

About Key Contact from Organisation	
1.	<b>Name</b>
	Debi Weir
2.	<b>Employer / Organisation</b>
	Moray School Bank
3.	<b>Position</b>
	Founder / CEO / Development Manager
4.	<b>E-Mail at Work</b>
	debi@moraychoolbank.org
5.	<b>Address at Work</b>
	Viewfield Farm, Craigellachie, Moray AB38 9QT
6.	<b>Telephone Number at Work</b>
	01340 212101 / 07884036803
7.	<b>Role in the Project</b>
	Development Manager
An Introduction to the Project	
8.	<b>Which partner organisations are involved in delivering the project (local authorities, organisations, community groups, etc.)?</b>
	N/A
9.	<b>Does the project have specific aims and/or objectives? <i>If so, please add to the box below.</i></b>
	The goal is to improve the lives of children living in the local area and lighten the financial burden of families facing hardship and poverty.
10.	<b>Does the project have a title? <i>If so, please add to the box below.</i></b>
	Moray School Bank
11.	<b>When did it start?</b>
	2017
12.	<b>Has it finished? Is it on-going? Does it have an end date? <i>Please add dates to the box below.</i></b>
	On-going
13.	<b>Which groups of people, if any, are targeted by the service provided?</b>
	Children and those experiencing financial hardship.
14.	<b>How many people have been served by the project?</b>
	Over 2,000 referrals since initiation.
15.	<b>Where is it delivered?</b>

	Moray								
<b>The Initial Idea</b>									
<b>16.</b>	<b>Are you able to talk about the initial idea to introduce the project? (if no, please skip to the next section, Q.29)</b>								
	Based on the success of School Bank West Lothian. On moving to Moray Debi Weir's daughter asked her to start a school bank. At the time, it was thought that there was no need for such a service in the area. Still, as a senior youth worker, Debi decided to speak to the teachers and use the Freedom of Information Act to obtain information on free school meals. Backed up with other statistics, she identified that there was unmet and hidden need in Moray. Moray appears to be an affluent area, but there are pockets of severe poverty.								
<b>17.</b>	<b>Who had the initial idea?</b>								
	Debi and Hannah Weir								
<b>18.</b>	<b>How did the idea for the project come about?</b>								
	Based on previous success with the School Bank West Lothian.								
<b>19.</b>	<b>Were any published reports / papers / research evidence or practice shape the initial thinking?</b> <i>If so, please add details to the box below.</i>								
	Freedom Of Information Act data on free school meals.								
<b>20.</b>	<b>Who was involved in developing the initial idea of the project?</b>								
	Debi and Hannah Weir.								
<b>21.</b>	<b>Were those with lived experience of poverty involved in developing the initial idea of the project?</b>								
	No								
<b>22.</b>	<b>What funding was used, if any, to support the development of the initial idea of the project?</b>								
	Self-funded initially.								
<b>23.</b>	<b>What in-kind resources were needed when developing the initial idea of the project?</b>								
	<table border="1"> <tr> <td><b>Facilities</b></td> <td>Initially, run from home.</td> </tr> <tr> <td><b>Equipment</b></td> <td>-</td> </tr> <tr> <td><b>Local Knowledge</b></td> <td>-</td> </tr> <tr> <td><b>Food and Drink</b></td> <td>-</td> </tr> </table>	<b>Facilities</b>	Initially, run from home.	<b>Equipment</b>	-	<b>Local Knowledge</b>	-	<b>Food and Drink</b>	-
<b>Facilities</b>	Initially, run from home.								
<b>Equipment</b>	-								
<b>Local Knowledge</b>	-								
<b>Food and Drink</b>	-								
<b>24.</b>	<b>What, if any, barriers did you have to overcome when developing the initial idea of the project?</b>								
	Obtaining funding.								
<b>25.</b>	<b>What, if anything, was helpful when developing the initial idea of the project?</b>								
	Previous knowledge and involvement in School Bank West Lothian.								

26.	<b>Was a feasibility study conducted? (if yes, please describe what you did and what you concluded)</b>	
	To a certain extent, evidence and information were gathered by looking at local statistics regarding poverty, using the Freedom of Information Act, and surveying teachers, which was very important. Their input was considered invaluable.	
27.	<b>What was the timeline between the initial idea and the start of the project?</b>	
	The feasibility study started in September 2017, and by November, the decision was made to pursue the project.	
28.	<b>Who made the decision to introduce the project?</b>	
	Debi Weir and Debbie Kelly.	
<b>Pilot Project</b>		
29.	<b>Was there a pilot project?</b>	
	No	
<b>The On-going Development of the Project</b>		
30.	<b>Has the project changed through time?</b>	
	Yes	
31.	<b>In what ways has it changed?</b>	
	<b>Scale</b>	Initially, there was one provision; however, several provisions are now offered, all of which are based on need.
	<b>Location</b>	-
	<b>Population</b>	-
	<b>The Offer</b>	Initially, it was all about providing school uniforms for the children, access to education, and closing the attainment gap. A broader range of community needs are now addressed.
32.	<b>What were the reason for these changes?</b>	
	Listening to initial users and the needs of the local community.	
<b>Accessing the Service and Engaging with Service Users</b>		
33.	<b>Is there a referral process?</b>	
	Yes.	
34.	<b>How does the referral process work (self-referral, referred by other agencies, identified from an existing database)</b>	
	Self-referral, schools, social work, and organisations connected with children and families in Moray.	
35.	<b>How are potential clients made aware of the project?</b>	
	Social media and advertising within the community. And through schools, social work, and organisations.	

36.	<p><b>How is contact maintained with service users? Do service users have a preferred method of contact?</b></p> <p>Contact is not maintained unless requested by the service user. However, contact can be maintained through our Facebook page and by visiting the shop.</p>
<b>Working With People with Lived Experience of Poverty</b>	
37.	<p><b>Are those with lived experience of poverty involved in <u>delivering</u> the project?</b></p> <p>Yes, one parent sat on the board. It was considered so important to have this contribution; these insights were considered critical at the development stage.</p>
38.	<p><b>Please describe how people with lived experience of poverty are involved in <u>delivering</u> the project.</b></p> <p>N/A</p>
39.	<p><b>Are people with lived experience of poverty involved in <u>managing</u> the project, <u>supervision</u> within the project, or project <u>governance</u>? <i>If so, please describe below.</i></b></p> <p>No</p>
40.	<p><b>Are people with lived experience of poverty involved in <u>any other aspect</u> of the project? <i>If so, please describe below.</i></b></p> <p>No</p>
<b>Leadership, Governance and Partnership Working</b>	
41.	<p><b>Who is responsible for managing the project?</b></p> <p>Debi Weir and the board.</p>
42.	<p><b>Is this the only responsibility of the person managing the project? <i>If not please describe the manager's wider roles and responsibilities.</i></b></p> <p>Initial implementation and overseeing of all provisions offered by Moray School Bank.</p>
43.	<p><b>Is there a Project Steering or Advisory Group or Organising Committee? <i>If yes, who is involved in this and how does it work.</i></b></p> <p>No</p>
44.	<p><b>If there is no Steering Group, what governance arrangements are in place to review strategy and performance?</b></p> <p>There is a board that reviews all decisions and has the final say.</p>
<b>Staffing</b>	
45.	<p><b>Are there any paid staff? <i>Please describe their role and their contribution.</i></b></p> <p>There are three paid staff members: the Development Manager (responsible for overseeing all provisions), two Project Assistants (accountable for communications and social media, who work 32 hours and 16 hours per week), and the Volunteer Coordinator (responsible for managing all volunteers, who works 28 hours per week).</p>
46.	<p><b>Are volunteers involved in delivering the project? <i>Please describe their role and their contribution.</i></b></p> <p>Volunteers work across all provisions and pop-in shop.</p>

47.	<b>Was additional staff or volunteer training required to deliver your project? <i>If so, please describe.</i></b>	
	First Aid training. Moving and Handling and Induction Training.	
<b>Links to Wider Policies, Strategies and Statutory Requirements</b>		
48.	<b>Is the project part of a wider anti-poverty strategy? <i>If so, please give details.</i></b>	
	Yes. The organisation is involved with the Fairer Moray Forum, The Fairer Moray Forum Action Group, and the Child Poverty Action Group, which are also part of the strategic groups in Moray that examine poverty in the area.	
49.	<b>Is the project part of any other strategy? <i>If so, please give details.</i></b>	
	No	
50.	<b>Is the project delivering a service that is a statutory commitment? <i>If so, please give details.</i></b>	
	No	
<b>Funding</b>		
51.	<b>Who funds the project? <i>Please give details.</i></b>	
	The National Lottery, Corra Foundation, The Robertson Trust, Berry Burn, and Gordon Arena Baxter Foundation provide funding.	
52.	<b>How is the project funded? <i>For example, is it project-funded, or funded from mainstream resources.</i></b>	
	It Takes a Village (National Lottery) School Uniform provision (Corra Foundation) The Robertson Trust (Staff funding, building/premises, this is a non-restricted grant) Gordon and Ena Baxter Foundation (Capital grant, funding equipment only).	
53.	<b>What is the budget for the project / how much does it cost to deliver?</b>	
	Varies based on provisions.	
54.	<b>Is future funding based on pre-agreed outcomes or outputs being delivered? <i>If so, please give details</i></b>	
	N/A	
<b>Resources</b>		
55.	<b>What in-kind resources do you need to deliver your project?</b>	
	<b>Facilities</b>	Farmhouse, Pop-up Shop (landlord provides this for free, and he gets rates relief on it because we are a charity)
	<b>Equipment</b>	IT equipment, premises. Racking for shops.
	<b>Local Knowledge</b>	Lived experience
	<b>Food and Drink</b>	Items for pop-in shop.
56.	<b>For each of the in-kind resources listed above, who provides it?</b>	
	<b>Facilities</b>	The Robertson Trust.
	<b>Equipment</b>	Gordon and Ena Baxter Foundation.
	<b>Local Knowledge</b>	Staff and volunteers.

	<b>Food and Drink</b>	Community donations.
57.	<b>Did you have to buy or develop new IT systems, software (databases, apps) or technology to deliver your project? Please describe below.</b>	
	Microsoft, which is free for registered charities.	
<b>Formal Monitoring and Evaluation</b>		
58.	<b>What information, if any, do you collect about your project?</b>	
	<b>Number of users</b>	Yes
	<b>Profile of users</b>	No
	<b>Experience of users</b>	No
	<b>Anything else</b>	No
59.	<b>How often is data collected? Who collects the data?</b>	
	Annually, through consultation.	
60.	<b>Do you have baseline data on what things were like before the start of the project or before users started the project? Please describe the type of baseline data that you have.</b>	
	No	
61.	<b>Do you produce an annual report? Please provide details of what this includes.</b>	
	A report detailing our activities for the year is produced annually and forwarded to OSCR. Reports are also sent to all our funders. Hannah Weir also distributes a yearly post, looking for feedback on what the community needs and what families feel would benefit from and need. Everything is based on feedback and consultation.	
62.	<b>In what ways, if at all, do you use the data that you collect to adapt the service that you provide?</b>	
	It is used to inform our projects, identify areas for improvement, and identify areas where other services may be needed.	
63.	<b>Have you employed an external organisation to formally evaluate your project? If yes, please provide details.</b>	
	No	
64.	<b>If yes, in what ways, if at all, have you used the External Project evaluation to adapt the service that you provide.</b>	
	N/A	
65.	<b>Do you intend to employ an external organisation to evaluate the service that you provide in the future? If yes, please provide details.</b>	
	No.	
<b>Impact</b>		
66.	<b>What difference has the project made?</b>	
	Through the volunteer network, Moray School Bank has engaged young people who were previously isolated: projects have afforded an opportunity to form their own small community and friendship groups. It is also beneficial for those working towards the Duke of Edinburgh Awards and such. Through sending out a questionnaire to	

	parents and families, Moray School Bank obtains rich feedback on the impact of their services and the difference that they have made.
<b>67.</b>	<b>How do you know this? <i>What evidence demonstrates impact (metrics, interviews, feedback)?</i></b>
	Based on people's responses.
<b>68.</b>	<b>To what extent have the aims of the project been achieved?</b>
	It has supported over 3,000 kids since 2017 (far in excess of the original target). It is now delivering more than school uniforms; it is meeting all the other needs of communities and families.
<b>69.</b>	<b>How, if at all, has the demand for the service changed since it started?</b>
	The project is enormous compared to what it was originally intended. Initially, it was focused on providing school uniforms, but now, after listening to our users and the needs of the communities, we have a driving project, pop-in shop, community garden, beach hut and minibus.
<b>70.</b>	<b>If yes, has the project had the capacity to meet these changing conditions and demand? <i>Please describe and explain below.</i></b>
	Everything is based on the needs of the families who have given feedback. The project has been adapted based on the availability of funding to extend provision. So far, Moray School Bank has been successful in securing funding for these projects.
<b>71.</b>	<b>Has the project had any unexpected or unintended outcomes? <i>If so, whether positive or negative, please describe.</i></b>
	The pop-in shop increased the overall footfall of the local shopping centre. Over six months, over 2,500 people visited the shop, creating a young volunteer culture.
<b>72.</b>	<b>In your opinion, is the project having an impact on tackling poverty? If so, please describe in what ways.</b>
	-
<b>Learning from Experience</b>	
<b>73.</b>	<b>What is working well?</b>
	Moray School Bank aims to be present, open, and willing to listen. Everything is driven by need.
<b>74.</b>	<b>What, if anything, is working less well?</b>
	The closure of the Revolution for Good, which provided coaching and counselling, has been detrimental.
<b>75.</b>	<b>What are the key learning points that you would like to share with other practitioners? For example, is there anything that you would do differently?</b>
	You need to listen to the need and adapt the service accordingly.
<b>76.</b>	<b>What plans do you have to develop or expand the project in the future?</b>
	There are no plans to develop further; the project and provisions work well.
<b>77.</b>	<b>How easily do you think your project could be replicated in another setting?</b>
	The project could be easily replicated; these issues only arise with obtaining funding, which can sometimes be difficult.



<b>Social Media</b>	
<b>78.</b>	<b>Please enter social media contact details and weblinks to supporting documents or resources below:</b>
	<b>Web Pages</b>   <a href="https://morayschoolbank.org/">https://morayschoolbank.org/</a>
	<b>Facebook</b>   <a href="https://www.facebook.com/MoraySchoolBank/?locale=en_GB">https://www.facebook.com/MoraySchoolBank/?locale=en_GB</a>
	<b>Instagram</b>   N/A
	<b>Twitter</b>   N/A
	<b>Tik-Tok</b>   N/A
<b>GDPR Consent (Add yes or no in the box)</b>	
I give my permission to be named in the tackling poverty locally directory and associated public outputs.	Agree
I give permission for our organisation to be named in the tackling poverty locally directory and associated public outputs.	Agree
I give permission for me to be contacted by directory users.	Agree
I am willing to be contacted if more details are required	Agree
<b>Request to review (Add yes or no in the box)</b>	
Did the interviewee request to review a draft before it is sent to referees for review?	No
Did the interviewee request to review the final version – after referee review – before it is uploaded to the Directory	No