounds boring or like I wouldn't like it. I didn't want to do this - I only came here to see what it was like and then I liked it and now after 12 weeks I'll think about where I want to go in the future.' For example she said that now 'if someone asks me to go to college or something - like a job, or if I get asked to do good I might just give it a chance before putting my nose up at it.'

Relationships

By the end of the course Debbie scored every category in relationships a 10. In most cases this was a significant increase, however for trusting adults this score was the same as for the beginning. It appears that the course had a direct influence on improving her relationship with her mum. She explained 'I used to have loads of arguments with my mum and I used to avoid her: When she came home from work I'd go out and when she went to sleep I'd come back. Since being here we talk more and it taught me to give people a chance and let them put their opinions across.'

Communication

All of Debbie's scores increased in communication, particularly for expressing how she really feels and feeling that if she tells someone something they will listen. She said at the beginning 'I don't talk to anyone about any of my problems and I hate counsellors 'cos I think they are nosey people that just want to find out information - they don't really care about me they just want to know things. I don't think that anyone will want to listen to my problems.' However, by the end of the course she explained how this had changed: 'Since I've come here I've just believed that more people actually care. Before I came here I didn't like talking to people about my feelings 'cos I thought they would just want to find out about my business. I feel like they actually care about how I'm feeling and they want to look after me. 'Cos if I don't come in or if I'm upset they ask and they try and help me.'

Empathy

Debbie's scores increased in all the empathy categories but most dramatically in feeling a part of things around her. For example at the beginning of the course she said 'I don't feel like people want to involve me with things' yet at the end she said 'I actually feel like I am part of something now.'

Risky behaviours

Debbie's scores increased for not doing something if it might harm herself or others and for self harm. There was a very slight increase in risky behaviour in general. Her scores stayed statically high when discussing drugs and alcohol

however in her commentary she said that 'I've learnt a lot more of the consequences if you take drugs and drink more from being here - from talking about it and being in situations'. When probed she explained 'from being in situations and been in trouble - they've (the Academy) helped me sort it out - just 'cos friends are doing stupid things like drugs and drinking too much doesn't mean I have to follow them. I'm my own person.'

Meaningful use of time

There was an increase in all areas of meaningful use of time for Debbie. They rose most in concentration, followed by being creative, not being bored and then having lots of activities. Debbie says the scores increased because 'I used to sit at home and do absolutely nothing - I used to be bored all of the time But since I've met new people I've got more opportunities than I had before 'cos I didn't give myself a chance to do anything.'

Crime and doing something positive for the community

By the end of the course Debbie was more likely to agree that she wouldn't commit a petty crime and that she wanted to do something positive for her community. She explained at the end of the course how this was because 'I have experienced getting into trouble with the police for some things and I regret all of them and I've learnt my lesson not to get involved with those sort of people that cause trouble. It's just the consequences. If you get in trouble with the police it's a normal reaction to get scared and I've bought a lot of trouble back to my family house and I regret it 'cos I've put the family in danger.'

Positive mental and physical outlook

In all categories positive mental and physical outlook Debbie's scores increased, and in being motivated and wanting to get out of bed in the mornings in particular. It was clear that Debbie was also thinking more positively from her scores and commentary. She said at the end 'I got more happy and confident since I've come here 'cos I just don't care what anyone thinks anymore. Before I used to care what everyone thought. If someone gave me a dirty look in the street I'd assume things and get really paranoid. But now I think that person doesn't know me so they don't get to ruin how happy I am.'

Resilience

Debbie's scores in resilience increased in all aspects with a particularly significant feeling that if she failed at something she would try again which rose from 1 to 10 during the course. At the beginning she said 'I never try again if something's gone wrong because I get scared that it will go wrong again.' However at the end, in an interview with the videographer she talked much more positively about her goal of hairdressing: 'I didn't believe I would get successful in hairdressing... [but now] I wanna give it a go. Even though I might fail I wanna give it ago and before I didn't wanna give it a go cos I just thought that I'd get rejected... [From now on I will] think of the positives - think of how I might actually get far in life if I go for what I want, even I might get rejected by a couple of people - by a couple of hairdressers - but then you just carry on going don't you? Get over it.'

Managing responsibilities

Debbie's scores increased for most categories of managing responsibilities. There was a large increase in taking care of responsibilities and also, at the end, she explained about her growing respect for the need to turn up on time for things: 'I turn up on time 'cos I'm used to getting up earlier now and doing something with my life. I didn't give it 100% thought before so if I don't turn up on

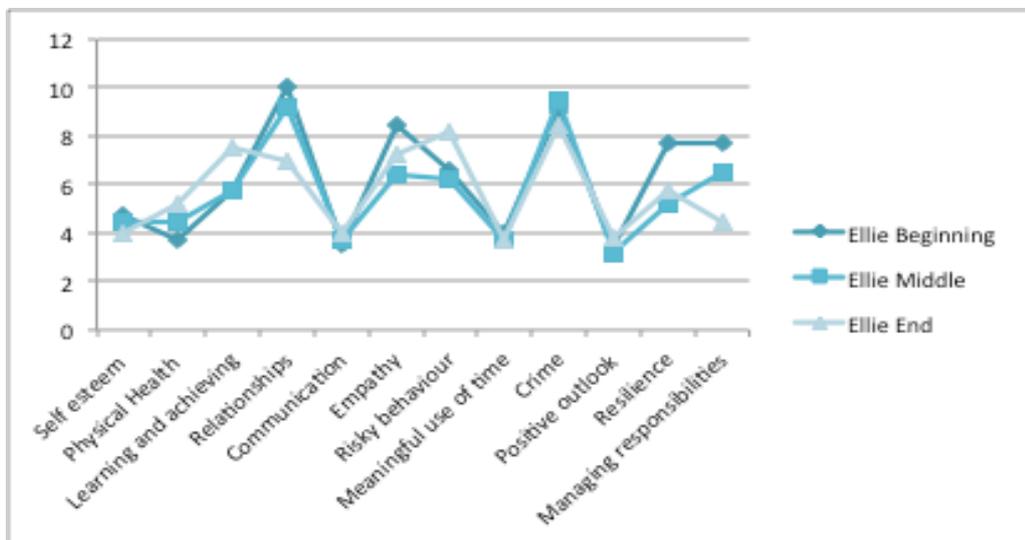
time then it won't matter. Now I think if I turn up on time I get an extra hour of doing what I enjoy. If I turn up on time I might actually get somewhere in life.'

If Debbie hadn't have come to the Academy she says 'I would have got into trouble more with the police and I wouldn't talk to my mum and I would have stayed in all the time or I would have been out all night. I basically would have just run away from home really and run away from my problems.' When asked how she copes with things now she explained that 'I just talk to people - like Clare and my mum and the people that actually care - it calms me down'.

3.2.5. Ellie

The Academy did not have a great impact on Ellie's overall outcome scores but appeared to have helped her be more empathetic towards others feelings. Despite her overall scores being negative she said that the best thing about the Academy was that 'helped me with my behaviour and attention span. I think that's going to help me get back to school.' Ellie's overall scores decreased by minus 0.4, from 6.2 in the beginning, to 5.7 in the middle to, a slightly higher 5.8 by the end of the project. The graph below demonstrates a fairly consistent and unchanging journey in Ellie's outcomes.

Figure 14: Ellie's average score across each outcome area



Self-esteem

Ellie's scores in self esteem increased slightly or stayed static except for feeling proud where there was a dramatic decrease in the end. This appears consistent with her commentary. She had a very similar answer at the beginning and at the end. At the beginning she said 'I am proud of what I achieve when I achieve it' and at the end she explained that 'sometimes I feel like I can achieve things and when I do I feel very proud because I feel I have trusted myself to achieve it.'

Physical health, hygiene and self-care

Ellie's scores rose in most areas of physical health except for being clean and tidy which was always scored 10. Her commentary implied that she was slightly apprehensive about the end of the course and what that might mean for her physical health. She said "Cos this has finished I'm not going to be doing dance every day'.

Learning and achieving goals

Ellie's scores for learning and achieving were mixed. There was a dramatic increase in her scores for attendance and doing well, however there was a dramatic decrease in enjoying learning new things. She said at the end 'I haven't been in school for 12 weeks but I've been here. I want to be an actress I've always said that.'

Relationships

There was a consistent and large decrease in all categories of relationships from the beginning of the course to the end of the course. However, this decrease was not reflected in her commentary. At the end of the course she said 'normally I feel like adults are just there to criticise you but doing this course I think they are there to support you and you can trust them and not all adults are idiots.'

Communication

Ellie's scores increased in all areas of communication except in trusting that if she tells someone how she feels they will listen where the score decreased. As she explained at the end of the course 'I only feel confident talking to people I know really well - I'm opening up and talking to them about things that mean a lot to me.'

Empathy

Ellie's scores decreased in having perspective and liking other people but were only slightly increased in feeling part of things and static in caring for others. At the end she said that 'I think I understand the questions more now' so this may explain the decrease, as in her commentary she said that 'people have changed and helped me. People have helped me notice things (Academy students and staff) - like acting like I don't care about people's feelings and I don't want them to think that, so I've changed.'

Risky behaviours

Ellie's scores stayed the same for self harm and harmful behaviour, however her score for taking risks and not drinking too much alcohol increased dramatically. With regards to alcohol, at the beginning she said 'I love to drink, but I don't get myself paralytic. I just have a drink once in a while.' by the end 'I don't really drink that much anymore.'

Meaningful use of time

Ellie's scores rose for concentration and doing different activities but decreased for being creative and full of ideas. She said consistently at the beginning, middle and end that 'I'm always bored'.

Crime and doing something positive for the community

Ellie's feeling regarding crime remained consistently very negative. As she said at the end 'I've always said that people that do things that are illegal are just silly - what's the point in having others or doing drugs or whatever?'

Positive mental and physical outlook

Regarding having a positive outlook Ellie's scores were broadly the same during each point in time and across each of the categories. She did increase in her score for motivation however.

Resilience

Ellie's scores for resilience decreased from the beginning of the course to the end in terms of surviving, feeling in control and also slightly for coping. Her

scores for trying something again if she fails remained the same. She said at the end of the course 'I try my hardest to try again. I will try a few times and then give up because I think if you try at least sometimes then you can say you tried. I feel like my life is a bit out of my control - I feel like I'm a puppet.'

Managing responsibilities

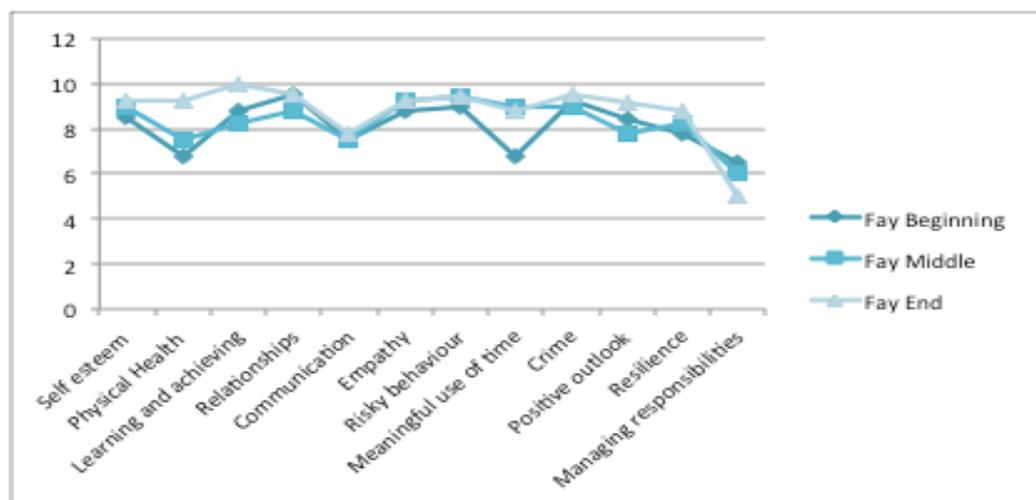
In managing responsibilities, Ellie's scores decreased largely in all categories except for in taking care of responsibilities where there was a small decrease.

Ellie felt that if she had not come to the Academy then 'my attention span would still be short and my anger would be short. Now I don't get out of breath so easily.'

3.2.6. Fay

The Academy helped Fay to be more determined. She said the best thing about the Academy is 'the dancing - it's something I want to do and it's helped me get a taster for what it's like to work so hard and achieve something.' Fay's overall scores rose by a modest 0.7 points from 8.1 in the beginning, to 8.3 in the middle to 8.8 by the end of the project. The graph below shows a consistent but slight rise in most outcomes areas.

Figure 15: Fay's average score for each outcome area



Self-esteem

Fay's self-esteem scores rose slightly from the beginning to the end of the course and at the end she said that 'I'm more, like, confident.'

Physical health, hygiene and self-care

There were increases in all of Fay's scores for physical health, particularly exercise. This was reflected in her commentary she said at the end that 'I never used to exercise I never wanted to do anything and now I do. Cos it's something I want to do with my life. It's better than sitting down doing nothing.'

Learning and achieving goals

Fay scored every category of learning and achieving a 10 by the end of the course, the most dramatic difference in score was for doing well. She knew that they had got higher yet was unable to explain why.

Relationships

Fay scores increased for making good friends from the beginning of the course to the end. She explained 'I don't really make good choices with friends but the friends I've made here are good choices. People that don't pressure you into the things you do and you can have a laugh.' The rest of her scores slightly lowered or stayed statically high.

Communication

There was very little change in Fay's scores in communication from the beginning of the course to the end. She noted this at the end of the course, saying that 'I still sometimes feel like I don't tell people certain things and some people I can't trust so I can't tell them things.'

Empathy

The only change in score for empathy for Fay was having increased perspective. However, interestingly, she felt that her scores would have got higher because 'I'm more caring about other people. I take people's insecurities into account and I don't point out people's differences.'

Risky behaviours

Fay's scores stayed relatively static regarding risky behaviour during the course, with her feeling consistently negative about committing harm and taking drugs. She increasingly felt that she didn't drink too much alcohol. Regarding risks her score decreased slightly because she perceived that not all risk taking is a problem. As she explained at the end 'I take good risks like this is a risk for me but it's a good risk'.

Meaningful use of time

Fay's scores remained consistently positive regarding the meaningful use of her time, with little change except for in the category of being rarely bored - it appeared that she was much less likely to feel bored at the end of the course than at the beginning.

Crime and doing something positive for the community

Fay had a consistently negative view of crime throughout the course. As she explained at the end 'I don't see the point on committing crime - I think it's sad.' She was slightly more likely to want to do something positive for her community by the end of the course.

Positive mental and physical outlook

Fay's scores increased in her positive mental outlook, she was more likely to say that she stood and walked tall and that she thought positively. Her commentary reflected the high scores that she gave for this category: 'I'm just a positive person - I like being happy. I don't like staying in bed 'cos I don't like wasting the day away 'cos you can do so much in one day.'

Resilience

There was a slight increase in the majority of Fay's scores in the resilience category and a marked increase in coping. Although there was just a small increase in trying at something even if you fail, Fay mentioned at the end that the Academy had helped in this area. She said 'I used to give up but being here shows me that if you keep trying you will do it - like never give up.'

Managing responsibilities

Fay's scores in managing responsibilities did not significantly change. At the end

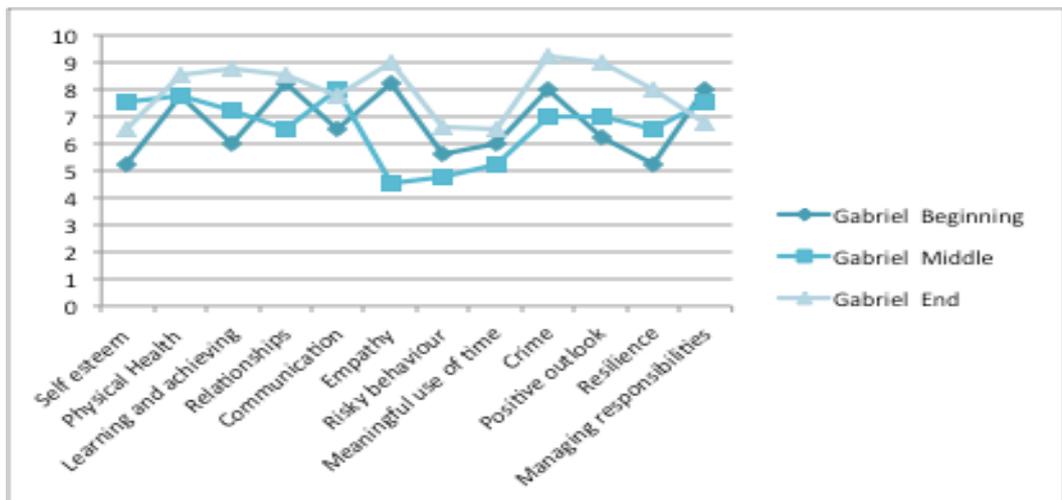
of the course she felt that some of the categories were not applicable to her that created a negative score in turning up on time to appointments.

Fay said that if she had not come to the Academy then 'I think I'd still hang around with the wrong people. I'll probably now go back to school.'

3.2.7. Gabriel

The Academy helped Gabriel to manage her behaviour and concentrate. She said that if she had not come to the Academy then 'I'd probably be in a behaviour school or not going to school. I'd be arguing with my mum and dad all the time - probably wouldn't see my friends because I'd be grounded.' Gabriel's overall scores rose by 1.2 points from 6.8 in the beginning, to 6.6 in the middle to 7.9 by the end of the project. The graph below demonstrates that she had better outcomes in most categories.

Figure 16: Gabriel's average score for each outcome area



Self-esteem

Gabriel's score in self esteem increased slightly in some categories and a lot in feeling as if she can achieve things. She maintained from beginning to the end that she does not compare herself to others.

Physical health, hygiene and self-care

Apart from eating more healthily, Gabriel's scores stayed similar from the beginning to the end of the course. She admitted the same 'none of them are different except my fitness and eating healthy - I eat more healthy.'

Learning and achieving goals

At the beginning Gabriel explained that at school 'most of the time I'm excluded or in 'ready to learn': the exclusion centre. I'm close to getting excluded permanently... If I have a bad day that's the rest of my week or month ruined 'cos I'm on double the punishment. I've done so much wrong that I tend to repeat my behaviour.' However, by the end of the course her scores for all categories in learning and achieving had increased. They had increased particularly in doing well and having goals. She said at the end 'I'm doing better. I think I probably will do better when I go back [to school] 'cos my behaviours changed – I'm more focused.' Indeed, in an interview with the videographer she explained that at school, when she goes back 'they've put me in all of the top

sets 'cos I said here once I like this sort of dancing 'cos it's a challenge – it's something to work for. So teachers took that on board and said we'll put you in the higher sets so you can work towards something instead of learning something and being at the same place as you are – you can keep on going... I reckon the school will help me with that and get back on track and then keep pushing me further and further and further and hopefully I'll do well and then go off to college.'

Relationships

Gabriel's scores remained the same from the beginning to the end for relationships although they decreased slightly in having good relationships with those she cares about. By the end she was more likely to trust adults. She said 'It used to just be one adult but now it's more. Like [the Academy Director] and I speak to my dad about more things.'

Communication

Although she believed that there would be no change in her communication scores at the end, the majority of Gabriel's scores increased in this category, particularly in trusting that if she tells someone something they will listen and also in feeling confident to talk to anyone.

Empathy

There was a small increase in Gabriel feeling part of things around her and in caring about other's feelings. This is reflected in the fact that in the beginning and the middle she said that she did not feel part of her family. At the beginning she said 'I don't feel a part of my family because no ones got detentions or has like been excluded'. However at the end she did not mention this. Instead, she just explained that 'I care about people more than about myself. If they are happy then I am happy.'

Risky behaviours

At the beginning Gabriel explained that regarding self harm 'my mum sat me down and told me not to be so stupid and that's when I stopped cutting myself and that' and her score consistently indicating that she does not harm herself. Her scores for other risky behaviour and taking alcohol slightly increased however. She explained that she still likes to take risks: 'If I was climbing a tree and I thought I could fall out I'd still do it. It's not like I want to hurt myself I just like the thrill. Gives me a buzz, climbing trees, walking along things, like bridges - I could fall off! - climbing up walls, playing chicken - I've always liked to take risks.'

Meaningful use of time

Gabriel's scores increased dramatically for concentrating. At the middle interview she explained that 'I've got better at concentrating since I came here cos I'm in a room full of people who are concentrating and not mucking about and I want to do it and that is why I'm here so I've got to concentrate.' On the other hand, her score for being rarely bored went down. Her only comment at the end for this category was that 'I do this (dance) and it wears me out so I don't do anymore.'

Crime and doing something positive for the community

Gabriel's scores for crime remained consistent throughout each point in time. Her reflections at the end on this were similar in all the interviews: 'the world's a much better place if no-one commits crime but there's some stupid laws that they need to get rid of like smoking, smoking marijuana, underage drinking. I

know they are bad for your health but lots of things are bad for your health - like salt... I'd rather a short life doing all the things I like doing that living a long life when I have much less things to do.' Her scores for wanting to do something positive for her community increased significantly by the end. In the middle she gave some insight into how she might like to help: 'Depends on what it is - picking up litter no – but if it's helping people with disabilities then yeah I would.'

Positive mental and physical outlook

Gabriel's scores increased in all categories of positive mental and physical outlook. She said at the end 'I've learnt to think more positively.'

Resilience

There was a large increase in Gabriel's opinion that she could cope, was in control of her life and that she would try again if she failed at something. Regarding failing she said at the end 'I will (give up) but not until a certain point when I've had enough - when I've done it five times.'

Managing responsibilities

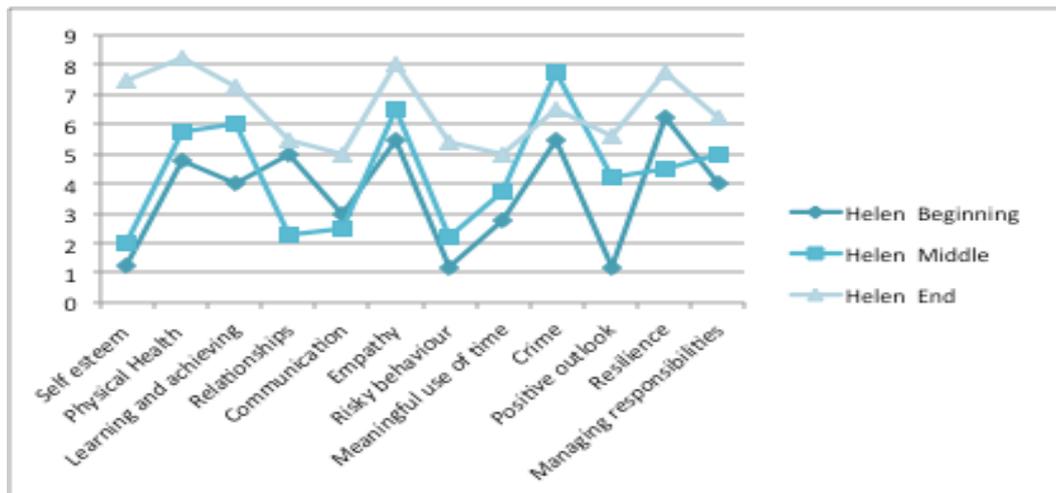
Gabriel's scores for managing responsibilities stayed similar across each point in time apart from an increase in taking care of her responsibilities and a decrease in filling out forms because at the end she felt this didn't apply to her.

Gabriel said the best thing about the Academy is that it 'helps me stay focused, how to control my anger, how to communicate around new people, how to keep my mouth shut, gave me a break from school.' She explained that it did this through 'support and the classes'. The support came from [the Academy Director] and the dance teachers. 'Like [the Director] said to me that when I feel angry that I should sing my favourite song in my head and do a little dance, count to ten and get back to what I'm doing.'

3.2.8. Helen

The Academy helped Helen to feel much more positive about herself and gave her a sense of happiness. She said the best thing about the Academy was 'it's been a distraction. Given me self-confidence just being surrounded by everyone - I've made some good friends in here.' Helen's overall scores rose by 2.8 points from 3.7 in the beginning, to 4.4 in the middle to 6.5 by the end of the project. The graph below clearly demonstrates that she had improved outcomes in most categories by the end of the course.

Figure 17: Helen's average score for each outcome area



Self-esteem

Helen's scores for self-esteem all rose dramatically from very low scores at the beginning to high scores at the end of the course. She said at the end 'they've gotten higher 'cos I've learned now to allow myself to be happy and all that stuff from being here.'

Physical health, hygiene and self-care

In terms of physical fitness Helen's scores all rose during the course. She said at the end 'I'll never be fully physically fit 'cos I smoke - but I need to stop.'

Learning and achieving goals

By the end of the course Helen's scores had increased in all areas of learning and achieving, this was particularly for attendance and doing well. She explained at the middle interview that 'I have better attendance at the academy than I did at school and I prefer to come here than I did at going to school. Cos here it's more focused and you're always doing something. At school it can be boring and you get distracted quicker.'

Relationships

In terms of having good friends, Helen's score decreased dramatically at the end of the course, however in all other areas of relationships there was an increase.

Communication

Although for trusting that others will listen there was a large increase, Helen herself appeared to still feel reluctant to explain how she really feels to people in practice because as she said in the middle interview 'whenever I try and explain how I feel no-one understands so it's just easier to keep it inside'. Nevertheless she appeared to be more confident talking to anyone by the end than at the beginning.

Empathy

Helen had consistently high scores for perspective however there was an increase in score in all other areas. This was particularly the case in liking people, even though she maintained at the end that 'I'm never going to like people - well - some people.'

Risky behaviours

Helen's scores rose dramatically and consistently in all areas of risky behaviour although she did not realise that they had when asked her opinion on her scores.

Meaningful use of time

Helen's scores increased in all the areas of meaningful use of time she particularly felt less bored. She acknowledged her creativity at the middle interview 'I have good ideas and I am quite creative but I choose not to tell people about it. I'm really good at art but I don't like to tell people in case they think I'm being big headed.' In terms of activities she mentioned at the end that 'I like eating, I eat my feelings and I have my food and I eat it - and I wouldn't be surprised if I tripled in size.'

Crime and doing something positive for the community

Helen's scores remained fairly consistent in most categories of crime and positive contribution. Her scores indicated she was more likely to commit a petty crime however she explained at the end 'I have done a crime before but I couldn't see myself doing it again' On being asked 'Why?', she said 'I'm growing up and too busy. I can murder someone in my mind though right?' At the middle interview she also indicated that she wanted to be a police officer.

Positive mental and physical outlook

At the beginning Helen said 'I've no energy to do anything' and all her scores were very low. However at the end point, bar standing and walking tall, Helen's scores all rose dramatically for positive mental and physical outlook particularly in terms of smiling a lot and wanting to get out of bed in the mornings but also in thinking positively and being more motivated.

Resilience

Helen's score decreased for feeling in control, stayed static for surviving, and increased dramatically for coping. She also appeared more likely to try again if she fails. She said 'I learnt how to do that here - if something goes wrong then they help you see the good things in something bad.'

Managing responsibilities

Helen's scores increased for all categories in managing responsibilities particularly knowing professionals are there to help and taking care of her responsibilities.

If Helen had not come to the Academy she felt that 'I'm not sure I'd even be here - I might have killed myself. I'm quite a negative person so I couldn't have been able to see anything good in what I do.' She said 'it needs to carry on - it needs to be in more places so more people can join it cos it helps in so many different ways - in everything.'

5. Overall outcomes

Using quantitative data collected about all of the 128 young people referred to the Academy, as well as the information provided by young people, referrers, and parents/guardians through the on-line survey, we assessed the outcomes of young people following the Academy course. Each of the twelve outcome areas were assessed separately.

5.1. Progress against the twelve outcomes

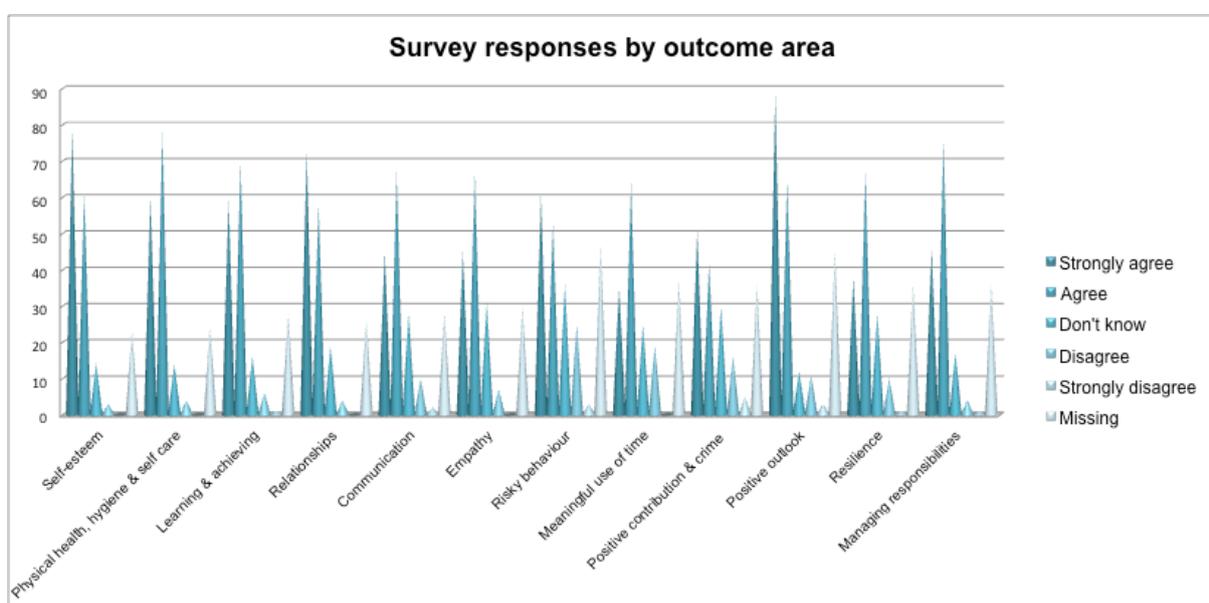
The Academy made a positive difference in all of the 12 outcome areas for the young people. Those that show the clearest impact are:

- Positive mental and physical outlook
- Managing responsibilities
- Physical health, hygiene and self-care
- Self-esteem
- Learning and achieving goals
- Meaningful use of time

The outcomes that show a lesser impact are:

- Resilience
- Relationships
- Communication
- Empathy
- Risky behaviour
- Crime and doing something positive for the community

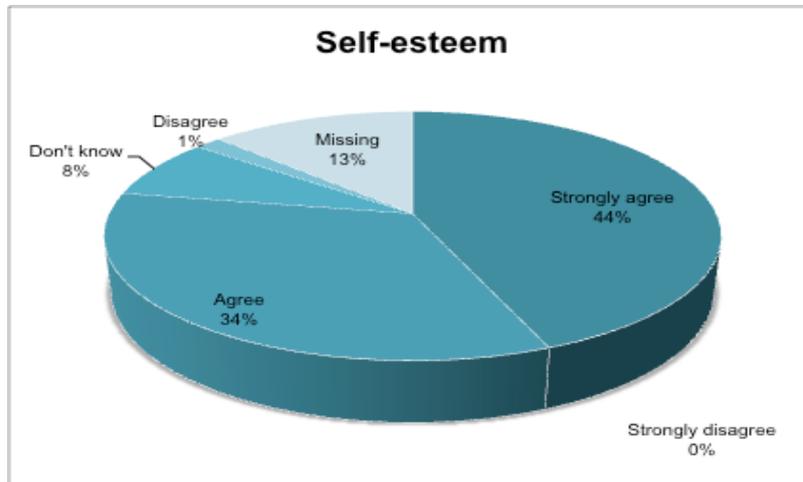
Figure 18: Consolidated results of survey regarding the 12 outcome areas



5.1.1. Self-esteem

The Academy was able to boost the young people's self esteem, particularly in terms of their confidence. In total 44% strongly agreed and 34% agreed that the Academy had improved the self-esteem of the young people. Not only was this apparent in cohort six, but it appears to have been a quality that was sustained by previous cohort participants in the months and years following the course.

Figure 19: Agreement that the Academy improved the self-esteem of the participants

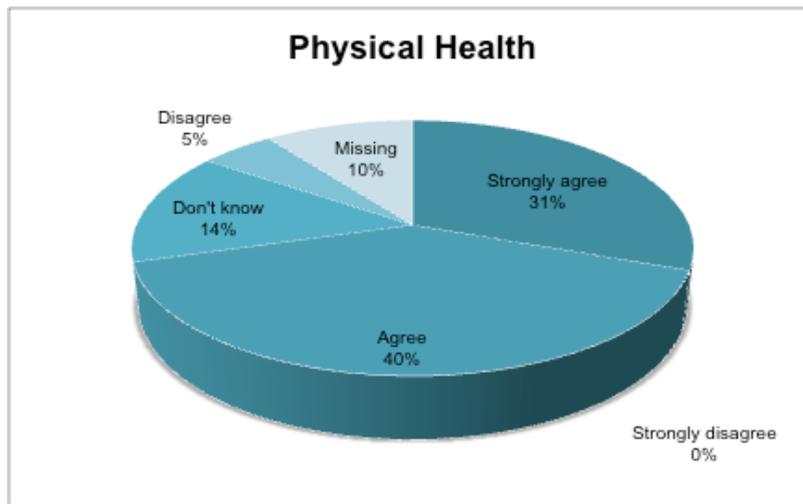


The respondents to the survey overwhelmingly agreed that the Academy improved participants' self esteem. One parent explained that 'I have noticed a huge change in my daughter; she has self confidence and seems to have a feeling of self worth now. Truly an amazing change.' This was echoed by the young people themselves. One from cohort two explained that 'Wessex Dance Academy helped me so much with my confidence to do things and help me to achieve goals that I couldn't before.' Another young person from cohort three explained that 'I had no-confidence before coming here. After doing this I felt much more confident and like I can achieve things.' Referrers agreed. The referrer of a girl on cohort one said she 'used to see herself as worthless and not good at anything. The project lifted her self esteem and confidence and she went on to record a CD about the abuse she suffered as a child.' Another referrer of a girl on cohort three said she 'appeared to have an increased confidence as a direct result of attending the Academy.'

5.1.2. Physical health, hygiene and self-care

The Academy improved the young people's physical health and hygiene at the time of the course and into the young people's future. In total 40% agreed and 31% strongly agreed that the WDA had improved the physical health, hygiene and self-care of the young people. As a young person from cohort two explained 'when being on the cohort, you have to eat healthy and eat what they have prepared for lunch, this is so it is fair to everyone. You do become physically fit and you definitely improve in your muscular endurance.'

Figure 20: Agreement that the Academy improved the physical health of the participants



Referrers agreed that the Academy introduced some young people to healthy eating and exercise who had never experienced it before. For example, a referrer explained that one girl she referred to the first pilot's 'house was quite unkempt, and the kitchen cupboards were generally bare. She did not come from an environment that supported healthy living. It was an excellent experience for her, to live a healthy lifestyle.' In addition, a referrer of a young person in cohort two said the participant showed 'a lot of resistance' in terms of healthy eating. However, since the course 'she is involved in an on-going dance course - she is keen to eat well and keep fit in order to have the strength to meet the demands of the course.' In turn her 'personal hygiene has improved and [the young person] requires less reminders about regular showering now.' Another referrer of a young person on cohort two explained how 'she lost weight and began to value the need for eating healthy food. She continued to engage in physical activity after the project by engaging in the Award project activities, including climbing.'

5.1.3. Learning and achieving goals

The Academy improved the young people's relationship to school or helped them to feel better able to attend college or get a job. In total 42% agreed and 26% strongly agreed that the Academy had improved learning and achieving outcomes for the young people. For those who were experiencing difficulties with school it was a respite which enabled them to re-focus their attitude to learning more positively. Having something that they could achieve then gave them more motivation to be able to continue that when they left the Academy. As one young person explained 'If you're not attending school before joining the cohort they help you to get back into a routine and set up meetings with your schools in order for you to go back when the cohort has finished. They give you a chance, and this makes you enjoy things more, you do learn lots of new skills and with that you create new goals for your self.'

Figure 21: Agreement that the Academy improved the participant's ability to learn and achieve goals



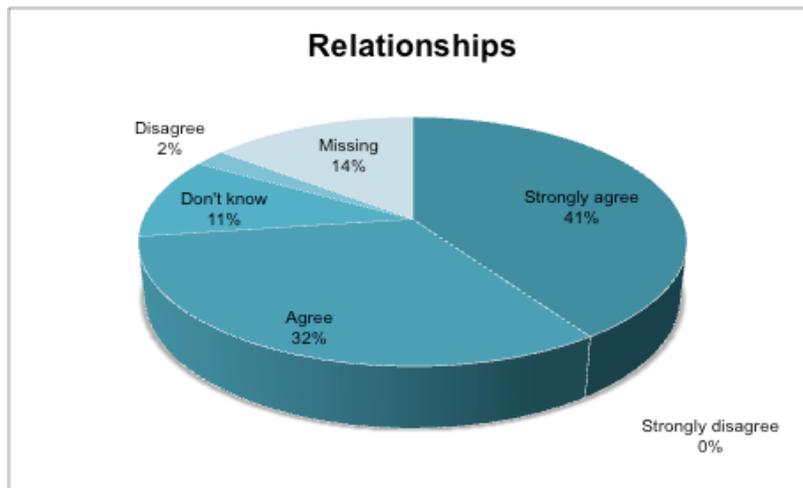
A number of referrers mentioned successful re-integrations of the participants back into school. One referrer said of a young person referred to cohort four 'the dance project gave [the young person] the belief in herself and achieve - what she puts in she will get out and she has now settled into school and has done well. I have now closed her case with our service.' Another referrer of a young person from cohort five said 'After graduating [the young person] secured a place on a performing arts course at Andover College and also part time work.' The grandmother of a young person on cohort four mentioned how 'She's at x college now which I didn't think she would do before the dance project. Her attitude was better at school when she went back.'

Even for young people who were not integrated back to school it appears to have been a positive experience. As one referrer explained of the young person referred in cohort three 'Unfortunately [the young person] has not re-engaged with education/training and is still a NEET young person. However, as mentioned, this is the most positive thing that he has achieved in the past two years and is a very good positive point of reference to motivate him to engage with new things.'

5.1.4. Relationships

The Academy was able to improve the participants' relationships during and following the course. In total 41% strongly agreed and 32% agreed that the Academy had improved the relationship skills of the young people. A young person from pilot one said this was 'because the course is run by the most amazing people and the best in their field and they love what they do also.' Another said that the Academy are: 'like a family unit where you can go and feel at home. ... there is a lot of caringness, kindness and lovingness at Wessex Dance Academy.' Another young person from cohort three said that 'before I was hanging out with the wrong group - now I make better choices'. One referrer said of the young person she referred to pilot one said 'she was able to accept support from all staff, and be honest and also ask for help. She was not engaging prior to the course, and it really helped to bring her out of her shell.' One referrer who referred a girl to cohort two explained how 'she appreciated the care and skills of the Dance Academy staff and had a good relationship with them, especially one professional dancer in particular.'

Figure 22: Agreement that the Academy improved the relationships of the participants

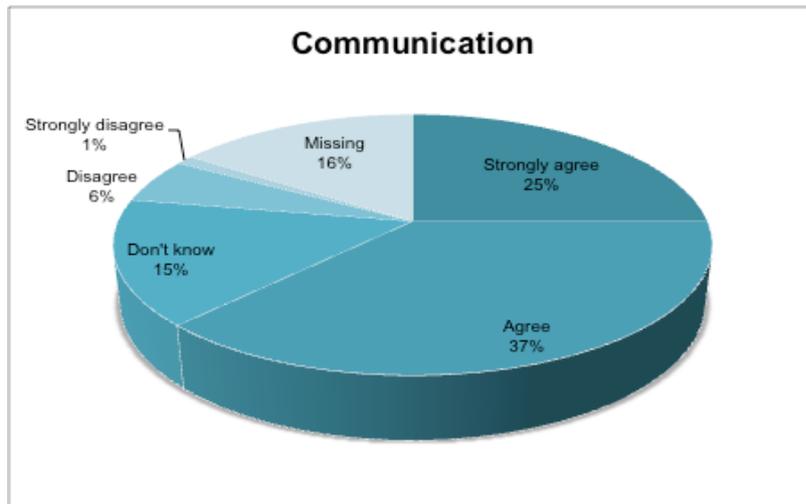


5.1.5. Communication

The Academy improved the young people's communication skills. In total 37% agreed and 25% strongly agreed that the Academy had improved the communication skills of the young people. For example, the mother of young person of a girl on cohort six explained that 'I don't really know how to express the change attending the Academy has made in [her]. Before she went there she had little self esteem and didn't think anyone cared about her. That's all changed and hopefully will continue to grow.'

The referrers felt that the young people were better able to express themselves. For example one said that her young person 'has found dance both therapeutic and a way to express her inner self. She described a dance to me as being just how she felt inside but wasn't able to say. When I meet with [the young person] I do feel she listens as well as contributes to the discussion. I hope she feels more trust in others... and through the supportive ways staff at the Academy behave.' Another referrer for cohort six said that her young person 'has been able to express her fears and allude to past experiences. She has never said this is in the open before, unless it was expressed through negative behaviour.' One young person from cohort two explained that 'at Wessex I always feel comfortable to talk to any member of staff and know it will stay with them, unless the issue could be dangerous but even then they will let you know and ask you if this is okay. There is always someone who will listen to you, and can help you to sort out a problem. You can tell them anything and they will never judge you.'

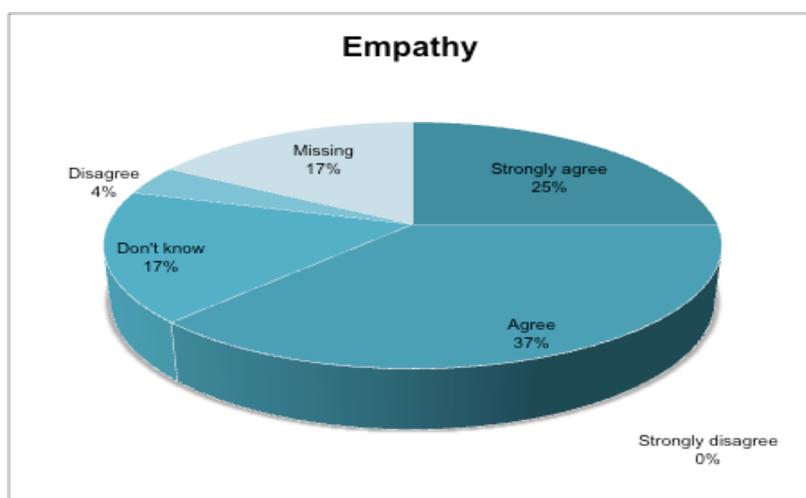
Figure 23: Agreement that the Academy improved the communication skills of the participants



5.1.6. Empathy

The Academy improved the participants' empathy. In total 37% agreed and 25% strongly agreed that the Academy had improved the empathy of the young people. One young person from pilot one said 'I learnt empathy, as before my time with Wessex I was less empathising than I am now.' Another young person from cohort one said 'before I didn't care about anyone or if I upset them. Now I care more about how people feel.' Although the majority of referrers agreed that the Academy improved the young people's empathy, in their commentary many were less confident of this. For example, one referrer of a young people in pilot one said 'I'm not sure that it has a massive impact on empathy, but she learnt to work in a team, with her peers.' Another said it was 'difficult to comment. In the short term, she certainly did not offend again for thirteen months - a great decrease in her previous history.'

Figure 24: Agreement that the Academy improved the empathy of the participants



5.1.7. Risky behaviours

There were mixed results regarding the extent to which the Academy decreased the participant's risky behaviour. Just over the majority were positive with 27%

strongly agreeing and 24% agreeing that there was a decrease in the young people's behaviour. The survey revealed that many respondents declined to answer these questions, said they didn't know, or disagreed that the Academy had helped in this area. However, some young people who were surveyed in person did feel that their behaviour had changed. For example one young person from cohort one said 'I do not drink or take drugs anymore. Before I used to self harm - I haven't in ages. I take less risks than I used to'. Another agreed that 'before my self harm was terrible - I didn't want to be here. Coming here, knowing people are there to talk to and listen to you can really help.'

Figure 25: Agreement that the Academy decreased the participant's risky behaviour

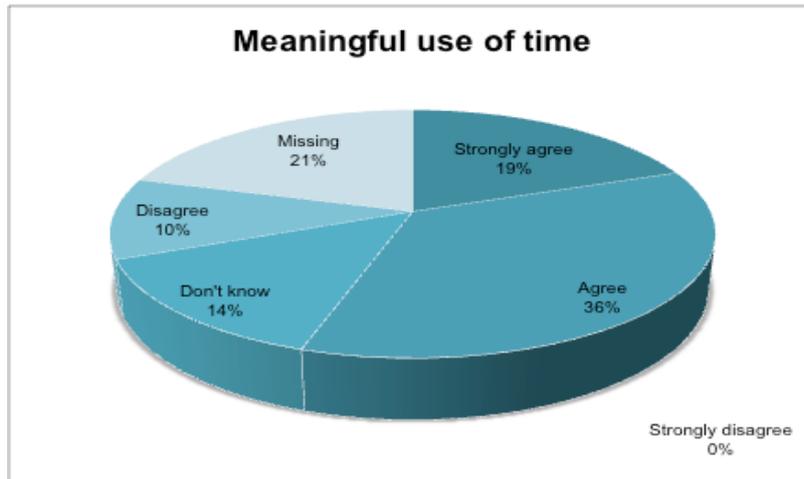


Some referrers noted that the course had some effect on the risky behaviour of their young people, but afterwards it continued. For example, one person who referred a young person to cohort one said that 'I would assess that when [the young person] was attending the project she was more positive and used less substances. However once the programme ended she reverted back to her old lifestyle some of the time.' Another referrer of a boy to cohort three said he 'is using substances heavily at this time and this makes him very vulnerable to offending and harming himself. However, the project was a very strong protective factor at the time of completing it.'

5.1.8. Meaningful use of time

The Academy helped the young people to make meaningful use of their time during the course however the extent to which this was maintained afterwards was mixed. Of those who responded 36% agreed and 19% strongly agreed that the young person had more meaningful use of their time. On the one hand, one young person from cohort two said that 'before Wessex I was so bored and had nothing to do, but when the opportunity came along it just felt like I had been given another chance/ chapter in my life. I have become more creative and open to new ideas. I do really enjoy coming in, in my spare time because it's amazing to be part of the company.' On the other hand, a referrer from cohort two explained that 'following the course [the young person] was a little bit at a loss - it had become her life and then she had to pick herself up again and that was very hard indeed. She went through a period of being very low and dispirited and was a bit angry with the world. She is certainly much more confident in expressing herself creatively but is still very resistant to doing outside activities in her spare time. By throwing herself into her current dance course [she now] has less time to be bored.'

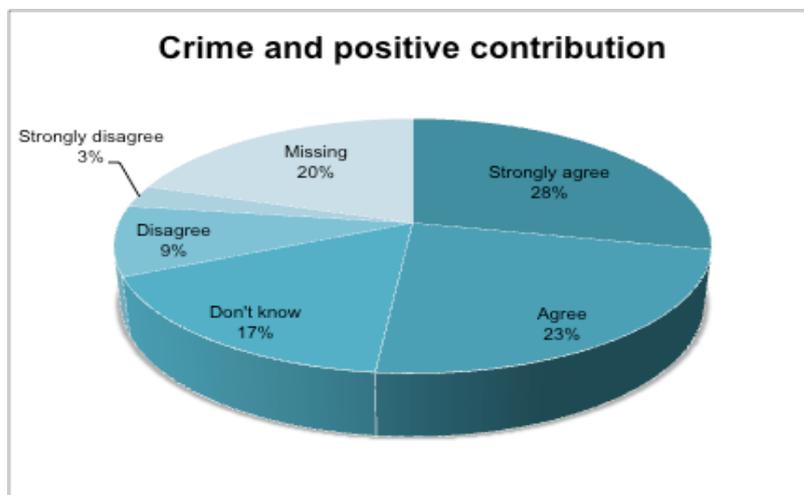
Figure 26: Agreement that the Academy improved the participant's use of time



5.1.9. Crime and doing something positive for the community

There were mixed responses as to whether or not the Academy helped the young people to establish and maintain a crime free life. Whilst 28% strongly agreed and 23% agreed, 17% did not know and 9% disagreed that the young people were less likely to commit crime and do something positive for their community. One young person commented that it 'gives you goals and something to focus on that is constructive rather than destructive.' Another said 'I realise now your actions have bigger consequences and they effect people. I am helping with through the gate now - helping young offenders see what prison is like'. However a referrer of a young person to cohort one said of her young person that 'unfortunately [she] has continued to offend. One serious offence, others betraying the trust of people trying to help her and petty offending. The frequency was not often.'

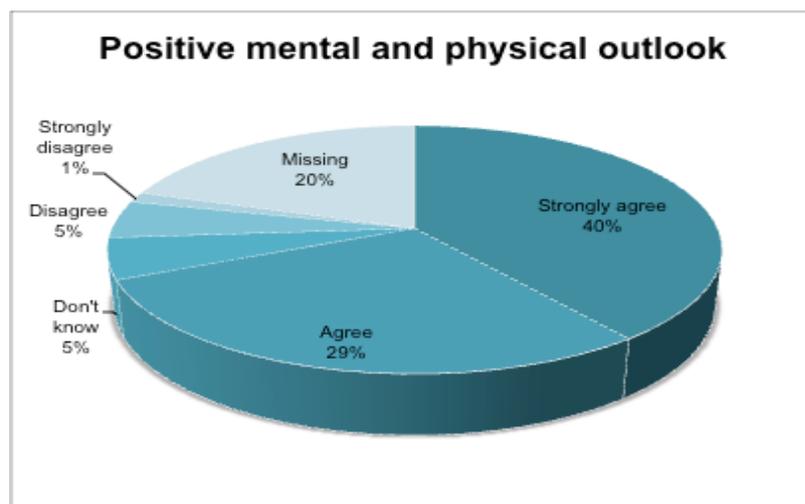
Figure 27: Agreement that the Academy decreased the young people's willingness to commit crime



5.1.10. Positive mental and physical outlook

The Academy clearly improved the mental and physical outlook of the young people. This was measured by smiling more, walking tall, thinking positively and wanting to get up in the morning. In total 40% strongly agreed and 29% agreed that the Academy had improved the outlook of the young people. Indeed, a young person from cohort two said 'being at Wessex it gives you a routine and you get used to getting up in the morning and you get excited and happy about going to Winchester to dance, they do help you to smile more and give you more chances to be happy. When I'm in the studio I do become very motivated and determined to do my best.' Another young person from pilot one said the happiness of those at the academy rubs off on you and a mother said her daughter is 'always smiling now'.

Figure 28: Agreement that the Academy improved the participant's mental and physical outlook



A referrer for a young person in cohort one explained that her young person 'was in a much better place since the dance project and it gave her more motivation'. In turn, the grandmother of a young person in cohort four said 'When she's happy she's very bubbly - she's a different person now to before the dance'.

Nevertheless in some cases it was difficult for the young people to maintain this new found sense of motivation. One referrer from cohort three said the young person 'felt good about himself at the time of completing the dance project: It is now a good thing for him to reflect on and is a sense of achievement. However, [he] is going through a bad time at this time and is struggling to be positive about his future.'

5.1.11. Resilience

Resilience remains an important outcome when considering that the young people on the courses have extremely chaotic lives. For example, during the courses bereavements or traumas were reported for 23 young people. These included young people:

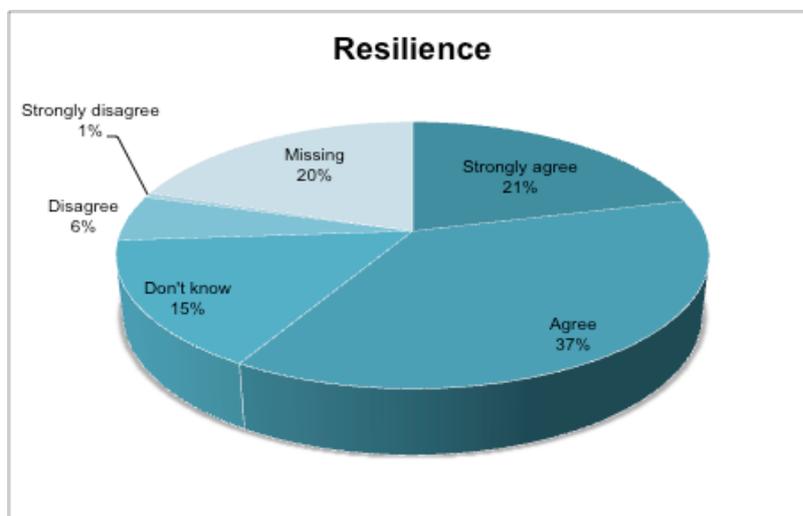
- Being made homeless
- Having unstable living placements
- Experiencing domestic violence
- Being arrested

- Becoming pregnant
- Having their boyfriend or brother imprisoned
- Changing foster placements
- Being put in hospital
- Having their parents separate
- Being raped

Following the courses, the young people continued to have chaotic lives. For example of seven young people who completed the course two exposed themselves to danger or had other behaviour problems, two became pregnant and had babies, one had a bereavement, and one experienced family breakdown related to criminal allegations.⁹

The Academy was able to improve the young people’s resilience during and after the course. In total 37% agreed and 21% strongly agreed that the Academy had improved the empathy of the young people. This was reflected by a mother of a girl from cohort six who said ‘I think she is better equipped to deal with ups and downs now.’ A young person from pilot one also said ‘my ex [dance] teacher was amazing and taught me so much with regards to dance but also how to deal with things without even knowing - she is amazing.’

Figure 29: Agreement that the Academy improved the participant's resilience



Referrers noted improved resilience in the young people they referred. One who referred a young person to cohort two said that she ‘has certainly built up her resilience and she has allowed herself to be supported by the carers who are with her on a day to day basis, which is key to her coping in the future. WDA has certainly given her coping strategies. Above all she is now a determined young person with a "bring it on!" attitude.’ Another referrer from said of the girl she referred to cohort four ‘she got so much confidence from being on the programme it certainly proved to her that she had some control over her life.’

⁹ In addition, of four young people who dropped out of the course one absconded from supported accommodation, one had a baby, one had welfare problems and one young person’s foster placement broke down. Of four young people who did not attend the course, one went to prison and had their children removed, one had a baby, one was assaulted by their father and one had their own child put on a child protection plan due to neglect.

The young people who were surveyed in person agreed. One young person from cohort one said 'Before I came here nothing went right and I would never even try things. Now I know things happen and you have to just try again.' Another young person from the same cohort agreed that 'before if I failed at something I would not of tried again. Now I know it's good to have goals to achieve.'

5.1.12. Managing responsibilities

The Academy helped the young people to better manage their day to day responsibilities. In total 42% agreed and 26% agreed that the Academy had helped the young people to manage their responsibilities. For example a referrer for a young person on cohort five explained that 'the academy provided an opportunity for [the young person] to fill his time positively which he desperately needed. He was able to prioritise jobs that needed to be done i.e. his benefits claim and engaged well with me to get this done. He attended his college and job interview independently and was successful at both.' Another referrer from cohort six explained that her young person's 'punctuality has improved massively and she has impressed me so much with the responsibility she takes for herself and with things like collecting school work.' A referrer from cohort two said of her young person 'having decided that she really wanted to follow a course of dance at Eastleigh College [the young person] completed the assignments she was given, turned up for interviews and persuaded the staff that, despite not meeting the academic requirements for the course, she would commit herself to the course. She has now embarked on this course and is completing the other (non-dance academic course work) alongside. This shows that she is taking responsibility for her learning and honouring her side of the bargain.' One young person from cohort two explained that the reason for this is 'because of the routine you get when you go on a cohort it helps you with time management, this helps me to get to meetings and appointments on time.'

Figure 30: Agreement that the Academy better enabled participants to manage their responsibilities

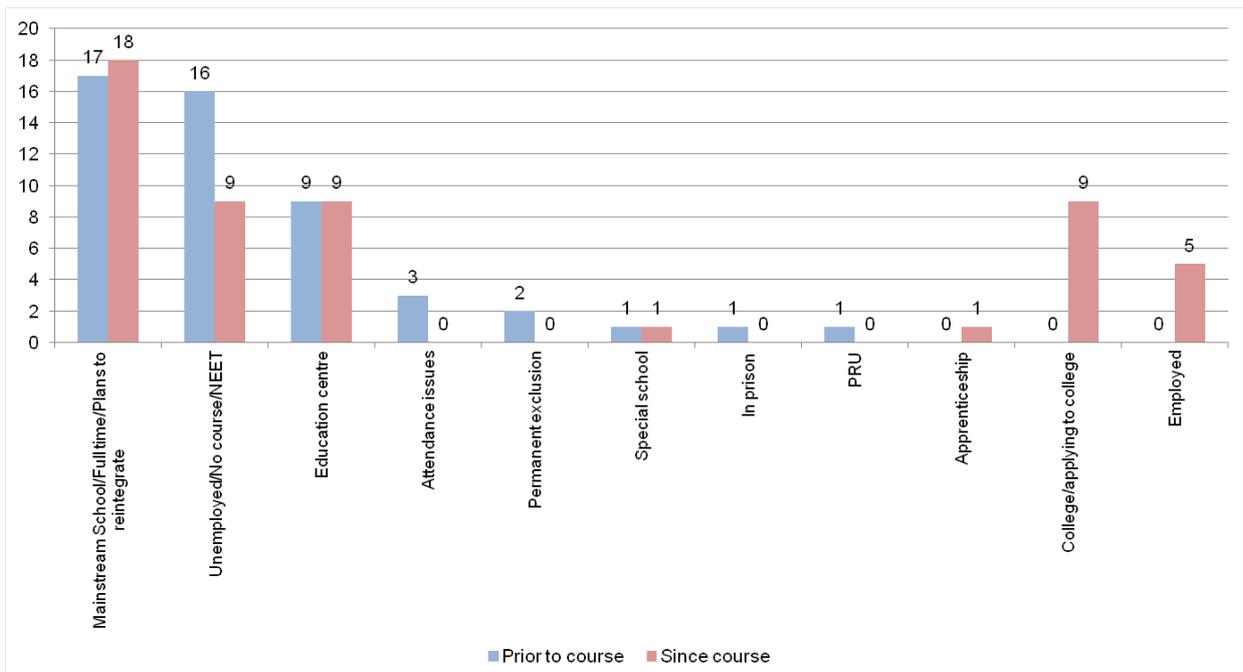


6. Impact

6.1. Education placements

The impact of the Academy on the young people in terms of their educational reengagement was positive. Education, college and work placement data provided by the Academy showed that there was a large increase in the numbers of young people in mainstream school or college following completion of the course.

Figure 31: Graph to show education and work placements for those who completed the course ¹⁰

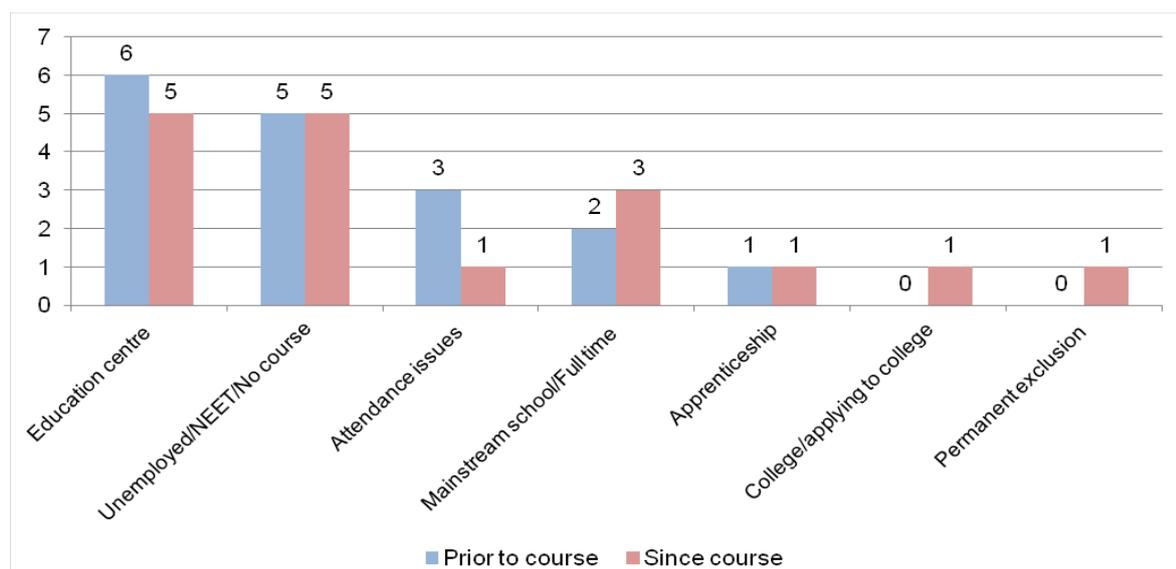


In comparison to young people who did not attend the course, Figure 32 shows very little change in the education, college or work placement for those young people who dropped out.

For the young people who did not attend the course, there was very limited information available. However, where information was available, there was no change in their education, college or work status. Of the three young people with information known about them pre and post course, two remained unemployed or NEET, and one remained in an Education Centre.

¹⁰ Data was available for 52 young people and where young people attended more than one course data from the latter course was used.

Figure 32: Graph to show education and work placements for those who dropped out of the course ¹¹



In addition, out of 24 referrers surveyed, the majority, 11, said that since the young person had completed the Academy course they experienced less frequently breakdowns in their work/vocational or education placement. Seven referrers stated that the frequency of breakdowns had not changed, no referrers reported a worse outcome and six referrers did not answer the full question.

6.2. Reoffending

The impact of the Academy on the young people in terms of their offending behaviour was positive. Reoffending rates overall were 48% for those who completed all of the courses using any evidence of reoffending¹² and 46% for those who completed the course using the national approach to reoffending rates.¹³

6.2.1. Evidence of Reoffending

The data analysis showed that attending the Academy makes young people who have committed crime in their past less likely to commit crime in the future. Out of the 116 young people at the Academy, 71 (61%) had previously offended. Of these young people, 42 completed the course and 29 dropped out or did not attend. Out of the 42 that completed the course, there was evidence that 20 (48%) had reoffended compared to 16 that dropped out or did not attend (55%). The highest rate of reoffending was among eight young people that did not attend the course after the first week (80%).

¹¹ Data was provided for 17 young people and where young people attended more than one course data from the latter course was used.

¹² Any evidence of reoffending since the end of the course to date for young people that had previous offences.

¹³ Evidence of reoffending 12 months since the end of the course was established in line with the national approach to reoffending rates. The number of young people that had received a substantive court or pre court disposal (but not a breach of their order) in the 12 months since the end of their course. This was calculated by using the end of course date plus 12 months and assessing whether the dates of the offence(s) were within this 12 month period. Please note this number represents the number of reoffenders not re-offences (i.e. if a young person committed more than one offence during this period they were only counted once).

6.2.2. Reoffending 12 months post course

The evidence is even more positive when calculating reoffending rates analysed using national reoffending methods to establish the number of young people that offended in the 12 months since the end of their course. Although as the pilot and subsequent courses have taken place over a number of years, it was only possible to assess this reoffending rate for young people that attended the three pilot cohorts and cohorts 1, 2 and 3. This is because at the time of writing a full 12 months of reoffending data was not available for cohorts 4, 5 and 6.

A total of 28 young people reoffended 12 months following the end of their course, making the average reoffending rate 51% shown in Table 6 below.¹⁴

Table 6: Reoffending history by cohort (n=116)

	Total	No. with offending history	Previous offending % of total	Evidence of reoffending since course	% Evidence of reoffending since course	No young people reoffended within 12 months	% young people reoffended within 12 months
Pilot 1: Destino (2009 - 3 weeks)	11	10	91%	7	70%	7	70%
Pilot 2: Momentum (2010 - 3 weeks)	15	8	53%	6	75%	4	50%
Pilot 3: Sonhos (2011 - 6 weeks)	13	11	85%	6	55%	5	45%
Cohort 1: Me them us (Spring term 2012 -12 weeks)	10	8	80%	6	75%	3	38%
Cohort 2: Momentum (Easter term 2012 - 12 weeks)	11	11	100%	7	64%	6	55%
Cohort 3: The Performance (Autumn term 2012 - 12 weeks)	12	7	58%	3	43%	3	43%
Total	79	55	70%	35	64%	28	51%

There was a lower reoffending rate among young people that had dropped out (45%) and completed the course (46%), compared to those that did not attend (78%) for the three pilot cohorts and cohorts 1, 2 and 3. This is shown in Table 7.

Table 7: Reoffending by category – cohorts where 12 month reoffending data available (not cohorts 4, 5 and 6)

	Total	No. with offending history	Previous offending % of total	No. Reoffended while on the course	Evidence of reoffending since course	% Evidence of reoffending since course	No young people reoffended within 12 months	% young people reoffended within 12 months
Completed	54	35	65%	5	20	57%	16	46%
Dropped out	14	11	79%	0	7	64%	5	45%
Did not attend	11	9	82%	2	8	89%	7	78%
Total	79	55	70%	7	35	64%	28	51%

¹⁴ Although please note an additional four young people reoffended 18 months following the course and one person did not comply with their order. A complete analysis at 18 months was not possible because of the small sample available. This rate does not include 4 young people where no dates were available

In addition to a reduction in offending, the types of offences the young people committed when they reoffended appeared to have lessened in severity in comparison to their offences before they were referred. After the course young people were most likely to commit offences such as shop-lifting or criminal damage compared to before the course, when assault was the most common offence.

6.2.3. Comparing the Academy to the national and local reoffending rates

The most recent cohort of offenders tracked nationally committed their original offence(s) between April 2011 and March 2012 corresponding with the timeframe of the pilots and cohorts 1, 2 and 3 at the Academy. Based on these cohorts, the general re-offending rate was 35.5% nationally. Although this rate had not to date been broken down by region the previous regional figure for Hampshire was 34.2%.

Comparing the impact of the Academy in terms of reoffending with criminal disposals it is clear that the Academy has a better reoffending rate than any other criminal disposal save for a reprimand, final warning or referral order as Table 8 below shows.

Table 8: National reoffending rates broken down by criminal disposal

Disposal	Cohort Apr 10 to March 11	Cohort Apr 11 to March 12
Rep/Final Warning	25.7%	25.7%
Cond Discharge	56.4%	55.5%
Referral Order	37.9%	35.8%
Reparation Order	65.7%	58.6%
Attendance Centre	64.8%	59.5%
Community Punishment Order	59.4%	58.7%
YRO	67.7%	63.6%
Curfew Order	58.3%	73.0%
Custody Overall	72.6%	69.3%
Custody <6 months	78.3%	75.2%
Custody 6 to12 months	76.0%	72.0%
Custody 12 months to 4 years	63.5%	62.2%

In addition, out of 24 referrers surveyed, the majority said that the frequency of young people committing crimes had either improved (eight) or stayed static (eight). Only one referrer said the frequency increased and seven referrers did not answer the full question.

6.3. Placement breakdown and cost avoidance

6.3.1. Placement breakdown and multi-agency intervention

It appears that the Academy contributed to a reduction in placement breakdowns and a reduced need for multi-agency interventions. Out of a total of 24 referrers,

eight reported that the Academy appeared to contribute to fewer placement breakdowns for their young people. The situation remained static for five young people and in one case the breakdowns became more frequent. Ten referrers did not answer the full question. In turn, referrers reported that the need for a multi-agency intervention for their young person reduced (eight) or stayed static (eight) after they had been to the Academy. Three referrers said more of these interventions were required and five referrers did not answer the full question.

6.3.2. Cost avoidance

The majority of referrers (14 out of 24) said that the Academy contributed to the avoidance of future costs by Hampshire County Council. Ten referrers said it avoided the cost of the young person being sent to other more expensive services such as residential care. One referrer explained this was because ‘the young person did not require anymore intensive support from the YOT. They have not re-offended and have found both accommodation, a college place and a part time job’. Another said that the young person’s ‘family were at breaking point and needing a lot of support. Once the young person began to attend the WDA, I did not need to make so many home visits, just the six weekly TAC meetings so the costs saved would be around my time.’ Further, one referrer explained that the Academy enabled ‘the young person to return to mainstream school thus avoiding a placement at a specialist school’.

Three referrers estimated that the costs that Hampshire County Council had avoided due to the Academy were up to £50,000. One said this was due to the young person having not reoffended and another explained that the Academy ‘enabled her to remain stable in placement and prevented any absconding or offending behaviour. She was very complex and it prevented the cost of provision for higher need.’ One referrer said Hampshire County Council saved between £50,000 and £100,000 because it avoided the cost of the young person being sent to custody. Four referrers did not think that any costs were avoided and six did not answer the question.

7. Conclusion and recommendations

7.1. Conclusion

The effect that the Academy has on the young people who complete the programme of dance is extremely positive. The young people who attend improve in most of the outcome areas during the course with effects being seen into the future.

Overall it can be stated that in-line with the Academy's original objectives for those who completed the course there was an increase in education and employment opportunities and there was a reduction in reoffending. In addition, cross-referencing the experiences of the young people who completed the course and the individual experiences of cohort six, it is clear that the Academy improved the outcomes for young people in all twelve of the outcome areas, and most strikingly in:

- Positive mental and physical outlook
- Physical health, hygiene and self-care
- Self-esteem
- Learning and achieving goals
- Communication

The accomplishments of the Academy are based on a number of different elements. The nurturing environment enables the young people to feel safe and 'at home'. Staff members focus on positive reinforcement and having clear and consistent boundaries with the young people, helping them to see the good in themselves and grow in self worth. The fact that the dance course is physically demanding forces the young people to learn the importance of healthy eating in order to provide their body with fuel. This physical endurance also helped them to be fitter and a number of young people appeared to have continued to exercise by taking up climbing or running or other dance projects following the course. Overwhelmingly it appears to be the sense of achievement which most impacts the young people during the course and following their time there. The fact that the young people are given complicated routines that seem impossible at first gives them a huge sense of achievement when they are able to do them. Constant encouragement allows the young people to fail and try again improving their resilience. Finally, over-coming fears of being on stage and performing to an audience in a theatre gives the young people a real sense of pride boosting their self esteem. Young people who may have thought of themselves as failures are shown by the Academy that that they can be a success.

Each young person in cohort six had a unique experience at the Academy demonstrated improvements in different areas. Enabling Amber to grow in self-confidence and find more motivation and to assist Gabriel to manage her behaviour and concentrate, the Academy achieved personal triumphs for the majority of young people in the course. As one young person said in her final

interview, the Academy 'needs to carry on - it needs to be in more places so more people can join it 'cos it helps in so many different ways - in everything.'

7.2. Recommendations

7.2.1. Increase referrals and completion rates

The original aim of the Academy was to have 18 young people referred to each cohort and to retain 67% of these young people: approximately 12 young people. In practice, an average of 14 young people are referred each cohort and only 9 are retained.

Recommendation: Take concerted steps to increase numbers of referrals so that the opening cohorts number 18 in order to boost participation and retention of young people completing the programme.

7.2.2. Reduce cohort leavers

Young people appeared to be more likely to drop out or not complete the course if they suffered from mental health concerns, drug/alcohol misuse or if they showed signs of self-harm/ risk of suicide. For example:

- Higher numbers of young people who did not attend the course had mental health concerns (71%) compared to 38% who completed the course and 19% who dropped out.
- Higher numbers of young people who did not attend the course were reported as having drug and alcohol misuse (88%) than those who completed the course (40%) and those who dropped out (43%)
- Higher numbers of young people who dropped out were reported as having shown self-harm / risk of suicide (71%) than those who completed 32% and who did not attend (50%).

Recommendation: Monitor drop-outs or those who do not attend to establish if they can be helped in other ways or be offered the course again at a later date. Undertake where possible de-briefing sessions with those who drop out to establish the reasons for their disengagement and make steps to try and mitigate this in the future.

7.2.3. Tighten up management information

The Academy collects only limited data on the young people at their point of referral, during the course and after they have left. It would benefit the Academy to be able to record clear and consistent data for all young people that are referred to the course to ensure that there are records for analysis of outcomes in the future.

Recommendation: Re-visit the referral form and assess where it can be improved to capture exactly what each young person is expected to get out of the course. Build in internal review progresses at the mid-point and end point to establish whether progress has been made against the original objectives.

7.2.4. Ensure a robust plan of action for those leaving the course

Young people who fail to attend the course and young people who drop out of the course appear to lead even more chaotic lives than the young people who complete the course and are likely to struggle when they cease to be involved with the programme. In turn, young people who complete the course sometimes appear to go through a period of feeling self-defeated or lost.

Recommendation: Ensure that all young people referred to the course, whether they do not complete the course or whether they complete it, should benefit from a clear and planned hand-over to maximise on the young person's achievement and prevent them from feeling as if they have been abandoned.