

# DEMOS PROJECTS

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Annual Report: Year 1

Demos Projects for Barclays  
Thriving Local Economies

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May 2020

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# INTRODUCTION

Barclays *Thriving Local Economies* (TLE) initiative aims to develop knowledge about different types of economy and commit to action on the ground to help those economies thrive. Barclays seeks to identify the drivers of, and barriers to, local economic success, and has partnered with Demos, the cross-party thinktank, to find the characteristics of what makes a thriving local economy.

Barclays plans to share the project's findings locally and with national decision-makers and stakeholders, being transparent about where actions have had some success and, equally, where intervention may not have had the desired impact. This will help inform the debate about how to deliver the thriving local economies and help build a national framework of insight.

The initiative is informed by *Thriving Economies - A Review of What is Known*, a report by Philip Collins which analyses existing data and research about geographic economic disparity in the UK as well as giving an overview of the key pillars for achieving local economic growth. The project is structured under four of these pillars: understanding the local economy; skills and training; aspiration and confidence; and growing businesses.

The project was launched in September 2018 and will run for five years. It focuses on four pilot areas in geographically different parts of the country and representing different types of place:

- a metropolitan area: Bury, in Greater Manchester
- a smaller town: Kilmarnock
- a rural area: Taunton Deane
- and a coastal community: Great Yarmouth

Demos Projects advised on the selection of pilot areas to ensure that each was broadly typical of its type of place, so that wider conclusions and lessons could be drawn from each pilot. The launch of each pilot is phased over the first two years, so that lessons learnt can be applied to later phases. The Great Yarmouth pilot will launch in Year 2 of the project, so is not detailed in this report.

This report evaluates Year 1 of the project (2018-2019) to:

- report on activity to date;
- identify early insights;
- and assess the activity against an Evaluation Framework.

## **Coronavirus (COVID-19) and TLE 2020**

The next steps are now, clearly, going to be delayed. Now that the initial research phase of the work is giving way to action in the pilot areas on the suggested interventions, activity will be forced to pause for as long as normal working conditions are not in place. It is inevitable that deep interventions in a place will require active local presence and regular events which involve contact between people. Many of the interventions require partnerships with local organisations, which are not operating for the duration.

So long as the lockdown continues, the day-to-day activity conducted by Demos Projects under the aegis of TLE will have to be of two kinds. First, it will be both necessary and possible to maintain good links with all the relevant contacts, in the local administrations and partner bodies. Second, any further refinements to the research base and to the suggested interventions can continue, as long as that demands only desk work.

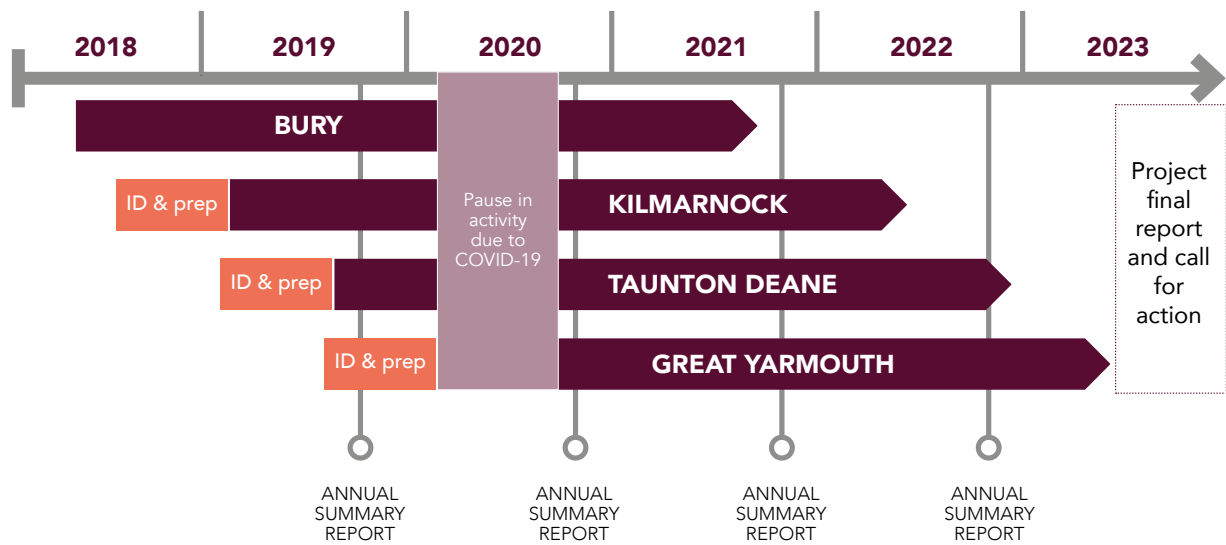
The rest of the activity though will have to cease for the moment as the locations implied in the interventions are schools, colleges and local businesses, none of whose doors are currently open. This will, of course, be kept under close watch and activity will resume as soon as safely possible. The project team across Barclays and Demos Projects, and seeking stakeholder input, will need to reposition the project for a post COVID-19 context, including reviewing the evaluation framework and the proposed interventions.

### **Project delivery**

Demos Projects is undertaking local research in each pilot area to better understand the economy on the ground. To support this, both Barclays and Demos Projects are engaging with the local authority, local MPs as well as business and community groups and local businesses to get their views and insight into key local opportunities and challenges. Working with these local stakeholders, they are developing insight into the key opportunities and challenges which exist in different areas.

Using this research, Demos Projects then makes recommendations for areas of intervention for Barclays to deliver aimed at addressing challenges in each community under each pillar. These are then developed into specific actions which Barclays will take in each pilot area. Demos Projects will independently measure these actions, using a specially developed evaluation framework, over three years to assess the impact of the interventions over time. Barclays plan to share the evaluation results to help inform the debate about how to deliver thriving local economies and help build a national framework of insight.

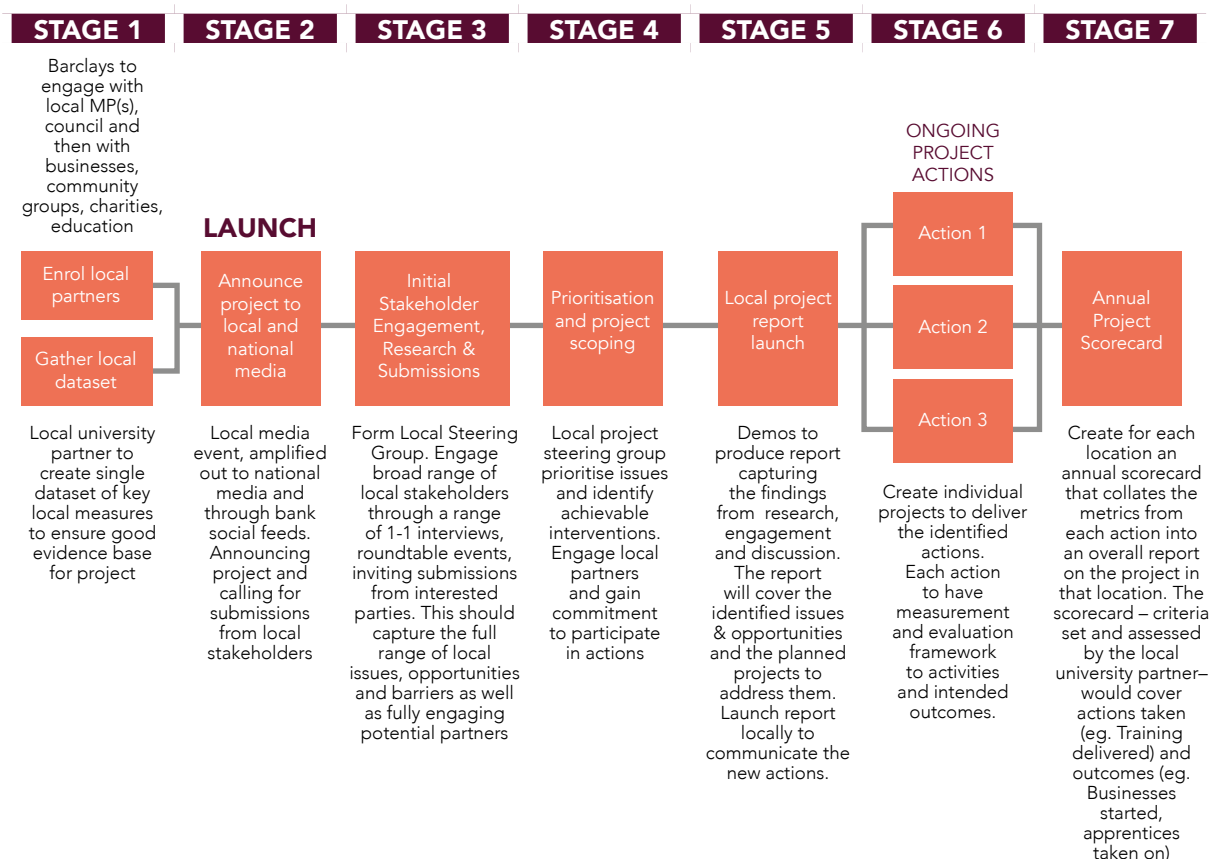
**FIGURE 1. PROJECT TIMELINE**



*Local Project Delivery – Initial Stages*

The delivery of the project in each pilot area has been conducted in a consistent and coherent way, in each instance following the same process and project stages:

**FIGURE 2. PROJECT PROCESS**



### *Stage 1: First steps*

The very first activity has been the selection of the pilot area. The selection process has relied upon research conducted by Demos Projects in identifying a pilot area which meets the following criteria.

Demos Projects gathered data on income, unemployment, business start-ups and education. On each metric, the distance from the median was calculated for all local authorities. In aggregate, this yielded a score on 'averageness'. The places that were consistently closest to the median were considered first for their fit with the categories, working down the list until there were sufficient numbers for all categories. To ensure that a good spread of places across the UK was captured, Wales, Scotland and Northern Ireland were considered both in the overall dataset and separately.

The research conducted by Demos Projects included the creation of a single dataset of key local measures and inputs from existing and new resources. For example, for each pilot area YouGov were commissioned to produce a 'Skills Gap' survey, the findings of which were assimilated into Demos Projects' research and reports.

Following the selection of the pilot area the national steering group reached out to potential local stakeholders, both internal and external, in order to create a local steering group which would lead the development of the pilot locally. Subsequently, the local steering group reached out to new and existing contacts to build a wider network of local stakeholders with the intention to keep these stakeholders either actively involved or recipients of progress updates through the three-year life span of the pilot.

### *Stage 2: Pilot Launch*

The second stage of the project in each pilot area commenced with a business lunch for around twenty attendees made up of those key local stakeholders whose involvement had been identified as being integral to the success of the pilot during Stage 1. Attendees were drawn from a cross-section of the local community such as the MP, the leaders of the local authority (elected and officer), business leaders, community group leaders, and education sector leaders. The lunch was hosted by a Barclays senior executive who would be the 'sponsor' for the pilot, able to discuss with the attendees their views on what would be needed to build a thriving local economy.

The business lunch served as a significant and important early milestone in assessing the appetite and focus for the pilot and its overall objectives, and at the same time provided a useful preliminary stakeholder engagement event ahead of the pilot launch event.

The main activity for Stage 2 was the launch event. In addition to publicising the launching of the project in the pilot area, the launch event provided an opportunity to:

- Invite a large number of local stakeholders (150 plus) to meet with a common purpose, to network and hear more about the objectives of the project.
- Announce the first intervention that the project would be delivering locally.
- Energise the project and create additional positive sentiment which would be drawn upon in the following project stages.

By the day of launch Demos Projects delivered the first of two reports dedicated to assessing the economy of the local pilot area, the 'Life Chances Commission' report.<sup>1</sup>

### *Stage 3: The Interventions Report*

Following the launch, further engagement with local stakeholders was undertaken to further embed positive relationships and with the aim of developing the second report written by Demos Projects, the 'Interventions Report'. This engagement has included bi-lateral meetings with local business leaders, community group leaders, councillors and MPs. In addition, round-table events have been held to encourage debate and discussion.

The draft Interventions Report builds on the first report, the Life Chances Commission report, by recommending areas in which Barclays could consider undertaking certain activity to support the economy of the local pilot area. The recommendations need to strictly relate to the four project 'pillars':

1. Understanding the local economy
2. Skills and training
3. Aspirations and confidence
4. Growing businesses

The fourth project stage culminated with the delivery of the Interventions Report. At this point, the interventions referred to in the report were still only recommendations or proposals that had received initial positive responses from local key stakeholders.

### *Stage 4: Prioritisation of the Proposed Interventions*

In Stage 4 the Interventions Report was analysed by the national steering group in order to identify how the recommendations could be put into effect. During this stage a number of existing teams within Barclays were engaged in discussion with the aim of determining the feasibility, cost, resource allocation, and practicality of delivering the proposed interventions.

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<sup>1</sup> Collins, Philip. Bury Commission on Life Chances (2017), Kilmarnock Life Chances (2019) and Taunton Deane Life Chances (2019) all published by Demos Projects. Available at: <https://home.barclays/who-we-are/our-strategy/backing-the-uk/thriving-local-economies>

### *Stage 5: Announcement of the Interventions*

The purpose of the fifth stage has been to go back to the local stakeholders to announce the interventions that Barclays would be leading for the three-year life-span of the project in the pilot area. In addition to publishing the Interventions Report, this stage has included further meetings with key stakeholders, such as the local council. The purpose of these meetings has been to ensure and prepare for effective collaboration on the delivery of the interventions in Stage 6.

For Bury Stage 5 was reached by the end of Q1 2019 and for Kilmarnock the expectation is that Stage 5 will be reached by Q2 2020.

### *Stage 6: Delivery of the Interventions*

Although each project stage has been designed to run sequentially, certain interventions have been launched and put into effect earlier. This has occurred in order to achieve early impact in the pilot areas and when existing Barclays programmes have been available and best placed to support the pilot area, for example the LifeSkills programme in Bury.

The delivery of the interventions for Bury was planned to commence in Q1 2020 and for Kilmarnock in Q2 2020. However, due to the significant impact of the Coronavirus Stage 6 has largely been postponed to Q3 2020.

### *Stage 7: Evaluation and the Annual Report*

The seventh stage has involved Demos Projects writing this Annual Report, with reference to the evaluation framework and stakeholder input. An annual report will be produced for each year of the project.

Key insights from the project to date are detailed in the main report below. These cover:

- value of using convening power
- relationship building
- local team leadership
- setting flexible key performance indicators
- designing interventions to make the most of Barclays' strength areas



# IMPACT EVALUATION

## **Macro evaluation framework**

Demos Projects has developed an evaluation framework for the TLE project as a whole, which will be used to assess the impact of the project overall. These measures are the macro metrics for understanding the impact of TLE. Evaluating place-based interventions is necessarily complex, as the project's interventions will be one action among the many others that are outside the scope and control of the particular project. Our framework therefore seeks to understand the impact of the TLE project in context.

As noted above, the project team across Barclays and Demos Projects, and seeking stakeholder input, will need to review the evaluation framework in order to reposition the project for a post COVID-19 context.

The framework sets out:

- a broad ambition for each of the four pillars, identifying what Barclays seeks to influence through TLE while acknowledging a wider context beyond the control of the project;
- the expected outcomes to be achieved through the interventions;
- the evaluation method for each intervention, and what type of evaluation this is.

Some interventions will be assessed by comparing the intervention group to an unmatched comparison group. The data sources for these are reliable (i.e. published regularly from a reputable provider) and either open access or available via a Freedom of Information request. Demos Projects will use this published data to understand the impact of the TLE project for each pilot area. For example, in order to assess whether the desired outcome of increasing the number and take-up of apprenticeships has been achieved, Demos Projects will analyse ONS data on apprenticeship availability and take-up before and after the intervention.

Other interventions will be assessed by conducting before and after surveys with the intervention group. For example, in order to assess whether the provision of free training for people looking for work does help improve their skills (the desired outcome of an intervention) the group receiving such training would be asked to complete before and after surveys. These surveys will be developed by Demos Projects in collaboration with Barclays.

The evaluation framework is included in the appendix.

## **Micro evaluation measures for each pilot**

In 2020, Demos Projects will develop evaluation metrics for each of the Bury TLE pilot interventions (the micro metrics for understanding the impact of TLE). These will link back to the evaluation framework for the TLE project overall.

Bury Council is keen for the micro evaluation measures for the Bury pilot link to its own impact measures. Demos Projects will facilitate this where possible, and are seeking to understand the council's own measures and methodology.

# PROGRESS TO DATE

## Bury

### *Pillar 1: Understanding the local economy - report on progress against objectives*

Demos Projects produced the *Bury Commission on Life Chances* report in 2017, which describes the background to Bury's economy, current challenges and initiatives, and proposed interventions to improve the local economy, not limited to what Barclays can deliver through TLE. This report was informed by an analysis of local and national data relating to Bury, and insight gathered from local stakeholders to understand the area's strengths and challenges relating to economic prosperity.

In 2019, Demos Projects produced a data update on the report's findings. This data was then analysed alongside the Barclays' Data Analytics Report (2019), Barclays' Bury Business Survey (2019), the Greater Manchester Industrial Strategy (2019), the Greater Manchester Independent Prosperity Review (2019), and Bury Council's ten-year strategy to inform Demos Projects' Bury Interventions Report. This report summarises the key strengths and challenges for Bury, possible solutions in which various local stakeholders could have a role, and finally recommended areas of intervention specific to Barclays TLE project.

A Data Analysis workshop was held with key local stakeholders, to discuss the findings of the Life Chances report. The first pilot forum was held in Q2 2019, with representation from Bury Metropolitan Borough Council, local MPs, the Greater Manchester Combined Authority Local Economic Partnership, the Chambers of Commerce and Barclays.

Barclays has met with the council numerous times to seek input on the development of the pilot. Engagement has also taken place with a range of other stakeholders to develop the intervention delivery plans, including Bolton University, Bury College and JobCentrePlus. The pilot steering group has also met regularly.

Barclays and Demos Projects have been working with the Council to identify and deliver shared priorities for additional research, providing relevant insights into the local economy as the pilot progresses. Any areas which require additional research support will need to be identified and a methodology agreed between the partners.

### *Pillar 3: Aspiration and Confidence - report on progress against objectives*

Barclays delivered a LifeSkills programme to all Year 10 students in Bury, reaching 2,098 young people in total. The programme sessions were led by a professional facilitator and covered content designed to support young people in understanding their personal strengths and creativity, and how these will relate to the labour market. Through the programme, all students were offered at least two of their required 4 employer encounters under the national Careers Strategy.

In addition to this, Barclays delivered a Deep Impact LifeSkills Programme in Bury, reaching 50 students across 11 schools. Participants were selected from two groups identified as most in need of the intervention:

- students who were able but underperforming
- those who are looked-after children

The programme aimed to:

- Improve participating students' aspirations.
- Support them to acquire employability and other transferable skills to help them move forward with their next steps.
- Develop career adaptability.
- Quantify the link between improving aspirations and increased motivation to work harder at school to achieve results.

Content covered included financial capability, enterprise skills, adaptability, proactivity and digital skills. The programme was evaluated by an independent research agency and found to be very successful in increasing the confidence and raising the aspirations of participating students. The findings are detailed in the next section, 'Early insights'.

### *Pillar 4: Helping Businesses to grow - report on progress against objectives*

**Business Support:** Barclays committed to host a number of business mentoring events across 2019. The first business breakfast event was held in Q1 2019 and was co-chaired with the Council with an aim to help businesses think about planning for resilience against market events and the economy, especially in the context of Brexit. Around 90 people attended. A second business breakfast was held in Q3 2019 on the topic of manufacturing, with approximately 60 attendees.

Activity aligned with this intervention includes:

- **Events:** Barclays' local team has been liaising with the Council and Growth Hub to arrange business events in partnership; for example, liaising with the Bury Business Leadership Group to hold potential events on digital, cyber and fraud awareness. A potential event in Bury on the role of social businesses was being explored.
- **SME Support:** Provision of SME support for businesses with turnover up to £6.5m has been explored with the Council. Barclays local team has been attending Bury Business Leadership Group bi-monthly meetings to link the

group into a wider Greater Manchester network to support sharing of ideas and best practice. Barclays local team approached Bolton University with reference to partnering to deliver entrepreneurial business start-up support.

- **Green Business:** Barclays local team has been liaising with the Growth Hub regarding promotion of Green for Businesses in Bury.

**Cambridge Judge Business School Scale Up Academy:** Barclays supported a cohort of five Bury SMEs through the Cambridge Judge Business School (CBJS) Scale Up Academy in 2019. Bury Council promoted the opportunity locally, with the successful companies selected by CJBS, the Growth Company and Bury Council. The five businesses presented their business plans at Cambridge in September. The programme's impact is detailed in the next section, 'Early insights'.

## **Early insights**

It is too early in the project to make an assessment of the Bury pilot against the Evaluation Framework as interventions are for the most part still in the design and development phase. Insight from the external evaluation of the Deep Impact LifeSkills Programme and feedback from the Cambridge Judge Business School are detailed below. Additionally, we include insights gathered from internal and external stakeholders on what they feel has gone well and learning points from the pilot so far. Please note that these insights are not exhaustive, and are included to augment the progress report above.

### *Insight one: Deep Impact LifeSkills Programme*

The Deep Impact LifeSkills Programme in Bury programme was evaluated by Chrysalis, an independent research agency. Outcomes for participating students were compared to a control group in the same school. In total, 50 students participated across 11 schools. The evaluation concluded that the programme was a success and achieved its aims:

- Nearly all participating students showed improvement and positive changes across multiple areas, including:
  - ∞∞ Personal development (confidence and self-esteem).
  - ∞∞ Development of attitudes and transferable skills, and understanding of their importance.
  - ∞∞ Refining aspirations and being open to multiple career choices and prepared for career changes.
  - ∞∞ Understanding of the workplace and what employers are looking for.
  - ∞∞ Understanding of how to manage money (personal finance).
- These were not only important outcomes for most participating young people, but also drivers of development in other areas.
- Students who took part in the programme started applying their improved understanding, skills and attitudes and transferring them into other contexts, showing greater self-efficacy and effort in acquiring the qualifications and experiences that they would need in the future.

More detailed findings are set out below.

### *Confidence and self-esteem*

The programme raised participants' confidence and self-esteem, and for some, changed their views of self and their place in the world. The majority of participating students displayed greater confidence and maturity after participating in the programme. Almost two thirds of participating students felt their confidence 'improved a lot' as a result of taking part in the programme, and around one third felt it 'improved a little'. For some, improvements in confidence and self-esteem were substantial and positively affected their identity.

### *Aspirations*

Participating students' aspirations were informed by better understanding of careers, training routes and of themselves. By the end of the year, they:

- Were much clearer about what exact job in their chosen sector they might be aiming for;
- Developed greater clarity about what is needed to achieve their career goals;
- Added some 'back up plans' that they might pursue if their first choice career does not work out.

Over half (53%) of students said that both their ambitions and aspirations, and their understanding of their own strengths and skills, had improved a lot as a result of the programme, compared to 38% and 19% of the control group respectively. Over two fifths (43%) said that they were now a lot more open to and interested in different possible jobs and careers, where only 17% of the control group said this.

### *Transferable skills*

A very large majority (80%) of participating students said that they were now a lot clearer about what employers are looking for compared to 38% of the control group.

Among the cohort, the skills which they rated as most improved after the programme were working with others (57% compared to 23% of the control group) and communication, comprising confidence in expressing own views in group work (41% compared to 21%) and confidence in speaking to other people (30% compared to 6%).

A noticeable change among participating students was a sense of clarity that the same skills and experiences explored in the programme were useful and applicable in different contexts: the workplace, learning at school, at home, when playing sports, etc.

### *Personal finance and money management*

There were visible differences between participating and control students, particularly in the schools where personal finance and money management is not taught. Nearly two thirds (62%) of participating students said their understanding of how to manage money improved a lot compared to 34% of the control group.

### *Greater maturity*

Over half (53%) said they felt a lot more ready to make future career decisions compared to 41% of the control group. Teachers and mentors noticed a more responsible and positive attitude from participating students both in the sessions and at school.

There were multiple instances of young people becoming more proactive and attempting to develop the skills and acquire the experiences they need to succeed. Nearly a third (31%) reported having applied for a part-time job compared to 6% of the control group, and 64% had done volunteering or work experience compared to 22% of the control group.

Just under two thirds of participating students felt their motivation to learn 'improved a lot' as a result of taking part in the programme.

The evaluation identified points to consider in programme development, which will inform the delivery of LifeSkills programmes as part of the TLE project.

### *Insight two: Cambridge Judge Business School Scale Up Academy*

The cohort were supported to carry out detailed reviews of their businesses; produce growth plans; proactively exploit marketing opportunities; and consider how to get the best from their teams and promote a positive work culture. Feedback from the participating businesses was very positive. Detailed below, directors of two of the businesses describe their experience of the course and the impact it has had on their company.

#### *Busy Bins*

*"[The Scale Up Academy] was the perfect opportunity to get the help I needed to take it [my business] to the next level. The course was absolutely brilliant. Each day covered a different aspect of growing the business, and you learn from different professors or experts. Since the academy, the business is doing really well and the business is growing by 40% each year.*

*I've never been taught like it! The Cambridge Professors are open to criticism, they're open to debate, they're open to different ideas, they generate conversation between everybody which is sort of the most valuable time you have, just hearing other ideas from different companies, people's different perspectives on what they've done. They're presenting different concepts that help you really clarify what it is you want to do – that kind of 'what exactly is it that you want to do, and how are you doing to do it?' That means then, you're ready then from that point to push on and go forwards and turn those ideas into something real."*

### *Lacey Plumbing*

*"The Scale Up Academy has had such a positive impact on our entire business and we know we can grow. We looked at our culture in the workplace, leadership and finance. Not only have we increased business, but it's been great for staff morale.*

*We're always thinking about the business, we were in a bit of a plateau situation. We'd already had 12 months with a business coach, so we'd already been thinking a lot. But then the Barclays Scale Up programme came along and it was just at the right time. Something that really focused on the full, rounded business. There's a whole new world out there that we didn't know about."*

The Cambridge Judge Business School (CJBS) is conducting its own research on the programme's impact, including quantitative and qualitative data from the cohort. The work has unfortunately been delayed by the impact of coronavirus (COVID-19) but the CJBS plans to publish an interim report and case studies later this year.

### *Insight three:*

Barclays successfully used its convening power to host two breakfast events bringing together local businesses, in partnership with Bury Council and the local Growth Hub. These facilitated information-sharing and discussion on important topics such as business resilience, as well as providing networking opportunities for attendees. The events were well-received by attendees, and further worked to raise awareness of TLE among stakeholders. Local branch staff also felt that these events had helped to enhance Barclays' engagement in Bury more generally. Although not a large-scale intervention, these events show that a 'drumbeat' of regular, small-scale events with fresh, topical content that offers something of worth to attendees, is extremely valuable in this type of project.

### *Insight four:*

Feedback from the local delivery team and key stakeholders focused on the importance of engaging with the right people, and getting the right level of engagement. The district or borough council was identified as pivotal to the success of the pilot, particularly having a named coordinator for the project on their side. Regular contact, meetings and planning were identified as key.

### *Insight five:*

One stakeholder noted the added value of all the project's 'offshoots' - the relationships that are building as a result of TLE but outside of the project's formal structures. Such relationships can reap benefits for TLE and beyond, although the stakeholder noted that it is challenging to keep track of all such developments.



## Assessment of activity against the evaluation framework:

This section assesses progress to date against the project's evaluation framework, designed at the beginning of the project and included in the Appendix. Please note that for all pilots, the majority of activity was due to be delivered from Year 2 onwards and therefore assessed in next year's annual report. The evaluation framework will need to be reviewed and revised with reference to the impact of coronavirus (COVID-19) on our pilot areas.

- **Pillar 1: Understanding the local economy**, aims to achieve an improved understanding of how to build thriving local economies, with case study examples from the pilots. The project outcomes will be an increased understanding of the key contributors to, and detractors from, economic prosperity tailored to each pilot area. In Bury, good progress has been made in Year 1, measured by the production of the Bury Life Chances report and the Bury Interventions report. Ongoing research and analysis related to the pilot will be conducted to inform the design and delivery of interventions, and insight from the pilot steering group and local stakeholders will continue to feed into the project.
- **Pillar 2: Skills and training**, aims to increase job opportunities and increase the availability of apprenticeships. The project outcomes in each pilot area will be an increased number and take-up of apprenticeships; provision of free training for people looking for work which helps improve their skills; and that the provision of this training increases the availability of the top three skills local employers are looking for. Delivery of LifeSkills For All is contributing to these outcomes, and the impact will be measured in next year's annual report, along with the impact of the other interventions detailed below.
- **Pillar 3: Aspiration and confidence**, aims to increase educational attainment. The project outcomes in each pilot area will be positive sentiment reported by school leavers on their aspiration and confidence; positive sentiment reported by adults looking for work or changing jobs on their aspiration and confidence; and positive sentiment reported by entrepreneurs and business owners on potential employees' skills. Delivery of both the LifeSkills programme and LifeSkills Intensive Support is contributing to these outcomes, and the impact will be measured in next year's annual report, along with the impact of the other interventions detailed below.
- **Pillar 4: Growing businesses**, aims to raise the performance of SMEs in the pilot area. The current evaluation framework identified measures to increase business resilience, such as the number of start-ups (including social businesses) where this is low, or to increase business growth and turnover of SMEs. Projected outcomes in each pilot area are that a sentiment survey of SME owners shows improvement in: availability of skills needed; opportunity for their businesses; and opportunity for the local economy. Other expected outcomes are an increased availability of business support, and increased engagement with local branches from local businesses (using the rate of lending as a proxy measure)

These measures and outcomes will need to be reviewed and revised with reference to the impact of coronavirus (COVID-19) on our pilot areas. In Year 1, delivery of the CBJs Scale Up Academy, SME support, and targeted events has contributed to the original outcomes, and their impact will be measured in next year's annual report.

# PROGRESS TO DATE

## Kilmarnock

### *Pillar 1: Understanding the local economy - report on progress against objectives*

Demos Projects conducted an analysis of local and national data relating to Kilmarnock, and gathered insight from local stakeholders to understand the area's strengths and challenges relating to economic prosperity. This evidence was analysed alongside Barclay's *Kilmarnock Business Survey (2019)*, and in the context of local investment programmes and policy initiatives, and the challenge of fragmented political and policy responsibility, to inform Demos Projects *Kilmarnock Life Chances Report (Q2 2019)*.

The Life Chances Report describes the background to Kilmarnock's economy, current challenges and initiatives, and proposes interventions to improve the local economy, not limited to what Barclays can deliver through TLE. The Life Chances report in turn provided the basis for Demos Projects *Kilmarnock Interventions Report (Q3 2019)*, setting out possible solutions in which various local stakeholders could have a role, and recommended areas of intervention specific to Barclays TLE project. Barclays have met with East Ayrshire Council numerous times since the summer to seek input to the pilot to endorse the proposed areas of intervention.

### *Pillar 3: Aspiration and Confidence - report on progress against objectives*

**LifeSkills programme:** Barclays is delivering a LifeSkills programme to approximately 620 S2 students (Year 9 equivalent in England and Wales) in three schools and two special schools locally. The programme uses interactive workshops to help young people identify and develop their personal skills and learn how to sell these skills to employers, as well as providing employer encounters. Dates had been booked with all schools and delivery had begun in some schools.

In addition to this, the Deep Impact LifeSkills Programme will be delivered to 30 S3 students (Year 10 equivalent in England and Wales). Participants were selected from two groups identified as most in need of the intervention:

- students who were able but underperforming
- those who are looked-after children

The programme aims to:

- Improve participating students' aspirations.
- Support them to acquire employability and other transferable skills to help them move forward with their next steps.
- Develop career adaptability.
- Quantify the link between improving aspirations and increased motivation to work harder at school to achieve results.

At the time of schools closing in response to COVID-19, 2 of the 6 planned sessions had been delivered with the Deep Impact group. Over the course of the coming 10 weeks and before Scottish school holidays begin, an online engagement will be offered to this group. However, this will not sufficiently replace the efficacy of face-to-face sessions and as such this group will be picked up again from the beginning of the new academic year.

#### *Pillar 4: Helping Businesses to grow - report on progress against objectives*

In Q4 2019 Barclays Business and Agriculture team hosted a business breakfast event focused on business resilience which was very well attended including the local MSP. Additionally, the team participated in the Council-led 'Vow to WoW' event which saw businesses and community groups gather and commit to pledges to help enhance Kilmarnock. Barclays were the only bank in attendance and committed to deliver digital skills to the community which was well received.

### **Assessment of activity against the evaluation framework**

This section assesses progress to date against the project's evaluation framework, designed at the beginning of the project and included in the Appendix. Please note that for all pilots, the majority of activity was due to be delivered from Year 2 onwards and therefore assessed in next year's annual report. The evaluation framework will need to be reviewed and revised with reference to the impact of coronavirus (COVID-19) on our pilot areas.

- *Pillar 1: Understanding the local economy*, aims to achieve an improved understanding of how to build thriving local economies, with case study examples from the pilots. The project outcomes will be an increased understanding of the key contributors to, and detractors from, economic prosperity tailored to each pilot area. In Kilmarnock, good progress has been made in Year 1, measured by the production of the *Kilmarnock Life Chances* report and the *Kilmarnock Interventions report*. Ongoing research and analysis related to the pilot will be conducted to inform the design and delivery of interventions, and insight from the pilot steering group and local stakeholders will continue to feed into the project.
- *Pillar 2: Skills and training*, aims to increase job opportunities and increase the availability of apprenticeships. The project outcomes in each pilot area will be an increased number and take-up of apprenticeships; provision of free training for people looking for work which helps improve their skills; and that the provision

of this training increases the availability of the top three skills local employers are looking for. The impact of the interventions detailed below will be measured in next year's annual report.

- **Pillar 3: *Aspiration and confidence***, aims to increase educational attainment. The project outcomes in each pilot area will be positive sentiment reported by school leavers on their aspiration and confidence; positive sentiment reported by adults looking for work or changing jobs on their aspiration and confidence; and positive sentiment reported by entrepreneurs and business owners on potential employees' skills. Delivery of both the LifeSkills programme and LifeSkills Intensive Support is contributing to these outcomes, and the impact will be measured in next year's annual report, along with the impact of the other interventions detailed below.
- **Pillar 4: *Growing businesses***, aims to raise the performance of SMEs in the pilot area. The current evaluation framework identified measures to increase business resilience, such as the number of start-ups (including social businesses) where this is low, or to increase business growth and turnover of SMEs. Projected outcomes in each pilot area are that a sentiment survey of SME owners shows improvement in: availability of skills needed; opportunity for their businesses; and opportunity for the local economy. Other expected outcomes are an increased availability of business support, and increased engagement with local branches from local businesses (using the rate of lending as a proxy measure). These measures and outcomes will need to be reviewed and revised with reference to the impact of coronavirus (COVID-19) on our pilot areas. In Year 1, the business breakfast event described above contributed to these original outcomes, and its impact will be measured in next year's annual report.

# PROGRESS TO DATE

## Taunton Deane

### *Pillar 1: Understanding the local economy - report on progress against objectives*

Demos Projects conducted an analysis of local and national data relating to Taunton Deane, and gathered insight from local stakeholders to understand the area's strengths and challenges relating to economic prosperity. This evidence was analysed alongside Barclays' *Taunton Deane Business Survey* (Q3 2019), and in the context of local investment programmes and policy initiatives, to inform Demos Projects' *Taunton Deane Life Chances Report* (Q4 2019).

The Life Chances Report describes the background to Taunton Deane's economy, current challenges and initiatives, and proposes interventions to improve the local economy, not limited to what Barclays can deliver through TLE. The Life Chances report in turn provided the basis for Demos Projects' *Taunton Deane Interventions Report* (Q1 2020), setting out possible solutions in which various local stakeholders could have a role, and recommended areas of intervention specific to Barclays TLE project.

Extensive engagement has taken place led by the Barclays local team seeking input into the development of the pilot from stakeholders including the District and County Councils, Rebecca Pow MP, the Chamber of Commerce, local businesses, and initiatives focused on technology and skills development.

### **Assessment of activity against the evaluation framework**

This section assesses progress to date against the project's evaluation framework, designed at the beginning of the project and included in the Appendix. Please note that for all pilots, the majority of activity was due to be delivered from Year 2 onwards and therefore assessed in next year's annual report. As Taunton Deane is the third pilot, no delivery has yet taken place and therefore only Pillar 1 is included here. The evaluation framework will need to be reviewed and revised with reference to the impact of coronavirus (COVID-19) on our pilot areas.

- *Pillar 1: Understanding the local economy*, aims to achieve an improved understanding of how to build thriving local economies, with case study examples from the pilots. The project outcomes will be an increased understanding of the key contributors to, and detractors from, economic prosperity tailored to each pilot area. In Taunton Deane, good progress has been

made in Year 1, measured by the production of the Taunton Deane Life Chances report and the Taunton Deane Interventions report. Ongoing research and analysis related to the pilot will be conducted to inform the design and delivery of interventions, and insight from the pilot steering group and local stakeholders will continue to feed into the project.

# APPENDIX

## Macro Evaluation Framework

|                             |   | AMBITION<br>What do we want to influence through TLE?   | OUTCOMES<br>What will we achieve through our interventions?  | EVALUATION METHOD<br>How will we measure our impact?                                | TYPE OF EVALUATION  |  |  |   |   |  |
|-----------------------------|---|---|--|---|---|--|--|---|---|--|
| PROJECT<br>MACRO<br>METRICS | PILLAR 1<br>UNDERSTANDING<br>THE LOCAL<br>ECONOMY | Improve understanding, with case study examples, of how to build thriving local economies (measured by pilot area annual reports) | Increased understanding of the key contributors to, and detractors from, economic prosperity tailored to each pilot area | Life chances reports for each area  | Y/N   |  |  |   |   |  |
|                             |   |   |  | Interventions reports for each area   | Y/N   |  |  |   |   |  |
|                             |   |   |  | Insight from: area steering groups; local businesses; Barclays local data           | Y/N   |  |  |   |   |  |
|                             | PILLAR 2<br>SKILLS & TRAINING                     | Increase job opportunities (measured by ONS data on the annual number of vacancies at local authority level)                      | 1. Increased number and take-up of apprenticeships   | 1. Analyse existing external local data on apprenticeship availability and take up  | 1. Analyse existing external local data on apprenticeship availability and take up          | Intervention group against an unmatched comparison group |  |   |   |  |
|                             |   |   |  |   |   |  | Increase availability of apprenticeships (measured by DfE data at regional level, or local authority level through an FOI) | 2. Provision of free training for people looking for work helps improve their skills                        | 2. Conduct before and after surveys with intervention group | Before and after surveys with intervention group |
|                             |   |   |  |   |   |  |  |   |   |  |
|                             | PILLAR 3<br>ASPIRATION<br>& CONFIDENCE            | Increase educational attainment (measured by DfE and Scottish Govt data at local authority level)                                 | 1. Positive sentiment reported by school leavers on their aspiration and confidence                                      | 1. Positive sentiment reported by school leavers on their aspiration and confidence | 1. Conduct before and after surveys with intervention group, and compare with control group | Before and after surveys with intervention group         |  |   |   |  |
|                             |   |   |  |   |   |  | 2. Positive sentiment reported by adults looking for work/ changing jobs on their aspiration and confidence                | 2. Positive sentiment reported by adults looking for work/ changing jobs on their aspiration and confidence | 2. Conduct before and after surveys with intervention group | Before and after surveys with intervention group |
|                             |   |   |  |   |   |  |  |   |   |  |



|                              |                                    | AMBITION<br>What do we want to influence through TLE?   | OUTCOMES<br>What will we achieve through our interventions?  | EVALUATION METHOD<br>How will we measure our impact?                 | TYPE OF EVALUATION                                       |
|------------------------------|------------------------------------|---|--|--|--|
| <b>PROJECT MACRO METRICS</b> | <b>PILLAR 4 GROWING BUSINESSES</b> | Increase business resilience, e.g. number of start-ups, including social businesses (measured by ONS data at local authority level) | 1. Increased number of SME start-ups in each pilot (businesses with turnover of £0-£6.5m pa), from x baseline                                      | 1. Analyse existing ONS data on business size, turnover and location | Intervention group against an unmatched comparison group |
|                              |                                    |   | 2. Increased combined turnover of the SME sector in each pilot, from x baseline  | 2. Analyse existing ONS data on business size, turnover and location | Intervention group against an unmatched comparison group |
|                              |                                    |   | 3. Increased number of people employed by SME sector in each pilot, from x baseline  | 3. Analyse local data on employment                                  | Intervention group against an unmatched comparison group |
|                              |                                    | Increase business resilience, e.g. business growth and turnover of SMEs (measured by ONS data at local authority level)             | 4. Sentiment of SME owners shows improvement in:<br>i. Availability of skills needed<br>ii. Opportunity for their businesses<br>iii. Local economy | 4. Conduct survey of SME owners (YouGov)                             | Intervention group against an unmatched comparison group |
|                              |                                    |   | 5. Increased availability of business support  | 5. Analyse local data on provision                                   | Intervention group against an unmatched comparison group |
|                              |                                    |   | 6. Increased Barclays lending to local businesses (proxy measure for increased engagement)   | 6. Commercial tracking data  | Compare data before and after interventions              |

