

# Impact Report

The difference we made in 2018/19



*Working for the Community!*

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**St Paul's Community Development Trust**

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# A Special Word ...

## Message from the Chief Executive

Welcome to the St Paul's Community Development Trust, 2018/19 Impact report.

This is our third report and feedback from last year was very positive, but there is always room to improve and we hope you see the new information as another step on our journey; to ensure that we are a transparent organisation, that delivers high quality services and offers value for money, to all those accessing our services and organisations or funders that provide us with grants.

The year was another challenging one for St Paul's and despite the harsh financial environment, our staff delivered high quality services that helped improve the life chances of both children and their families. The organisation is in a stronger financial position for the first time in a number of years.

Trustees have worked hard with the senior team to move the organisation forward. A number of difficult decisions needed to be made to ensure long-term viability and the board did not shy away from these issues. I want to thank Trustees for their support and faith in the changes we are making, as equally I want to say thank you to our hard working and loyal staff team.

Last but not least, I want to thank all parents, children, volunteers and funders of St Paul's for their continuing support. Without you all we would not exist.

I hope you enjoy the report and as always please give me feedback.

**Dave Cusack – Chief Executive Officer**

[David.cusack@stpaulstrust.org.uk](mailto:David.cusack@stpaulstrust.org.uk)



## Message from the Chair of Trustees

First, I am delighted to thank everyone who has contributed to our work in 2018-19 – staff, volunteers, visitors, and funders. We are especially thankful to those who have supported us as partners, grant-givers, service-commissioners, volunteers and donors of all kinds. Without all of you, we could not fulfil our commitment “to work for and with the community in Balsall Heath and nearby areas to help secure better opportunities and quality of life for all” (our mission statement). I hope that this Impact Report shows what we have achieved, with lots of help and support, during 2018-19.

This will be my last report to you – I will be standing down as a Trustee at the Annual General Meeting, after over 40 years of being involved with charity. When I moved to Balsall Heath in 1976, it was at the adventure playground where I found friendship and support for myself and my children! I shall miss you all, but it is time to go. I have been asked to stay on as a school governor, and I hope to attend events, so I will continue to keep in touch for as long as I am able.

I have learnt a lot from being a Trustee; it is enjoyable, fulfilling - and challenging! We are always looking for new trustees, so if you are interested in applying, please contact Dave Cusack. Staff and others will provide support for new trustees.

With thanks and good wishes for the future

**Gill Coffin - Chair of Trustees**



# About St Paul's

## Our Beginning

St. Paul's Community Development Trust was established in the late 1970s, having its origins in the desire of people in Balsall Heath to make a better future for their children. In a voluntary endeavour from small beginnings; a nursery, adventure playground and school it has grown into a thriving organisation.

## Our Purpose

We are 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 Present

Today St. Paul's provides the following services;

- A **primary school** for pupils 7-11 years
- An **independent school** for pupils 11-16 years
- **Out of school services** for children 5 -11 years, rated 'Outstanding' by Ofsted
- **3 Nursery Sites** – all rated 'GOOD' by Ofsted
- **Early Years services** for 0-5 years
- **St Paul's City Farm**

today

## Last Year

- Adapted to the changing needs of the community and **opened a primary school**
- **Modernised and improved** back end support services with new IT and software solutions
- Implemented robust **information systems** to measure impact of our services
- **Improved social media presence** and website, to continue to bring new income streams

## This Year

- Expand **primary school** provision
- Develop a three year **business plan**
- Continue to **modernise systems**
- Develop ways to **engage with donors** and those we wish to support us

## Our Future

The organisation has faced many challenges over the years, but has always responded to these and will continue to remain as passionate about its work, as when it was first established over forty years ago.



# St Paul's Nursery

St Paul's Nursery is purpose built for children aged 3 months to 4 years old with bright and airy rooms, which encourage children's independence and autonomy of learning.

St Paul's Nursery officially began the implementation of *'in the moment planning'* throughout the nursery in 2018 following a period of research and self-reflection of our pedagogy and delivery of learning opportunities within the early years.

In the moment, planning is a child-centred approach that encourages and celebrates children's natural desire to explore and learn. By embracing this approach, we have been able to reduce unnecessary paperwork, which in turn created more time to focus on what is truly important. ***This can be seen in the significant improvement in our performance results this year.***

Throughout the day, we provide the children with activities and resources, which encourage exploration and questions; we call these **'provocations'** as they provoke learning and interest. These are usually based upon children's interests or previous learning although can also be something totally new to encourage new interests and fun through learning.

*"You provide a variety of activities to promote learning whilst playing"*



Rather than pursuing adult planned and led activities where children may not be interested or engaged, staff join in and follow the children within their play and as they are in tune with individual developmental needs and interests they can identify opportunities to enhance, extend and promote learning. This approach provides time and opportunity to ensure that learning and development is embedded, as children are able to fully explore and extend concepts and interests.

*"You spend time with each child equally and understand what their needs are"*

knowledgeable,



This approach is **child-centred** giving each child the autonomy; encouraging and celebrating children's individuality and their natural desire to explore and learn. We believe that this is a more natural way of learning, enabling children to progress and develop at their own pace supported by responsive and playful practitioners.

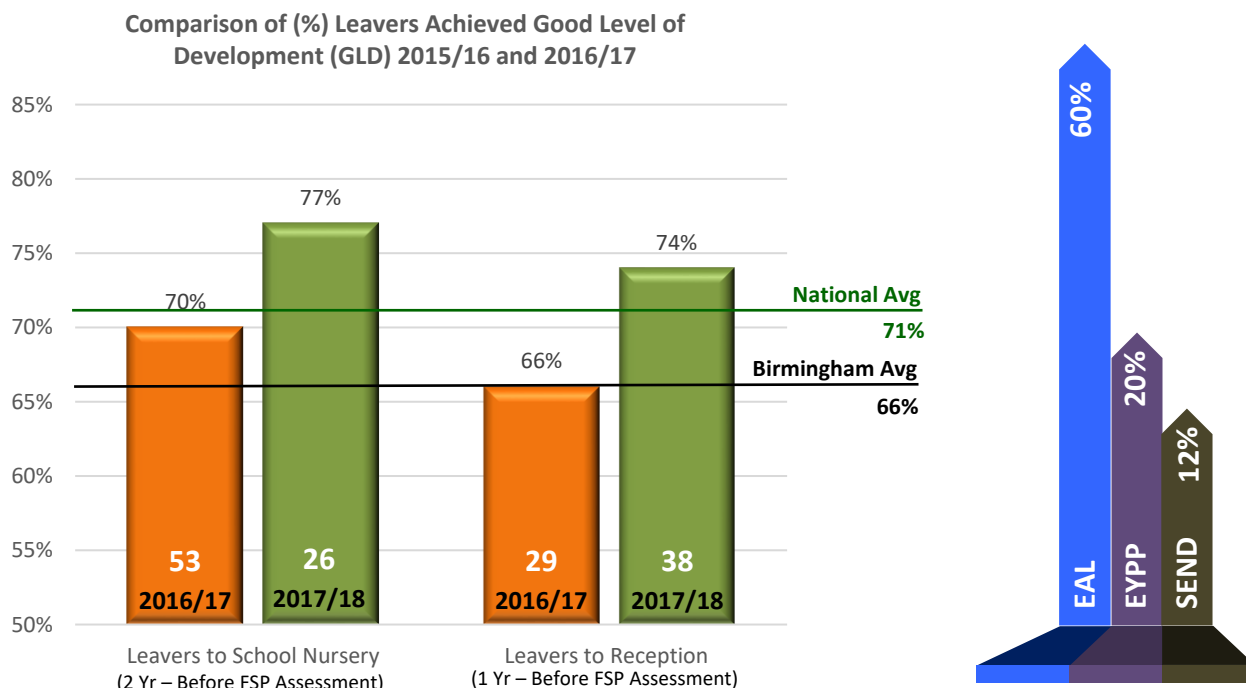
*"Excellent with children, a real family atmosphere"*



This is a journey of learning for the setting and staff, which will continually evolve as we research new theory, reflect on practice and adapt to meet the changing needs of those we work with. However, our journey so far, has enhanced our priority of providing excellent care and learning provision for all of the families and children who we work with; resulting in happy, confident and independent children with a love of learning and ready for the next stage in their lives.



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



Our performance this year have significantly improved from last year, with the results being well above Birmingham and National average. The following were the additional challenges that had to be overcome to narrow the gap:

- Children starting nursery well below their expected level of development in the 3 Prime Areas of Learning
- A high number of children with English as an additional language (60%)
- 12% of children have a diagnosis of SEND and have My SEN & Early Support Plans
- 20% of leavers on Early Years Pupil Premium (High levels of deprivation funding)

### MEASURING OUR IMPACT

#### IMPROVING SCHOOL READINESS

**77%** 

OF ALL CHILDREN\* WHO LEFT OUR NURSERIES, HAD A GOOD LEVEL OF DEVELOPMENT

TOTAL ECONOMIC SAVING OF

**51,597**

Measures the fiscal and economic savings, per student per effective year (£1053<sup>^</sup>), we have given to schools as a result of improving school readiness on entry to reception year (age 4-5)

\*TOTAL NUMBER OF STUDENT 64

<sup>^</sup> Figures derived from DFE(2013( calculation of school budgets)

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.



**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**

In 2017-18, there were 30 pupils on the register for all year groups, who had a 65% attendance rate. The school is continually on a journey of further improvement. It is our intention to ensure St Paul's School is a school that pupils, staff, parents and carers are proud of, and we continue to 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.

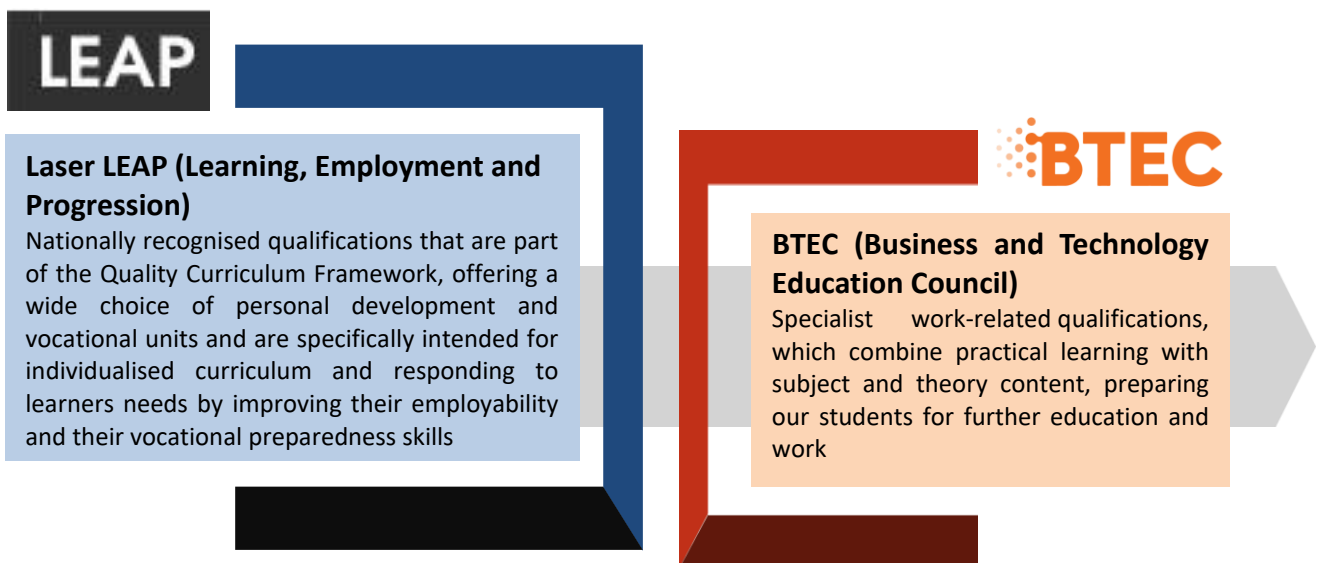
The Senior team have an accurate understanding of the school's strengths and weaknesses. We have evaluated what is working well and what we need to do to improve. The SIP and the SEF are comprehensive documents that are truly reflective of what we do well and what we need to improve on. We now meet all of the independent school standards, pupils' behaviour has improved, and the quality of teaching learning and assessment is now good. Ofsted acknowledge that there is more to do around teachers' use of assessment.

## Quality of Teaching, Learning & Assessment

Teaching and learning has much improved as reflected in our recent OFSTED report. The majority of staff have been observing best practice externally at a variety of schools such as Transforming Lives for Good (TGL), QAC, Fircroft College, KEHS. This has a very positive impact on staff's professional development and practice. Birmingham City University students are also continuing to support our pupils, with their learning as part of their teacher qualifications, helping to raise the pupil's aspirations and gives a better understanding of SEN for trainee teachers.

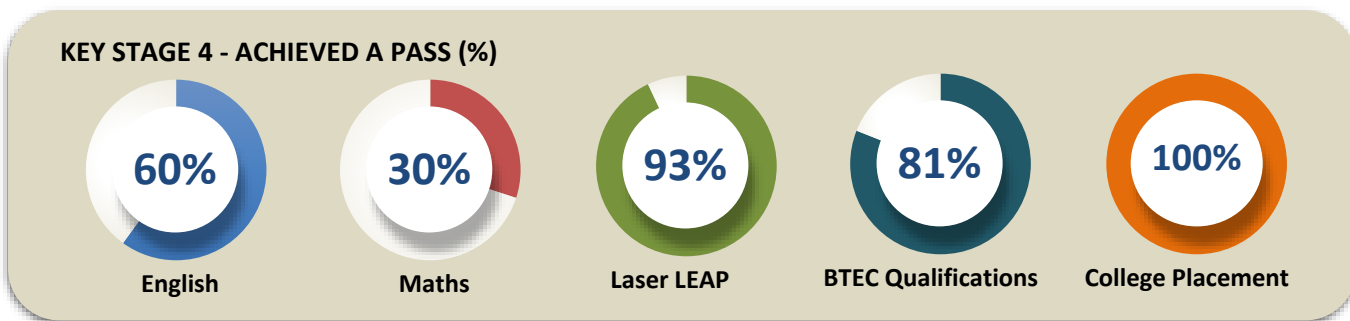
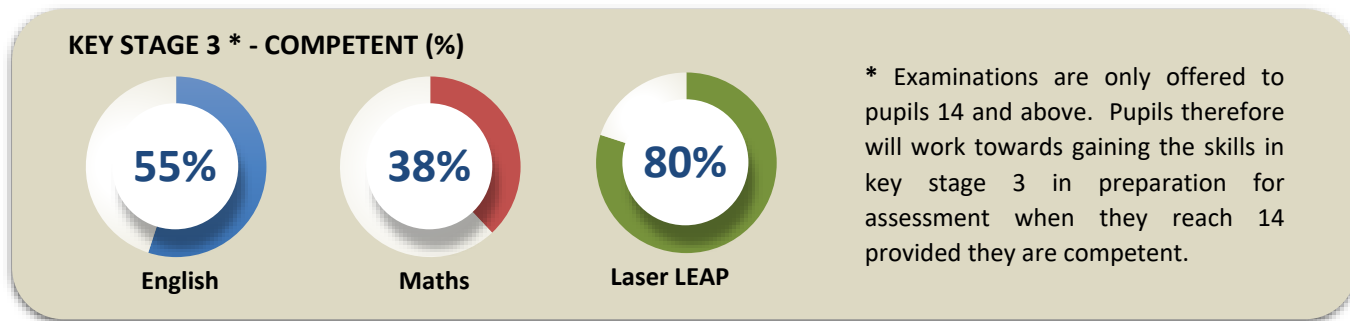
## Curriculum

St Paul's School offers functional English and Maths from Entry Level 1 to Level 2 (GCSE equivalent) to all pupils, alongside vocational skill based curriculum with Laser LEAP and BTEC, to align learning and achievement with pupil's long-term goals and aspirations and to enable pupils to experience and develop a skills acquisition pathway. ***This has promoted greater engagement and retention and boosted learner confidence with a 'hands on' approach.***



## Overall Results

The following are the overall results (%) for the 30 students who either achieved a pass or competency, and includes aggregates of different entry levels and includes speaking, writing and reading for English.



## Personal Development Behaviour and Welfare

A great deal has been done to ensure all staff are consistently tackling behavior within the school in a respectful and restorative way. The behaviour policy has been continuously reviewed to ensure it is fit for purpose. The current policy promotes restorative practice which we are all committed to implement over time. Ofsted recognised that pupil's behaviour is continuing to improve and rates of exclusion have fallen significantly. By 36% compared to the previous year.

## Pupil Success: NGA Awards!

St Paul's Secondary pupils took part in Birmingham City Councils Next Generation Awards where they prepared a project to improve aspects of Birmingham. Pupils were tasked with devising an idea that would benefit the 'Next Generation'. The prize fund was to win £1,500 for their idea.

Pupils came up with the idea of creating a sensory area for children with or without hidden disabilities, so they could access sensory areas in Birmingham Town Centre.

St Paul's school were the only SEN school to take part competing against some of the top grammar schools in the city.

We won a runner up prize of £500.00 for our idea. We have been assigned a mentor from Birmingham City Council and we will be piloting a sensory area in our Primary School. [Cover Page Photo]

### MEASURING OUR IMPACT

#### COST BENEFIT TO GOVT / SCHOOLS

**£344,190** TOTAL FISCAL SAVING \*

Measures the fiscal and economic savings, per student per effective year (£11,473 <sup>^</sup>), we have given to the local government/Schools as a result of taking children excluded from mainstream schools. Figures exclude social costs.

\*TOTAL NUMBER OF STUDENT 30

<sup>^</sup> Figures derived from DFE (2013), potential values and average costs reported in the document 'Misspent Youth'

## Partnerships

We have been able to provide our pupils with some exciting external opportunities to include:



**Southside:** Provide building and construction vocational opportunities



**Hunters Hill:** Provided a broad range of vocational programmes to include land based studies, animal care and motor vehicle studies



**Agape:** A Christian charity, where Pupils experienced a real taste of community cohesion and coming together to support those less fortunate, by helping pack clothes and other items to send to refugees

### **Loudmouth Theatre Company:**

Visited and carried out a drama work shop on prevent, anti-bullying and relationships



**Marlborough College:** One of the top private schools in the country visited our pupils and focused on pupil aspirations and SEN



**West Midlands Police:** They delivered a powerful presentation on knife crime





**University of Birmingham:** Pupils have had the opportunity to visit the Law department and experience a day in the life of law students


## How did we do ...


### PUPILS SURVEY

What our pupils scored and reported ...

**78%**  Learn skills that help them do things for themselves and others

**82%**  Know when to ask for help and who can help them


**65%**  Their teachers listen to them


**83%**  Staff have helped me settle in


\*TOTAL NUMBER OF PUPILS 30


### PARENTS SURVEY

What our parents score and reported ...

**86%**  My child is happy at St Paul's

**82%**  My child is making progress at St Paul's

**100%**  The school tries to bring out the best in my child

**93%**  The school promotes worthwhile attitudes and values

\*TOTAL NUMBER OF PARENTS 25



# Volunteering

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

**55** 

Registered Volunteers  
at end of Apr 19

**17** 

Actively volunteer  
on average

**9** 

Placement Opportunities  
across the Trust

**3** 

Gained experience and  
found Employment

**2** 

Gone into Further  
Education



*"I have gained a wide range of experience and knowledge from this role. It has helped me with my confidence and working as part of a team. It gave me the boost to apply for jobs after being unemployed for a long time. I successfully found a job after volunteering with the Children's Centre."*

*"I am much more confident since I started my placement and getting experience in routines etc. I am confident to lead a session now."*



## Hannah's Story

I have a young daughter, who is now in full-time nursery, leaving me with free time for myself. My passion has always been to support and work with families, but had a lack of experience and was not sure what to do. The Children's Centre gave me the opportunity to volunteer within the Family Support team, which is what I have always wanted.

I started my placement in October 2018 volunteering for 3 days at the centre. I completed breastfeeding training and began to provide breastfeeding support advice and support the antenatal clinics. I also completed an 8-week parenting course. I am happy with working in the Family Support team. I have progressed a great deal and have learned new skills, new knowledge and gained confidence. I currently have my own caseload and feel I am progressing onto what I want to do. I am doing everything that I wanted to do. Furthermore, I received one-to-one employment support sessions and found these very useful. I have been supported with emails, starting a personal statement and completing a CV. I have now successfully finished my volunteering placement as I have found a part time job in care work, which is during the times I was hoping for.

**"The service at this trust has offered me an amazing and very positive approach. I have gained so much experience, knowledge of working within this setting and it has given me valuable expertise in my career path, opening doors for me into the employment route and to become a care worker."**


This parent story has been abridged for anonymity and reproduced with consent obtained from the Volunteer

**17** 

Received Training on  
Employment Support,  
Safeguarding, Food & Hygiene

### MEASURING OUR IMPACT

#### VOLUNTEER HOURS SUPPORTED

**896**  HOURS CONTRIBUTED BY  
25 VOLUNTEERS\*

EQUIVALENT TO

**£7,356** IN NET ECONOMIC  
BENEFIT ^

Measures the level of community engagement, and the willingness to contribute 'sweat equity' to the organisation, for the greater communal benefit

\*INCLUDES FARM VOLUNTEERS

^ CALCULATED USING NATIONAL MIN WAGE

# After School Clubs

## The Nest Playcare

This is a childcare service that supports parents who are either working full time or studying and have children at primary school. Our playworkers collect them after school with a 'walking bus' and bring them to the centre, until parents can collect them. The children enjoy playing with their friends and doing fun activities after they have had their teatime snack. We also provide all-day childcare for parents, during the school holidays.

We are the only service of this kind in the local area, which helps towards the long-term impact to reduce poverty and disadvantage.

**42**   
**Average Attendance**  
**during term time**

**30**   
**Average Attendance**  
**during Holidays**



*Water fight at the end of term*

*"The children came home with an educational experience that was fun related and practical for them. Every day they came home and talked about what they did."*



*"I like all the fun and activities that you provided. The trips were very good, also the play leaders showed competency and leadership and cared for the children very well."*

## Holiday Play Schemes

The Playscheme was delivered during the Easter and summer holidays, after successfully getting a 'Children in Need' grant to run 'Curiosity Playschemes' in partnership with 'The Wellcome Trust'.

The aim of the project was to engage disadvantaged children with out of school informal science-based activities. We were open from 12.30 – 3.30 and had 34 places per day.

Increased **Health Choices**, Increased **Social Skills** and Increased **Opportunities to have fun**, were the 3 outcomes identified and these were achieved and evidenced by the end of project questionnaires, observations and feedback.

**73**   
**Children Seen and**  
**Benefitted Overall**

**62%**  
**Seen were**  
**disadvantaged**



*'Sarah is an only child, living with her Mum and Dad and is very isolated. Dad works night shifts as a security guard and Mum is struggling with drug addiction. Sarah does not have friends, is not invited to playdates or parties. She has some learning difficulties, does not associate easily with peers, and does not leave the house to participate in activities outside of school.*

*Coming to Playscheme in the school holidays gave her the opportunity to make new friends, learn new skills, play outside and to widen her perspectives. Sarah has grown in confidence and has made a very positive transition into Year 5 at school.'*

*Case study: Completed by a Family Support Worker who referred a child to the holiday Playscheme.*

*"My daughter enjoys coming each week. She likes playing on the computer and making cakes"*



# St Paul's Children's Centre

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

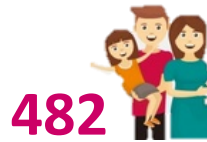
St Paul's Children's Centre is now part of Birmingham Forward Steps (BFS), a pioneering Early Years, Health and Wellbeing initiative for all Birmingham children aged 0-5 and their families. The new service brings together health visiting service and children's centres, so that families can access the help they need from pregnancy until their child starts school.



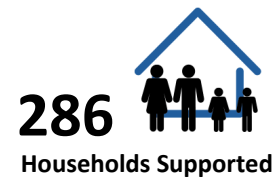
Most Deprived Under 5's in the catchment Area\*



Under 5's Supported



Parents & Carers Supported



Households Supported

Between Apr 18 and Mar 19, St Paul's Children's Centre has supported families who faced many complex challenges - helping them to overcome those challenges, move forward with their lives and thrive.

Through the development of Integrated Allocation meetings, with the 2 Health visiting teams Hall Green East & Hall Green West, we now have a platform to discuss Referrals in depth with them and also our local Home Start. These meetings prioritise Referrals, and identify and allocate the appropriate support/right service (Right Help Right Time) for the family.



External Referrals Received

These are the number of families referred to us from external partners and agencies, to provide support and early intervention. 51% of these have been received from Health Visitors and Midwives.



Active Family Support Cases

These families have 158 under 5's and they continue to receive targeted family support as they are experiencing multiple needs that are still unmet. Families have a family support package of care in place and continue to receive ongoing regular home visits.



*"The freedom programme has inspired me to think differently about domestic violence and the signs and consequences of DV on myself and children. It has given me more awareness and confidence to make the right choices to safeguard myself and my children"*



\* St Paul's catchment area reported above consists of Sparkbrook, Moseley & Kings Heath Wards. BFS continues to use the old ward and district boundaries to provide services to families. Total under 5's in the catchment area are from SOA's that fall within the 0-10% IMD. The numbers of families and children supported are between the period 01/04/18 and 31/03/2019.



## Health & Wellbeing Services

St Paul’s Children’s Centre catchment area has high levels of multiple deprivation resulting in poor health outcomes in Obesity, Tooth decay and Safety. Tackling Health inequalities is high priority and we provide a wide range of programmes and workshops covering all aspects of physical, social, emotional, mental health and well-being of parents and their children.



### MEASURING OUR IMPACT

### HEALTH & WELLBEING

**97%** REPORTED IMPROVEMENT IN NUMEROUS INDICATORS



Measures the quality and effectiveness of our services to improve the health and wellbeing of the community

\*TOTAL NO OF PARTICIPANTS MEASURED 193

**516**  
Parents & Children Accessed Health & Wellbeing Services



*“Will be giving children less sugar. Stop giving child bottle and register child with dentist.”*



*“I have started to cook homemade food and eat together as a whole family, maybe have takeaway once a month but not always, we started eating more different fruit now.”*



## Early Year’s Services

The Centre delivers several Early Years Interventions:

- Stay & Plays to improve School Readiness
- Musical Babies to support babies’ language development
- Toddler Talk to support children’s speech and language difficulties
- Dad’s Group offering support and advice

**668**  
Parents & Children Accessed Early Years Services



*“All in all I am pleased with my daughters development in her language (sentences especially) and her ability now to share”*



*“Was able to use the skills learnt in the sessions at home and it has helped my son’s communication.”*



*“Since coming to stay and play, my child is crying less, enjoys activities and is learning more words and sounds”*

*“I have learnt ideas on activities and also about information on baby development.”*



# “Haalima’s Story

Haalima was in her early twenties with two children aged 4 (Asma) and 2 years old (Aisha) and was pregnant with her third child, when she was referred by the Health Visitor. There were concerns regarding Aisha’s challenging behaviour, missed health screening appointments, poor engagement with professionals & services, as well as the amount of accidents she was having resulting in A & E attendance. Haalima disclosed long-standing self-harm behaviours and there were police call outs to the family home because of conflict between Haalima and her partner. The third child born (Ammar) was later assessed by Health Visitor to have speech delay. The children’s father disclosed he had alcohol addiction issues.

Haalima was encouraged and attended services, which included Stay & Play, Parenting Programme, HENRY, Healthy Minds Drop-in, Baby Matters and The Freedom Programme and was given Safety Equipment including stairgates. Early Help was initiated in partnership with School, Health Visitor & Peri-Natal Mental Health Workers. Aisha was referred for Community Paediatric Assessment & Pause counselling service. Ammar was referred and attended Toddler Talk and secured a nursery placement. The children’s father was signposted to Change Grow Live. Haalima now attends Phoenix and Parent’s Voice.

The support intervention given by the Children’s Centre, made a huge impact and Haalima is now able to work in close partnership with professionals under Early Help, and is pro-active in accessing the support she needs for herself and her children. She attends and participates in all of the Early Help Meetings, and has independently secured review appointments with the paediatrician when Aisha’s behaviour changed. Haalima now demonstrates an in-depth knowledge of her individual children and responds well to their needs. She utilises a rewards system of managing her children’s behaviour. Haalima reflects, ***“The parenting course taught me how to communicate and get on a level with children; my house was always shouting before but it’s not like that now”***.

The children attend school on time and there are no concerns around attendance, and their immunisations and development checks are up to date and they are thriving. Haalima has taken on board strategies from the Wellbeing Service of managing her emotions and stresses and has continued to use ones that work for her; as a result, incidents of self-harming have significantly reduced.



*“Phoenix allowed me to talk about my feelings and the importance of taking time for myself. I try to smile and say hello to people as I know that little difference could give someone else a good day”*

*“If I didn’t have Family Support I think I would have hit rock bottom and probably would not have my children with me now.. I would have had no-where to go to be around other parents. I’ve met a lot of people through the Children’s Centre”*

*“Family Support Worker was someone I could speak to even at my worst points; rather than being stressed-out. Sometimes I was in tears however having that someone take the time for me made me feel valued and better”*

This details of the story has been changed to preserve anonymity and reproduced with consent obtained from the Parent. Stock imagery has been used under FO commons licence from freepik

# 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

 **151**  
Bales of hay and straw used

 **4**  
Shetland lambs born

**715**  
Visitors from Nurseries, Schools and other organised groups



Awarded **Level 4 – Thriving** for the first time, in the **“It’s your Neighbourhood” Award** by Heart of England in Bloom



**1795**  
Rehabilitation Hours Supervised

 **525**  
Voluntary Hours (8 Volunteers) Received

 **316**  
Work Experience Hours (9 young people) Supervised

**£890**  
Sales of eggs and corn

**£2,074**  
Donations Received

**£918**  
Income from the use of Farm Classroom

**£2,363**  
Income from organised groups

The farm also actively support and worked with:

- **West Midlands Community Rehabilitation Company** to supervise client work hours on Farm and Trust grounds
- **Balsall Heath is our Planet**, a community initiative to reduce the environmental impact of our inner city neighbourhood
- **Curiosity Play Scheme (Children in Need)** and **30 days wild (Wildlife Trusts)** to deliver activities and trips
- **Balsall Heath Carnival**, having a stall with Farm animals at their annual free well-attended community event
- Formed **“Friends of the Farm”** group, as part of **Save the Farm campaign**, comprised of volunteers, friends, supporters, fundraisers and well-wishers concerned about the proposed closure of the Farm. £1277 was raised from a benefit concert
- Hosted Prince’s Trust for Community/Charity project including visit by Government advisors

# Training

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

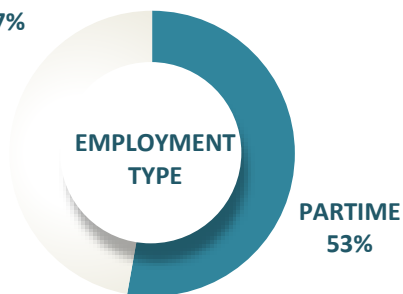
- Designated Safeguarding Lead
- Disability Awareness and Equalities
- Health and Safety
- Safeguarding
- Fire Marshall
- Food Safety



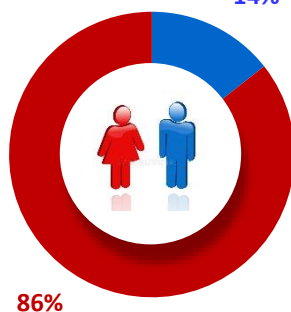
# Employment

There were 110 members of staff on the payroll as at 31/03/19. The following are some of the key indicators

**FULLTIME**  
47%



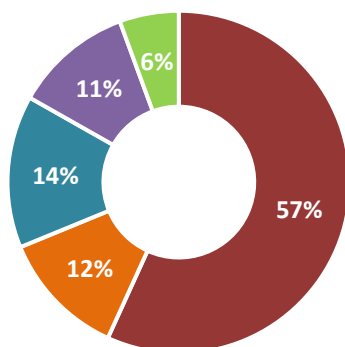
14%



**Black & Minority Ethnicity (BME)**  
74%



**LENGTH OF SERVICE**



■ 0 - 5 ■ 5 - 10 ■ 10 - 15 ■ 15 - 20 ■ 20 +

**MEASURING OUR IMPACT**

**LOCAL EMPLOYMENT**

**94%**



**STAFF\* EMPLOYED LIVE LOCALLY ^**

**TOTAL EARNINGS AMOUNTING TO**

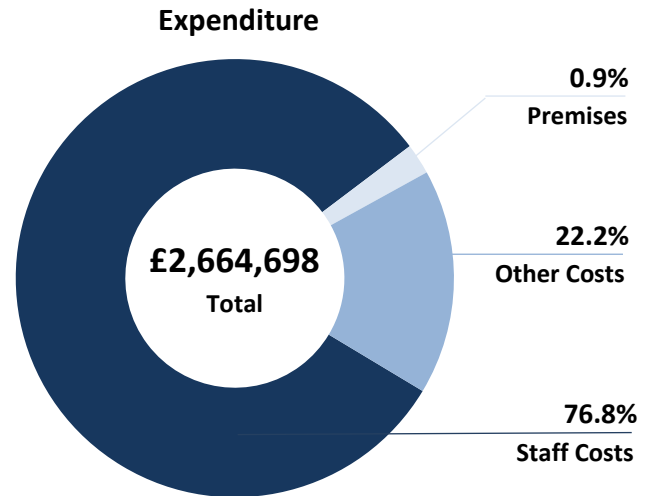
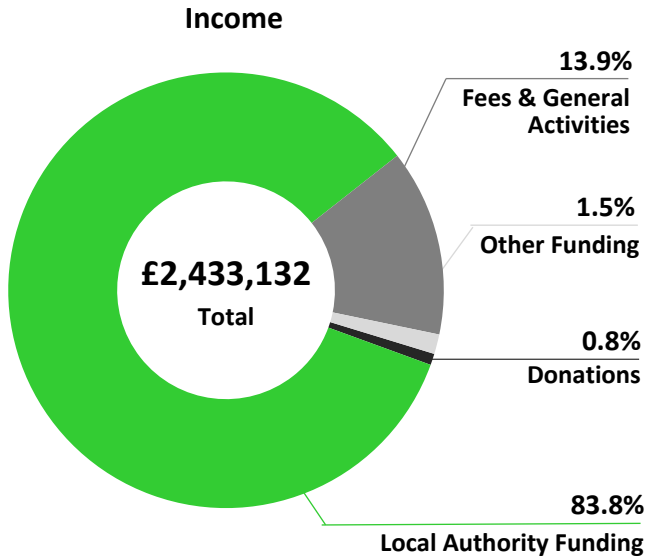
**£1,583,226**

Measures levels of local employment and the amount of money retained within the local environment, a good signifier of local economic benefit

\*TOTAL NUMBER OF STAFF EMPLOYED AS AT 31/03/2019 - 110  
^ WITHIN A 6 MILE RADIUS

# 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 ...



The year 2019/20 will see the Trust operating in its **strongest financial position after a number of years**. We aim to significantly **reduce the deficit** which will be achieved by increasing the number of pupils in both the senior and primary sites, maintaining our numbers in the main nursery site on Malvern Street and ensuring we hit our target numbers in the out of school services.

Our partnership and long-term vision for the farm will be developed with our partner **The Active Wellbeing Society** and we will look at the long-term sustainability of the site.

Generating new income and fund raising will be focussed on the school sites and other opportunities will be explored through the Early Years Health and Well-being partnership.

## MEASURING OUR IMPACT

### LOCAL SPENDING

**43%** 

OF EXPENDITURE\* SPENT WITHIN A 6 MILE RADIUS

TOTAL SPENDING AMOUNTING TO

**£246,750**

Measures money retained locally, contributing to more jobs and improving local gov't finances that are reliant on the success of the local economy and crucial tax revenue; all of which lead to better living standards

\*TOTAL SPENDING AMOUNTING TO £571,738, INCLUSIVE OF SUPPLIER PURCHASES AND PETTY CASH SPENDING



**A tribute to Dr Anita Halliday, one of the founders of the Trust**, who died peacefully on May 26<sup>th</sup> 2018 after a short period of illness. Anita walked away from a promising academic career in 1975, to set up a school in a terraced house in St Pauls' Road; **to give the young people who had been abandoned by the education system a new chance in life**. She worked tirelessly, and with resilience, determination and passion, formed the Trust, which went on to become a major voluntary organisation it is today. Anita left an impression on all the lives she touched and was repeatedly called 'an inspiration', and her impact 'immeasurable'.



# Acknowledgements

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

Anita Halliday	Individuals who contributed through PayPal	Southside learning
Accord Housing Association	Individuals who have sponsored animals	Trustees E C Oldham
Balsall Heath Local History Society	John Alvins Trust	The Edward Cadbury Trust
Children in Need	KSIMC of Birmingham	The Norton Foundation
CJ & AG Hughes	Lillie C Johnson Charitable Trust	The 29th May 1961 Charitable Trust
CB & HH Taylor	Local community who attended fund raising events	WA Cadbury
C Hoare Trustees - The Golden Bottle Trust	Local Innovation Fund	
Donation box at the Farm	Midland Adult School Reunion	
Edgar E Lawley	South Birmingham Friends Trust	
Friends of the Farm	Social Power	
Grimley Charity	Souter Charitable Trust	
George Fentham		

*Thank you*

# 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**

**Address**  
Hertford Street,  
Balsall Heath,  
Birmingham  
B12 8NJ

0121 464 4376  
info@stpaulstrust.org.uk  
www.stpaulstrust.org.uk  
@stpaulstrust