Reporting on your Small Grant

A guide on reporting to
BBC Children in Need
2017

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An Introduction to Reporting

We awarded you a grant because we believe that the activities or services you provide will make a difference to the lives of the disadvantaged children and young people you work with, and contribute to our ambitions for every child in the UK to:

- Be safe
- Be happy and secure
- Have a chance to reach their potential

We are interested in learning 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. You will need to complete a report for every year of funding you receive – this is part of the contractual agreement you enter in to us when accepting a grant

In your report we ask you to tell us about:

- The activities and services you provided, when they happened, how often and for how long.
- The numbers and ages of the disadvantaged children and young people you worked with, and the type of disadvantage they experience.
- **The three most important differences (outcomes) your project is making to children's lives.**
- Any other differences (outcomes) you have seen the children experience, in order to give us a full picture of your project.
- A case study to tell us the story of an individual child, to help really bring your project to life (this should be anonymous).
- How you have spent the money you were awarded.
- What you have learnt – projects should always be looking to learn and improve.

In order to measure, evaluate and report on your project it is important that you keep records and notes and have regular discussions within your organisation about your

project. You should plan to collect information about the differences you are making (your outcomes) routinely from the start of your project. This will allow you to learn and develop your project to improve the differences you make. It will help you to explain to your participants, staff and supporters how successful your project is, as well as enabling you to complete your end of year grant reports and strengthen future applications for funding from many sources.

Setting your Differences (outcomes)

Many funders talk about the 'outcomes' projects achieve, or the 'impact' of the funding. This outcome or impact can be for a range of people or organisations such as children, young people, parents, siblings, schools and the wider community.

At BBC Children in Need, we want to focus on the difference the projects we fund are making **to the lives of children and young people. We therefore talk about 'differences' throughout our** reporting forms and guidance.

Putting in the time to plan how you will make a difference, and how you will measure and demonstrate that the difference has been made, is crucial. It will also make things much easier when you come to evaluate and report on your project.

Planning your differences:

a) Think about the disadvantages and challenges the children and young people face. What differences do you want to make to their lives?

b) Think about how the activities or services you provide will lead to those differences.

c) Think about what signs (indicators) will show that you are making those differences.

d) Think about what tools or methods you will use to collect information to show that the difference has been made.

a) Think about the disadvantages and challenges the children and young people face. What differences do you want to make to their lives?

You will need to choose the three **most important** differences you think your project **will make in children and young people's lives. You will be asked to report back on** these in detail. You will be asked about the **numbers** of children experiencing each difference, including the numbers experiencing significant progress, some progress, or who are yet to experience progress. You will also be asked for the **story** of what those changes look like for the children you work with.

Each difference you choose should be a **single**, **significant change**. We understand that differences are often interlinked, and it can be tempting to talk about lots of them together. However, when it comes to measuring and reporting to us, you will find it

much easier to talk about a single change, something that you can show happens within the lifetime of the grant. As a guide, we think a single significant change can be described in a short sentence or phrase, and should use the language of change, for example **'better' 'more' 'reduced' 'fewer'.**

We understand that projects may achieve many more than three differences, so we also give you space separately to tell us about other differences you might be making, in order to give us a fuller picture of your project.

b) Think about how the activities or services you provide lead to those differences.

It is important that you understand how the activities or services that you provide help you to make the differences for the children and young people you work with. This will ensure that you have chosen to focus on the right activities and differences.

c) Think about what signs (indicators) will show that you are making those differences.

What changes in the children's behaviour, attitude, relationships or environment will you look for to show you are making progress towards or are achieving the differences that you set out to?

These signs should be specific changes that you can observe or measure. They will tell you what information you need to collect to show the differences are being made. (As a guide, you sh**ould use neutral language, for example 'level of' 'number of' 'how often'). You can find some examples of these signs or indicators in this** example of an evaluation plan.

d) Think about what tools or methods you will use to collect information to show the difference has been made.

You don't have to design a new set of tools, learn new methods or purchase a sophisticated measurement system. Often, you may simply need to add some focused questions about these differences to tools you are already using, such as staff observation sheets or one-to-one interviews with children.

You may want ask these questions at regular intervals in order to show whether progress is being made. Where possible you should try and ask both numbers and words-**based questions ('quantitative' and 'qualitative') to show you both** *what* difference has been made and *how* it has happened. For example, you could ask a question with a scale of 1-5 to show what progress has been made. You could also ask children to keep a diary or draw a picture to tell the story of the difference that has been made.

It may also be useful to look at what similar organisations use or what support organisations recommend.

If you feel you would like to explore tools developed by others, the Young Foundation has produced a list of some of the tools that are available. If you choose to use a tool

developed by another organisation, it is essential to make sure it is appropriate for the children and young people you work with, will measure your differences, and that you will be able to analyse the information it gathers.

Don't forget to start measuring as soon as your project begins, and take time to reflect regularly on the information you collect.

You can find some examples of information collection tools and methods in this example of an evaluation plan.

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How can I measure social or emotional differences, like increased confidence?

What sort of case study do you want?

What do you want to know in the 'What have you learned' question?

Reporting Deadlines

Towards the end of each year of your grant you will need to fill in an online report form to tell us how you have been doing. We will send a reminder when your report is due.

We will not be able to release further instalments of your grant until we have received your end of year grant report and reviewed it.

We know that things can change after a grant is awarded, so if you find that the start of your project has been delayed please do let us know as this may affect the due dates of your end of year reports.

Do keep in touch with us throughout your grant, not just when you send your end of year grant report. Please feel free to contact us at any time.

Financial Information

As part of your report to us, we will ask you to account for how you have spent the money we have awarded. Most funded projects will not be required to send us copies of receipts, but we may ask to see them during our visits or as part of our routine checks.

You should ensure you are able to evidence all items over £250 and receipts must match the information outlined in your grant reports and be in line with the original budget. You should keep all receipts, invoices and other financial evidence for the duration of the grant and for at least 12 months after, or for the duration required by your organisations accounting arrangements, whichever is longer.

It is a good idea to keep your budget simple so that if you need to provide receipts you can do so easily. It is can be helpful to set up a simple filing system at the beginning of the project so that all the receipts are together in one place when you come to report back.

What if things have changed since we applied for funding?

We understand that circumstances can change after a grant is awarded, such as changes to job descriptions or members of staff leaving, delays to the project, demand from children and young people may increase or decrease, or you may find that the **most important differences to the children and young people's lives are not what you** expected.

We simply ask that you contact us to discuss any changes relating to your grant. In fact, we believe that the best projects are constantly looking to learn and improve, which is why we ask you to tell us about what you have learnt in your report form.

BBC Children in Need is only funding part of my project. Should I report on the whole project, or just the part you fund?

We understand that lots of different elements within a project and outside a project contribute to making a difference to the lives of children and young people. However, when you report to us you should tell us about the differences that BBC Children in Need funding is making or contributing to. For example, if we are funding the salary for an activities co-ordinator, what difference are those activities making to the children and young people involved?

Do I have to submit my report online or can I post you a paper report?

To simplify administration, we no longer accept paper report forms. Please contact pudsey@bbc.co.uk if you need support with your online form.

Can I send a report I have prepared for my trustees or another funder?

Only by submitting a BBC Children in Need report form will you fulfil the reporting requirements of your grant. This is because we ask specific questions of you which allow us to pull some of your information together with other funded projects to show **us the 'bigger picture' of how our funding is making a difference across the UK. You** must return the BBC Children in Need report form.

However, we are interested in seeing any additional evaluation you may have done. If you would like to send us something like this, please attach it to your online report form. Guidance on how to do this can be found on the attachments page at the end of your grant report form.

Can I send photos or videos with my report?

Yes! There is an attachments page at the end of the online report form which allows you to upload photos, videos, and any further supporting information to your report form. Guidance on how to do this can be found on the attachments page of your grant report form.

My project is making more than three differences to children and young people. How do I tell you about these?

We understand that projects may achieve many more than three differences; however, we are keen to make sure that our reporting process is proportionate to the size of

grant, and as simple as possible. As a result we ask you to focus on the three main differences that you have chosen. If you wish to share additional differences with us, we are always happy to hear this, but it is not required or expected. You can do this by submitting additional on the attachments page.

What happens if one of my three most important differences is not appropriate for some of the children I work with?

We understand that you may be working with children and young people facing very different disadvantages and challenges, **so you won't be looking to make the same** kind of difference for all of them.

The numbers making progress towards your most important differences don't have to add up to the total number of disadvantaged children you are working with. However, you should use the report form to explain why that difference is not relevant to some of the children you work with.

What do you mean by 'significant progress' in making a difference?

We think you are the best judge of what 'significant progress' means for the children and young people you work with. For some children, a very small change, or even not slipping backwards, may represent significant progress.

Decide what 'significant progress' means for the children and young people you work with, and use the report form to explain to us why it is significant for that particular group of children.

We don't expect all the children and young people you work with to make significant progress in the first year or even over the course of the grant. We understand that your project will be experienced by different children and young people in a variety of ways. We are interested in hearing about the different levels of change for the children and young people you work with.

For some children and young people using the langu**age 'significant progress' may not** feel appropriate, for example if you are working with children with degenerative or life limiting conditions. We are interested in what difference your project makes to the lives of these children and want to know about the progress your project is making against this difference.

How can I measure social or emotional differences, like increased confidence?

This type of difference can be less easy to measure directly than differences that give you clear numbers, such as more days spent at school. You may find it useful to use **'participatory tools' which involve asking the children and young people how they feel.** There are a range of methods available, such as using a scale of smiley faces, asking them to draw pictures or keep diaries. Unicef published a guide to useful tools for engaging young people in evaluation.

You can also use observation and look for signs of changes in children and young **people such as how much they 'join in', whether they make eye contact, or how often**

they ask questions. All of these may indicate increased confidence, depending on the child or young person.

Often a good way to measure differences like this is to ask the opinions of a range of people, such as the child, their parents or carers, project staff or teachers.

What sort of case study do you want?

You know the children and young people your project works with best, and you probably tell people about what you do very often. This is your chance to really bring the project to life for our staff who may never have visited the project or met the children and young people you work with.

Your case study does not need to be an amazing success story. It could be the story of **how life has changed for a typical child that you've worked with, or it could be the** story of one of the more difficult cases. Perhaps a couple of short stories about several children would give us a better picture of your project? It is totally up to you.

It is important that you keep your story anonymous – so consider changing the name of the child involved.

We are always on the lookout for stories to share with the public so that we can show off the work we fund, raise more money and award more grants, but we would never use the case study in your report without asking you first.

What do you want to know in the 'What have you learned' question?

We believe that the best projects are constantly looking to learn and improve, which is why we ask you to tell us about what you have learnt.

We're interested to hear if something you've tried hasn't worked so well, or if there's something you would do differently if you were starting again. Maybe something has **worked unexpectedly well, and you'll be d**oing more of it next year. We want to know **if you've had feedback from children or others which has made you change something** about your project.

Perhaps you have some hints or tips which you would share with other projects?

Safeguarding Update

We've added a section here to ask you about any changes, incidents or concerns that have happened since you were awarded the grant and what learning you have taken **from this. We think it's important to talk openly about safeguarding, and we want to be** able to offer support to our grantees where possible.

Organisational Update

This question helps us to learn about any changes to your organisation since you applied – for example to your governance arrangements or legal structure

I want to tell you more, but the online **form tells me I've reached the word limit. What should I do?**

We believe the word limits in the report form provide plenty of space to answer the questions. Remember, for our reports we want you to measure and report on what matters most **– we don't want to** waste your time unnecessarily so please try to focus your answers.

How will you use my report?

We will use your report to help us better understand how your project is doing. Your grant reports are your opportunity to tell us how things are going, and we read every report we ask you to send to us. We want to know what has gone well, but also anything that has not gone so well, or may need to change. We will let you know if we have any questions or comments about what you have reported.

If you choose to re-apply to BBC Children in Need for funding, whether for the same project or for a different one, your previous reports will be taken into account when we make a decision on your new application.

We will also pull together information from your report along with reports from other **grants we have awarded to show us the 'bigger picture' of how our funding is making a** difference for children and young people across the UK. This will help us measure our own performance, and tell a better story to the public about the difference their donations make.

Collecting this information helps us to better understand what works well and less well for different types of projects. We are keen to identify good practice to share with other projects, to change the way we work, and to inform our funding decisions in order to make a better difference to the lives of children and young people across the UK.

Will you give me feedback on my report?

We will try to give some feedback on all grant report forms submitted to us. With around 2,500 funded projects across the UK at any one time it will not always be possible to give much detail, but we will always try to let you know our thoughts. We will let you know if we have any questions about your report.

What is Your Difference training?

Your Difference training is offered to many of our grantees as a condition of their grant. It is a one-day training course run by BBC Children in Need to introduce funded projects to the BBC Children in Need reporting system and support them in measuring and reporting on the differences their project is making to the lives of the children and young people they work with.

Where do I go for help?

Here is an example of a completed plan for measuring and reporting on differences.

You can find an [example of a completed grant report form](#) here.

If you feel you need more help with your measurement or reporting, please [contact us](#).

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Glossary of Terms

Definitions

We know that it can be confusing when different funders use the same words, but mean different things.

Throughout our application forms, report forms and guidance we have tried to use simple, plain language and stay jargon-free.

These definitions should help you understand what BBC Children in Need means when we use these terms.

Activity

What your project 'does' with children or young people – activities or services that you provide.

Difference (outcome)

A single, significant change in the life of a child or young person that your activities or services have caused or contributed to. This can be seen and measured within the lifetime of your grant.

Evaluation

Using your measurement information to make judgements about how your project is doing.

Indicator

A sign that shows whether you are making progress towards achieving your **differences. This is likely to be a specific change in the children's behaviour,** attitude, relationships or environment that you can measure or observe.

Measurement

Collecting information about your project to check your progress against what you had planned.

Participatory Tools

These are tools which involve children and young people in measuring a **project's success. They are often simple, creative ways to engage children of all** ages and abilities.

Progress

We think you are the best judge of what ' progress' means for the children and young people you work with. We want you to use the report form to explain to us why it is progress for that particular group of children.

For some children and young people using the term 'progress' may not feel appropriate, for example if you are working with children with degenerative or life limiting conditions. We are interested in what difference your project makes to the lives of these children and want to know about the progress your project is making against this difference.

Self-evaluation

Carrying out your own evaluation, rather than bringing in someone from outside the project, rather than bringing in someone from outside the project.

Example evaluation plan

	Difference for children & young people (outcomes)	Indicators (signs of change)	Tools/methods for collecting information
1	Greater sense of pride in themselves	Level of pride in their achievements	One-to-one progress interviews, scale question
		Whether or not they invite someone to see them perform	Staff observation sheets
2	Reduced involvement in anti-social behaviour	Level of involvement reported by young people	One-to-one progress interviews, open question
		How often staff use sanctions from the behaviour policy	Staff observation sheets
		Number of complaints from the local community about centre users' behaviour	Feedback folder (collecting formal and informal feedback)
3	Improved team-working skills	How often they listen to others' opinions	Staff observation sheets
		Whether they are willing to work with peers who aren't their friends	

Example report form

Please note, this example shows a printer-friendly version of the online form – it looks a bit different online.

| 1 Introduction | 2 Your Project | 3 What You Achieved | 4 Your Financial Report | 5 Attachments | 6 Review My Requirement |

You can review the information you've provided so far and make necessary modifications here. If you're satisfied with the contents of this report, click Submit. If you're not ready to submit your report yet, click Save & Finish Later.

Introduction

Printer Friendly Version | E-mail Draft

* Required before final submission

This form is your opportunity to tell us how the grant from BBC Children in Need has benefited disadvantaged children and young people.

We hope that measuring and evaluating the difference you make will help you to reflect on the successes and challenges of the past year, and plan your future work.

How to complete the form

Before you start

Please read through our guidance on reporting to BBC Children in Need.

If anything has changed since you were awarded a grant, please contact us to discuss those changes before completing this report form. This might include:

- Changes to the activities or services you provide
- Changes to the numbers of children and young people you work with
- Changes to how you want to spend the grant money
- Changes to the project's staff or management
- Changes to the differences you want to report on.

There is a "save and finish later" button at the bottom of each page. Please remember to save regularly.

How we use the information you provide in this form

We will read your report form to learn more about your project: how you have got on over the past year, how you have spent the grant money, and the difference you have made to the children and young people you work with.

We might use your case study for our fundraising or publicity - but we will always ask you for permission first.

We will bring together information from all the reports we receive to identify trends and good practice from similar projects across the UK. This helps us to learn about, evaluate and improve our own work so that we fund the best work possible with the money we have. We can then share that learning with projects like yours, with other funders, with local or national governments or with the general public in order to make a bigger difference to children and young people's lives.

15

* Required before final submission

Project summary

* Organisation Name

Dinamix Youth Project

Your Reference Number

Summary of your grant from BBC Children in Need

1. Your Project

* Please describe in detail the activities or services you have provided this year as a result of our grant.
As well as general information about your project, we'd also like to know things like; when did each of these happen, how often and for how long? Please be specific, and give the day and time (e.g. 38 weeks of the year, every Wednesday evening for two hours).

We provide street dance and urban music sessions for local young people of all abilities.
Young people are encouraged to create their own work with tutor support, culminating in a final performance to which they are allowed to invite family and friends. Some young people have also earned an Arts Award.
We have also taken groups of young people to see three professional performances, one of which allowed them a Q&A session with the performers afterwards.

The club runs over a 40 week period. Each session lasts for two hours and takes place every Tuesday and Thursday from 5pm-7pm. The trips to performances took place on Tuesday or Thursday evenings up to 11pm

✓

Word count 113 of 350

2. The Children and Young People

* How many different children in total have benefited from your project this year?
(Guidance) since your project started (we understand that you may not have completed delivery of your acitvity yet)

60

* How many of them were disadvantaged?
If you're not sure which children we would consider to be disadvantaged, you can find definitions on our website.

54

* How many disadvantaged children did you make a difference to?
(Guidance) since your project started (we understand that you may not have completetd delivery of your acitvity yet)

0

* How many of the disadvantaged children were aged 0 to 4?

`0`

* How many of the disadvantaged children were aged 5 to 9?

`0`

* How many of the disadvantaged children were aged 10 to 15?

`39`

* How many of the disadvantaged children were aged 16 to 18?

`15`

* How many of the disadvantaged children were aged 19 and over?

`0`

* This report covers the first 10 months of your funded project. Do you expect to work with more children before the end of the 12 month period?

`No ▼`

If yes please detail an estimate of how many more children you expect to work with in these 2 months.

`0`

What You Achieved

* Required before final submission

3. What you Achieved for Children and Young People.

Please describe the three most important differences (outcomes) this project has led to in the lives of children and young people.

e.g. Difference 1: 'Young people have become more confident in putting their views across and making decisions which will help them to live more independently.'

We know that change does not happen in the same way or at the same pace for each child, but we would like to understand the degree of difference you think your project has achieved for each child. To help us, please fill in the section below.

Difference 1

How many of your disadvantaged children or young people aged 18 and under would you say...

* have experienced significant progress?

`40`

* have started to experience progress?

`12`

✱ are yet to experience progress?

2

Difference 2

How many of your disadvantaged children or young people aged 18 and under would you say...

✱ have experienced significant progress?

3

✱ have started to experience progress?

41

✱ are yet to experience progress?

1

Difference 3

How many of your disadvantaged children or young people aged 18 and under would you say...

✱ have experienced significant progress?

25

✱ have started to experience progress?

17

✱ are yet to experience progress?

12

Differences

To help us understand the story behind these numbers, please tell us about the differences you have seen in the children's lives across the year. This should relate to all 3 of the differences described above. We are interested in big changes and small changes - from the perspective of the children that attended your project.

40 of the young people demonstrated significant progress in how they rated their own sense of pride in themselves. A further 12 moved 1 to 2 points up the scale. All of these children invited at least 1 person to see them perform at the end of the project. 12 young people rated themselves lower than when they started, but they started late, and their journey has only just begun. This dip doesn't tend to last too long and tends to increase as they get to know staff and feel more confident.

The club has a strict behaviour policy that users sign up to when they join. If 'talking it out' doesn't work, staff occasionally exclude young people from activities. We record all incidents and talk to the young people about their behaviour. One young person made significant progress after having been excluded, but modifying their behaviour sufficiently to be allowed to join in all sessions for an entire 10 week period.

Word count 240 of 500

Please describe what evidence you have collected that tells you these **three** differences have been made (such as statistics, feedback, observations etc).

We talk to the young people on a one to one basus at least 5 times throughout the course of the project, when they first start and then every 10 weeks until the end of the course. We ask them to rate their progress against a scale.

Our youth workers fill in observations sheets at the end of each session where they record the way the young people interacted that evening.

Our Staff note down any feedback from informal conversations they have had with people in the local community. There is a generally positive response to the work we are doing and the number of complaints from the community about our young people's behaviour has steadily reduced over the time we've been running. A PCSO

Word count 166 of 250

4. Case Study

Nothing brings a project to life and helps us understand the true value of what you do better than individual stories. It would be very helpful if you could write a brief case study (or case studies) that illustrate how an individual child or young person has experienced a difference in his/her life as a result of the project we have funded. Please be careful NOT to identify the child by his or her real name. As a guide we do not feel that this should need more than about 500 words, and may be much shorter if you wish. Any story you tell us here will not be broadcast as part of our fundraising appeal without your prior consent.

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 1?
- how did things change for them?

Danielle (not her real name) was 15 and had been excluded from school after truanting, distrespecting her teachers, fighting her classmates and being found carrying a knife. At home she was also often in trouble, shouting at and lying to her mum, and she has run away several times. Her mum said "Danielle was hanging around with the wrong crowd and I was terrified that she'd get caught up in drugs or get hurt"

Our youth worker Kath bumped in to her on the estate a few times and got chatting to her about music. She persuaded her to come to the centre and have a go at street dance. She began regularly attending and getting involved in choreography and performing. You could see the change in her as she seemed more confident and less aggressive with her peers and the youth workers. With Kath's support Danielle has signed up to a dance course at college. She said "Kath helped me to figure out what I wanted to do. College is much better than school, the tutor

Word count 187 of 500

5. What You have Learnt

* What have you learned about your project while you've been delivering it this year?

From the outset of the project we identified reducing anti social behaviour as one of the key differences we wanted ✓
to make to the young people we work with. We have received good feedback from the local community, however
most of the young people we work with have not made as much progress in this area as we had initially hoped.

Staff found it particularly hard to deal with some of the young people's behaviour and have had to resort to
excluding young people more than we had hoped.

Word count 89 of 250

* What have you done / are you planning to do with this learning?

We have decided to send staff on some specialist ✓
training in managing challenging behaviour

Word count 14 of 250

6. Your Funding

We would like to find out how our grants may add value to organisations beyond the activities or services we fund. Answers to these questions will not affect your existing grant, or any future applications.

Some organisations tell us that receiving a grant from BBC Children in Need helps them get funding from other sources. Has your organisation found this?

no ▾

If so, we would be interested to know how our funding has helped: in your opinion, roughly how much other funding did it help you to get?
Please do not use pound signs.

0.00

If you like, you can give details here. This question is optional but will help us understand how BBC Children in Need grants may help our grantees get funding from other sources.

N/A ✓

Word count 1 of 250

7. Safeguarding Update

* Have you had any safeguarding incidents or concerns in the period you are reporting on?

<None> ▼

If yes, what did you learn from this and how have you implemented this learning?

We had an incident recently, all procedures were followed and it has enabled us to build stronger relationships with local referral agencies.   ✓

Word count 22 of 250

8. Organisational Update

* Have there been any changes to the way your organisation is run since your application was submitted, that you have not already told us about?
This could include changes to your organisational structure, relationship with regulatory bodies such as the charity commission, differences in the way you handle your finances or safeguarding.

Yes   ▼

If yes, please describe.

We have had some changes to our management committe, with a new Chair and Vice Chair starting in April 2017. Chair, Pauline Smith, Vice Chair, Anita Begum.   ✓

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9. 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 project budget form and grant award letter to remind you of the detailed financial breakdown for your grant. Please note you will need to evidence the information given below.

Salary Expenditure including NI and Pension

Amount Granted

* Actual Amount Spent
Please do not use pound signs or commas.

9000.00

If there is any discrepancy between these two figures, please explain.

N/A ✓

Word count 1 of 100

Volunteer costs

Amount Granted

* Actual Amount Spent
Please do not use pound signs or commas.

0.00

If there is any discrepancy between these two figures, please explain.

✓

Word count 0 of 100

Equipment

Amount Granted

* Actual Amount Spent
Please do not use pound signs or commas.

0.00

If there is any discrepancy between these two figures, please explain.

✓

Word count 0 of 100

Trips, outings, activities and residential costs

Amount Granted

* Actual Amount Spent
Please do not use pound signs or commas.

0.00

If there is any discrepancy between these two figures, please explain.

✓

Word count 0 of 100

Project running costs including rent, stationery, utilities and administration

| Amount Granted | **×** Actual Amount Spent
Please do not use pound signs or commas.
0.00 | If there is any discrepancy between these two figures, please explain.

Word count 0 of 100 |

Other

| Amount Granted | **×** Actual Amount Spent
Please do not use pound signs or commas.
0.00 | If there is any discrepancy between these two figures, please explain.

Word count 0 of 100 |

Total

| Amount Granted | **×** Actual Amount Spent
Please do not use pound signs or commas.
0.00 |

You will need to evidence the expenditure you have outlined above. Please follow the advice below:

Receipts:

Please keep all your receipts and invoices; you may be asked to provide these to BBC Children in Need at any time during your grant. You must make sure you can provide evidence of expenditure on all items over £250.

You should keep all receipts, invoices and other financial evidence for the duration of the grant and for at least 12 months after, or for the duration required by your organisations accounting arrangements, whichever is longer.

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Declaration

I certify that the information provided in this report, including the information provided about expenditure, accurately describes how my organisation has spent the grant. I understand that BBC Children in Need has the right to ask, at any stage in the life of the grant, for evidence of receipts and invoices for this expenditure.

I understand that any subsequent payments of this grant and any future applications will be conditional on the satisfactory completion of annual grant reports, including the provision of timely evidence as requested. Failure to adequately or accurately report on the grant, or to spend the grant for the agreed purpose, could result in the withdrawal of monies paid, the withholding of future payments and/or subsequent grant applications being affected.

× Name of Person Completing Form

[   ]

× Position

[   ]

× Name of Senior Individual authorising the contents of this form
This must be someone with the requisite authority who leads or manages either the organisation or project.

[   ]

× Position

[   ]

Attachments

There are no files attached.

[Save & Finish Later] [Submit]

BBC Children in Need's Guide to Self-Evaluation

The Young Foundation's Framework of Outcomes for Young People, including a matrix of available tools for measuring outcomes.

Unicef's guide to Useful Tools for Engaging Young People in Participatory Evaluation

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