Main Grants

Report Form Guidance

2020

Contents

Purpose of the guide

This document will guide you through each question on our Report Form. Please make sure that you are using the most up to date version of this guidance by checking our website. This guidance is for the Report Form only. Guidance on our Project Application Form [here](#). Guidance on our Organisation Registration Form is [here](#).

Introduction to Reporting to BBC Children in Need

We want to learn from all our funded projects about the difference they make. We ask you to measure and evaluate your project and report back to us every year.

We mainly want to know about the Differences you have made in the lives of the young people you have worked with. There are also questions about your finances and young people you work with. We also ask about your safeguarding and project learning.

You will be sent an e-mail towards the end of each year of your grant, asking you to complete your Report Form. Until you get this e-mail, you won't be able to see the form in your account.

We will not be able to release further instalments of your grant until we have received your report.

We know that things will change after a grant is awarded. Please contact us to discuss any changes relating to your grant, including any underspend or changes of use. If the start of your project has been delayed please do let us know. This may affect the due dates of your end of year reports. You can keep in touch with us throughout your grant, not only when you send your end of year grant report. Please feel free to [contact us](#) at any time.

How we use the information provided on the Report Form

We will read your Report Form to learn more about your project. This includes:

- How you have got on over the past year
- How you have spent the grant money
- The difference you have made to the children and young people you work with
- Learning from your project

We may use your case study for our fundraising or publicity - but we will always ask you first. All reports help us identify trends and good practice from across the UK. This helps us learn about, evaluate and improve our own work. This supports us to fund the best projects possible with the money we have and share learning. We share this with projects like yours, other funders, local or national governments or with the general public. This helps make a bigger difference to children and young people's lives.

Completing the form

Here are some helpful tips to help you with completing the form.

🐻 Please answer all the questions in this form unless we state that the question is optional

🐻 Many of the questions have a character limit. This means you can only type a certain amount of letters in to each answer. Letters, punctuation and spaces all count as characters. Once you have reached the character limit, you will not be able to type any more. Please keep your answers clear and concise.

🐻 If you wish to complete part of the form at a later time, please click the 'Save & Finish Later' button at the end. This will save your current progress, allowing you to finish the form at another time.

🐻 We advise that you save your work every 15-20 minutes to ensure you do not lose any work. You may have reports already prepared for your trustees or other funders. To fulfil your reporting requirements you must return a BBC Children in Need report form. We ask specific questions to help us gather information with other funded projects. This helps show us the bigger picture.

However, if you have any other project evaluations you'd like to share with us, please feel free to include these as an attachment to your BBC Children in Need report form. You can upload these through the portal.

Please contact your National or Regional Officer if any part of this guidance is unclear or if you need further help.

If you are unsure who your Officer is please contact us at pudseygrants@bbc.co.uk

Setting your Differences (Outcomes)

We mainly want to know about the Differences you have made in the lives of the young people you have worked with.

Your Project Application Form told us three differences your project will make in children and young people's lives.

The differences which you make are also known as your outcomes. We want to know how you are going to make a positive difference in young people's lives. We want to see differences which are:
   🐻 Clear – Do not over complicate them.
   🐻 Measurable – Think about how you will measure your differences. Will it be possible to tell if you have succeeded?
   🐻 Realistic – It is important to make sure your differences can be achieved. Even the smallest changes in children's lives can often make a huge impact. Make sure you focus on the young people you work with and not the bigger picture. Consider if your differences can be achieved within the length of your project.
   🐻 Child Focused – We fund projects which make differences in the lives of children. You may work with a young person's environment (i.e. their parents, the community). Make sure you only talk about how it will benefit the child.

Here are some tips for writing your differences:

🐻 Keep them simple. Try to write a single statement about how you will change young people's lives for the better. Avoid joining multiple differences together with words like 'and'.

🐻 Use language which shows change. A strong difference revolves around words like 'improved', 'reduced', 'increased', 'less', 'strengthened' etc.

🐻 Keep them child focused. Think about what each difference would mean to a young person.

🐻 Make sure they are relevant. Be clear about how your differences link to the disadvantages young people experience.

For more detail on how we want our projects to improve Children's lives in the UK, please click here.

Think about how the your project will help make the differences happen. You should think about how the activities will make positive changes in their lives.

Measuring your differences

The difference you make in the lives of young people needs to be measurable. Please tell us what information you will use to know your project has been a success.

You should:

🐻 Consider using different information for each of your differences. Make sure you think about the best way to measure each one individually.

🐻 Think about using a mixture of numbers and stories. Numbers and statistics are very useful for measuring trends and patterns. Stories are better for gathering real life examples. These will make your project come to life when we read about it. You hear these referred to as 'qualitative' and 'quantitative' types of data.

🐻 Think about the best way to gather information. There are many ways to do this. Some examples are:

🐻 **Observations:** What do you hear/see when you watch the young people over time? This is good for large numbers of young people. But you need to be careful that your project workers are consistent.

🐻 **Questionnaires/Feedback Forms:** These gather specific information from large numbers of people. They can be hard to design and sometimes uninteresting for children.

🐻 **Placing Yourself Exercises:** These involve creating your own scale. This is often between one to ten or yes and no. Children can then 'place' themselves on the scale. They do not need to be on paper. These can be fun and creative. Young people often do not realise they are giving feedback.

🐻 **Conversations:** These could be with children, parents, teachers or anyone linked to the project. These take longer, but could give you a strong insight in to individuals. It is also important to make sure the feedback is honest.

🐻 **Recognised tools:** There are lots of recognised tools which you can use. Many have their own pros and cons. These include things such as Blob Trees, The Warwick-Edinburgh Wellness Scale, STAR Self Assessments or the House/Tree/Person Test.

🐻 **Make your own:** Often, the best way to gather information is to be creative. Think about the young people you work with and what would suit them best.

🐻 Think about when you gather this information. Your information will be much more useful if you collect it throughout the project, not just then end.

For more information and resources, please visit:
🐻 National Charity Evaluation Services (NCVO)

🐻 [Inspiring Impact](#)
🐻 [Evaluation Support Scotland (ESS)](#)

Personal information

You should not disclose personal information about children and young people in your Report Form. This includes information which could identify young people on its own, or form part of a bigger picture with other information.

For example:
Not permitted: "Anna J who has Eisenmenger syndrome"
Permitted: "Child C who has a heart condition"

It is fine to include personal information necessary for the Report Form Declaration section, such as contact details of employees completing and authorising the form.

In respect of your own personal information you can find more information about how we process your data in our Privacy Policy.

Part-funded projects

Please only report on the parts of your project that BBC Children in Need is directly funding. We do understand that there will be other important elements to your project. In this report we want to know how our funding is making a difference to the lives of children and young people.

Question by Question Guidance

1. Project Summary

1.1 Organisation name

Use the legal name of your organisation. Your legal name will be on your governing documents and your bank account. Please ensure this is the same name which you gave us when your organisation registered. This name should also be on your Project Application Form.

1.2 Reference number

This should be completed for you automatically.

1.3 Summary of your grant from BBC Children in Need

This grant summary feeds through from our grants database. This is for reference purposes only and should be completed for you automatically.

2. Your project activity and services

2.1 Here is what you told us on your Main Grant Application Form. This is the when, where and for how long you said you would deliver your activities and services. Please check your application answers below.

When, Frequency, For how long, Where. Project description.

This information comes from our grants database and should be completed for you automatically. On your End of Year 1 Report Form, this shows what you told us on your Project Application Form. On subsequent End of Year Report Forms, it shows what you told us on the last Report Form submitted.

Please update any changes to these answers to reflect your project delivery this year, as a result of this grant.

Review the answers to the questions above, consider if this reflects your project delivery this year. Make any changes necessary. You can adjust the drop down fields (when, frequency, how long and where) and write new text in the Project Description box. This should only include project delivery funded by this BBC CiN grant.

Explain any variations from your Main Grant Application Form.

Outline any key reasons why the project delivery has changed.

3. The Children and Young People

In total, how many children and young people have benefited from your project this year?

Please tell us how many children and young people you have worked with this year as part of this project. This number should include all the children you work with. Do not just include those who experience disadvantages. This should be the total number of children and young people supported this year. Include any children who have attended your project for more than one year.

How many children and young people that benefited from your project last year were disadvantaged?

Please tell us how many children you worked with this year experience disadvantages. This may be the same as the previous question if all the children and young people you work with experience disadvantage. This should be the total number of children and young people supported this year. Include any children who have attended your project for more than one year. For example, if ten children attend in year one, and then the same ten children attend in year two, then your answer for both years should be '10'.

You can find BBC Children in Need's definitions of disadvantage here.

Please tell us how old the children and young people are, within the table below for our age brackets.

We understand that for online projects, you may have a broad reach. Please include your best estimate number of those who have had meaningful contact and benefitted from the project. This number should not reflect website traffic to a platform/website only.

What information have you based this age breakdown on?

Please tell us what you have based this age information on. This could be from records you keep such as attendance records or monitoring forms. It could also be estimates based on your own knowledge of the participants. We understand that some project delivery models mean that it is not easy to collect age data. Estimates are acceptable in this case. This information helps inform how we analyse this data.

On your Application Form, you described the type (s) of disadvantage experienced by your children and young people as below. Has this changed over the course of the year? If so, please describe what has changed and why?

This text feeds through from our grants database and should be completed for you automatically. It shows the description on the Project Application Form.

How have you ensured your project has reached children and young people who are most in need?

Explain how your project targeted and reached disadvantaged children and young people. For example, how did children and young people hear about the project? How did you encourage them to attend?

Making a difference for Children and Young People

This section is an important part of our Report Form. Here we want to know how you have made a positive difference in young people's lives. For more information about Setting your Differences, see section 2 above.

Your Application Form told us three main differences you hoped your project would make in the lives of children. Some projects revised these differences after going on Your Difference training. BBC CiN summarised these differences on our database.

You can see our summary of your differences when completing your Report Form.

3.1 Monitoring & Evaluation: How you measure and analyse the difference you make

Please explain how you measure your Differences, by telling us about any tools and approaches you use to collect data. This may include quantitative (numbers) and/or qualitative (words) methods. Include any techniques used to gather the views and experiences of the children and young people you support. Please also tell us how you **consider and analyse** information to understand the difference you're making and inform your work.

This section is about your approach to collecting and analysing data, to create evidence about your project's differences. It is not about what the results of this data or evidence is telling you (this goes in section 3.2 of the Report Form).

If you're prepared to share more with us about how you measure your differences, please tick this box.

We are interested to explore, learn and share different approaches to monitoring and evaluation amongst our grant holders. If you have an approach that you feel works well within your type of project delivery and with your cohort of children and young people, please tick here. We may be in touch with some projects that tick this box to hear more about what you do and learn from what works.

3.2. Difference 1   - What difference you are making

As far as possible, the following sections should be based on data you've collected. These should link to the approaches you have outlined above (3.1). These sections are about what the results of your data or evidence is telling you. It is not about the methods for collecting data – in this section please tell us what your analysis told you.

Over the year, how many of your disadvantaged children and young people aged 18 and under have experienced significant progress? Have started to experience progress? Are yet to experience progress?

Please provide numbers in the boxes provided. These numbers should show estimated progress made by children and young people you have supported this year. Please only include children who have who have experienced disadvantages and are aged 18 and under.

When we talk about 'significant progress', this is what you interpret to be significant for the children and young people you work with. Your organisation knows the children and young people best. We know that was is significant for one young person, may look very different for another. Please use this section to highlight some examples of this progress made, in relation to the outcomes set out.

We want to understand the story behind these numbers. Please tell us about the change you have seen in the children and young people's lives across the year for Difference 1 [above].

Please use examples from your data described in section 3.1 to support this – e.g. statistics, feedback and observations. Change looks different for different children and young people, depending on their needs.

Tell us about the types of changes observed for children and young people who have: experienced significant progress; some progress and those who have not experienced progress yet.

3.3 and 3.4   - Repeat the process for the other two differences you are aiming to support.

4. Other differences

We understand that the three differences you have described above may not show the full picture of what your project has achieved for children and young people.

Please tell us about any other changes you have seen the children and young people experience.

This question gives us a fuller picture of how your project has helped children. We understand that projects may lead to more than three Differences for children and young people. Also, sometimes projects lead to outcomes that were not initially intended or expected. Please outline other changes that you have seen the children experience throughout the project. We do not need to know if or how your measure these additional outcomes.

Beyond the children and young people directly in contact with this project, please tell us about any wider changes this project has had. This is an optional question. This could include changes you've seen the project contribute to in the organisation, community or other beneficiary groups such as parents or family members.

We understand projects may contribute to changes beyond the children and young people supported. This question is an opportunity to help us understand any wider benefits of the project, such as for the community or families. We do not need to know if or how your measure these additional outcomes.

5   Case study

Please provide us with a case study to illustrate how an individual child or young person has experienced a difference in his / her / their life as a result of the project. Our key guidance to do so is provided in the box below and on the form itself.

Individual stories bring a project to life and help us understand the true value of what you do. Please write a brief case study (or case studies) that illustrates how an individual child or young person has experienced a difference in his/her/their life, as a result of the project we have funded.

NEVER give us personal data in a case study which could identify a child or young person including their name (use the Child [LETTER] format instead. You should anonymise all names and details used in stories so that the child or young person cannot be identified. If you provide information which we deem to be personal we will delete it and return your Report Form for resubmission.

For example:
Not permitted: "Anna J who has Eisenmenger syndrome"
Permitted: " Child C who has a heart condition"

As a guide we do not feel that this should need more than about 500 words, and may be much shorter if you wish. We might use your case study for our fundraising or publicity - but we will always ask you first.

Case Study tips
- relate it to the funding we gave you
- tell us what it was like through the eyes of a child you have worked with
- what were they like on day one?
- how did things change for them?

- it's great if your case-study brings to life one of the top 3 three differences for your project

- if available, consider including direct, anonymous quotes from children

6. What you have learnt

We encourage organisations to keep developing and learning. Please tell us about what you have learnt, including;

- *What has worked particularly well – is there any good practice you'd like to highlight?*
- *What are the key challenges you have encountered in delivering this project?*
- *What, if anything, have you changed or would you do differently next time to improve your project?*
- *Do you have any hints or tips you would share with others?*

This question is your opportunity to reflect on what you have learnt. Please think through barriers and challenges you've experienced and any learning points, as well as what went well. We believe it's important for projects to learn and improve to ensure the best outcomes for children.

Have there been any particular issues or changes outside your organisation that have affected your project this year? This could include changes within your sector, partners or local area, such as:

- *New or growing challenges*
- *Opportunities affecting children and young people*
- *Policy issues*

This is an optional question, and can help inform our grant makers about local issues and trends

It is interesting and useful for our grant makers and wider insight to capture and learn from local issues and trends. We would like to hear about any context your project is working in that has affected your project this year – external factors may help or hinder your work. These could be challenges and/or opportunities in the local area, your sector, with partners.

7. Your Funding

In your opinion, do you feel that receiving a grant from BBC Children in Need has helped you get funding from other sources?

If Yes, please tell us approximately how much and from where:

We would like to find out how our grants may leverage funding from other sources. Answers to these questions are optional and will not affect your existing grant, or any future applications. Please tell us if you think our grant has helped you to get funding from other sources. If so, approximately how much and from where. We will not share this information with anyone else. It will be aggregated across projects to help us understand our potential role in supporting other funding.

8. Safeguarding Update

Have you had any safeguarding incidents or concerns in the period you are reporting on?
[Yes / No]
A safeguarding incident refers to any event or disclosure of information about a child, which would cause concern for the child's welfare. Some safeguarding incidents can be managed by your organisation. This can be done by seeking additional information, speaking to family members or putting additional support in place. More serious incidents would need a referral to a statutory service such as the Police or Children's Social Care.
If you answered No – please go to section 9 below.
If you answered Yes - please answer the following questions.
What did you learn from this and how have you implemented this learning?
 [Word count 250]
This could include any changes you have made to your processes, training or procedures which would stop an event like this happening again in future.

Would you class this as a "Serious Incident"?
[Yes / No]
A serious incident would require information to be shared with the Police or Children's Social Care. A serious incident can be defined as a situation where a child has experienced (or is very likely to experience) physical or emotional harm which would impact on their safety, health or development.
If it was a "Serious Incident", have you reported this to your Regulator?
[Yes / No]

9. Organisational Update

Since your application was submitted, have there been any changes that you have not already told us about; to the way your organisation is run, or any non-safeguarding "Serious Incidents" which have been, or need to be, reported to the Regulator?

This could include any of the following changes:
- Changes to your organisational structure
- Changes to your relationship with regulatory bodies
- Differences in the way you handle your finances or safeguarding

If yes, please describe these changes here.

10. What our funding can buy: fundraising statistics

You may have seen in some of our fundraising work (such as on TV and radio) that we use statistics to show how a donation can make a difference to children and young people. Please pick a price point from the dropdown menu and tell us what it could buy for your project.

This is an optional question, but answers provided can help us to raise more money for projects like yours. Examples could include:
- a week of an after school club
- taking a disabled child on a weekend residential break
- a one-to-one counselling session for a bereaved child
- art therapy session for a youth club.
It should be something that BBC Children in Need funds in your project. Any examples used will not name the specific project or organisation without prior consent.

Your Financial Report

Financial Breakdown of your BBC Children in Need Grant
Please tell us how you have spent your BBC Children in Need grant funds over the past year. You should refer to your original budget form and grant award letter to remind you of the detailed financial breakdown for your grant. Please note you will need to be able to evidence the information given below.
Please note: if you have an underspend or want to reprofile your budget for this year of your grant, you will need to speak to your National/Regional Officer to discuss this **before submitting your report.**