

Impact Report

2017/18



Working for the Community!

St Paul's Community Development Trust

A Special Word ...

Message from the Chief Executive

We took a lot of positive feedback from our first impact report in 2016/17 and have made a number of changes that I hope you feel have improved the report for 2017/18. One of the big changes has been to separate the work of the front line team and support services to enable us to allow funders and commissioners, to focus purely on the difference their money makes to the people of Balsall Heath and the surrounding area.

All staff working for the organisation are focussed and determined to continually improve and enhance the work we do, and I want to thank every member of staff and volunteer for their dedication and commitment.

In my two years at St Paul's, we have faced the biggest financial challenge that I have ever experienced, and while we have a way to go our determination is to ensure that St Paul's has a viable long term plan and that going forward, we will diversify our income streams and service delivery.

I hope that you enjoy this year's report and again I welcome feedback from you positive or otherwise that will help us to improve our reports in future years.

Dave Cusack – Chief Executive Officer

David.cusack@stpaulstrust.org.uk



Message from the Chair of Trustees

Welcome to the second impact report produced by St Paul's and I hope you find it an enjoyable and interesting read. 2017/18 was yet again another challenging year that saw the organisation inspected by Ofsted a further three times with positive outcomes from all visits and in particular an outstanding outcome for our out of school services. The outcome for the school was "requiring improvement" and, while it was not our aim, the report showed very clearly that the school is making significant improvement and we will welcome another visit within the current year. Our Malvern Street nursery and Chatterboxes pre-school received "good" ratings with many positive comments from the inspectors.

The Board's focus has again been the financial strength of the organisation and we established a committee to scrutinise and support the senior team to deliver the strategic priorities set by the board. Towards the end of this year, we entered into a successful partnership that secured the new Early Years Health & Wellbeing contract (Children's Centre services) in Birmingham with St Paul's in partnership with The Springfield Project delivering services across the Hall Green Constituency.

Work on bringing in new income has been difficult as the environment and process to attract funders is extremely competitive; however, we will continue to bid for funding that both enhances existing services and brings in new work.

The year saw a number of Trustees depart from serving the organisation and I would like to place on record my thanks to; John McFarlane, Val Hart and Subah Rashab. I want to thank my fellow Trustees for their effort during the year, our patrons, funders, staff and volunteers who all work so hard to ensure St Paul's continues to deliver high quality services in Balsall Heath and the surrounding areas.

Gill Coffin - Chair of Trustees

About St Paul's

Our Purpose

St Paul's is a charity committed to working with and alongside the people of Balsall Heath, to promote education, recreation and life-long learning, by developing innovative services to support families and young people most deprived and in need of help.



Our History

St. Paul's Community Development Trust had its origins in the desire of people in Balsall Heath to make a better future for their children, getting together to start a nursery, adventure playground and small school.

The three groups joined forces to establish the Trust in the late 1970s, and from these small beginnings in voluntary endeavour it has grown to be a thriving organisation.



Our Present

Today St. Paul's provides the following services;

- An **independent school** for pupils 11-16 years of age
- **Out of school services** for children 5 -11 years of age, rated 'Outstanding' by Ofsted
- **3 Nursery Sites** – all rated 'GOOD' by Ofsted
- **Early Years services** for 0 -5 years of age
- **St Paul's City Farm**
- **The Ellen Gee** narrow boat



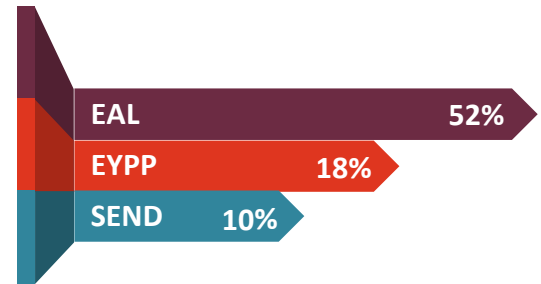
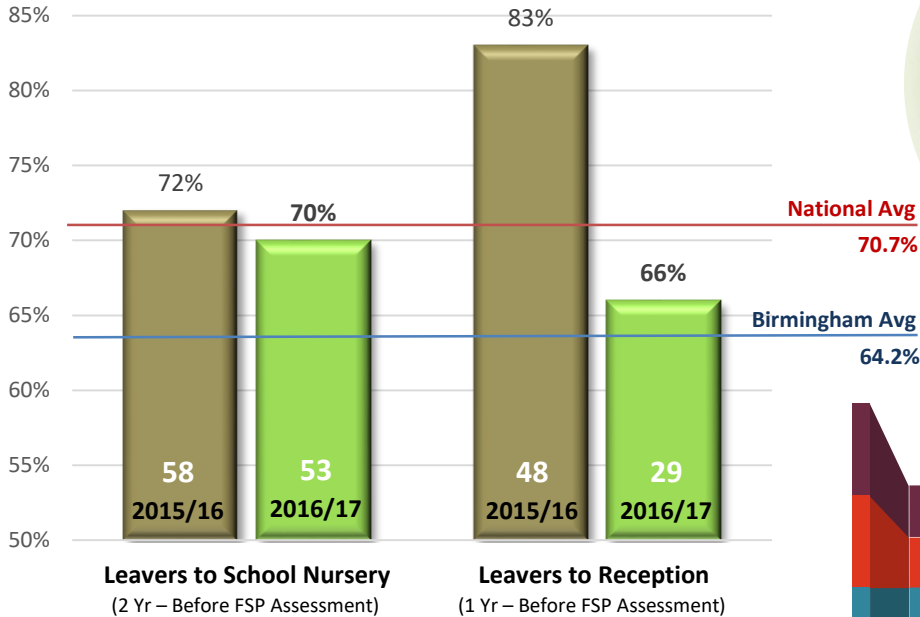
Our Future

The organisation has faced many challenges over the years, but has always responded to these and remains as passionate about our work today, as when the organisation was first established over forty years ago.

St Paul's Nurseries

Progress against EYFS for all children who accessed Nursery Provision at St Paul's

Comparison of (% & No) Leavers Achieved Good Level of Development (GLD) 2015/16 and 2016/17



Performance/Results are lower than last year, due to significant changes in the intake of children. The following were the additional challenges that had to be overcome to narrow the gap:

- Significant number of new starters who commenced Nursery Provision in the middle of term or year, that contributed to considerably lowering the overall assessment scores
- Children starting nursery well below their expected level of development in the 3 Prime Areas of Learning
- Majority of children attending only 15 hrs per week
- A high number of children with English as an additional language (52.5%)
- Some children have a diagnosis of SEND and are in the process of getting their Education Health & Care Plans and have My SEN & Early Support Plans. (9.75%)
- 18% of leavers on Early Years Pupil Premium (High levels of deprivation funding)

FSP - Foundation Stage Profile, EAL – English as Additional Language, SEND – Special, Education, Needs & Disability
GLD - Good Level of Development, is a standard way of measuring performance. A child achieves GLD if they achieve “at least the expected level” in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) as well as the early learning goals in the specific areas of mathematic and literacy.



How parents have scored our Nurseries?

Make Children Feel Welcome



Promote Healthy Exercise And Diet



Children Are Happy, Confident And Independent



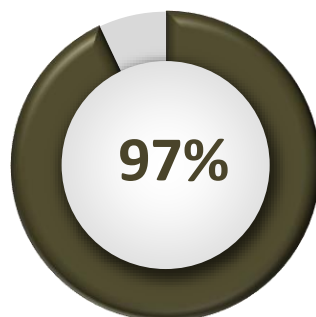
Children Behave Well And Develop Friendships



Help Children Learn And Develop



Meet Children's Individual Needs



Listen And Respond To The Children



Children Are Safeguarded And Protected



Parents Comments

"A safe happy, environment to play and learn"

"I love all the parent workshops they are a great way to do things with my child"

"Staff are very caring and responsive to individual needs. A happy atmosphere is created and maintained."

"Free play is excellent, staff interact with children really well. Welcoming parents is excellent. You can leave children in a very caring environment."

"All staff are hardworking, well trained and professional, also lovely people who my children and I have grown really fond of"

'Tina's Story'

St Paul's Nurseries in line with the EYFS Framework and SEND Code of Practice meet the needs of all SEND (Special Education Needs & Disability) children accessing any of our nurseries



Tina is the youngest sibling. She is 2 years' old and has a diagnosis of Down's Syndrome with Hypertonia. Tina has 2 older brothers and one sister. Both her brothers have SEND. Her family were on a 'My Family' Plan to help support meet the educational needs of her brothers at school.

Tina needed a nursery place where her care needs could be met. Tina had just learnt to walk and had very weak muscle strength. She was able to bend her head very far back with the risk of causing serious injury to herself. Mum was needing some respite during holidays with looking after the older children with additional needs.

Mum registered with Balsall Heath Children's Centre and was advised to bring Tina to Chatterboxes Preschool. Mum was allocated a Family Support Worker to support with providing some respite for family. Holiday care was arranged at St Paul's play scheme for the 3 older children. The children all had different days to attend which allowed mum to spend quality time with the other children at home

Tina has really blossomed at Chatterboxes. PLA helped to settle Tina in and supported staff in meeting her needs. Her Early Support Teacher handed over care of Tina to Chatterboxes and the Area Senco team. ISEY funding was applied for and given to Chatterboxes so that her care needs could be met. **A Care Plan was put in place to ensure all Tina's medical needs were being met.** Mum is supporting staff with learning to use Makaton, to use with Tina. Tina is a very happy and smiley child. She has settled really well and has formed excellent relationships with her peers and adults at Chatterboxes. Tina loves to sing and joins in with the actions. Tina will return to Chatterboxes next year and complete her nursery year.

Tina has made lots of progress in her Prime Areas. She has developed positive relationships with staff and her peers. Tina has developed her physical skills and is becoming stronger each day. She has learnt and loves to climb.

The Nursery are working with the Area Senco, Health Visitor & Education Psychologist and with the other doctor's involved in Tina's care to ensure that all her needs can be met through an Education, Health & Care Plan (EHCP).

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St Paul's School

We are a small independent school, that aims to meet the special educational needs of young people, aged 11 – 16 years, who experience social, emotional and mental health difficulties, many of them have experienced multiple changes of school and periods out of full-time education

The school is on a journey of further improvement. In 2016 – 2017 we made significant changes, and welcomed an Ofsted Inspection in June 2017, who praised us on the new direction and vision for the school. It is our intention to ensure St Paul's School is a school that pupils, staff, parents and carers are proud of; ensuring that we listen to the views of our key stakeholders and improving provision in the interests of pupils, to enable us to be recognised as a good school in our next Ofsted inspection.

“Parents spoken to recognise improvements, in terms of more effective home–school liaison. There has been a concerted focus on contacting parents with positive messages to encourage and boost pupils’ self-esteem. One parent commented of her son, ‘He has excelled academically since being at this school.’”

Ofsted 2017

“The relatively new head teacher has set the school on a clear path of improvement and has created a more ambitious culture. Over the last year, positive changes have been implemented and are having an increasing beneficial impact in securing improvements in both teaching and learning and pupils’ behaviour. Relationships with local schools to provide support and advice to assist them with improvements have been helpful. Relationships with the local authority and parents and carers have strengthened.”

Ofsted 2017

Key School Improvements

Increased number of trips to enhance the pupil's learning experience

A new vocational curriculum with a focus on employability skills

Outward focused approach to developing and enhancing relationships with outside agencies and partners

A new MiS to be introduced in April 2017

Recruited a full time **Deputy Head Teacher** with responsibility for teaching and learning and the pastoral provision to include behavior; and a full time **Senior Administrator** who has been instrumental in ensuring the administration of the school runs more efficiently

Work experience to provide pupils with a practical context to enhance their learning

A break out room for pupils who need time to de-escalate in a safe and quiet environment.

A staffed quiet work room for pupils to use when they need some time out from lessons



Curriculum

In consultation with parents, carers, pupils, SENAR and Ofsted, St Paul's School embarked on a more vocational skill based curriculum to align learning and achievement with pupil's long-term goals and aspirations. Study units from the Laser Learning Employment and Progress (LEAP) qualifications will be available to the pupils, providing a wide variety of personal development and vocational taster units to enable pupils to experience and develop a skills acquisition pathway.

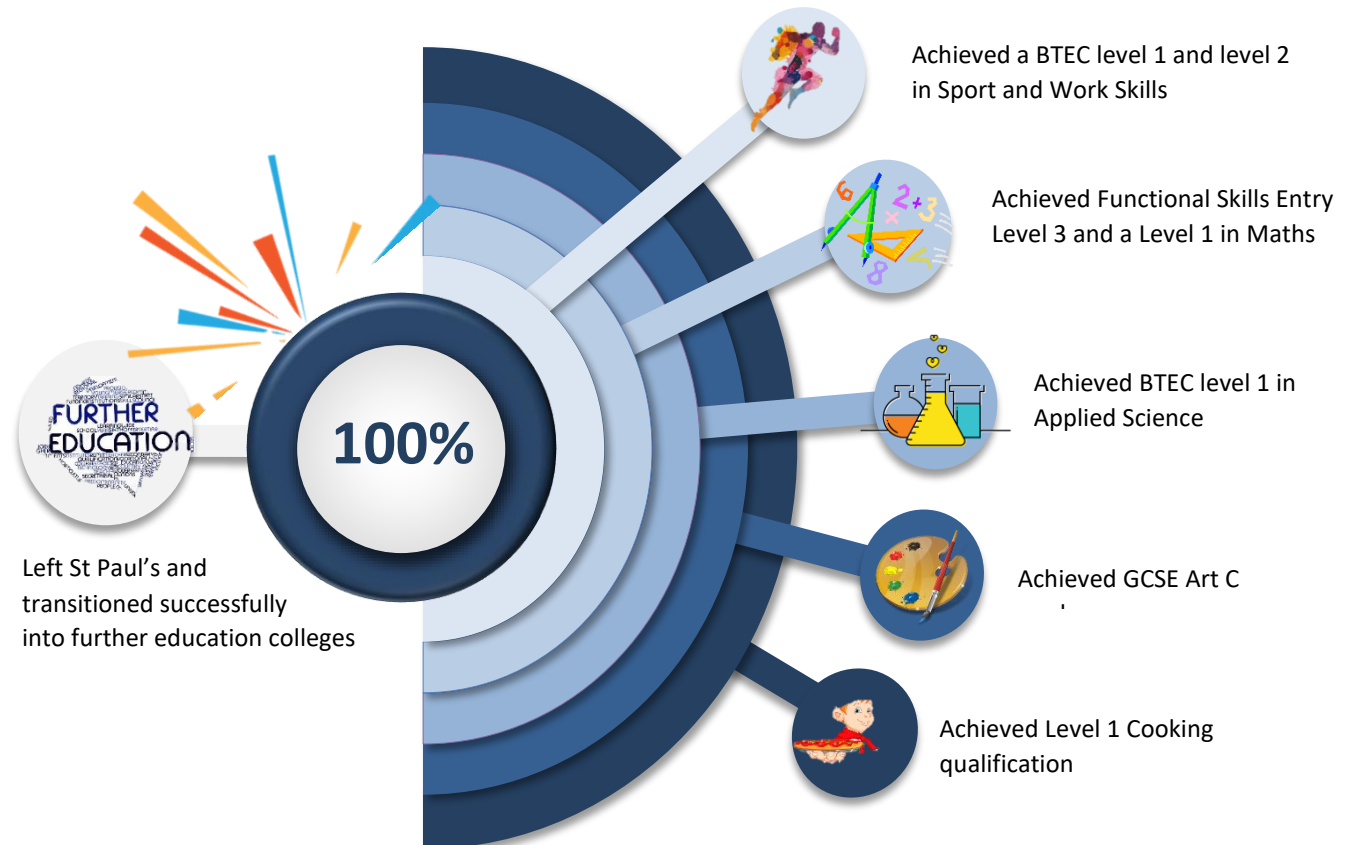
The qualifications are ideal as they promote greater engagement and retention and boosts learner confidence with a 'hands on' approach. All pupils will also study functional English, Maths and ICT.

In 2016-17, there were **28 pupils** on the register for all year groups.



Overall Results

The following are the final results for Year 11 pupils.



Freddie's Story

Freddie is in many ways a typical St Paul's pupil. His story shows how St Paul's changes lives.....

Freddie enrolled at St Paul's in 2016. Prior to this, all areas of Freddie's life had been grim, he had been subject to a child protection plan due to neglect. His family had been separated with two of his siblings living with their maternal grandparents and he lived with his other two siblings in the family home with his father and step mother. He was underweight, had head lice, poor personal hygiene and was subject to a police investigation for domestic violence.

Freddie did not attend any school trips due to the family's financial position. Consequently, Freddie found it hard to make and sustain friendships and became very isolated. Parents evenings at school were never attended and his parents failed to turn up when he was awarded with a good behavior certificate. Freddie describes himself as ***'finding it hard to manage my feelings every day, especially my anger and this stops me keeping friends. Football, wrestling and my family are very important to me.'***

Freddie's attendance was very good at school, although he rarely attended lessons. He was repeatedly sent out of lessons for disrupting the learning of others, or did not attend causing problems for the wider school.

Freddie arrived at the school with very low literacy levels and was still working on P scales. His reading age was 2 years below expected, he had violent outbursts, excluded from school 4 times and was then permanently excluded due to a sustained physical attack on a member of staff.

When Freddie started at St Paul's School, he was slowly integrated by a known teaching assistant on a part time table for the first month and was slowly increased to a full timetable. The staff worked hard to secure positive relations with both father and step mother by liaising with them once a week. At the beginning Freddie was very tired and grumpy in the mornings. In collaboration with the pupil's parents, we devised a home-school agreement regarding reduced TV and gaming time. In addition, a learning mentor was asked to collect the pupil in the morning and take him to the breakfast club.

Freddie was encouraged to support younger pupils to give a sense of responsibility and trust, and also encouraged to play in the school football team. He received regular intervention for reading and writing to motivate his progression.

He participated in a whole school wide rewards system to encourage positive behavior and attended anger management sessions with Citizen Coaching. Both parents now visit school if requested to support Freddie and will always answer the phone if necessary to keep communication open and constant.

Freddie has become a very positive member of his tutor group, that is vertically designed for the older ones to take responsibility for the young or more vulnerable pupils. Freddie has excelled in this role, his confidence has grown to enable him to engage with external educational providers to complete a work experience placement helping disabled adults to play football. As a result of this he has made and sustained friendships and is currently awaiting confirmation of a college placement to study level 1 sport.

Attendance in lessons was good, and Freddie remained in the class for the majority of the time. He learnt to use his time out card appropriately if he required a 10 minutes' time out. On 16/02/17 Freddie was entered into a writing competition and won two tickets to see a Birmingham City play.

Freddie has thrived remarkably within the small intimate environment of an independent SEN school. He is very proud to announce his achievements: Entry Level 3 in both functional Maths and English, BTEC Level 1 Certificate in Work Skills, BTEC Level 2 Award in Skills and Activities for Sport and Active Leisure, NCFE Level 1 Certificate in Creative Craft (Cooking), Laser Learning Employability and Progression Level 1 Award. ***Well done Freddie we are so proud of you!!!!***

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After School Clubs

The Nest Playcare

The after school club started the year with getting an **'Outstanding' Ofsted Inspection** in May and were extremely pleased with the result, the inspectors comments included:



Leaders and managers are extremely committed to maintaining continuous improvement. They have succeeded in raising the quality of the provision to outstanding levels.

Children are cared for in a child-centered environment. They are exceptionally confident and self-assured. Children demonstrate an astute awareness of the needs of other children, and learn the social skills to form strong relationships.

Children enjoy exciting and interesting play experiences. They develop remarkable skills that support them thoroughly in their learning at school. They select and use resources in a highly disciplined way, and work together to create imaginary products.

Leaders and managers work exceedingly well with other providers where children attend. They initiate and sustain highly effective partnership working to ensure children receive tailored support for all their development and care needs.

Staff provide a highly inclusive atmosphere in which every child develops a strong sense of belonging. Children contribute to the running of the club as they have regular opportunities to share their ideas and opinions.

Parents share glowing comments about the leaders and staff. They say that the managers go beyond what is expected of them to ensure children's needs are met.

The attendance for the term-time provision in 2016/17 steadily increased, with daily numbers averaging at 38 children per day in the summer term, and increasing to 42 children by September. At the end of October we had a waiting list for places.



The holiday provision has also seen a slight increase in attendance fluctuating, due to parents taking holidays, but we were still seeing a daily average of 16 children per day, which is an increase from previous years.



Holiday Playschemes



We applied for 2 small grants to support the summer scheme this year and were delighted that The Baron Davenport Trust and the Grimmitt Trust both agreed to support us enabling disadvantaged children to continue to access the play service following the end of our 'Children in Need' funding which finished last Easter. We also receive support from Midland Mencap as we are a 'Short Breaks' provider for parents & carers who have children with additional needs. This funding enables us to employ additional playworkers for the children who need a bit more supervision.

There were 30 places available but due to a high demand we increased to 36 places per day.

Feedback from children and parents:

"Both my children enjoyed the playscheme, all the activities and trips were excellent. The only thing they were not happy with was the cut down of hours, they wanted to stay longer. Staff were friendly and the other children attending, keep up all the good work ..."

"I do not know what I would have done without you. My son has really enjoyed it and has made so many friends and had lots of fun with the activities."

"The playscheme has been invaluable for my child. He thoroughly enjoyed his time."

'The best thing about playscheme is playing with my best friends'.

We successfully applied for a new 'Children in Need' grant called 'The Curiosity Project', enabling children to access informal science based activities during the out of school times. This began over the Easter break 2018, with 30 places per day and of course we were oversubscribed!

The children enjoyed lots of fun activities and trips out.

St Paul's Children's Centre

Provide wide range of support to all families and children 0 to 5 years



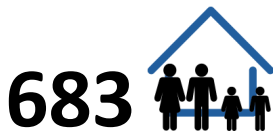
3191 Under 5's in the catchment Area



Under 5's Registered



Under 5's Supported



Households Supported 3 or more times a year



Lone Parents Supported



Parents with a Disability Supported



Teenage Parents Supported



Active Family Support Cases

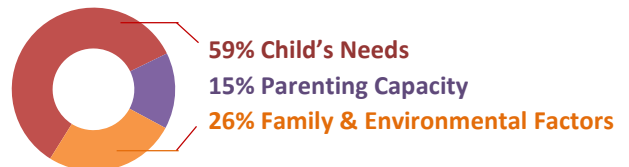
These families have a total of 148 under 5's. They continue to receive targeted family support as they experiencing multiple needs that are still unmet, families have an Action Plan in place and continue to receive ongoing regular home visits.



External Referrals Received

These are the number families referred to us from external partners and agencies, to provide support and early intervention.

The following is a breakdown of needs identified



In July 2018, St Paul's Children's Centre is now part of Birmingham Forward Steps (BFS), a pioneering early years, health and wellbeing initiative for all Birmingham children aged 0-5 and their families. The new service has been designed to bring together the current health visiting service and children's centres, so that families can access the help they need from pregnancy until their child starts school.

All data presented are in ward boundaries relates to the period between Oct 16-Sep17. Datasets were changed by BCC, from old Children's Centre boundaries to ward boundaries in preparation for the tender for Early Years Services. St Paul's catchment area reported above falls under the old BCC Sparkbrook Ward. BFS will continue to use the old ward boundaries to provide services.



Summaya's Story

Summaya is a single parent, with 3 children in care and one child living with her who has severe additional needs and provides full time care to her....

She was referred to Children's Centre in August 2016 by their social worker. The child had a diagnoses of intractable epilepsy, bilateral frontal polymicrogyria and severe global developmental delay, with life limiting health conditions.

The child had spent the entirety of her first year in hospital and had recently been discharged to temporary accommodation with her mother. Many health services were involved and mother did not have recourse to public funds and was reliant on Section 17 financial support and mother had debt issues.

Summaya was going through a difficult time and it was having an impact on her emotional health. The accommodation was also not suitable to meet the child's needs and carrying John up and down the stairs was having an impact on mother's physical health.

Summaya has no family or friends and was very isolated and also needed parenting support. Children's Services and a solicitor were involved to support regular contact with her other children that were in care.

Summaya received one to one practical and emotional support from a Family Support Worker, who made an urgent referral to the Early Support Service and a visiting teacher was engaged by September 2016.

Mother and child were also encouraged to attend the 'Can Do Stay & Play' group whenever her child's health allowed. Summaya was given 1:1 parenting sessions at home, as we were unable to meet her child's needs in the crèche. She received benefit, housing and debt management support and advice offered through our partner (CASA).

The family has now recourse to public funds and they are financially independent and stable. We liaised with the landlord as an advocate and raised concerns regarding repairs needed in the property. The family has now moved to a suitable bungalow. Summaya attended Can Do Stay and Play sessions with the child to encourage his learning and interaction with his peers. The parenting programme helped Summaya to improve her parenting skills.

We also co-ordinated professionals' support and multi-agency meetings which took the pressure off Summaya and reduced her stress.

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St Paul's City Farm

An inner-city oasis providing local families with access to animals that they otherwise might not see



 **11000**
Visitors came to the Farm
across the year

 **48**
Number of Animals
in the Farm

 **121**
Bales of hay and
straw used

We provided educational visits for Nurseries, Schools, home-schoolers and other organised groups.

Activities: 'Meet the Animals' interactive Farm tour EY and KS1
'Fur and Feathers' animal classification sessions KS1
'Animal Care' Practical's KS 3/4
'Sally Scarecrow' session EY
'Sketch a chicken' and
Work experience



 **1,178**
Work Experience Hours
Supervised

 **650**
Volunteer Hours
Received

£2,587
Sales of eggs
and corn

£1,550
Donations
Received

£918
Income from the
use of Farm
Classroom

781
Number of visitors
from organised
groups

We work in partnership with West Midlands Community Rehabilitation Company. Number of client hours supervised of work on Farm and Trust grounds: 1795hrs (7% more than the target of 1680hrs)

Four Corporate Volunteer days arranged and facilitated.

'The Ellen Gee' Canal Boat

A unique experience in the middle of Birmingham for families, young people and the community.

The Ellen Gee will provide families and young children with an experience they are unlikely to have had prior to coming to St Paul's or from living in the City. Many of the families we work with and the community do not have the opportunity to go beyond their neighbourhood.

Having the boat available, moored less than 3 miles away, enables St Paul's to provide a different experience such as residential opportunities for young people, that will provide reassurance to local parents who are anxious about their children staying away from home.

There will be the opportunity for **volunteers to get involved with working on the boat and gain new skills** such as planning routes, navigate, steer and operate the locks along the way.

We also aim to use 'The Ellen Gee' **to promote Health & Wellbeing for families and children**. The boat will be a safe haven, reducing stress and depression, providing an alternative 'therapy' to mainstream health services. Travelling along the waterways is a calming experience and offers an escape from the usual pressures daily life brings. **We want to be able to support the most vulnerable members of the community who present with many personal challenges.**

The boat accommodates 12 at any one time so activities will be in small groups based around emotional well-being and providing opportunity for individual attention as well as facilitating a self-help empowering approach. This reduces the probability and likelihood of developing these 'risk factors' that are associated with requiring clinical intervention.

What some of our current service users say...

"This is the first time I have laughed in a long time....thank you"

"I wanted to thank you guys for the programme, I feel so much confident and strong about things I wasn't before, I am so thankful for everything"



The Ellen Gee will also be providing an **outdoor educational experience** for school children, giving them the opportunity to connect with nature, learn about our City's heritage, and give those who may need the quiet space to be nurtured and supported to learn.



Training

The Trust delivers training for its staff, volunteers and external participants on a number of key business areas such as

- Safeguarding
- Data Protection
- Disability Awareness and Equalities
- Health and Safety
- Food Safety



Participants benefited from these courses



The Trust has moved from having its courses accredited by National Open College Network (NOCN), to the Continuous Professional Development (CPD) framework and no longer requires completion of workbooks.

Volunteering

We offer lots of opportunities for volunteers of all ages and from different walks of life.



Registered Volunteers at end of Apr 18



Actively Volunteer on average, across the Trust



Placement Opportunities across the Trust - Early Year's, Admin, Play Service, Farm, School, Children's Centre & Finance



Gained experience and found Employment

"The support I've had to gain employment has been great, the training and one to one support with the application and interview process. I have applied for jobs, I had an interview which was good, at a school as a learning support worker, it my first job application and then for my second I was successful, in fact I applied for 2 jobs at different schools as an Examination Invigilator and I was offered both!" - Jhibeen Akhtar

"I have improved my English, helping the children play and talking to the parents. I help new mothers who do not speak English themselves as I can translate for them. I also show new parents where everything is and help make them feel welcome. I feel good helping; I am more confident now. I have learned how to make playdough and have made it for my children at home and shown my friends too."

"The benefits of volunteering have been to improve my confidence. It's gives you an idea of the 'working day', being around adults (not children) and having responsibility and challenging my brain, as I have been out of work for so long with my family commitments."

Aiysha's Story

This is Aiysha Hussain, who began her journey as a young parent attending the Freedom Programme, she had experienced Domestic Abuse and was referred to the children's centre. She has a little girl who attends our Nursery.

I started volunteering in January 2017, I began by helping in the 'Parent's Matter' group. My role is to assist the family support worker by helping set up and clear away. The ladies that come sometimes have difficulty with communication and so I can translate for them. I also give them information about what's on offer at the children's centre.

I help with the lunches and with the activities that we do together. So far we have done art and craft and healthy eating.

I also help out with other events, like the open days because I can do mehndi patterns.

When I first started I was nervous, I didn't know how to approach the ladies or what to do or say. When I come in now I can just get on with it. The ladies all know and recognise me, I am a lot more confident explaining things too. If the family support worker has to leave the room I feel confident to take over.

Sometimes I bring my daughter in to the group when she has finished nursery. She likes to join us for lunch. She likes to eat the fruit and vegetables with the group, she wouldn't eat them before. She asks for fruit a lot now. I have learned to help my daughter at home now, with play activities. I used to think playing with her created a mess, but now I realise it's helping her, so I will play with her more and will not worry about the mess that it makes.

I really like volunteering, I really enjoy it. It's made me happier as a person, I like getting up in the mornings, it's enabled me to have something to look forward to. I have even learned to knit by being with the group and in March I started a Nail Technicians course and I have passed!

In December I asked if I could help with the 'Baby Matters' group. I really enjoy helping in this group. I have been able to get to know the new mums and make them feel welcome. I have been able to talk to them about their babies and when they tell me their child is a fussy eater I tell them about what I learned from the HENRY programme, having my own child helps with sharing experience, I know what they are going through and it is good to be able to tell them not to give in and keep trying with different foods.

I have also been helping with planning activities as well, like making finger puppets for each nursery rhyme, the parents can make them at home too.

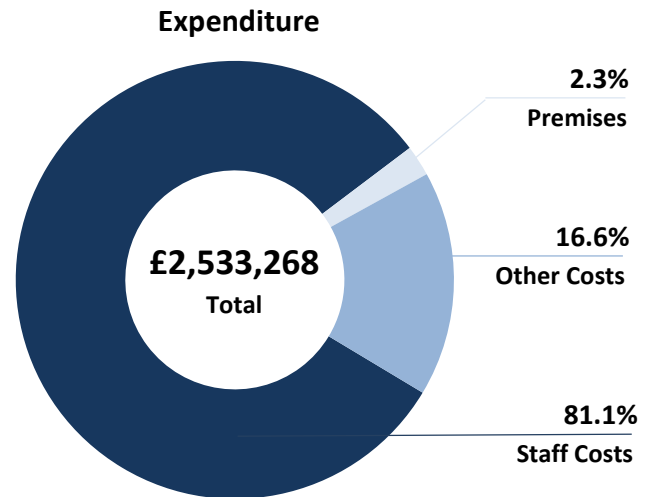
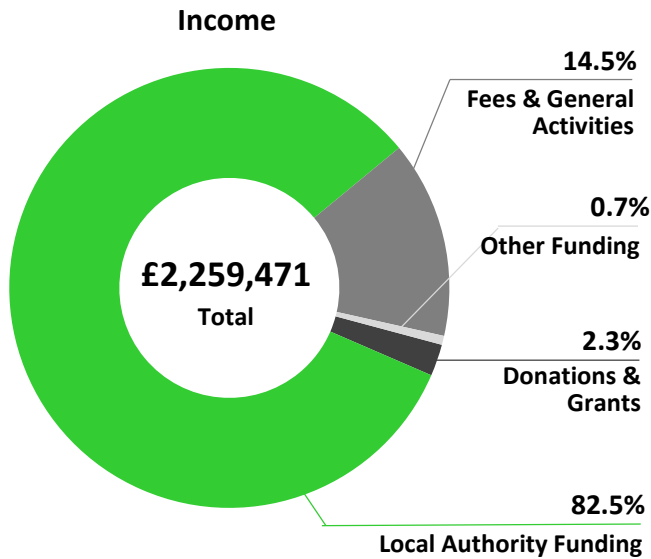
I wanted to volunteer to do something and get some work experience to help me get a job or go to further education. It's good to do while my little one is at nursery.



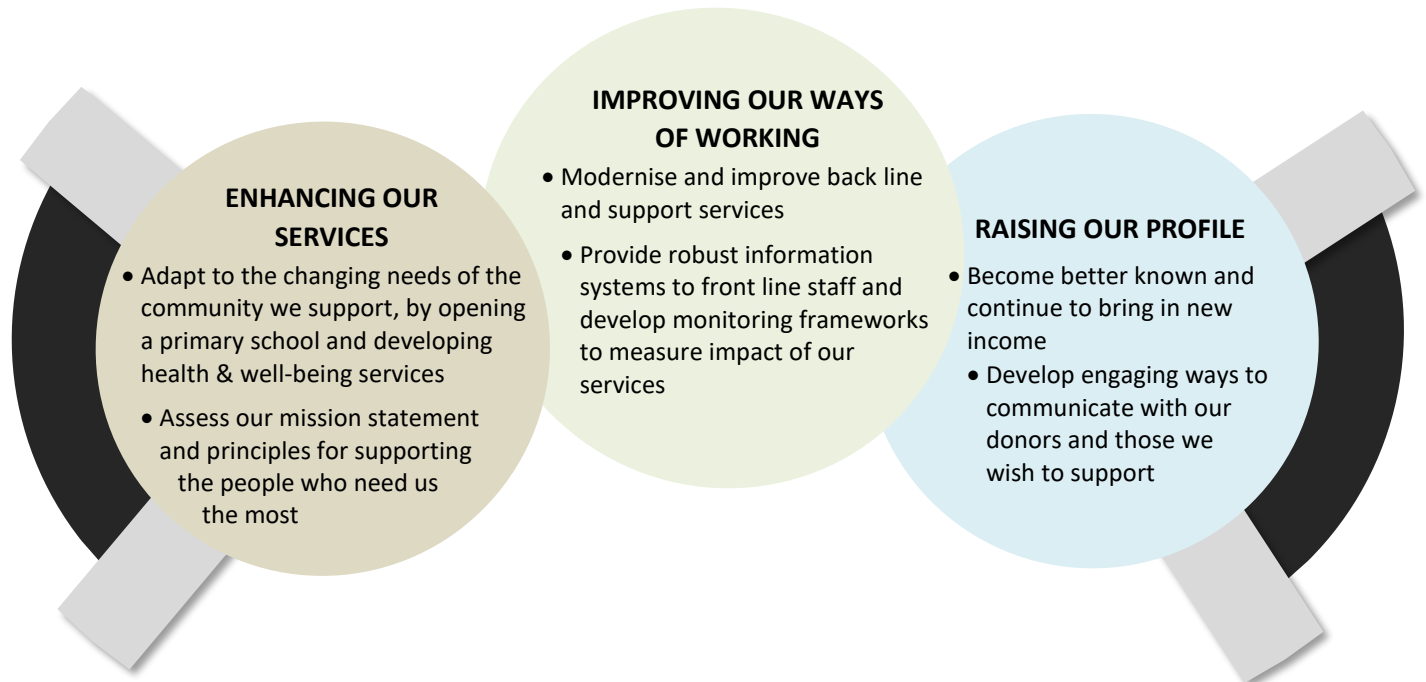
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Our Income & Expenditure

We aim to ensure the income received and generously donated is spent on delivering services and supporting the people who need it the most ...



Our plans for the year ahead ..



Acknowledgements

We are incredibly grateful to the following for the generous support they gave us ...

- | | |
|----------------------------------|--|
| Children in Need | The 29th May 1961 Charitable Trust |
| Ernst Cook Trust | Grantham Yorke Trust |
| Hettle Andrews | L G Harris Trust |
| Commercial & Avon | Lillie C Johnson Charitable Trust |
| Baron Davenport's Charity | C Hoare Trustees - The Golden Bottle Trust |
| Trustees E C Oldham | The Edward Cadbury Trust |
| KSIMC of Birmingham | The Roger Vere Foundation |
| The Saintbury Trust | SITA Trust |
| The Grimmitt Trust | The Norton Foundation |
| The Roger & Douglas Turner Trust | Individuals who contributed through Crowdfunding |
| The Jarman Charitable Trust | Local community who attended fund raising events |
| The Eveson Charitable Trust | |

Key Partners





St. Paul's Community Development Trust

Registered in England & Wales No: 1429707

Charity Registration No. 508943

Special thanks to the children and families featured, who are,
or have been, supported by St. Paul's Community
Development Trust

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