

# IMPACT REPORT

Executive Summary  
2020–21

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# INTRODUCTION

Since its conception in 1953, Buttle UK has been driven by a vision of helping children and young people living through times of crisis and poverty to not just live, but thrive. That vision has never felt more relevant in the context of the ongoing COVID-19 pandemic, with rising levels of domestic violence in the home, increased food insecurity disproportionately impacting women and children and higher numbers of homeless children, which in turn increases child mortality, poor mental health, and decreased engagement with education.

The year 2020-21 has demonstrated the levels of adversity facing our grantees. Our State of Child Poverty report established that family mental illness, domestic abuse and parental separation had increased substantially, while reduced access to education, decreasing social support and increased isolation had had huge impacts on children and young people. Our grants are designed to help support children and young people meet multiple needs with grants up to the value of £2,000. They are centred on items or activities that improve the physical home environment, help to build supportive relationships, increase social engagement, and ultimately help children and young people access and thrive in their education. For children whose home lives are severely impacted by ongoing adverse circumstances, we can provide

a grant which allows them to attend boarding school provision for their secondary education.

This year, we achieved our Chances for Children campaign target of raising £10m, which helped us to provide more grants than ever before in the 2020-21 financial year. This is thanks to individual donations, corporate donors and a number of trusts and foundations, as well as the incredible work of our Campaign Board.

This has been our second year delivering our 2020 – 2025 Buttle UK Chances for Children Strategy, on our way to supporting 25,000 children and young people. Embedded within this strategy is our Theory of Change. This report is structured on each of its key stages, to evidence how we intend to increase life chances and ultimately 'improve social & emotional wellbeing and increased capacity to engage in education & learning'. We would like to express our deep gratitude to those who responded to our surveys at 3 and 6 months. Every response helps us to improve and reflect on our work, to make sure we are the best we can be for children and young people.

## TO PROMOTE

**Improved social & emotional wellbeing & increased capacity to engage in education**



## TO ENSURE

### Home

Children & young people are growing up in a safe & nurturing place that meets their learning and development needs

### Wider Community

Children & young people access activities that promote wellbeing and learning and build support networks



## TO PROVIDE

The items & activities that we expect all children to have & the extra resources that can help to overcome crisis & unlock opportunities



## BY FUNDING

### Chances for Children

Individually tailored grants that invest in children & young people's present & future lives

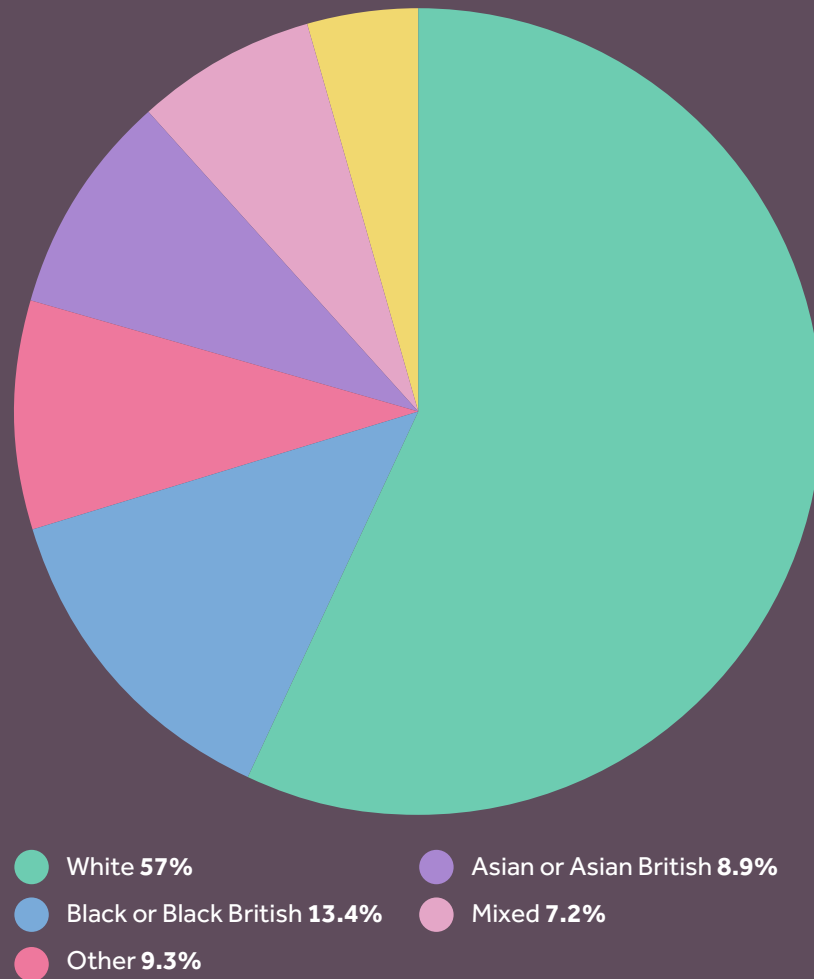


## WE SUPPORT

**Children & young people living in poverty & crisis**

INCREASING LIFE CHANCES

**Figure 1** Proportions of ethnicity in applications



## WE SUPPORT...

Between 1 April 2020 and 31 March 2021, we provided 3084 grants (123 of which were for boarding), supporting 6,333 children and young people. This number represents a huge variety of family demographic factors such as age, location, ethnicity, and number of children. In our grant-making, we aim to reflect the child population density of each area, considering the relative deprivation of these areas. Analysis of the figures demonstrates that we support very high proportions of Black and minoritised families. Recent research suggests that women from ethnic minority communities face higher levels of deprivation, particularly those with large households. This can be because of inequality in the impact of cuts to welfare benefits, language barriers, access to maternity services and social support.

However, the figures could also raise the question of whether applications to Buttle UK are proportional to the level of need across all ethnicities; both White and Chinese applicants were proportionally lower than the national population concentration, and a number did not disclose ethnicity at all. We know that there are regional differences, further analysis of which will help to explain the overall distribution more clearly. In the case of our grants for Estranged Young People, we have seen that women were more likely to be White or Asian than men, amongst whom Black or other Ethnic Minority individuals were higher in number. We want to know why this is. Therefore, in line with our Equity, Diversity and Inclusion Strategy 2020-25, we are looking at how we can better understand the patterns of those making – or not making – applications. We will use this data as the starting point, but also want to gain a better understanding of the lived experience behind the numbers, and how we can facilitate better uptake of applications and grants.

AWARD REASONS	% OF CASES	>200 CASES
Child / Young Person Behavioural/Emotional Difficulties	77%	2,294
Domestic Abuse	75%	2,216
Isolation/Unsupported	52%	1,554
Family Breakdown (desertion/separation)	42%	1,231
Poverty	35%	1,041
Homelessness	34%	997
Debt	32%	948
Non-Coping Parent/Carer	28%	838
Parent/Carer Mental Health Issues	28%	829
Poor Living Conditions	27%	810
Child / Young Person Health/Development Problems	24%	704
Child / Young Person Mental Health Issues	18%	537
Child Neglect	18%	528
Estrangement	16%	463
Child / Young Person Out of School	15%	435
Child / Young Person Offending/Challenging Behaviour	14%	425
Child / Young Person at Risk in their Home/Area	14%	406
Difficulties with Other Family Members	14%	404
COVID-19	14%	401
Child Abuse	12%	356
Parent/Carer Drug/Alcohol Problems	9%	277
Child in Need Plan (CNP)	8%	243
Large Family Size	7%	202
Child / Young Person Autism Spectrum Disorder	7%	201
Kinship Care Informal	7%	75



Of the family households that grants were awarded to, those most commonly requiring our support were single parent households, with parents aged 21 or over. If parents under the age of 21 are included, 88% of our grant making to family households was to single parents; this shows a small increase from 86.5% in 2019-20, but a much larger increase from 73% in 2018-19. These numbers reflect the proportion of grants awarded to families affected by domestic abuse. Raising children in a single-parent, single-income (or no income) household is clearly a factor in financial difficulties and the spectrum of crises leading to applications. Research has demonstrated that women are more likely to experience domestic abuse, experience underemployment and take on a larger share of parenting duties in the event of a relationship breakdown. This is demonstrated in our applications with women-led households making up most of our applications.

The types of crises faced by children and young people are being exacerbated and heightened by the COVID-19 pandemic. The instability of the jobs market, situational factors within the home, school closures and online teaching, relationship breakdowns, illness and death have all played a part in the applications submitted in the 2020-21 financial year, compounding other factors that already existed. The table above shows the prevalence of these factors. The most common issue across all cases is a child or young person with emotional/behavioural difficulties (77%). These difficulties can take

many forms and have a hugely negative impact on the life chances of children and young people due to decreased engagement with education (including exclusion and isolation from peers), poor self-esteem and mental health, an inability to regulate tricky emotions and increased likelihood of displaying violent or inappropriate behaviour in and out of the home. Emotional and behaviour issues are common amongst children and young people who have suffered Adverse Childhood Experiences or ACEs (see more below), which is why this is so common across our applications. This is followed closely by domestic abuse (75%), being isolated or unsupported (52%), family breakdown (42%) and poverty (35%). Regarding adults, there has been a 20%, 8% and 5% increase respectively for family breakdown, non-coping parent/carer and parent/carer mental health compared to the previous financial year. Clearly, this has been an exceptionally challenging year for many parents and carers. While only 14% of applications cited COVID-19 as a referral reason in circumstances where death, illness or unemployment were directly due to COVID-19, the trends in wider referral reasons reflect the broader COVID-19 related issues that many have been facing. For children and young people facing any of these factors would be a challenging circumstance to grow up in, but most children are experiencing a combination of these interrelated issues, as all applications contain a number of these factors.



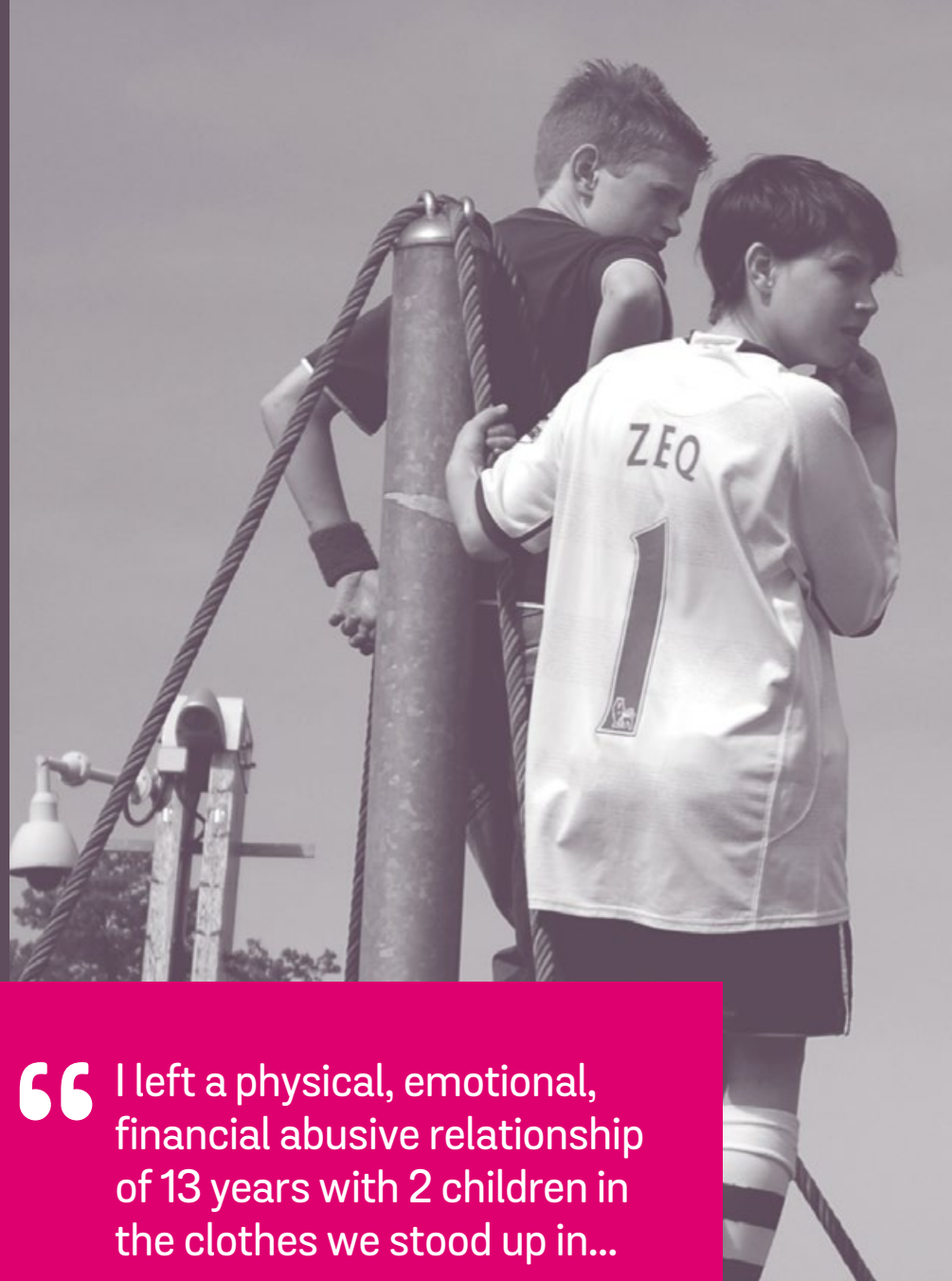
# BY FUNDING...

## WHO DO WE SUPPORT?

There are many different characteristics for the children and young people (CYP) that Buttle supports. Currently, the key groups (and the focus of this report) have been CYP growing up in households affected by domestic abuse, CYP living in kinship care, young people estranged from the family home and CYP who are experiencing exceptional and ongoing crisis in the home and would benefit from boarding education. In recognition of the overlapping nature of these categories, we also currently categorise some children and young people into an 'other' category. In 2021/22 our application and grant-making process is changing to reflect the intersectional nature of factors leading to applications. We will move to define children and young peoples' circumstances by allocating a number of 'award reasons', with these becoming the primary means of identifying the case rather than classification at point of application into one predefined category.

## DOMESTIC ABUSE

In households which have suffered domestic abuse, many of our grantees have had to flee the home, leaving behind their belongings and the stability, comfort and familiarity of home, for refuges or temporary accommodation. This can have a deep and lasting impact on family relationships, engagement in education and social and emotional development. Even when families make the move to more permanent settings, they often lack the resources and furnishings to make it a home, which is a hugely important factor in mental health recovery. The grants provide essential items in the first instance, such as clothing, footwear, technology items, kitchen items or school uniform, and items that support ongoing recovery.



“ I left a physical, emotional, financial abusive relationship of 13 years with 2 children in the clothes we stood up in...”

## KINSHIP CARE

Families can face very diverse, complex issues that make home life difficult. This can lead to children being unable to stay in the home, often moving to informal care arrangements with extended family members rather than being formally removed into care. While these arrangements can be hugely beneficial to children, there are multiple difficulties for the household, primarily because of the lack of welfare funding and entitlement to support from the local authority. Our grants aim to facilitate this transition, prepare the home for additional children and support the social, mental and emotional needs of the child.

“ It has been very intense with a traumatised and dysregulated teenager, just being in the house all the time in lockdown.

## ESTRANGED YOUNG PEOPLE

Our grants for estranged young people support individuals between the ages of 16-20. This is an age at which young people can be expected to establish their own home, while battling childhood trauma, relationship breakdowns and fighting to engage in their education. In recognition of this struggle, the grants given to this group often focus on the primary needs of the home, which can be almost completely without furniture or furnishings. We also support with the items that will help them to thrive in their education, particularly IT and laptops, clothing and sports memberships to take care of their physical and mental health.

“ I got some new winter clothes to keep me warm...I bought beauty sets for me to start up my home business and things such as home appliances which I never had before such as pots, pans, cups, plates...





“For our family particularly, not having the right physical environment at home because of disability has had a huge impact, it has been very difficult and the lack of respite too.”

## OTHER

‘Other’ is one of the four core groups; it recognises that not every child and young person fits into one category. We are aware of the problematically broad nature of this description, but the issues our grantees face can be complex and wide-ranging, which is why each case is further defined by ‘award reasons’, which provide a broader understanding of the specificities of each case.

“We moved into my parents sharing one bedroom for 8 months until placed in temporary accommodation. I had no face-to-face support from family, friends and organisations as a result. I struggled to reach for support.”

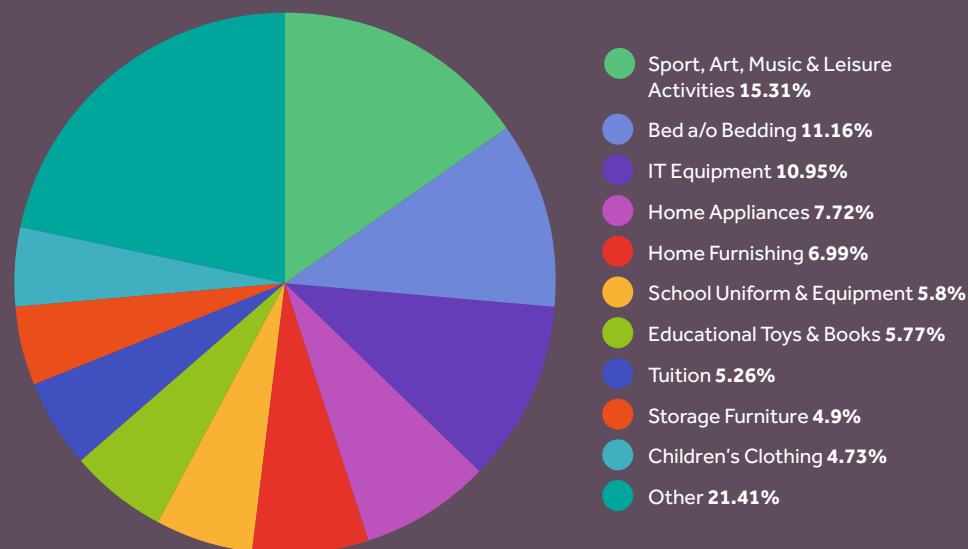
## BOARDING

Grants can and do provide a lifeline for families and young people in dire need of core items and experiences. However, for some of our children, the home environment has severe negative impacts on their social and emotional wellbeing and capacity to engage with their education. Sadly, this means that these children are on the edge of care, or experiencing ongoing challenges such as ill health and disability in the family. For a small number of young people, we offer the opportunity of a place in boarding school to provide a stable, learning rich environment which is a space away from the issues or difficulties in the home, and maintains family relationships through home visits and holidays. Boarding schools can offer wide-ranging extra-curricular activities and pastoral support which give the holistic package that these children often need.

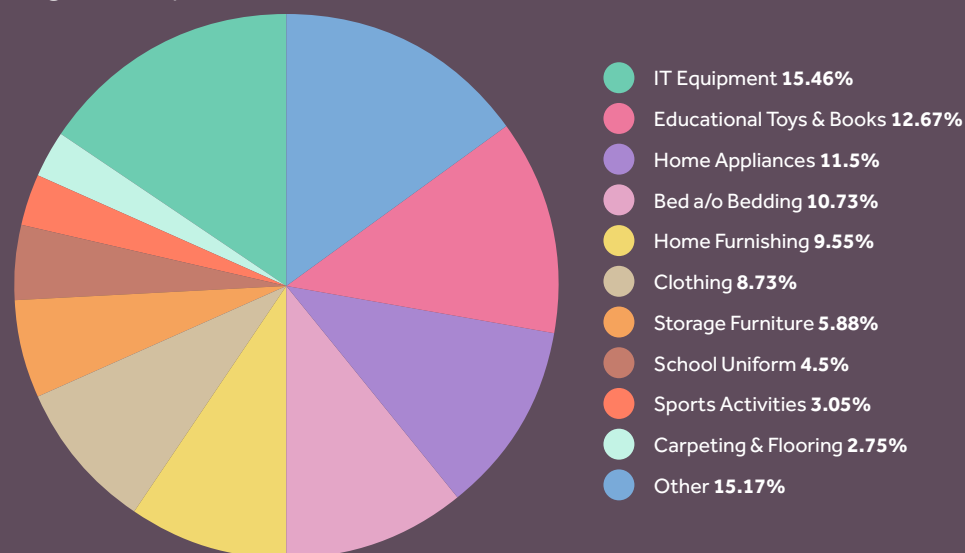
ITEMS FUNDED	COUNT OF ITEMS	TOTAL SPEND £	PERCENTAGE OF SPEND %
IT Equipment	2,801	886,169	18.52
Boarding School Fees	269	627,874	13.12
Home Appliances	2,109	466,564	9.75
Bed a/o Bedding	1,921	448,409	9.37
Educational Toys and Books	2,309	445,740	9.32
Clothing	1,580	367,174	7.68
Home Furnishing	1,736	336,117	7.03
Storage Furniture	1,059	288,001	6.02
Carpeting and Flooring	494	192,554	4.03
School uniform	806	154,147	3.22
Sport activities	503	102,161	2.14
Activities for the Family	296	60,897	1.27
Travel Costs	249	57,755	1.21
Course materials / school equipment	444	55,471	1.16
Tuition	135	53,568	1.12
Therapy	135	53,363	1.12
Safety and Special Equipment	310	53,363	0.99
Art / music / drama activities	207	37,819	0.79
Discretionary Family Payment	163	33,644	0.70
Home Decoration	180	29,930	0.63
After School Activities	85	22,527	0.47
Work Material and Equipment	52	9,104	0.19
Removal Costs	17	4,011	0.08
School Trip	10	2,700	0.06
Accommodation Deposit	3	906	0.02
<b>GRAND TOTAL</b>	<b>17,873</b>	<b>£4,783,841</b>	<b>100%</b>



**Figure 3** Top ten items for 2019-20



**Figure 4** Top ten items for 2020/21



## BY PROVIDING...

As the figures and facts have demonstrated so far, the difficult issues families and children are experiencing produce a spectrum of needs. In line with our Theory of Change, we want to provide items and experiences that we expect all children to have. More than anything, we aim for every grant to improve social and emotional wellbeing and increase capacity to engage in education and learning, and therefore our grants are designed to be flexible to support the families' needs. While spending can vary from item to item, family to family, the average value of the grant in 2020/21 is £1,397. We listen to the feedback we get from families and referrers, particularly requests for other items needed. If there is money left in the budget, up to the upper limit of £2,000, referrers and our grants officers will have a conversation to see if further items can be provided. In this way, each grant is personal to the requirements of each family and young person, and we welcome a dialogue to ensure that it is meeting their needs.

Analysing how demand for items is changing gives an eye-opening insight into the shifting needs of children and young people living in poverty. Figures 3 and 4 demonstrate the top ten items requested in the last financial year and this one. There has been an upswing in items related directly to education, namely IT equipment and educational toys and books. These collectively were only represented in 17% of grants given last year. Soaring gaps in education due to school closures have been noted to heavily impact children living in poverty, which informed our decision to fund items that corresponded best to home-schooling needs and reduced funding to the temporarily unavailable out-of-school activities. Our grant funding for home appliances, beds, bedding and home furnishings have also seen increases; household needs were, and remain, very high. This is due to compounding cuts to welfare benefits in recent years, reduced housing availability and tight household budgets. Therefore, grants adjusted to ensure that homes were more comfortable and reactive to additional strain on home appliances and furnishings, such as heightened usage of white goods and increased need for furniture at which to work or study.

# TO ENSURE...

	AVERAGE IMPROVEMENT RATINGS									
	WELLBEING		EDUCATION		HOME		FAMILY RELATIONSHIP		PARENT/CARER COPING	
SPEND	3 MONTHS	6 MONTHS	3 MONTHS	6 MONTHS	3 MONTHS	6 MONTHS	3 MONTHS	6 MONTHS	3 MONTHS	6 MONTHS
<£500	63%	64%	63%	87%	52%	63%	72%	54%	58%	58%
£500-999	57%	57%	65%	60%	72%	65%	66%	62%	67%	58%
£1000-1499	67%	63%	64%	66%	80%	70%	78%	71%	67%	60%
£1500-2000	65%	59%	65%	60%	81%	73%	73%	68%	67%	60%
>£2000	69%	68%	86%	50%	83%	90%	88%	72%	70%	72%
AVERAGE	64%	62%	68%	65%	74%	72%	76%	66%	66%	62%

Buttle UK is committed to ensuring that the support and grants given are making a positive difference and that we are constantly exploring what might need to change. Therefore, we monitor the impact of the grants and the following analysis represents feedback on the grants awarded across 2020-21. Parents rated improvement in the home and family in surveys at 3 and 6 months. The table above shows there are clear improvements in a range of areas.

Improvement did not appear to be linked to the amount awarded. We take this to reflect the fact that grants given are completely personalised to the grantee's need. Even in the exceptionally rare instance of a grant being above £2,000 (this can

happen when there is a very large family and particularly high levels of need), the resulting improvements were comparably equal to the other areas, barring improvement to the home environment. Where improvements were notably higher was in the first three months after the grant is awarded. Grants towards the home environment were shown to make the most difference overall. These scores stayed persistently high, which perhaps correlates with the longevity of most items given to improve the home such as furniture, furnishings and white goods.



## BUILDING A SAFE, NURTURING HOME

On the whole, families and young people give very positive feedback about the items received related to the home. For parents and carers, the washing machines, fridge freezers, microwaves, hoovers and other white goods give them the capacity to provide essential care to their children.

Many parents and carers report feeling very positive about being able to provide home cooked food, washed clothes and a clean home. Furniture is often a key part of our grants; giving families a space to sit, rest, store their belongings or share a meal. These are things most of us would take for granted but that many of our grantees could not access before the grant, and therefore the feedback repeatedly references the happiness and joy of having a fully furnished home, making a space that visitors – be that friends or family – can share with the grantees.

A significant number of estranged young people did not have the bare essentials, including a bed, sofa or table. Following their grant, they report better sleep, more social time and increased wellbeing due the simple items that make a house a home.

- “ The grant was what helped purchase the sofa we sit on, the kitchen appliances we cook with and table we eat at. The grant as a whole created our home environment and without it, we wouldn't have the necessities we need!
- “ The full furniture and decorations for my two daughters. They will have the safe and private and warm 'girls room' where they will be feel comfy, free and happy
- “ My children had new bedroom furniture and decorations...they are so happy to have nice bedrooms. They received a climbing frame which they play on daily
- “ We lived five months without any furniture, we were laying all our stuff on floor. Now got everything that [we] need really...my kids are happy and thankful we got our life back
- “ We were sleeping on the floor for weeks and being able to afford the beds really made a difference in our home environment

## MEETING LEARNING AND DEVELOPMENT NEEDS

Feedback from families and carers in 2020/21 repeatedly references the difficulties their children and young people have had with access to education due to COVID-19 school closures. As laptops and computers were our most popular items in the year – and particularly so in light of school closures and home-schooling - it is clear that they are sorely needed, and parents report that their children are now engaging with schoolwork and enjoying it too. School uniforms and access to education through after-school clubs or travel passes for Estranged Young People, are also cited as strongly positive factors in engagement with education. Feedback from those attending boarding school overwhelmingly suggests that attendees have made or continue to make exceptional academic progress, beyond just the bounds of grade attainment; families reference music, sports, and social achievements, such as the Duke of Edinburgh awards, that boarders have been excelling at.

Across the board, feedback shows that engaging with education has a knock-on effect on confidence, family relationships and self-esteem, as well as vice versa. The home environment has been a critical factor in learning from home, so items such as desks, chairs, tables and so forth have also been shown to support learning during the pandemic.

“ The boys having a tablet each, homework is completed on time, they’re not having to wait till the other one is finished to do their homework. They get excited about doing their work on the tablet also

“ The school and boarding are the making of him. He’s become far less sensitive and is developing into a confident, happy young man who works extremely hard at school, is top in many subjects, loves the interaction with peers, boarders, staff and the boarders’ puppy, gets the absolute most out of his academic studies, goes to prep when others do not, plays many sports.... could not love his school more

“ My daughter’s artwork has excelled in leaps and bounds since she received the art materials

“ I would say the uniform was a great help, it also made them look and feel good, clean and tidy

“ The laptop which my son uses for his school work and video link ups with other students from his school has helped a great deal, with [child] losing his confidence due to things he had witness from being very young, he now seems to be able to hold and engage in a conversation with mates online

## PROMOTING WELL-BEING AND LEARNING

Wellbeing is a critical aim of all the grants given. It is clear that good mental health and happiness are key factors in the uptake of education and social life. Therefore, it was great that grantees reported how a wide variety of items and experiences had had a huge impact on their wellbeing, from those that are more obvious – such as therapy and sensory items – and others that were surprising, such as technological items and play equipment. Having room and resources to play, relax and escape from any stress or difficulties caused by crisis was clearly a hugely important factor in wellbeing and recovery.

For those in boarding school, families repeatedly referenced the stability and routine as having positive impacts on their child's wellbeing, as well as suggesting that both their self-confidence and mental health was improved by access to wider support such as counselling, pastoral care and mentoring. This is a huge positive as many of these families would potentially struggle to access these resources elsewhere.

Both parents and carers of boarders and those at home referenced the wider impacts of our grants too, suggesting that their child's increasing confidence and wellbeing was having a positive impact on their health (such as sleeping, eating and physical development) and education (being more ready to learn, less tired and happier to go to school/college). Wellbeing and learning are clearly linked, so helping one helps the other. Parental wellbeing was also cited regularly as having improved once children's wellbeing had improved, suggesting items and experiences that support mental health and wellbeing can have a positive influence on the household by lowering stress and supporting routines.

- “ When he finds the school day particularly hectic he uses his [weighted] blanket...when at home it calms him, he will do his homework that he wouldn't do at all before
- “ [Child] felt very alone and scared but after returning back to [boarding] school early, it helped her with her studying and routines ...she's feeling better and doing really well
- “ They had nothing, their confidence has gone up tenfold especially with having decent clothing, matching socks and feeling beautiful
- “ The play therapy made the best improvements to our families lives as [child] is so much more settled, sleeps better and is able to deal with her emotions more effectively

## DEVELOPING SUPPORT NETWORKS

Building positive relationships is critical for success in our grant-making; we know that having a supportive, reliable network of family and friends can make a difference in many ways for children and young people. It was therefore good to hear how the grant had supported this, such as items of furniture giving the family a space to relax together and engage with games, films or socialising to build connections. Similarly, feedback repeatedly referenced the positive impacts of experiences outside the home that supported relationship building, such as participation in a club, sports membership or a special day out. Families or children and young people who had experienced estrangement due to moves away from the home, into a refuge or to different areas of the country, found rebuilding networks was made easier through these wider experiences.

Similarly, children who attended boarding school were regularly reported as having made strong, meaningful relationships with their peers, which transcended their school life to impact their home life. Parents and carers reported that children returning from time at boarding appreciated their time with their family more as a result of time away, while maintaining positive connections with friends at school.

Finally, family days out were mentioned frequently as having given the family a bank of positive memories, which demonstrates that even one-off experiences can make a big difference.

“ We enjoyed our little holiday – it took away all the stress I was under, and it brought me and my children a lot closer...we had a lot of fun and it plays deep in our hearts as we have never had a holiday like that before and we talk about it a lot

“ He is extremely happy at [boarding] school...I see him smiling with his friends

“ I was able to buy a bike ... which has helped with socialising with friends

“ The new corner sofa bed, now we can sit or lay down together and watch a movie

“ It's caused less stress within the family as there are less arguments due to them having their own things and their own space, [they] seem to be calmer

“ She has made a strong set of friends in a friendship group of four and is really settled at [boarding] school... her school friends mean a lot to her and wherever they go at home, like the zoo, they FaceTime each other so they can share the experience, it's really amazing

“ The arguments stopped almost immediately and they actually enjoy spending time together, taking it in turns what they want to watch

# TO PROMOTE...

While we constantly strive to do more for children and young people, we hope this report demonstrates that our grants are making the difference we wish them to. The circumstances and experiences that families or young people have lived through is unique and personal to each one. By the time an application is made, they have already worked to actively overcome the crisis, which demonstrates their ability to cope with adversity and their resilience. We are proud to have played a small part in their ongoing journey of recovery. The true stories below illuminate the role that the grant played in their time of crisis. All names have been changed to protect anonymity.

Luke (13), Suzi (12) and Adam (10) are the eldest three siblings in a family of 6 children, including a 9, 8 and 1-year-old; their home life had been very difficult due to an abusive relationship where their mum, Jasmine, was being controlled, until she left the home with all the children. Despite some support from children's services, Jasmine struggled to make ends meet with housing debt, no child support from the children's father and working several jobs around school hours. As a result, Jasmine was struggling to make home improvements and buy essential items to improve their living conditions, which are cramped in a small three-bedroom house. Luke's behaviour had declined following the difficulties he had experienced, and he had begun expressing himself in violent ways, while Suzi and Adam had been experiencing social and emotional issues.

Buttle UK was able to help by providing after-school club provision and family activities in order to give the family time and space together, as well as fun social activities with peers. In order to give them the resources to help them fit in with their peers and gain self-confidence, new clothing and school uniform was purchased. Finally, new wardrobes, beds, mattresses and bedding gave the children much needed supplies for their bedrooms. The children were very excited by the activities and the new clothes and uniform made them feel very happy.

Leo was brought up in a single parent family home, which unfortunately became unsustainable when he was just 11 due to parental mental illness and financial strains, which ultimately ended in homelessness; Leo was sleeping on the floor of a one-bedroom flat belonging to a family friend. Inappropriate boundaries and contact with his absent parent were also contributing to a decline in Leo's mental health and wellbeing, sadly followed by the death of this parent. After support from therapists, social workers and his school, all agreed that to attend boarding school would provide Leo with continuity, stability and accommodation.

Leo has attended boarding school for the duration of his secondary education, with continuing need due to parental mental health issues. Feedback from his parent during his time there highlighted the huge positives in his mental health support, access to wider opportunities and particularly music, for which he has a talent. Leo recently finished at boarding school with outstanding GCSE grades across the board.

Buttle UK was able to help by providing after-school club provision and family activities in order to give the family time and space together, as well as fun social activities with peers.

# WHAT NEXT?

## HOW CAN WE IMPROVE OUR IMPACT?

### Receiving the full grant

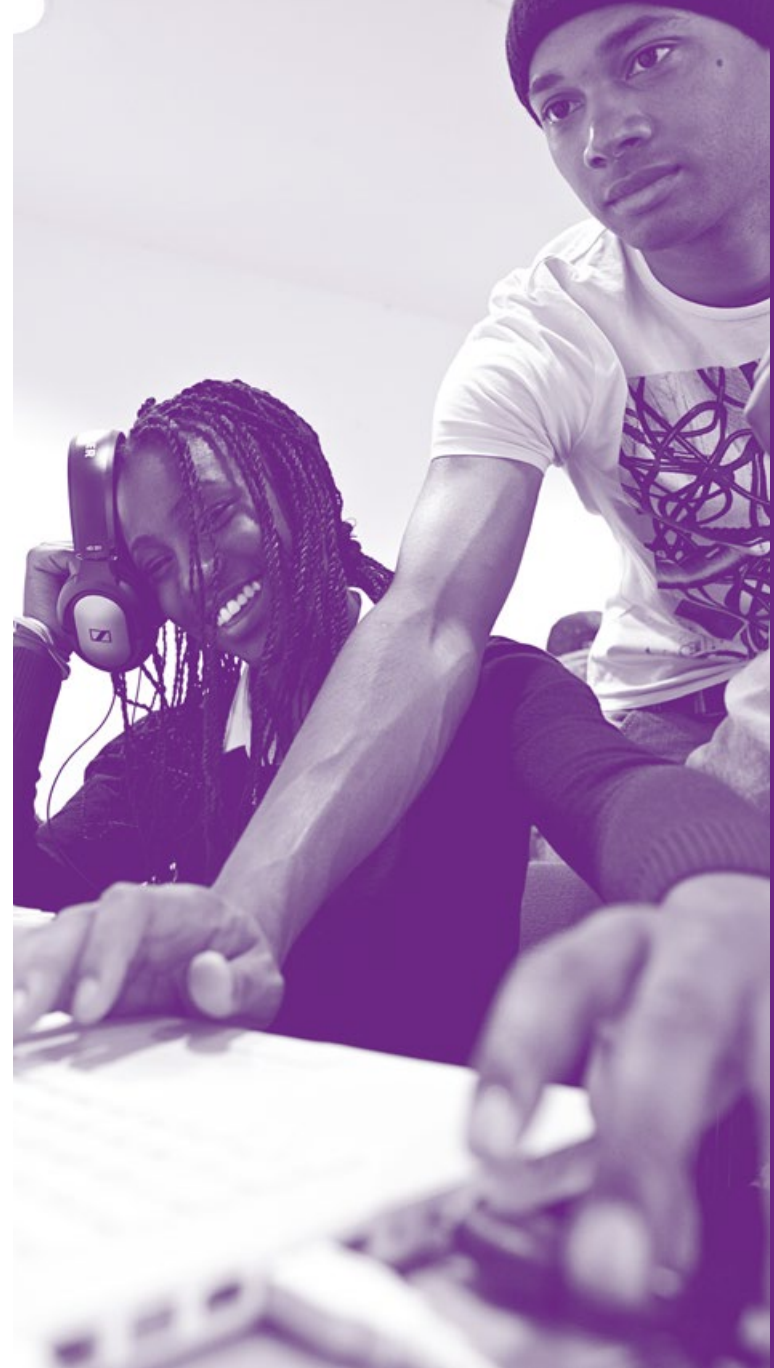
The information we receive through our surveying allows us to get feedback on where we can improve. From this we are aware that a very small number of families report that they have not received their grant in full. This is typically because items are not being delivered or grants are not spent in their entirety. Some of this is being compounded by supply chain issues, and the ongoing impact of the COVID-19 pandemic. The feedback allows us to identify such issues and look for ways to mitigate or fix them, so that our impact continues to remain as high as it can for all who need a grant.

### Children's voice

As a children and young people's charity, we aim to put our grantees at the heart of every decision we make. We know this can be challenging, because in practice making a grant relies on the involvement of adults – be that the charity, parents or referrers. Therefore, we are taking steps to address this. We want to include children and young people in the decisions we make at all levels of the charity. That is why we are in the process of creating a Children and Young People's panel that will input into both strategic and organisational decision making. And we will take steps to capture those that have received a grant's thoughts and opinions; as the surveys currently rely on adult voices. We are excited to see where this vision takes us and look forward to being able to demonstrate how the child's voice being heard and responded to with the organisation.

### Transparency

We recognise that it benefits us as an organisation to be as transparent as possible and to be open in what we fund, how we do this, the sources of our funding, and how decisions are made generally within the charity. For example, we understand that it is easier to see those who we are supporting than those we are not. We want to be intentional and open about the decisions we make in relation to where resources are focused, and that this both reflects those who can benefit most from our support but also by taking active steps to ensure we are seeking out any underrepresented communities, as reflected in our Equity, Diversity and Inclusion strategy. To do this we compare our data with that of national data, which is being supported by our work with the Grant Makers Alliance and the NPC Databank.





# FUNDRAISING & MARKETING

Our funders and supporters have been amazing during the first year of the pandemic and worked with us to ensure we were able to help so many in crisis. This has included very significant funding from the National Lottery Community Fund, Comic Relief, Garfield Weston Foundation, Masonic Charitable Foundation, Lund Trust, Dulverton Trust, Clothworkers' Foundation and Jefferies Financial Group, as well as private donors. Overall fundraising income raised was £5.86m in 2020-21 against a target, set pre-COVID, of £1.95m. We have also had tremendous support from many of these, and other donors, as part of our post-emergency response. We hope to continue our close work with them and, using more of our own endowment alongside their support, to 'step up' and maintain a higher level of grant funding for at least the next two years, as the longer-term aftermath of COVID-19 becomes more apparent.

Instrumental in this effort has been the Chances for Children Campaign Board. This year they achieved the amazing goal of raising £10m as part of the Chances for Children campaign, within the five-year timeline we set ourselves in 2016. We are hugely grateful for their commitment and hard work. This has been a challenging time for corporate supporters and our ability to run events. Despite having to pull back on fundraising activities our key corporate supporters have maintained contact and are keen to start fundraising again as soon as they are able. Although the 2020 and 2021 Italian Job events could not go ahead as planned the organisers, undeterred, created two alternative events in the UK instead, which have been very successful.

With ongoing need so high, the case to continue the Chances for Children Campaign is clear and the Campaign Board have therefore agreed a new goal to raise an additional £10m over the next 3-5 years. This next phase launched in the summer of 2021, with a particular focus on securing funds to 'level the playing field' for more children and young people impacted by this pandemic.

# CLOSING NOTES

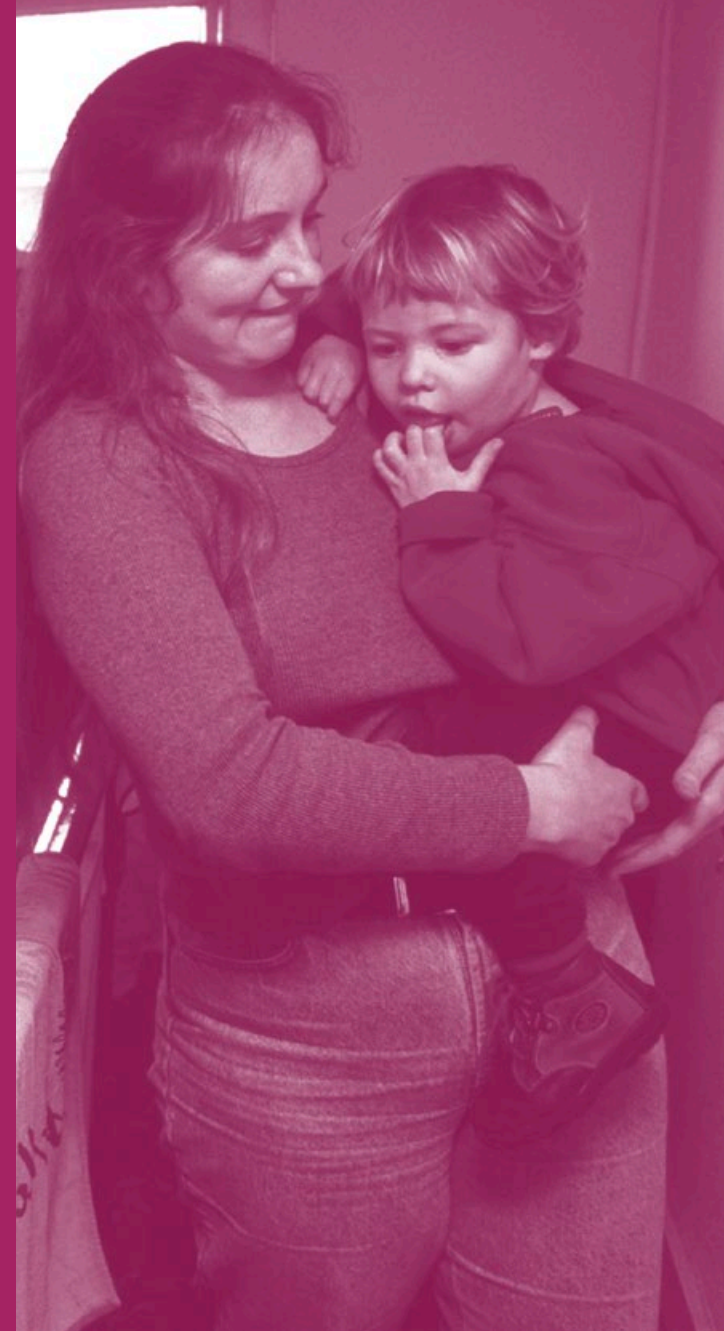
## Comments from Joseph Howes, CEO

I am extremely proud of how Buttle UK has stepped up our Chances for Children grants in 2020-21 as we support children and young people affected by the pandemic. We delivered more Chances for Children grants in this year than ever before. Thanks to the excellent fundraising income and our 'Stepping Up' plan, we have been able to continue this level of support at a comparable level this year as well. A huge thank you to all of our funders and partners that have made this possible, not to mention the referral agencies we work with to reach children and young people in crisis and poverty. When it comes to the number of grants created, we have a lot to be proud of. But, our Impact Report provides much richer information, feedback and challenge for us to understand the impact of our grants. We use this to learn how we can improve on what we do, where we should work and who we should work with.

This report helps us to consider our grant-making using a range of different lenses. We take pride in being able to breakdown and review our grants by geography, the items we provide and how they fit within our theory of change. We are continuing to develop this work. It is clear for example, that whilst our Chances for Children grants focus on the needs

of children and young people, our support is also critical for parents and carers as well. Our mission remains child-focussed, and this is where we place our efforts and energy, but providing key items and activities for children also has a hugely positive effect on others in the household too and we should never forget that in the impact we create. We are also able to share for the first time, how our grant distribution breaks down by ethnicity, an area we are passionate about understanding further and acting on where change is needed, something that is a key part of our Equity, Diversity and Inclusion strategy.

Finally, this impact report has highlighted the challenges that children and young people we work with are facing, particularly during the pandemic. Whilst these children and young people have had to deal with the same disruption to school or college, isolation from friends and their wider family and the broader anxieties of living through the pandemic – many are also dealing with significant trauma brought on by a range of experiences highlighted in this report. This is tough reading, and it should give us all the impetus to do more to support them. Our focus is to provide the items no child in the UK should be without, helping to increase their wellbeing and their ability to engage in education. Thank you for your continuing support, it is absolutely vital.





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