

Name of your organisation	<b>First Give</b>
Date of TFN event which you pitched at	17/05/2023
Name of the project TFN funded	First Give Primary
Were you able to undertake your project as you outlined in the application?	Yes
Can you describe and/or demonstrate the specific impact that TFN funding has had against your initial objectives?	<p>Positive outcomes</p> <p>Pupils are better informed about the issues affecting their community</p> <p>75% of teachers who completed our form told us that somewhat or very effective at helping pupils improve their awareness of issues affecting their community.</p> <p>The central activity of interviewing “sources” or community representatives about the issues affecting the community was critical in improving pupil’s awareness of issues. One teacher told us that a standout moment was, “The guest speakers coming in. They got to hear about the amazing work that goes on in Feltham from Sam who works in our school reception and has fostered 15 children.”</p> <p>One facilitator reflected on the power of bringing in older students from upper school or from a school that the primary feeds perhaps:</p> <p>“And something that we thought was really good was it was one of the students that had done the core First Give programme who was one of the sources who visited the class to talk about the local community - having some sort of council, school council or had boy or girl or First Give alumni.”</p> <p>Facilitators also commented that First Give created the opportunity for pupils to explore issues they were familiar with, but maybe didn’t have the language to describe:</p> <p>“I think from experience that they are, they definitely are more aware of social issues around them. I think a lot of them knew a lot of the issues. They just didn't really know the names or they didn't really know actually what they were, if you know what I mean. They didn't really know the actual name for it or what it actually looks like. So I think by the end they were more informed”</p> <p>Pupils understand the impact of giving</p> <p>Throughout the course of the programme, pupils were given the opportunity to give to causes that they cared about. There are a range of stories of the experiences that some children had on the programme that verify the experience that children had of giving and the impact it had on them.</p> <p>At Ton Pentre Primary School, pupils had chosen food poverty as an issue they wanted to focus on. Here is our facilitator Gemma reflecting on their social action:</p> <p>“There were students who had a visit from someone who was at a local food bank. So they were one of the sources that came and spoke to the children. The children within the couple of weeks were doing basketball shootouts, cake sales, sweets in a jar - they kind of did everything and anything. I think they ended up raising</p>

about £300, just one group, which is pretty amazing. They spent £100 on food to donate to the food bank... and I think the actual tangible nature of getting the things then they brought it in for the celebration – they had it all on display...that felt really impactful and seeing it all there and having that as part of the celebration. And the source came along to that as well. So it was a really nice full circle. And then they took the food with them, and the children ended up donating the surplus £200 to charity as well.

And so that felt like really successful, clear, measurable and success stories that also the children felt really empowered and proud of when they were standing next to all this food. They're like, yeah, we made this. So that was really lovely.”

Perhaps a focus through the Primary programme on the feeling of giving is one which is achievable and appropriate for the age group. Particularly noting that pride in their own achievements will have a long lasting impact on them and their likelihood to give to causes that matter to them in the future.

Pupils develop key skills for transition

In our teacher survey respondents largely felt that pupils developed skills in teamworking, empathy and planning. However the key skills that facilitators reflected on noticing in pupils were leadership and confidence. Teachers noted an increase in confidence in their pupils, with 75% saying pupils had low or medium confidence to make a positive change in the community, and conversely 75% reporting high confidence after the programme.

In one school, a facilitator particularly noted that the programme was successful because teachers had given pupils ownership of projects – allowing them to demonstrate their leadership skills and confidence.

“It felt like the school that managed to do their full completion, the teachers delivered it in a way where they kind of left the children to do it for the last two weeks. And they really took it on and did some really great projects.”

One facilitator spoke in detail about the leadership development at King Solomon Academy:

“So at King Solomon's, they were, I think they really felt empowered as leaders. We went over to the Lower School. The younger kids came to them and they were super engaged, but I could see them changing their language to kind of explain it down, if you like, to the which is a real skill. And I think I thought that was brilliant. I thought that was amazing. And again, we had school governor in the room who kind of noticed that. And so to me, I think the leadership stuff was where we could lean it.”

“So basically the year threes and fours went around the room and the year sixes were stations like with their presentations around table on tables. We had like memory games that they've made. They had like bracelets to give out. They had donations, you know, they had the whole load of stuff.”

Teachers and facilitators did identify that active listening and

	<p>conflict resolution were skills explicitly developed through the use of specific techniques in the programme resources (active listening and decision making frameworks)</p> <p>Overall feedback Teacher feedback was generally positive, with 75% saying they were likely or very likely to recommend First Give to other schools. 75% of teachers who responded told us First Give Primary had helped their school develop more meaningful ways of engaging with the local community. Anecdotal feedback suggests that the programme meets a significant need in the summer term, post-SATs in England. This need is not the same in Welsh schools.</p> <p>Challenges and learning Programme structure and content length At some schools in Wales, teachers were reluctant to deliver the programme as designed, with a single day for the Launch and Go day. This led to additional expenditure for First Give as we had to send facilitators in on multiple occasions. In general, feedback across the pilot (England and Wales) was that there was too much content for the first day: “Time was an issue. Perhaps we could start it earlier in the year.” – Teacher “Workshop day felt a little rushed - maybe a few less activities so it fits in better with the timing.” – Teacher</p> <p>Pupil skill development One facilitator felt the skill development occurred but that we were not explicit enough in talking about transition to secondary school. “I think with the transition to secondary school,. They did become more confident and they did present, but I don’t know if it was kind of explicit enough personally. Jo and I definitely made a point of saying you’re going to be leaders, but I wonder if there could have been more than that.”</p> <p>Pupils are more likely to give to causes that matter to them The increase in confidence to make a positive change in your community was highlighted by teachers in our survey, however we may wish to consider that the outcome is too ambitious and too challenging to measure. It may be better to focus on outcomes around confidence, the ability to speak up about things that matter, and feeling like you have a voice and agency. These early outcomes will act as contributors towards preparing children for the core First Give programme and for future giving. “To me anecdotally from the teachers and observationally, I think the outcomes and the impact were much more basic. I think it was about kids feeling like they had a voice when perhaps they weren’t necessarily heard within their school community before.” “So many of them wrote like it was so nice to feel valued and it was so nice to feel heard. I think actually so many of them walked</p>
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	<p>away because they were able to be heard or able to share.”</p> <p>Teacher buy in 100% of teachers who completed our survey told us that the resources we provided were good or very good, however the programme resources were not used effectively in all schools. Where the teachers were not bought in and engaged ahead of the day, they had not read lesson plans and in some cases asked our facilitators to deliver the lessons.</p> <p>Facilitators also reported some anxiety from teachers at having a facilitator in the room during the lessons. We therefore recognise the challenge of ensuring that class teachers are bought in from early on, and that they are clear on the role of our facilitators on the day. One facilitator reflected that it’s possible that teachers were not confident about teaching social action: “Lots of teachers will say to you that, you know, maybe it's a subject they're not confident in. You know, we can teach geography, we can teach maths, we can teach teamwork, we can teach. But maybe it's about the social conscience and social actions and that sort of stuff. Maybe they see us as the experts and maybe that's where they feel a little bit threatened/judged/critiqued when we're in the classroom because they might think, well, I don't know about this.”</p> <p>Another facilitator reflected that “because they [teachers] wanted to do good, they would then control the outputs of what the children did or like, not invite parents because they need to control it because they don't know what was going to happen.”</p> <p>Whatever the reason, we need to work on how to improve buy in from class teachers, and provide clarity on the role of our facilitators.</p> <p>Looking forward As per our original objectives, the pilot has allowed us to lay the foundation to develop and expand the First Give Primary programme to play a central role in our 10 year strategy. The programme will be critical in: - Supporting us to reach one million young people over the course of the organisation’s lifespan by 2034 - Deepening the impact of First Give by providing multiple opportunities where young people are inspired and empowered to give their time, money or skills to charities and causes that matter to them</p>
What portion of the project did TFN fund?	100%
How many direct beneficiaries did the TFN funded project reach?	446
How many indirect beneficiaries did the TFN funded project reach?	17
Were you able to leverage further funding as a result of TFN support?	No

Did you receive any pro-bono support, volunteer offers or introductions as a result of the event?	No
How important was TFN funding in helping you achieve your objectives?	We would have found it difficult to achieve our objectives without TFN funding
Has the training you received from TFN better prepared you in pitching your organisation to potential funders?	Yes
Has TFN increased your capacity to raise further funds?	No
Can you tell us any personal stories to highlight the value of the project?	-
Since presenting at TFN, has your organisation undergone any other significant changes?	Our founding Chair of Trustees, Sinclair Beecham has stepped down. Our new Chair is Daryl Fielding. Louisa Searle's tenure as Director of First Give ended this year, and the board appointed Isaac Jones (formerly Deputy Director) as Director in June of 2024.
Do you have any other comments or feedback on the experience of the TFN process?	This year's extended First Give Primary pilot would not have been possible without the generous support of members of the Funding Network. The pilot has laid the foundations for growth and significant scaling of our organisational impact. Thank you to all donors on behalf of the First Give executive team and Board of Trustees.