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.



Short term

BounceBack Offline School intervention



Inputs

Outputs

Outcomes - Impacts

Improve young person wellbeing and resilience

Activities Participation

Medium term Long term

Positive transition to secondary school

Staff

HeadStart Youth Practitioner School staff Parent and Community activity manager

HS staff: training; planning; resource development; delivery: supervision: meetings School staff: meetings: training; identification; deliverv Pupils: assemblies, form time.

Materials/Resource

lesson time

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 Fundina

BounceBack

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

Action learning cycle

Explore up to 10 life areas and links to resilience and wellbeing through completion of BounceBack workbook

Identify areas to build own resilience.

Pupils use action learning cycle - plan, do review - to make small behaviour changes, by themselves or with help

Research

Pre and post measures

Onward programme engagement

School pupil progress report Pupils and parents invited to take up additional HS interventions

Primary schools

Young people

Year 5 and 6 pupils In target population Up to 15 pupils per intervention

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

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