

Our impact

Introduction

The impact data presented in the following pages is from the 2021–22 academic year. It is worth recognising that this year remained a time of unprecedented turbulence for young people due to COVID-19, which continued to have a substantial effect on society. Persistent absence from school remains at a record high, with almost two in five disadvantaged pupils persistently absent from school in 2021–22, more than double the rate among non-disadvantaged pupils. In February 2022, NHS Digital reported that a record number of more than 400,000 children a month were being treated for mental health problems in the UK, with schools struggling to meet the mental health needs of their students.

As we emerged from the pandemic, the cost-of-living crisis began to impact households in the UK. In 2021–22, 4.2 million children (29%) were living in poverty in the UK (End Child Poverty Coalition, 2023). In a 2022 survey by The Children’s Society, 85% of parents and carers said they were concerned about how the increased cost of living would affect their families in the next 12 months. These external factors are having a substantial and long-term impact on the young people we serve, with support systems struggling to cope with demand.

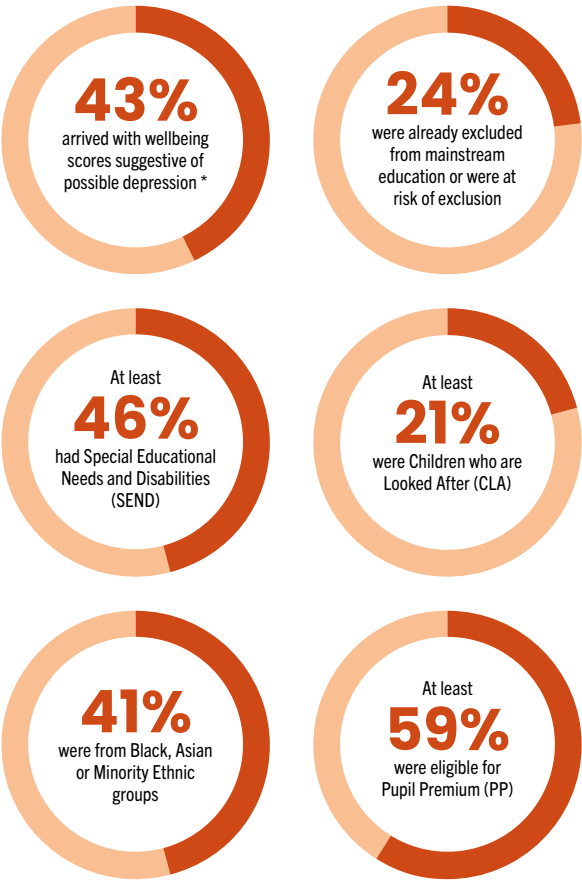
“Young people have been disproportionately impacted by two years of disruption and inconsistency in schools; bereavement and loss; uncertainty about the future, particularly in terms of work; and a continuing lack of support networks. For many young people with pre-existing mental health problems, the pressures of the last few years have made their mental health worse.”

Young Minds Impact Report 2022

However, despite these huge external factors contributing to a crisis for young people in the UK, we are proud that this report demonstrates the positive impact we continue to have on the young people we serve at Jamie’s Farm.

Who visited Jamie’s Farm?

During the 2021–22 academic year, we worked with 2,129 vulnerable people across our farms. Half our visits came from groups other than mainstream schools, such as alternative provisions and organisations supporting vulnerable families, unaccompanied asylum-seeking young adults or children, children who are looked after and those with special educational needs and disabilities.



* Wellbeing was measured using the validated Short Warwick Edinburgh Mental Wellbeing Scale (SWEMWBS). 25% of young people had a SWEMWBS score of <18, which is deemed an indicator of probable clinical depression and a further 18% had a score of <20, indicating possible mild depression.

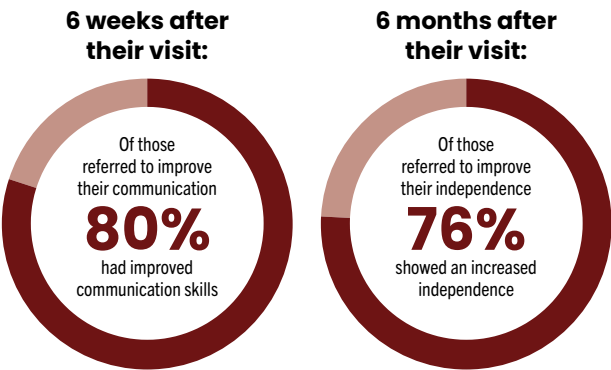
Our impact in numbers

“Both students and staff had a fantastic week, and the impact was visible immediately. For a group of some of our more vulnerable students, this experience was life changing and I would strongly recommend this process to any schools looking to better understand some of their more vulnerable individuals.”
Assistant Principal, Goresbrook School

Behaviour



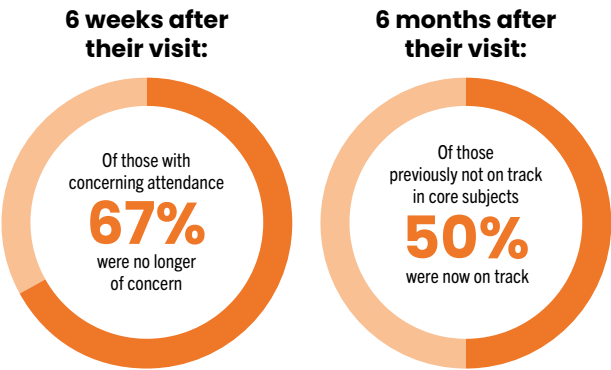
Life skills



Wellbeing



Engagement



“The staff at the Farm are a fantastic model for anyone working with young people. Every time I have come, I am blown away by the positivity and nurturing constantly on display no matter how the young people are feeling. The impact that has is immense and I try to use it as a model for my own practice back at school.”
Behaviour and Learning Practitioner, Derby Moor Spencer Academy



Wellbeing and self-esteem

Mental wellbeing is among the most urgent and complex issues facing young people today and is closely linked to social and academic exclusion. Young people have been disproportionately affected by two years of disruption and inconsistency in schools, uncertainty about the future and a continuing lack of support networks. Almost 300,000 young people in Britain have an anxiety disorder (NHS Inform). In addition to this, the cost-of-living crisis is further impacting children and families’ mental wellbeing.

Despite the impact these external factors continue to have on young people, we are proud to see meaningful and statistically significant improvements in self-esteem and mental wellbeing for those we work with. Notably, whilst 25% of young people visited Jamie’s Farm with a wellbeing score indicative of probable clinical depression[‡], the majority were positively impacted by their visit – reducing to only 10% at the end of their visit, whilst 66% of all visiting young people left the farm with improved mental wellbeing. Beyond their visit, we saw sustained positive outcomes for young people, with statistically significant increases in teacher-reported self-esteem at both 6 weeks and 6 months post-visit.



[‡] Wellbeing was measured using the validated Short Warwick Edinburgh Mental Wellbeing Scale (SWEMWBS). 25% of young people had a SWEMWBS score of less than 18, which is deemed an indicator of probable clinical depression and a further 18% had a score of less than 20, indicating possible mild depression. This was based on a sample size of 774 young people who completed the survey before the visit and at the end of their visit.

“Mark[‡] lacked confidence and struggled to make meaningful connections with students and staff which often triggered challenging behaviour.

Mark has grown in confidence through having the chance to experience new activities and step outside of his comfort zone. Mark’s self-esteem and confidence has improved through the positive experience and constant recognition from staff and peers. He now has the confidence to ask for help or support and to approach a social situation and interject himself without being fearful of rejection.

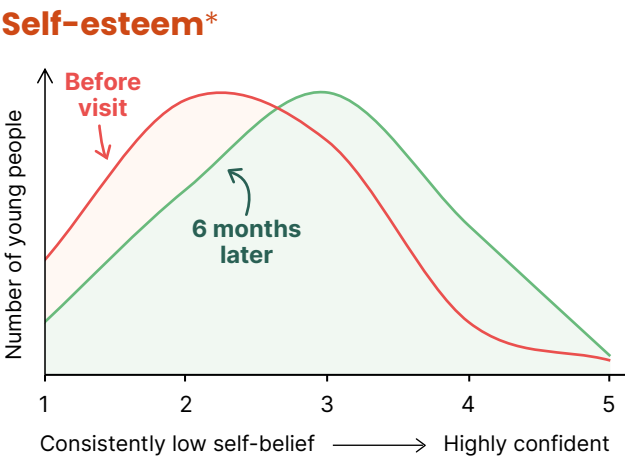
His personal development at Jamie’s farm has put him on the right track to move forward and succeed in terms of his ability to make meaningful connection with his peers, but also to challenge himself and not be afraid to try something new and also that the adults around him are there to help and support him.”

Operations Manager, Oasis Academy Leesbrook

“I think I’ve noticed that I can be more productive, is that the right word? And more confident with, like, what I’m doing, and brave. I’m doing new things and trying to get stuck into it straight away.”

Young Person

[‡] Name has been changed to protect their identity



*As assessed by visiting staff 6 months post-visit, using a 5-point scale.

Case study:

Harley

"Jamie's Farm is somewhere I found I could take my mind off things, feel calm, and where there's absolutely nothing, no technology, just nature. After the visit I felt that I could be a lot more open with my teachers, rather than sitting there, trying to deal with it all by myself. It's made me feel a lot more confident in myself, knowing that people think what I'm doing is pretty good - I never really used to think that."

Harley first came to Jamie's Farm aged 14, visiting the Monmouth farm with his school. He was struggling with anxiety and having difficulty processing his thoughts. His teachers felt time at Jamie's Farm would allow him the time and space he needed. Having initially thought the visit would be boring – filled with "picking up sheep poo" – he found the experience to be quite the opposite.

The immersion into countryside living, with limited technology, provided an environment where he could truly relax, reflect and reduce his levels of

anxiety. He found that by swapping a phone screen for birdsong and nature, he had created a memory of how Jamie's Farm made him feel which he could come back to whenever he felt stressed or overwhelmed. Harley thrived working outdoors on the farm, and was recognised for his ability to inspire the other students to crack on and enjoy themselves. He now feels able to talk honestly with his teachers about what he finds challenging at school. Harley is excited about the future and is currently completing a Business Studies & Sport BTEC in college.

"Harley has greatly benefited from his time at Jamies Farm, acquiring valuable social skills, boosting his self-confidence, developing leadership abilities, and expanding his circle of acquaintances. We express our sincere gratitude for providing him with this invaluable opportunity. Thank you."

Harley's Mum



Engagement, attendance and attainment

Attending and engaging with school is crucial to a young person's academic outcomes. 1 in 5 children were persistently absent in the 2021–22 academic year (DfE Data 2022), meaning they missed 10% or more of school a year. The social-emotional needs underpinning disengagement are complex and varying, and have been exacerbated by the insecurity and disruption caused by the pandemic followed by the continuing cost-of-living crisis.

Often, these underlying factors can be discussed more openly on the farm, due to the strong relationships formed with both Jamie's Farm and school staff in a safe and supportive environment. Combined with the sense of achievement, purpose and routine young people experience on the farm, this can result in sustained improvements in school engagement, attendance and attainment.

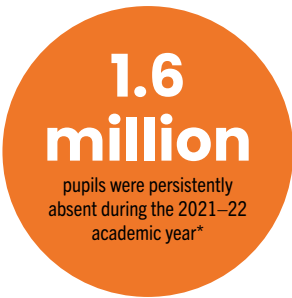
"Some of the children we brought were disengaged and very challenging at school. Their self-esteem was very low and they struggled to build strong, positive relationships with others.

During the week at the farm, these children have worked hard, been focused on every task, displayed empathy, care and humility and felt good about who they are and what they can achieve. Every single child has changed and grown, some remarkably so. They have made memories that will last a lifetime and have made the most of every second."

Deputy Headteacher, Co-op Academy Beckfield

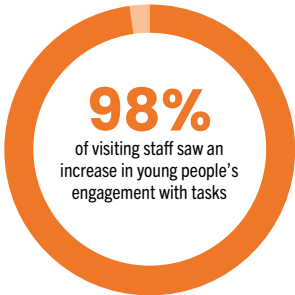
"I'll try to talk to people more, try not to exclude myself from like... activities, and I'll probably put my hand up more during lessons."

Young person

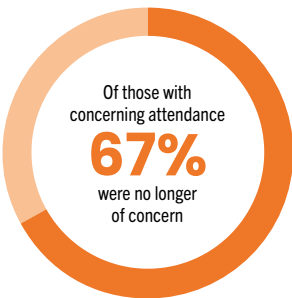


* DfE (2023), Pupil absence in schools in England

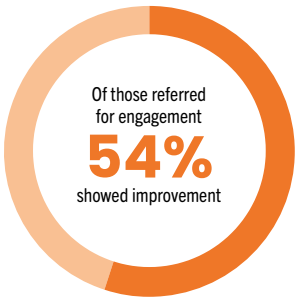
During their visit:



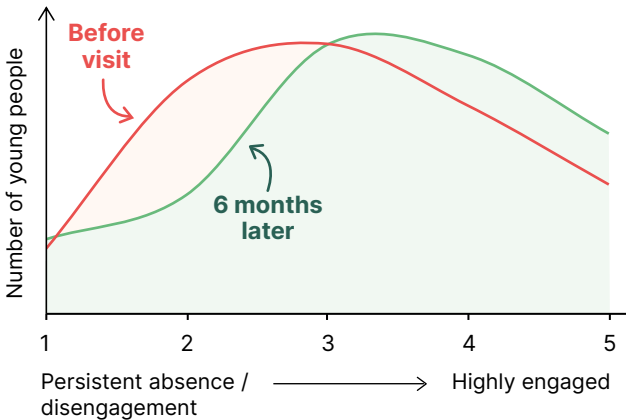
6 weeks after their visit:



6 months after their visit:



Engagement*



*As assessed by visiting staff 6 months post-visit, using a 5-point scale.



Case study:

Iram

"Jamie's Farm has definitely helped me to open my eyes to see that there's more going on in the world, like the outdoors and other people's company, than just going on my phone. It's shown me that I can do stuff, that I shouldn't be scared and that I should always just give it a try, regardless of what it is."

My experience has made me a different person than I was. Before I would sit on my own and not talk to anyone, but Jamie's Farm helped me get out of my fear of talking in front of people. The check-ins we had to do at the farm made me feel comfortable to talk to a group of people as I knew everyone was listening. I can now ask my teacher for help without feeling embarrassed or panicking. I would like to study Business and if I'm lucky, make a charity of my own and help others like Jamie's Farm has helped me and the other 13,000 other kids."

Iram first went to Jamie's Farm Monmouth, aged 14. Growing up she had a lot of anxiety and found it hard to stay in class and focus. Her school felt that the opportunity to be outdoors and try something new would give Iram a break and help

improve her mental health. During her week at Jamie's Farm, the hardest thing for her was just adjusting to the new experiences in front of her – thankfully it was made a whole lot easier by the staff and her peers making her feel comfortable enough to really get stuck in. Iram noticed that during the week she was allowing herself to open up and trust the Jamie's Farm and school staff. For the first time, she found herself saying 'yes' to opportunities around the farm. Iram is proud to be a voice and advocate for young people at the charity, and is inspired to work with children in the future.

"Iram fell in love with Jamie's Farm on the very first visit to Monmouth – the walks and hikes up the mountain, looking after the animals, cooking together for everyone. Iram has gained so much confidence, has become independent, learnt new skills, cleaning, cooking, enjoyed all the activities and in a completely different environment to the one she lives in, and made new friends for life. Jamie's Farm has given her memories that she will cherish for the rest of her life."

Hajra, Iram's carer



Behaviour and exclusions

Persistently disruptive behaviour remains the leading cause of permanent exclusion from school, which we know can have devastating consequences on a young person’s future prospects. Although permanent exclusion rates decreased during the pandemic, they are now returning to pre-pandemic rates, with the number of school suspensions at a record high. Young people who are eligible for free school meals are now seven times more likely to be excluded from school than those not eligible (DfE Exclusion Data 2021–22).

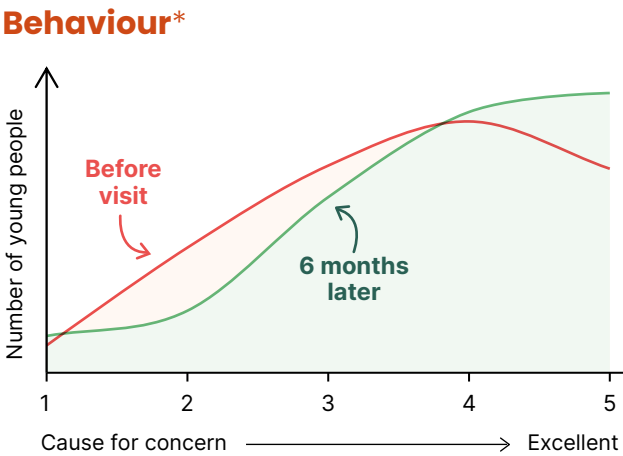
At Jamie’s Farm, young people experience a ‘life swap’ where they engage in purposeful tasks and receive positive feedback from peers and adults, often for the first time. Accompanying staff are able to honestly champion these young people in their daily setting, ensuring they are given a ‘fresh start’ and an opportunity to bring a different version of themselves to school and home.

We see statistically significant improvements in young people’s behaviour six weeks and six months after visiting the farm. These changes are particularly positive for those referred to improve their behaviour.

“Eric[‡] arrived at the farm with a lot of challenging behaviours. He found it very difficult to engage in conversation with staff and was very reluctant to participate in activities. He often truants lessons and gets involved in silly behaviour and altercations with his peers. I have seen him develop into a confident natural leader who is eager to learn new skills. He has opened up to staff about his behaviour and really wants this experience to be the start of positive change.”
Support officer, Eastern High School

“I feel like my behaviour is getting more respectful and stuff... because there are no distractions or anything bad happening for me to get into.”
Young person

[‡] Name has been changed to protect their identity



*As assessed by visiting staff 6 months post-visit, using a 5-point scale.

Case study:

Amani

Amani came to Jamie's Farm with her school as she was struggling with her behaviour.

"I had become chaotic and quite disruptive in class – I was talking, throwing things – I was very disengaged. My attitude to everything was 'I don't care, that doesn't matter'. My school knew I was good at practical work and thought I could apply that to the farm."

Amani was initially apprehensive, but keen to give it a try and see the animals.

"When I arrived, I was pretty nervous but the second the farm's dog came up to me, I came out of my shell. The farm brought confidence out of me that I never really had. I had always put on the facade of a naughty kid, but I was actually a quiet kid that didn't want to open up."

One of the biggest changes Amani has noticed in herself is the improvement in her work ethic and ability to self-regulate her emotions.

"At school I had a quick fuse, so I would get frustrated really quickly at my work and if I didn't get something right. But it was different at the farm. After we had mucked out and fed the animals, I would stand back and think 'I'm proud of that'. When I went back to school, I had a lot more patience. I was calmer in the classroom; I was able to sit down and focus on my work so it was the best standard I could do."

Looking ahead, Amani hopes to be a footballer, and that the patience and teamwork she learned at the farm will help her build stronger relationships on and off the pitch.

"I've started coaching the local under 9s team, which is something I wouldn't have said yes to before Jamie's Farm."

"Jamie's Farm has improved Amani's confidence and it has given her the chance to experience new things that she would never have pushed herself to do before. Amani has a very special connection to the farm, and it always brings a smile to her face when talking about her farm experiences. She has made amazing relationships with all the farm staff which all have had a positive impact on her, and she has learnt many things from each one of them."

Amani is about to start her next transition to post-16 education. I believe what she has learnt from her experience will help her and give her the confidence to be successful in this transition. If Amani wasn't such an amazing and passionate footballer, I have no doubt her career path would have been to be a farmer."

Rebecca Prunty, Student Engagement Officer,
Cranford Community College



Development of essential life skills

The Sutton Trust has found that 97% of teachers, 94% of employers and 88% of young people believe that life skills such as confidence, motivation, resilience, and communication are as or more important than academic qualifications.

These skills are embedded throughout the Jamie's Farm experience. Collaborating on engaging farm jobs within a supportive environment allows trusting relationships to develop. By building on this through structured reflection, we see young people becoming more able to communicate their needs and more receptive to support; skills that can ensure young people thrive on their return to everyday life.

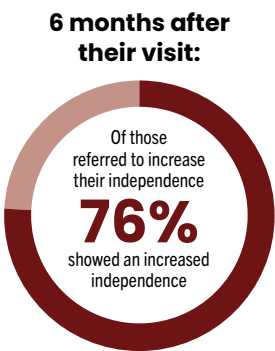
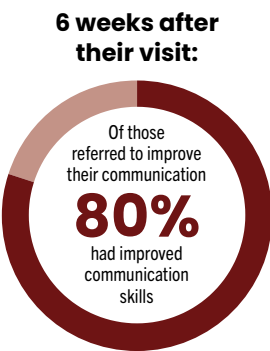
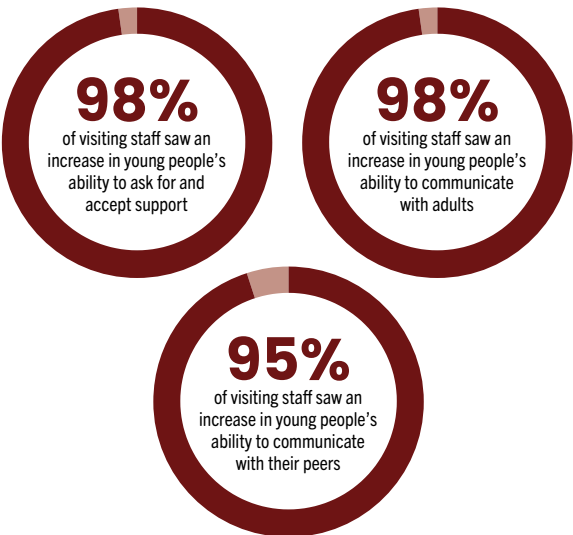
"Mohammed's[‡] ability to communicate his feelings has greatly improved... also [his] ability to ask for help from adults and peers. He still has anger at times, but these episodes do not last as long because he is able to listen to adults and bring it back to a calmer mood. He has felt proud of his achievements."

Teaching Assistant, Co-op Academy Woodlands

[‡] Name has been changed to protect their identity

"In school I like to portray a picture of myself where I like to stand my ground so no one will pick on me, but really I'm quite a softie!"

Young person



Visiting staff

Visiting staff benefit greatly from a Jamie's Farm visit, which can provide a chance to connect with young people in a new way and reflect on different approaches for working alongside vulnerable young people.

"I have improved on my leadership skills, communication skills, ability to adapt and also work under pressure. For me it was an extremely valuable experience, and I can walk away proud knowing I have improved my practice with young people."

Attendance support mentor, Orchardside School



"The most important change for myself has been having the opportunity and time to get to know the children on a personal level – to understand what their life looks like and the challenges they face. Also, for them to get to know me and to build that level of trust and rapport that there often is not the opportunity to do in a busy school environment."

Operations Manager, Oasis Academy Leesbrook

Case study:

Haringey Learning Partnership

Haringey Learning Partnership (HLP) is a Pupil Referral Unit (PRU) based in Haringey, North London. Young people arrive at HLP at various points during their secondary schooling – usually because of their previous school placement having broken down, whether through ill-health, behaviour issues or other difficulties – frequently feeling less than positive about themselves and their life chances. HLP aim to help get them back on track, either through a return to regular schooling or by completing Year 11 with them, so that they emerge prepared to make a positive contribution wherever they go next.

Jamie's Farm has been a part of HLP's provision for the last three years, welcoming groups of their young people to our sites across the country, including at Oasis Farm Waterloo for regular programmes.

"Attending Jamie's Farm is one of the best experiences that I have had in my many years in education. There have been many incredible moments where we have seen young people inspired, challenged and energised. We have seen our young people grow in confidence and develop positive relationships with staff and each other.

The 'break' from some of the pressures and challenges that our young people face in their daily lives (including poverty, serious youth violence, family challenges and racial discrimination) is absolutely invaluable.

The check-ins and group meetings enable young people to articulate how they're feeling, but also to recognise and to talk about how other people might be feeling. I think that's been really important in developing their own sense of emotional wellbeing, but also others' emotional wellbeing and how their behaviour impacts others.

The fact that when we started coming to Jamie's Farm we had a 'behaviour' policy as a school and it's now called a 'relationships' policy, shows that our visits have helped us think more carefully about what we want to achieve as an organisation, what's important to us, and what will ultimately benefit the young people most. The conversations that staff have had together whilst on the farm, and then also when back at school, thinking about how we input some of that learning

into our own approaches in the classroom, but also in terms of the leadership and wider strategy of the organisation, have been really important and helped in building our school culture."

Gerry Robinson, Executive Headteacher at Haringey Learning Partnership

"One of our young people is a Child Looked After and has a court order in place meaning that he is not allowed to be without a responsible adult. This means that he misses out on many experiences that young people of his age would have.

Being at the farm enabled him to have positive and safe experiences with his peers. It seemed that a huge weight had been lifted and he was allowed to be a child, experiencing new things, without many of the pressures he has faced in his everyday life.

Seeing his pride in overcoming challenges and facing fears – with the horses, dogs and on the rope swing – was a significant moment. I believe that this experience will have a lasting positive impact on him."

Visiting Staff Member

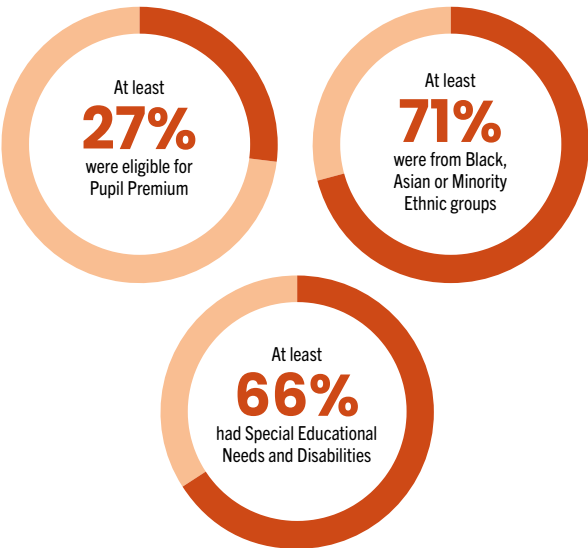


Oasis Farm Waterloo

Located in the heart of central London, our farm provided an escape in the city to 292 young people during the 2021–22 academic year. Through our six-week day visit programme, we worked with 128 young people from the boroughs of Croydon, Ealing, Haringey, Lambeth and Westminster.

The farm works particularly closely with the two local Oasis academies: Oasis Johanna (primary) and Southbank (secondary and sixth-form). In 2021–22 we ran therapeutic programmes with all of Year 5 and Year 6, weekly enrichment programmes with Year 7 and 8, and hosted a fantastic celebration event for Year 11. In partnership with the Oasis Waterloo Youth Team, we also delivered targeted programmes with young people at risk of gang involvement at three local secondary schools.

Of those who visited for our six-week programme:



“Overall it was a great experience for the students, they got involved in activities that they would not normally do. It was lovely to see them working around the farm and reflecting on the afternoon at the end of the session.”

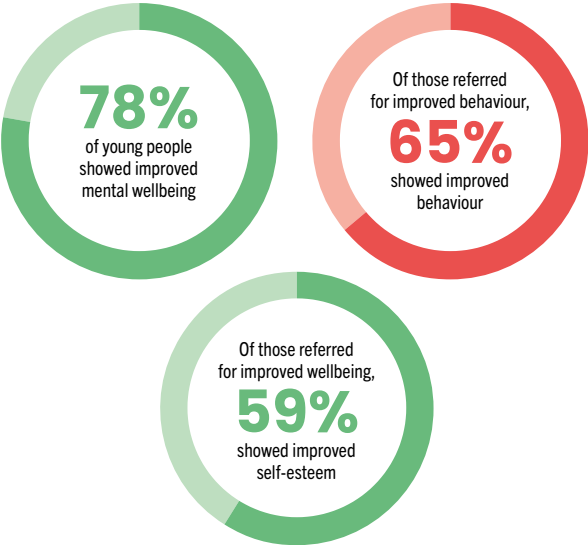
Visiting teacher, Phoenix Academy

“The atmosphere at the farm, outside of school is so positive that students are comfortable to reveal their feelings more readily. This allows us to understand and be able to support them in a more targeted way and helps in building relationship with them.”

Visiting teacher



At the end of the six-week programme:



"Tom[‡] has always been a leader at school, but not necessarily a good influence. Jamie's Farm has allowed him to put his leadership skills to good use and in an appropriate setting."

Visiting staff member, Oasis Academy Arena

"The break in the middle of the week to go to the farm has meant that Jason[‡] can cope so much better with the rest of the week. It continues to really support his wellbeing and achievement and sense of trust and safety."

Visiting teacher

[‡] Name has been changed to protect their identity

Volunteers

Volunteering is a key part of life at Oasis Farm Waterloo. Over 50 volunteers supported our work with schools, animal care and farm maintenance throughout the year. We are proud to have run a host of events offering a chance for the broader community to enjoy the farm. This included a Christmas Fair, a Queen's Jubilee community party, summer open days, plus monthly family afternoons which welcomed hundreds of local residents and families.

An example of financial sustainability

Oasis Farm Waterloo is hired out for different occasions such as weddings, conferences, private and corporate parties, fashion shows and charity fundraisers.

Oasis Farm Waterloo generated a financial surplus in the year Sept 2021 – Aug 2022, which was reinvested in local community programmes. This was achieved by hiring out the farm for external events, which brought in over £60,000, higher than previous years. In the 2022–23 academic year, we expect to generate over £80,000 in events income, demonstrating how the Waterloo farm continues to build its profile and financial sustainability.





Long term support

Ambassador programme

In order to ensure that Jamie's Farm is effectively meeting the needs of our beneficiaries, we have run an annual Ambassador Programme since 2018. The Programme works with a small group of up to 16 young people from across England and Wales, who have all previously taken part in our residential programme and demonstrated exceptional commitment and leadership skills.

Over the course of twelve months the group meet quarterly at each of our Farms, starting with a week-long residential and followed by three weekend visits, giving them the opportunity to visit all of our Farms and meet the staff they initially worked with. Throughout the year, the group provide us with constructive feedback on how to adapt and improve our work with young people, and we provide them with an opportunity to further develop the skills and outcomes they were initially referred for and deepen their engagement with Jamie's Farm.

We are delighted to have supported a group of 12 young people during 2021–22, and have recently concluded the programme for our 2022–23 cohort. We are in the process of adapting this strand of our work, in order to ensure it has even more credibility and opportunity to act as a Youth Steering Committee, which we aim to have set up by January 2024.

"Jamie's Farm gave him the educational situation he thrived in. He felt respected and valued and was respectful in return. His self-esteem grew and the wonderful character that he is became evident instead of the struggling, angry young person he had been."

Parent of Ambassador

"My favourite part of the whole programme must be the long walks which involved teamwork, never giving up, leadership and communicating."

Ambassador

"Thank you so much for giving me the chance to live this experience, and to really change myself and to broadcast the real me to people."

Ambassador



Apprenticeships programme

We are proud to have employed four Jamie's Farm apprentices to date – all young people who have taken part in our residential programme before. By diversifying our staff team in this way, we ensure that the lived experiences of children – which are evolving so rapidly – are effectively represented in our staff teams. Our apprentices are frequently the voices we turn to within staff teams and internal training in order to properly understand the cultural contexts that will be influencing the young people we work with. Apprentices are invaluable members of our teams, and we are excited to see this programme develop and continue.

