

# The City Bridge Trust

## Bridging Divides: Application for a grant



### About your organisation

#### Organisation Details

Name of your organisation: <b>Pursuing Independent Paths</b>	
If your organisation is part of a larger organisation, what is its name?	
In which London Borough is your organisation based? <b>Westminster</b>	
Contact person: <b>Mr Bill Feeney</b>	Position: <b>Chief Executive</b>
Website: <b>http://https://piponline.org.uk/</b>	Social Media Accounts: <b>https://twitter.com/PIPLDN;</b> <b>https://www.facebook.com/pursuingindependentpaths;</b> <b>https://www.instagram.com/pursuingindependentpaths/;</b> <b>https://www.youtube.com/user/PIPLDN</b>
What Quality Marks does your organisation currently hold? <b>We are registered with the Fundraising Regulator; we provide ASDAN-accredited training and education; we are working towards PQASSO level 2.</b>	

#### Legal Status

Legal status of organisation: <b>Registered Charity</b>			
Charity Number: <b>1088592</b>	Company Number: <b>04107226</b>	CIC Number:	Bencom Number:
When was your organisation established? <b>26/04/1984</b>			
<b>Aims of your organisation:</b> PIP encourages and supports adults with Learning Disability and Autism (LD) to achieve their full potential. We have been doing so since 1984 and get incredibly positive feedback from our service users and their families.  Our service users like to be called students, it is a reminder they are at PIP to learn and receive training that will help them throughout their lives. Our services empower students to: gain key life and social skills; lead a more independent life; improve health/well-being and self-esteem; engage with their community; think creatively and understand the world around them. A key outcome of our work is improved quality of life for our students and their families/carers.  Person-centred planning is at the core of all of PIP's services. We work with our students to produce individualised timetables, based on their goals and skills. We believe in promoting the choice and independence of the people that we support.			

**Main activities of your organisation:**

We offer flexible/dynamic accredited training, education and community engagement opportunities through;

? W9 Centre (Westminster): Our flagship service supports 57 young adults with LDs through a full range of ASDAN accredited education, skills training, recreational sessions and healthy living.

? SW1 Project (Victoria); enables older, more isolated service users, many who live alone, to access their local community. We offer ASDAN accredited education and personal development training.

? Fruitful Social Enterprise Juice Stall: Twelve PIP students are Fruitful trainees, developing skills in product development, food hygiene, marketing, money management and customer service. Trainees build confidence working as part of a team, interacting with new people and settings.

? Travel Training; in PIP students? local communities and across London to enable adults with LDs to safely learn and practice specific journeys with intensive support.

? Community Development Project; providing one-to-one support to isolated adults with LDs and families who need intensive support to engage with services and the community.

**Your Staff & Volunteers**

Full-time:	Part-time:	Trustee/Board members:	Active volunteers:
<b>17</b>	<b>3</b>	<b>6</b>	<b>70</b>
Do you have a Safeguarding policy? <b>Yes</b>			
<b>Are the following people in your organisation subject to DBS checks?</b>			
Paid Staff <b>Yes</b>	Volunteers <b>Yes</b>	Trustees / Management Committee Members <b>Yes</b>	

**Property occupied by your organisation**

Is the main property owned, leased or rented by your organisation?	If leased/rented, how long is the outstanding agreement?
<b>Leased</b>	<b>7 years remaining to 2025</b>

## **Environmental Impact**

### **What action have you taken in the past year to progress environmentally sustainability principles and practice?**

PIP is ?Carbon Smart? silver certified. We have (and adhere to) an up-to-date environmental sustainability policy and improvement plan. Working towards the PQASSO Level 2 framework requires us to consider the environment and sustainability in our policies.

At PIP W9, we teach students how to use recycle bins and keep unused lights turned off. Switches are steadily being replaced with movement sensors. We return empty printer/toner cartridges.

We deliver sessions focussing on environmental issues, promoting students' understanding of how their actions impact upon the World around them. E.g. Gardening on Fridays and Ecology on Tuesdays.

Our Fruitful Juice Stall social enterprise, engaging twelve students in intensive on-the-job training, incorporates learning around environmental impact. For example: We partner with City Harvest London to use surplus food and reduce waste; trainees grow their own produce, pick wild fruit and compost. We use biodegradable cups and straws.



## Finance Details

### Organisation Finances

	Year of most recent audited / examined accounts	Current financial year forecast	Next financial year budget
End of financial year date	31/03/2018	31/03/2019	
Grants & donations:	£177,907	£135,000	£0
Earned income:	£794,336	£919,700	£0
Other income:	£222	£1,290	£0
<b>Total income:</b>	<b>972,465</b>	<b>£1,055,990</b>	<b>£0</b>
Charitable activity costs:	£905,025	£1,015,233	£0
Cost of raising funds:	£46,446	£45,000	£0
Other costs:	£0	£0	£0
<b>Total expenditure:</b>	<b>£951,471</b>	<b>£1,060,233</b>	<b>£0</b>
Free unrestricted reserves held at year end:	£333,754	£254,000	£0

#### **What is your organisation's reserves policy?**

The trustees review PIP's reserves policy annually, balancing the need to hold back sufficient general reserves to protect its charitable objectives with the objective of maximising the funding available for those activities.

The trustees have agreed the policy that general reserves should comprise two elements:  
 ? A working capital reserve equal to three months' average student income for the year  
 ? An income shortfall reserve of 15% of total income for the year

For your most recent financial year, what % of your income was from statutory sources?  
**61-70%**

#### **Organisational changes**

Describe any significant organisational changes to your structure, financial position or core activities since the date of your most recent accounts.

**Our designated fund is for the development of a new education/training hub. Our business planning includes risk assessment for the expansion's capital/revenue budgets and a robust fundraising strategy to minimise impact on PIP's current services. Planning is in place to ensure the new Centre becomes less reliant on grants beyond years 1-3, as it reaches capacity and student income increases.**

## Grant Request

Which of the Trust's programmes and priority areas will your application deliver?  
**Positive Transitions/Disabled people (choice and control)**

Which of the programme outcome(s) does your application aim to achieve?  
**Positive Transitions/Londoners experiencing inequality or disadvantage are supported to become more independent**  
**Positive Transitions/Vulnerable and disadvantaged Londoners are more resilient and empowered to make positive choices**

Please describe the purpose of your funding request in one sentence.  
**A two-year extension of our Performing Arts programme, supporting adults with LDs to build confidence, independence, understanding of themselves/the World around them and practical skills in the arts.**

When will the funding be required? **15/02/2019**

Is this request to continue work that is currently funded or has been funded in the last year by:

City Bridge Trust?  
**Yes**

Another funder? (if so which)

How much funding are you requesting?

Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
<b>£38,952</b>	<b>£38,952</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>

**Total Requested: £77,904**

### **What 3 main differences or outcomes do you want to achieve through your funding proposal?**

Adults with learning disabilities and Autism will demonstrate increased confidence, self-esteem and ambition, raising awareness amongst a wide audience of the issues they face and their abilities.

Adults with learning disabilities and Autism will become more able to express themselves creatively, communicate and cooperate with others, improving their understanding of the self, of others and of the World.

Adults with learning disabilities and Autism will develop practical skills in specific art forms and demonstrate improved health and motor coordination.

**What are the main activities or outputs you will deliver to achieve these differences?**

Dance, drama and digital media workshops/session, mostly delivered from our W9 Centre with others delivered in external studios spaces and performance venues: Drama/dance sessions, facilitated by experienced therapists and PiP staff, employ a range of exercises and techniques. Digital media sessions use technology to bring together music, film/video and imagery.

Cultural trips and visits (e.g. to theatres and interactive installations), usually run as part of our leisure programme (between terms). Trips act as stimuli for students' own performances, build aspirations around what they can achieve, act as an introduction to London's cultural offerings and help them to understand the World.

Each year, the learning and creative output from drama sessions culminates in a public Theatre Production, in front of a 250-strong audience. Students also put on at least two dance performances at community venues/events. Productions are devised and supported by students (promotion/front-of-house). Our music and art groups support soundscaping/set design.





## **You and your grant request**

### **What, specifically, are you applying for (your project)?**

A two-year extension of our Performing Arts programme will engage 56 adults with LDs in total. The programme will provide practical training in physical theatre, dance, and digital media, with performances incorporating other aspects of our work (e.g. music and visual art). The programme will include public dance and theatre performances and trips to cultural events/spaces in London.

This is a development of our existing performing arts programme, building in more dance and digital media sessions. Classroom/studio sessions build confidence and give a voice to all students, including those with severe communication difficulties.

Our experienced staff and external practitioners use therapeutic techniques to help students understand themselves, others and the World around them. We combine digital arts with movement/performance to create a fun, positive environment where students can be active and free. Developing skills around cooperation, teamwork and self-expression is essential in enabling students to lead more fulfilling, independent lives.

### **How will the project described achieve your stated outcomes?**

Each aspect of our Performing Arts programme promotes the development of transferrable skills through varied creative learning/training. Students are supported to think creatively and showcase their talents in public spaces. Key to this programme is public engagement; the programme aims to raise awareness of LD, the issues faced by adults with LDs and showcase our students' talents.

The programme aims to achieve the following outcomes for adults with LDs: Increased confidence and self-esteem; Improved understanding of the self and others; Improved physical ability and motor coordination; improved communication skills, cooperation and teamwork; better able to express themselves creatively; increased understanding of the performing arts and the development of transferrable, practical skills in the arts.

Some PIP students are non-verbal or have severe difficulty communicating. We give students a creative outlet and opportunities to collaborate in a non-judgemental setting and to explore exciting new art forms.

### **How do you know there's a need for this work?**

This programme is at capacity, with a waiting list of 30+ students across all aspects of the programme. PIP is planning to expand in 2019 and performing arts will be a priority for growth. We are seeking funding from other sources for our expansion project but support from City Bridge is key to securing the existing programme until 2021.

We know that:

- Many PIP students have very low confidence and self-esteem, dual diagnosis with mental health problems and communication difficulties;
- Only 1 in 3 adults with a LD takes part in any education/training (Mencap) and fun, practical activities are critical in removing barriers to engagement;
- People with LDs often suffer from physical health problems and community-based physical activities can alleviate these.
- People with LDs experience stigma and discrimination everyday. We tackle this by raising awareness of LD amongst the public and building confidence/self-esteem in our students.

### **How will the work be delivered - specifically, what will you do?**

Each year, this programme will deliver:

- 41, three-hour Drama/Theatre sessions, facilitated by Drama Therapists and PIP Development Workers - 15 students per session.
- 81, two-hour Dance sessions, facilitated by PIP Development Workers - 15 students per session.
- 80, 1.5-hour Multimedia sessions, facilitated by a PIP Development Worker - 15 students per session exploring digital arts.
- A PIP Theatre Production, performed in public spaces (e.g. The Tabernacle); devised and performed by PIP students, incorporating music, dance, physical theatre and dialogue. Ticket sales will be fed back into the programme. Students from our 'Employment' group will work on reception, merchandise, ushering and ticket sales.
- At least two public dance performances in public spaces.
- At least four trips to performances/arts venues in London, each engaging 15 students. E.g. in 2018, students saw a mainstream production at the Barbican, by a LD theatre company from Australia.

### **Why are you the right organisation to do this work?**

Person-centred planning is at the core of everything we do. We work with our students to produce individualised timetables, based on their goals, skills and preferences. Students have provided the following feedback on our performing arts programme: 'Building my skills up, like a ladder'; 'I love drama because it's fun'; 'I've got loads and loads of friends who really care about me'; and 'I feel happy'. Family members have told us: 'My sister really enjoys it, it's really overwhelming, it's such an achievement'; 'Fantastic and they put in an incredible effort'; and 'PIP is without doubt a superb organisation, with skilled and committed staff who genuinely have the students' interests and welfare at heart.'

Our six Trustees are also a huge asset, with relevant experience in finance, law, business planning, change management, social enterprise, education and equality. Director, Bill Feeney, has 17 years' experience of supporting vulnerable adults.

### **How does your work complement and not duplicate other services within your area?**

We develop partnerships to coordinate with local organisations and provide specialist support to students. For example, we are currently in discussion with Spare Tyre Theatre company regarding a collaboration on this programme.

Statutory provision for children with LDs is generally good but, at 18, support drops dramatically and the transition to adulthood is extremely challenging. The local area offers nothing like our performing arts programme: College drama courses do not offer performances in mainstream venues and do not compare in terms of inclusivity, individualised support and collaboration across multiple disciplines (e.g. music).

We carefully coordinate with organisations/forums in west London supporting adults with LDs: Mencap organisations; Westminster Society for People with LDs; Westminster LD Partnership; and Turning Point. We are part of the Westminster Community Network and the Westminster Charity Leaders' Forum, both of which meet quarterly, involve local authorities and cover topical and policy issues (e.g. Grenfell Tower response).

**How will you ensure that your project will hear and represent the views and needs of disadvantaged people and/or diverse communities?**

We regularly consult with students through: Twice-weekly student meetings; 1-1 student-keyworker discussions; and through the annual student survey. Each year, two Student Reps are elected by their peers ? Reps are spokespeople for all students, reporting to our staff, Trustees and stakeholders outside of PIP.

We work hard to meet the requests of students and their families. Our most popular activities and projects are those that students enjoy the most ? therefore, it is crucial that we listen to what students are telling us. Our Admin Assistant, Jo, is a former PIP student and provides a service user perspective from within our staff team.

We consult with students? parents/carers through: an annual survey; consultation evenings; and meetings with students and their family. This enables us to draw together a wider understanding of our services/activities, and learn about the progress of students at home from the viewpoint of their family.

**How does your project engage and empower individuals and/or communities to come together on this issue? Will you be working with people who are particularly excluded?**

Most PIP students have severe/moderate LDs and are a particularly excluded group who face inequalities within their community. This programme (and our wider work) engages students with the community through public performances and trips to well-known London venues. We promote understanding amongst the public of the LD community and help our students understand the cultural opportunities available to them in London. Volunteers living/working locally also support this programme.

This programme aims to reduce stigma, support adults with LDs to become more resilient to discrimination and showcase the talent amongst our student group. Our students build confidence and gain skills on the programme, as they are working towards their next dance/drama shows. Our productions are a great way to demonstrate to friends, family and the community all that they have learned and what they can achieve. The recognition and positive feedback that students receive further increases self-esteem and ambition.

**Is the focus of your project meeting an already identifiable need (acute or otherwise) or are there elements which are preventative and/or incorporate early action?**

Our project meets an already identified need, empowering adults with LDs to become an integral part of their local community through the arts. Without programmes like this, adults with LDs can quickly become isolated and anxious. Most students are young adults aged 18-30; we equip them with the skills, confidence and networks to fulfil their potential in adulthood. We also:

- o Equip students for employment (paid or unpaid) through practical skills training (e.g. supporting ticket sales, ushering, merchandising and manning reception at performances).
- o Engage students in training opportunities beyond PIP ? e.g. Student MM recently completed the LD diploma at Central School of Speech and Drama.
- o Improve co-ordination and physical health through dance and movement -both of which are barriers to engagement for our students.
- o Improve communication and social skills developed through physical theatre, mime, and the use of digital media, supporting further development and group learning.

**Who might you need to work closely with in delivering this project - whether before, during or afterwards?**

This programme is not delivered as a partnership, however we do work closely with individuals/organisations to maximise value and impact:

- o This programme is supported by external practitioners with therapeutic backgrounds. They have built strong, trusting relationships with our students;
- o We have good relationships with arts/theatre venues in London, where we have put on productions in the past, including: the Tabernacle (Notting Hill), the Yaa Centre (Maida Hill) and the V&A Museum.
- o Students' families are invited to all performances, to support their PIP student and see first-hand the progress they have made. Our productions are moving and the positive audience feedback is crucial in emboldening and encouraging students: 'It's overwhelming to watch her perform? It's such an achievement for her.'
- o We develop programme films with external support (e.g. BBC Outreach) to promote PIP, raise awareness of LDs and reinforce students' learning. YouTube channel: PIPLDN

**Our aim as a funder is to help people move positively between any of the four stages of Surviving, Coping, Adapting and Thriving. For your project at which of these stages will most people begin their journey?**

Each PIP student presents different needs, preferences, behaviours and skills. We support adults with a range of disabilities. Our students are not in a 'survival' stage - they have support at home from a family/carers who meet their physiological and care needs but are not always best equipped to provide life-skills training and enable them to achieve their full potential and lead independent lives.

- New students are often 'coping?'; struggling with a variety of difficult issues: communication, confidence and isolation.
- Most students are in the 'adapting? stage; entering adulthood, progressing towards independence and gaining confidence to achieve more.
- Most existing students are 'thriving? but are still on their path to independence and working towards achieving their potential. When students are ready to move on from PIP, the transition is managed carefully in close consultation with the student, their parent/carers and social services.

**Will there be any elements of this project that will help you or your beneficiaries to reduce your environmental footprint?**

We promote our performances and productions through email newsletters to the PIP community and through social media. To save paper, we no longer send hard copy mailouts.

Our standalone Travel Training project provides intensive training to students in safely using London's complex public transport network. We put that learning into practice through the cultural day trips on this programme, travelling on the underground as a group.

Props and costumes used during performances are subsequently used to decorate our W9 Centre, reminding students of their experiences and achievements. Our productions have touched on environmental issues relating to transport but this has not been a primary focus. The more our students learn about environmental issues in our other sessions going forward, the more they will seek to build these themes into future theatre productions!

## Funding required for the project

**What is the total cost of the proposed activity/project?**

<b>Expenditure heading</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
Project management contribution (6.31% of Service Manager salary +on costs)	2,408	2,408	0	0	0	4,816
Development Worker salaries +on costs (0.7FTE)	19,121	19,121	0	0	0	38,242
Sessional Worker salaries +on costs (1.0FTE)	26,578	26,578	0	0	0	53,156
Drama/Dance Practitioner/Therapist Fees	13,020	13,020	0	0	0	26,040
Volunteer Expenses (travel and subsistence)	2,020	2,020	0	0	0	4,040
Contributions towards staff/student travel, recruitment, training, phones, W9 Centre costs	7,085	7,085	0	0	0	14,170
Theatre performances (venue hire, props and costumes)	3,100	3,100	0	0	0	6,200
Cultural trips to theatres/arts venues/Installations	1,800	1,800	0	0	0	3,600
Overhead contribution: Indirect costs associated with this programme	13,807	13,807	0	0	0	27,614
<b>TOTAL:</b>	<b>88,939</b>	<b>88,939</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>177,878</b>

**What income has already been raised?**

Source	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Forecast: Ticket sales from PIP Theatre Performance	2,000	2,000	0	0	0	4,000
Forecast: Student Income (Personal budgets/spot purchases)	38,952	38,952	0	0	0	77,904
Forecast: Student contributions (Theatre trips)	300	300	0	0	0	600
Unconfirmed grant funding from other sources	8,735	8,735	0	0	0	17,470
<b>TOTAL:</b>	<b>49,987</b>	<b>49,987</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>99,974</b>

**What other funders are currently considering the proposal?**

Source	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Eranda Rothschild Foundation	8,735	8,735	0	0	0	17,470
The Hobson Charity Ltd	8,735	0	0	0	0	8,735
The Robert Gavron Charitable Trust	8,735	0	0	0	0	8,735
MackIntosh Foundation	8,735	0	0	0	0	8,735
<b>TOTAL:</b>	<b>34,940</b>	<b>8,735</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43,675</b>

### How much is requested from the Trust?

<b>Expenditure heading</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
Project management contribution (6.31% of Service Manager salary + on costs)	1,054	1,054	0	0	0	2,108
Development Worker salaries + on costs (0.7FTE)	8,374	8,374	0	0	0	16,748
Sessional Worker salaries + on costs (1.0FTE)	11,640	11,640	0	0	0	23,280
Drama/Dance Practitioner/Therapist Fees	5,703	5,703	0	0	0	11,406
Volunteer Expenses (travel and subsistence)	885	885	0	0	0	1,770
Contributions towards staff/student travel, recruitment, training, phones, W9 Centre costs	3,103	3,103	0	0	0	6,206
Theatre performances (venue hire, props and costumes)	1,358	1,358	0	0	0	2,716
Cultural trips to theatres/arts venues/installations	788	788	0	0	0	1,576
Overhead contribution: indirect costs associated with this programme	6,047	6,047	0	0	0	12,094
<b>TOTAL:</b>	<b>38,952</b>	<b>38,952</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>77,904</b>





## Who will benefit?

How many people will directly benefit from the grant per year?

**46**

In which Greater London borough(s) or areas of London will your beneficiaries live?

**Westminster  
Kensington & Chelsea  
Brent  
Islington**

Does this project specifically target any groups or communities?

**Yes - please enter details below**

This project will specifically work with the following age groups:

**16-24/25-44/45-64/65-74**

This project will specifically work with the following gender groups:

This project will specifically work with the following ethnic groups:

If Other ethnic group, please give details:

This project will specifically work with Deaf and disabled people:

**Yes**

This project will specifically work with LGBTQI groups:

**No**

This project will specifically work with other groups or communities:  
**Specifically with adults with learning disabilities and Autism**

How will you target the groups/communities you have identified? What is your expertise in providing services for these groups?

Are there any groups or communities you think your organisation will find hard to include through this project?

**No**

If yes, please specify which groups or communities? Where possible using the categories listed above.

**Inclusivity is a priority for us and we do not exclude students by nature of ethnicity, sexuality or gender. PIP employs a Positive Behaviour Support (PBS) approach to managing behaviour, promoting inclusivity for those with challenging behaviours and minimise disruption to other students who may struggle with loud, busy environments.**

If yes, what steps will you take to make your services accessible to and meet the needs of the groups/communities you have identified?

### **Declaration**

I confirm that, to the best of my knowledge, all the information I have provided in this application form is correct. I fully understand that City Bridge Trust has zero tolerance towards fraud and will seek to prosecute and recover funds in every instance.

Please confirm: Yes      Full Name: **Bill Feeney**

Role within Organisation:                      **Director**