This logic model outlines BounceBack, a HeadStart Newham targeted intervention. It shows the logical relationships between the inputs, outputs, the intended outcomes, and impacts. It is updated annually and provides a framework for evaluation.

### Inputs

**Staff**
- HeadStart Youth Practitioner
- School staff
- Parent and Community activity manager

**Time**
- HS staff: training; planning; resource development; delivery; supervision; meetings
- School staff: meetings; training; identification; delivery

**Pupils**
- assemblies, form time, lesson time

**Materials/Resource**
- Facilitator training/handbook
- Identification and recruitment
- Parental consent
- School space/room
- Weekly session plans
- BounceBack workbooks
- Register
- Pre and post measures
- School progress reports

**Partners**
- Primary schools
- Co-produced with young people
- Design agency
- Young Foundation
- Boingboing/University of Brighton

**Research evidence**
- Funding

### Outputs

#### Activities
- BounceBack
  - 1 course per school /year
  - 10 x1hr weekly group sessions
  - Delivered in school by HS youth prac
  - Group and individual work
  - At least 2x1:1 with youth prac

#### Participation
- **Primary schools**
  - **Young people**
    - Year 5 and 6 pupils
    - In target population
    - Up to 15 pupils per intervention

### Outcomes - Impacts

#### Short term
- Improve young person wellbeing and resilience
  - Positive transition to secondary school

#### Medium term
- **Improved understanding**
  - Of resilience
  - How to make positive behaviour change moves
  - When/who to ask for help
  - Increased self awareness
- **Develop skills**
  - Problem solving
  - Goal setting
  - Recognise achievement
- **Improved relationships**
  - Peer relationships

#### Long term
- **Reduction in**
  - young person mental health disorder
  - Improved school attendance
  - Improved school attainment
  - Reduction in risky behaviours
  - Reduction in CAMHS referrals
  - Reduction in young people not in education, employment or training
  - Reduction in referrals to children's social services
  - Reduction in Youth Offending Team referrals

### Assumptions
- Appropriate identification of young people
- Young people willing to take part; have minimal knowledge of how to build resilience
- Young people are facilitated to work well in group
- Consistent delivery across delivery staff and delivery setting

### External factors
- Pupil school attendance
- School support young person during and after intervention
- Parental engagement with intervention