

Impact Summary Guidance 2017-18

The impact summary is a tool which will help you to:

- reflect on and, where possible, improve the logic of your Controlling Migration Fund (CMF) intervention and your plans to measure success;
- tell the story of your intervention;
- report on its impacts, and
- share learning with other local authorities and the migration policy team in the Ministry of Housing, Community and Local Government (MHCLG).

A **blank template** is provided as a guide to what your impact summary should include. You may choose to use a different format if you wish, as long as it contains the same sub-sections and content as the template.

Start with the summary tables in **Annex A and B**. These will enable you to capture in a structured way

- the underlying logic of your project, and
- the success criteria, measures used, and baselines and targets for each.

These should be a useful tool to make sure that you measure what you need to measure in order to demonstrate the outcomes and impacts of your intervention. Your annexes may be used as talking points in any monitoring visits or calls by the CMF team.

While it is useful to develop parts of the impact summary in advance or during your project, **the completed document must be submitted within six months of completing your project.**

An impact summary will not be published by MHCLG without the consent of the local authority who completed it. However, local authorities should bear in mind that their summary may be subject to Freedom of Information requests.

WRITING YOUR IMPACT SUMMARY

1. Overview, migration context and key facts (Page 1)

1.1. Overview

Use the Overview box to give the name of your project and a simple, one sentence summary of what the project is. Add the total amount received from the Controlling Migration Fund, and the start and end dates of your project. For example:

Overview			
Project Title and Summary	Know your neighbour Outreach work with new migrant communities in Exampleville		
£Received	£240,000	Dates (mm/yy-mm/yy)	11/17 – 11/19

1.2. Understand the Issue: Migration Context

In this section, give a sense of the migration that has shaped the impacts your project aimed to mitigate. Focus on showing change as relevant to your Local Authority in particular, rather than using national-level statistics. Think about:

- How much have the population demographics changed over the last 5-10 years? How quickly has change taken place?
- Are there specific smaller scale areas that recent migrants have arrived in, and what are the characteristics of those areas if so (what type of housing; population density; economic situation and diversity of existing residents)?
- How diverse was the area prior to recent migration?
- Had there been previous migrations or is it an area where migration is something new?
- Identify the longer standing migrant groups, and the more recently arrived groups.
- Identify the more settled groups, and the more transient groups.

1.3. Migration profile

Provide a snapshot of the migration profile in the focal area of your bid. Demonstrate your grasp of the local context by using local-level data rather than aggregated national data. Highlight up to five key facts, with a link or reference to tell readers where this data came from. For example:

Migration profile

- Home Office typology: 'Cosmopolitan London and Periphery'¹
- 26% of resident population non-British; 44% born outside the UK²
- Long- and short-term net migration per thousand population far exceeds national average (27 vs 5.1; 13 vs 3)³
- 42 UASC looked after children (0.07% of total child population); 63 UASC care leavers (50% of total care leaver population) – Source: Care database at 1 January 2018
- UASC constitute 25% of Exampleville's care population – Source: Care database at 1 January 2018

Recommended sources of data include the following:

Information available	Source	Link
Estimated Overall Migrant Numbers <ul style="list-style-type: none"> • Long & Short term migration flow • Non-UK born population • Non-British population • Migrant National Insurance registrations • Migrant GP registrations • Births to non-UK born mothers 	ONS: Local Area Migration Indicators, UK	https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/migrationwithintheuk/datasets/localareamigrationindicatorsunitedkingdom
Estimated Migrant population <ul style="list-style-type: none"> • By country of birth • By nationality 	Grouped into broad regions (EU, South Asia etc.)	https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/datasets/populationoftheunitedkingdombycountryofbirthandnationality
	By specific countries (data withheld for small)	Underlying datasets, breaks

	populations for anonymity)	same data down to finer detail,	lotionandmigration/internationalmigration/datasets/populationoftheunitedkingdombycountryofbirthandnationalityunderlyingdatasheets
New National Insurance Registrations by nationality		Department of Work & Pensions	https://stat-xplore.dwp.gov.uk/
Available UK Census Data:		2011 UK Census	https://www.nomisweb.co.uk/census/2011
Reasons for migration Numbers migrating for employment or study		ONS: Short-term international migration	https://www.ons.gov.uk/people-population-and-community/population-and-migration/international-migration/estimates-for-england-and-wales-stim07-inflows-by-local-authority-by-main-reason-for-migration
School pupils <ul style="list-style-type: none"> • Number by ethnicity • Number by first language 			https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2017

Administrative records from local authority services, or results of local authority surveys, will also be useful sources of local-level data.

1.4. Freestanding Quote

The freestanding quote allows you to present the migration changes through the eyes of a key partner or stakeholder. The quote does not have to contain statistics. It could be a more qualitative reflection on the changes through the eyes of people seeing the impacts. For example:

“A lot more people are new to the area, and with a lot of churn and people moving in and out, it’s more challenging to develop a sense of community and promote integration.”

John Smith, Tenant Rights Forum

2. Impacts on the wider resident community (Page 2)

2.1. Consequences for the wider community

CMF interventions aim to help local authorities deal with the consequences of recent migration on the wider resident community in affected areas. This is why we have provided a full page for local authorities to show the links between the migration changes described on Page 1, and the impacts felt by the wider resident community. Remember to focus primarily on those impacts that you plan to mitigate in order to deliver the resident benefits of your intervention. Wherever possible, please highlight the cost implications of the highlighted impacts.

The wider community refers to the settled community – those who are lawfully resident in the community. Settled residents may include citizens of the UK and citizens of other countries where they are lawfully resident in the area. They may come from any ethnic group, and may include longer term migrants.

Depending on the nature of the impacts your intervention addresses, you might consider impacts on:

Housing and environment	<ul style="list-style-type: none">• The built environment• Waste disposal• Health and safety• Environmental crime• Access to green space
Social relationships	<ul style="list-style-type: none">• Resident perceptions / wellbeing• Social mixing• Tensions between specific social groups• Hate crime
Education	<ul style="list-style-type: none">• School places• Pupil achievement• Exclusion, truancy• Virtual schools• Take-up / subscription levels of ESOL• Staff workload
Looked After Children	<ul style="list-style-type: none">• Costs of care and care recruitment• Stability of care placements• Attrition in carers• Staff workload
Health	<ul style="list-style-type: none">• GP, hospital and specialist healthcare service pressures• Staff workload
Crime and Security	<ul style="list-style-type: none">• Police services: Cases of trafficking, children going missing, child sexual exploitation, among others• Radicalisation

2.2. Freestanding quotes

Use one or more freestanding quotes to present the impacts through the eyes of one or more services or individuals affected. For example:

“We opened a new school which was immediately full because of the sheer density of the area. Pupils are mainly from a single migrant background as it’s a low cost area that these new migrants find more affordable. The lack of diversity is a worry as it will limit social mixing between our different cultural groups.”

Ade Jones, Exampleville Primary School, January 2017

“It’s heartbreaking when placements break down because a foster carer didn’t have enough support to deal with the complex needs of a vulnerable child. The funding we got has helped us develop more effective support mechanisms that will help sustain more placements.”

Jane McDonald, Exampleville social worker, February 2018

3. The logic of your Project and your Timeline (Pages 3 and 4; Annex A)

3.1. Annex A: Logic of the CMF Intervention

Annex A must be appended to your Impact Summary report. It will form the detailed basis for the summary text on ‘What were you looking to achieve, and how?’ you will include on page 3. It is a useful tool for ensuring that your activities and outputs are clearly aligned with your outcomes and broader impacts. If the resident benefits are not clearly apparent from the impacts you outline, it will also help you capture those. It is worth developing Annex A at the start of your project to ensure early on that you will be able to evaluate the success of your intervention.

Logic of the CMF Intervention

Using these resources and activities...		...to deliver these outputs...			...with these outcomes and impacts...		...and resident benefit:
Resource/input	Output / Activity	Baseline output level	Target output level	Actual Outputs	Intended Outcome	Broader Impact	RESIDENT BENEFIT
Part-time specialist mental health clinician	Weekly sessions with UASC per week to address their complex mental health needs	<ul style="list-style-type: none"> Average of 2 individual sessions a week for UASC 12% of UASC offered a session at least once a month 40% of highest need UASC attending at least once a month 	<ul style="list-style-type: none"> 10-12 individual sessions a week for UASC 100% of UASC offered a session at least once a month 100% of highest need UASC attending at least once a month 	<ul style="list-style-type: none"> Average of 9 individual sessions per week 100% of UASC offered a session at least once a month 75% of highest need UASC attending at least once a month 	<ul style="list-style-type: none"> Reduce UASC anxiety Increase UASC wellbeing 	<ul style="list-style-type: none"> Reduced % of UASC contacts with the police Reduced % missing from care Increased % UASC school attendance Decreased % school exclusions of UASC Decreased % placement breakdowns due to mental health issues Increase care staff and carer satisfaction levels 	<ul style="list-style-type: none"> Reduced anti-social behaviour Police hours freed up for wider community Social worker hours freed up for wider care population Improved retention of social workers and carers in the local care system
Training budget Training budget	1. Acme Training programme	No Young Person's Pathway staff training on UASC issues	100% (200) of staff and carers trained on UASC issues: <ul style="list-style-type: none"> Sleep Refeeding Trauma Cultural and racial competence 	95% (190) of staff and carers mentored and trained on UASC issues	Young Person's Pathway staff and carers feel well equipped to manage UASC trauma, metabolic and sleep disturbances, and culturally inappropriate behaviours	<ul style="list-style-type: none"> More successful management of racism/culturally inappropriate behaviour Lower levels of tension on Young Person's Pathway Increased staff and carer satisfaction Decreased placement breakdown, staff turnover and attrition in carers Increase UASC wellbeing 	<ul style="list-style-type: none"> Reduced incidence of discrimination on the basis of race, gender and sexuality for looked after children, staff and carers on the Young Person's Pathway Improved wellbeing for young people on the Pathway Improved retention of staff and carers on the Pathway

3.2. What were you looking to achieve, and how?

Describe the rationale of your intervention and the linkages between objectives and activities. The description will draw on the sections of your original bid and the further development of your project logic using Annex A.

Programme objectives: Provide a high level summary of intended outcomes, including the overarching impact that you were looking to achieve.

Rationale: Summarise the evidence and assumptions linking outputs to outcomes and impacts. This will be developed with reference to section 2 of your bid (“How are you proposing to tackle the problem, and why is this your preferred approach”).

Inputs: Sum up the resources that were used to deliver the project, differentiating between CMF-funded elements and elements funded through other resources).

Activities: Summarise what the CMF project did. This will be an updated version of what was in your original proposal, updated to reflect any differences between planned and actual activities.

Outputs: Sum up the measurable or quantifiable results of your scheme – for example, the number of people who received English tuition; and the number of Rogue Landlord inspections; extent of activities aimed at improving community cohesion. The longer term outcomes related to the outputs will be captured in the next section.

3.3. Project Timeline and Milestones

Provide a visual presentation of the activities conducted as part of the CMF intervention, including reporting and monitoring. You can tell this story using the proposed format (example excerpt below) if you wish. You may use a different format if it communicates the same information.

	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18
Activity 1: Mental health support	8 May - Health specialist recruitment begins		3 July - Health specialist begins work	7 Aug - Weekly sessions begin					
Activity 2a: Training programme		5 June - Training session 1	3 July - Training session 2	31 Jul - Training session 3	28 Aug - Training session 4	25 Sep - Training session 5	30 Oct - Training session 6	27 Nov - Training session 7	25 Dec - Training session 8
Activity 2b: Mentoring programme		16 June - Mentors selected	3 July - Mentoring sessions begin						
Activity 3: Virtual school support	8 May - recruitment of teacher and mentor begins		3 July – Teacher and mentor begin work		First progress report to head of virtual school				Second progress report to head of virtual school

4. Evidencing the Impacts (Page 5)

4.1. Annex B: Measuring the impacts of activities

Use the template in Annex B to produce a clear breakdown of:

- the different activities in your intervention,
- the intended impacts of these activities, and
- the measures chosen to assess these impacts.

For example:

Activity	Outcome/Broader Impact	Indicator/Measure of Success	Pre-CMF Level (Baseline)	Post-CMF Level
<i>Door-to-door tenant welcome campaign</i>	DIRECT OUTCOMES <ul style="list-style-type: none"> • <i>Improve new residents' understanding of tenants' rights in Example Ward</i> • <i>Improve tenants' understanding of correct waste disposal practices in Example Ward</i> 	<i>Increased reporting of property issues by tenants in Example Ward</i> <i>Decreased complaints of flytipping in Example Ward</i>	<i>No reports by tenants in 16/17 year</i> <i>Average 50 complaints per month in 16/17 year</i>	<i>70 reports by tenants in 17/18 year</i> <i>Average 2 complaints per month in 17/18 year</i>
	BROADER/RESIDENT IMPACT <i>Improved private rental sector in Example Ward</i> <i>Improved public realm</i> <i>Decreased neighbourhood tensions</i>	<i>Increase in rogue landlord enforcement in Ward</i> <i>Increased % reporting satisfaction with their street scene in Example Ward residents survey</i> <i>Decreased % reporting conflict with neighbours in Example Ward residents survey</i>	<i>2 enforcements in 16/17 year</i> <i>8% satisfied in 16/17 survey</i> <i>72% reporting conflict with neighbours in 16/17 survey</i>	<i>25 enforcements in 17/18 year</i> <i>30% satisfied in 17/18 survey</i> <i>42% reporting conflict with neighbours in 17/18 survey</i>

It is worth developing Annex B at the start of your project, to ensure you have a strong foundation for the evaluation of your intervention. Annex B will be a useful talking point for monitoring and evaluation work. It must also be appended to your impact summary when submitted.

4.2. What has been the impact so far?

Describe the outcomes and impacts of your intervention, based for the most part on Annex B.

We suggest the following structure:

- **Intended Outcomes:** Highlight the results achieved on the outcome measures originally outlined
- **Intended Impacts:** Highlight the results achieved on the impact measures originally outlined
- **Unintended Outcomes or Impacts:** Capture any unintended outcomes or impacts, whether positive or negative. This is an important source of learning from your project.
- **Costs vs Cost Savings:** Outline the costs saved through your intervention (if possible) and compare these to the costs incurred
- **Feedback from Consultation with the Resident Community:** Capture key points from any direct consultation with the resident community on the impacts of your work

4.3. Outputs Box

Capture some headline data points against the baseline level (the measure of output/outcome recorded before the intervention started). For example:

Outputs

- Carers trained in trauma: 200 (baseline: 0)
- % of 100 highest need children receiving weekly mental health support: 75% (baseline: 40%)
- Average mental health support sessions offered to UASC per week: 9 (baseline: 2)
- Average wait for Personal Education Plans by new UASC: 15 days (baseline: 45 days)
- % PEPs produced within target time period: 90% (baseline: 25%)

4.4. Freestanding Quotes

The freestanding quotes in this section are an opportunity to look at the impacts of your activities through the eyes of new migrants and the settled community. The quotes should capture both perspectives if possible.

5. Lessons Learnt (Page 6)

This section of the impact summary provides a record of what was learned during the intervention. The lessons from what goes 'badly' in a project are just as important, if not more so, than the lessons from what goes 'well', so we ask Local authorities to be frank about the challenges they faced as well as the success they experienced.

5.1. What you learnt from risks and challenges

What were the risks, challenges or problems you encountered? What did you learn from the approach you took to mitigating risks or resolving challenges? What worked, or didn't work? Provide three learning points that would be useful to local authority attempting similar activities.

5.2. What you learnt from the unexpected

What didn't go as planned? Describe what the team learnt as a result – for instance about the assumptions you brought to the project and its delivery.

5.3. Three things you would do differently

If you were to run the programme again with similar funding levels, what three things would you do differently? Why would you change the approach?

5.4. Advice to other local authorities

Can you offer any further advice to other local authorities that may be looking to tackle a similar issue?

6. Building Capacity and Mainstreaming Learning (Page 7)

6.1. Changes you will make

6.2. How you are embedding your learning

6.3. What future capacity has this project developed?

Are there elements of the project that will have a life beyond the end of the funding period? Describe any sustainable capacity development that has occurred as a result of this intervention. If elements of the project have not delivered the capacity building you intended, reflect the reasons for this and any lessons from this.

6. Annexes (pages 9 and 10)

Annex A – See Section 3.1

Annex B – See Section 4.1