



# Youth Dream

## ANNUAL REPORT 2024 - 2025

Serving and Supporting Selsey and the Manhood Peninsula's Young People

Youth Dream (Selsey) Limited  
Registered in England and Wales  
Company Registration No. 8752886 Registered Charity No. 1155982  
Registered Office:  
3, Selsey Business Centre, The Bridleway, Selsey, PO20 0RS  
Telephone: 01243 201616 E-mail: [info@youthdream.co.uk](mailto:info@youthdream.co.uk)

**Business:**

Youth Dream (Selsey) Ltd. is a registered Charity (No. 1155982) and a registered Limited Company, (No. 8752886). The charity predominantly operates across the Manhood peninsula in West Sussex, providing activities and support for young people and their families under the abbreviated name "Youth Dream".

**Business address and postcode:**

The Registered Office is: 3, Selsey Business Centre, The Bridleway, Selsey, PO20 0RS

Telephone: 01243 201616

The Operational Address is: The Bridge Support Centre, c/o The Academy Selsey, School Lane, Selsey, PO20 9EH

Telephone: 01243 608943 E-mail: [thebridge@youthdream.co.uk](mailto:thebridge@youthdream.co.uk)

**Main Contacts:**

Dr Michael Nicholls - Chairman of the Board of Trustees

Ms Kim Long - Manager of The Bridge Youth Support Centre

**Trustees**

Dr Michael Nicholls

Anna Gaymer

Debz Greenwood

Kate Grant

Chris Tate

Molly Gowns

Kate Gowns

Alison Goodhram

Matthew Daniels

## **Foreword**

I have worked for Youth Dream (Selsey) Ltd, for 8 ½ years, as the Manager of The Bridge Youth Support Centre and I am proud in that time, to have grown the staff from two to twelve. This is the 6<sup>th</sup> Annual Report that I have written and in the past, I have let the case studies speak for themselves as a testimony to the work that the team does. But this year, I want to give special thanks to all involved in the last year....

Thank you to **Danielle**, who not only stepped up whilst I was off sick for seven weeks in 2024 but also for your exceptional organisational skills and can-do attitude.... She is probably the only person I know who constantly adds to and achieves a "To-Do-List".

To **Lily** and **Paul**, who together work quietly and diligently with some of our hardest clients and their stories, in difficult circumstances, against the back drop of adjustment and change last year, when Lily came back from maternity leave. You made it seamless, thank you.

To **Tegan**, our longest employee, who's contribution can often go un-noticed... we know what you did for our two toughest cases ever last year... and for the clubs that you underpin for the youth of Selsey and Wittering, we notice and thank you.

To **Ella**, who never says no and adapts to all that is thrown at her, from collecting young people from home to bring to school to creating a relationship with the last primary school on the Peninsula that we needed to reach. Thank you.

To **Millie**, who may only have joined us last year but has done so much for so many. Our aim is to get young people back into education - she achieved that with five this year. Our aim is to ensure that young people sit their exams – she achieved that with four this year. And where the aim is to support young people excluded from school – she achieved that with fourteen this year. Plus two into employment and an apprenticeship. And that does not include the children in crisis, who once calm enough to do some school work, she ends up with! Thank you.

To **Mark**, who's outreach artwork gives joy to so many as well as constructively dealing with some serious issues through drawing, colouring, painting and talking.... The individual stories could all be case studies in themselves... Thank you.

To **Ellie**, who underpins all we do with number crunching, filing, minutes, programmes for LINK and appointment making. You do it all with a smile and laughter and young people we work with, always choose you as their favourite! Thank you.

To **Jackie** and **Dee**, who's work can also go un-noticed. Your work maybe un-quantifiable but it is qualifiable. We know that you make a difference to young people with your dedicated support and advice. Dee enjoy your retirement and thank you both.

To **Zoe**, who cleans up our mess at the end of the week, thank you.

To **Robbie**, who has left us now but contributed to the last year. Thank you and we wish you well in your new career.

To **Leslie** and **Chris, Volunteer Mentors**, thank you.

To **Paul Sadler, Selsey Community Forum**... what you and the volunteers have done with the garden over the years is phenomenal. Thank you for giving us such a beautiful place to work, somewhere to escape and cry when we need to and for helping us with the young people who work better with their hands. Thank you.

To **Jo Ford, Matt Tymon**, and especially **Dean Searley, The Academy Selsey**, for all that we achieve together for young people at your school and the local community. There are too many examples to name, but we thank you. We also thank **Jo Campbell-Baker, Yvonne Green, Millie James, Pippa Hook, Kerry Hook, Jenny Sapsied and Francis Carver**. And also, **the catering staff** – we notice, thank you.

To **Selsey Lions** and **Colin Rickman**, who helped us achieve two beds for young people in the last year (one on a settee and one on a mattress on the floor) and sponsored the 2025 Summer Holiday Programme. Two children sleep better at night now. Thank you.

To **Dr Nicholas Taylor, Abigail Taylor, Naomi Lewry** and **Mel Childs, Chichester High School**, thank you for embracing all that Youth Dream can offer your school and pupils from Creative Minds and Lunchtime Lifts to your individual pupils whom we have worked with over the years. It is a good partnership, thank you.

To **Chichester Free School, Mrs Halton** and **Mrs New**, again we thank you for the partnership and for the work we do with your young people.

To **Seal Primary, Mrs Lovejoy, Martin Shaw** and **Leanne Brighten**, from the individual children to the playground, from youth club to transition, thank you for supporting us with your pupils.

To **Medmerry Primary, Christian Haynes, Katy Murphy** and **Anna Moyle**, thank you for working with us on the walking bus to The Academy for Sewing and Craft Club, the collection and return of individuals for counselling and the partnership we have created.

To **East Wittering Primary, Justin Brookes** who's school and young people we have been working with for five years now, thank you for the partnership.

To **West Wittering Primary, Mrs Chamberlin** and **Nicholas Matthews**, whom have worked with for five years again, thank you.

To **Birdham Primary** and **Mark McCadden**, thank you for our newest partnership as we assist your young people through transition to secondary school and for working with us on a resilience programme within your school.

To **Sidlesham Primary, Mrs Koiston**, we look forward to continue our work with you and your pupils, next academic year in our relatively new partnership. Thank you.

Also, to **Bourne Community College** and **Littlehampton APC**, for trusting us with your young people.

To **Selsey Football Club** and especially **Nic** and **Downview Hall**, especially **Jacqui**, we thank you.

To all our **fundes**, THANK YOU.

To the **Youth Dream Trustees**, thank you for your contribution, support and help.

And to **Mike Nicholls**, THANK YOU.

There is always a risk when thanking individuals, that you can miss someone out. If I have, I am sorry but know that we thank you. We thank all the **individuals** and **businesses** who donated games, equipment and items for the young people we work with. To the **agencies** and **organisations** that have helped and supported our work and our young people, thank you.

And last but not least, to our **young people**, who work hard with us to solve their problems and issues, work hard in lessons and in educational support, and who place their trust in us.

It has been a tough year again but **TEAM**, we did it! **Thank you all**.

Kim Long

Manager The Bridge Youth Support Centre



## **INTRODUCTION**

In May 2022 a lease was agreed and signed with The Kennels Academy Trust and The Academy Selsey, for Youth Dream to formerly lease the land and buildings for five years.

The land is split into three operations:

1. The Hidden Garden – It has been cultivated into an allotment and flower garden with walkways and is open to visitors and volunteers Tuesdays, Thursdays, Fridays and Saturdays. It is a part of many “Open Garden” schemes and enters competitions.
2. Men in Sheds – separate organisation, sub-leasing The Shed
3. The Bridge Youth Support Centre - has an office, two counselling rooms, education room, lounge area for activities and meetings, a kitchen and a toilet. Since 2016, Youth Dream has had a contract with West Sussex County Council to be a recognised provider of mental health support for young people. In 2022, this has been extended to include the education services provided. The Bridge is open all week, including holiday times and is available to young people at short notice for long hours.

This report concentrates on the services and activities of The Bridge Youth Support Centre, which is managed the Youth Dream (Selsey) Ltd charity.

The charity has eight Trustees from the community, chaired by Dr Michael Nicholls. It is also a registered company and the Trustees are the Directors of the company. The charity is constituted and the Trustees meet monthly.

Youth Dream employs:

- A manager / mentor (30 hpw)
- An inclusion officer (22 hpw)
- Two qualified child and adolescent counsellors (15 and 22 hpw)
- An administrative officer (15 hpw),
- Two Youth Support Workers (7.5 hpw each) whose role is to support students struggling to attend school, apply interventions and support and increase attendance
- Youth Workers who's roles are to engage and support young people in individual and group work and manage clubs and activities
  - Youth Worker Witterings (37 hpw)
  - Youth Worker Selsey (35 hpw)
  - Assistant Youth Worker Witterings (21 hpw)
  - Assistant Youth Worker Selsey (7 hpw)
  - Youth Worker Schools Outreach (36 hpw)
- A cleaner (2 hpw)

## **REPORT**

This annual report is based on the target outcomes of the National Lottery over the next 5 years and the Youth Dream Business Plan 2024 – 2029, in particular section B - Bridge Services.

This report covers the period **September 2024 to August 2025 with comparisons against 2023, 2022 and 2021** where relevant.

## TARGETS

The overall outcome of the project is improved mental health of young people. All interventions with the young people seek to make one of three differences that are particularly focused on transition from junior to secondary school:

- improved self-esteem, confidence and value
- improved relationships with friends, family and other significant adults
- mature world view and personal aspiration

Item	What	When	Who	Priority
<b>Bridge Services</b>				
B1	Selsey Youth Club Target: 25 young people a week once a week	Term time	DW/TL	
B2	Witterings Youth Club Target: 25 young people a week once a week	Term time	RK/EON	
B3	Sewing and Craft Club	Term time	DW/TL	
B4	Summer Holiday Activities Selsey	Annually	DW/TL	
B5	Summer Holiday Activities Witterings	Annually	RK/EON	
B6	Counselling Target: 180 young people each year	Term time	LA PW	
B7	Mentoring Target: Mentoring: 150 young people each year	Term time	KL DW RK EON	
B8	Bridge Lunch Club Target: 30 young people every day (Monday-Friday) in each year	Term time	KL EH EON DW MLF RK	
B9	Inclusion services Target: approx. 47 young people in each year	Term time	MH	
B10	School visits / transition – West Wittering Primary, East Wittering Primary, Seal Primary, Medmerry Primary, Sidlesham Primary, Birdham Primary Target: Individual interventions, youth workers presence in all local schools and the range of activities/support provided all encourage trust, familiarity, courage and happiness	Term time	DW EON RK MLF	
B11	Creative Minds – resilience group work – CHS, CFS, TAS Target: 1 day in each school (3 schools in total) 3-4 young people each day in each school (12 young people in total each week)	Term time	MLF	
B12	Lunchtime Lifts – outreach work – CHS, CFS, TAS Target: 40 young people from each school each week (120 young people each year).	Term time	MLF	
B13	Young person support – TAS attendance	Term time	DP JS EON	
B14	Swim project (Witterings) – West Wittering Primary, East Wittering Primary	Term time	RK	
B15	New projects (see 6.2) a) Rename the Activities Co-Ordinator to Assistant Youth Worker (Selsey) b) Rename the Assistant Youth Worker to Assistant Youth Worker (Witterings) c) Move the responsibility of Wittering Youth Club from Senior Youth Worker to Assistant Youth Worker (Witterings) d) Create relationship with Birdham Primary School and give this school to Assistant Youth Worker (Witterings) e) Strengthen relationships with Sidlesham Primary School and give this school to Senior Youth Worker f) Stop the Youth Help Desks being carried out by the Assistant Youth Worker (Witterings) – a trial of the Help Desk was run in 2024 but did not prove fruitful g) New projects to be organised: Six week cooking course in Witterings - Senior Youth Worker with the Bridge Manager Six week cooking course in Selsey - Senior Youth Worker with the Bridge Manager Six week reading course in Witterings - Senior Youth Worker with the Bridge Manager Six week reading course in Selsey - Senior Youth Worker with the Bridge Manager Litter picking project – Senior Youth Worker Swimming Lessons – Senior Youth Worker Mental Health support workshops / meditation workshops – Child and Adolescent Counsellor Job Interview Preparation – Inclusion Officer Money, Mortgages and Bank Account – Senior Youth Worker with Bridge Manager	Term time	KL RK	

	Anti-social behaviour project against animal cruelty  Other: Intergenerational projects Young carers support  Mobile noticeboards Regular newsletter			
B16	Half term Holiday Activities Selsey	Annually	DW/TL	
B17	Half term Holiday Activities Witterings	Annually	RK/EON	
B18	Resilience workshops – primary and secondary schools Target: 300 young people in total over 5 years	Term time	LA RK	
B19	Work with the Hidden Garden (SCF) in particular Gardening Club (Friday 3-4.30pm) Target: 427 young people in total over 5 years	On going	KL	
B20	Work with Selsey Men in Sheds	On going	KL	
B21	LINK – intensive support TAS Target: 6 young people each year	Term time	KL DW EON EH	

B22. Monitoring includes recording numbers of attendance on central database; Young People Core 10 forms; feedback forms; surveys; testimonials

B23. Learning on social trends of young people and the impact of these on them is shared with appropriate partners.

B24. Through attending partner meetings with, for example, Sussex Police, Social Services, Selsey Academy, they share news, views, data and identify actions to support young people.

B1	Selsey Youth Club Target: 25 young people a week once a week	Term time	DW/TL	
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2022 – 365

2023 – 650

	2024	2025	2026	2027	2028	2029
January	58	68				
February	19	76				
March	14	116				
April	30	44				
May	57	74				
June	28	96				
July	42	55				
August	0					
September	55					
October	85					
November	56					
December	66					
TOTAL	510					

B2	Witterings Youth Club Target: 25 young people a week once a week	Term time	RK/EON	
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	2024	2025	2026	2027	2028	2029
January		58				
February		33				
March		79				
April	59	10				
May	99	46				
June	67	123				
July	38	55				
August	0					
September	86					
October	23					
November	72					
December	52					
TOTAL	496					

B3	Sewing and Craft Club	Term time	DW/TL	
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	2024	2025	2026	2027	2028	2029
January	22	70				
February	14	27				
March	13	50				
April	4	27				
May	5	33				
June	0	37				
July	0	13				
August	0					
September	17					
October	21					
November	74					
December	58					
TOTAL	228					

B4	Summer Holiday Activities Selsey	Annually	DW/TL	
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August 2021	194
August 2022	234
August 2023	107
August 2024	125
August 2025	140
August 2026	
August 2027	
August 2028	
August 2029	

## PROJECT CASE STUDY

# Summer Holiday Activities 2024



SUMMER ACTIVITIES YOUTH DREAM			
<b>MON 29TH JULY</b> <b>GRUNGE HILL</b> Painting tables, new artwork, games and interactive displays @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>TUES 30TH JULY</b> <b>HUGGY BUDDIES</b> Bring in the year one book to share experience with @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>THUR 1ST AUG</b> <b>KITE MAKING</b> You will make a kite from scratch and take it home to fly with you @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>FRI 2ND AUG</b> <b>PIZZA MAKING</b> Prepare to your own pizza, play games and watch the year one assembly @ The Bridge 10.00 am - 2.00 pm Bring packed lunch
<b>MON 5TH AUG</b> <b>FABLED TABLES</b> Naming and describing tables and furniture @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>TUES 6TH AUG</b> <b>FAIRY/HOBBIT DOOR</b> Make a door for your fairy or hobbit @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>THUR 8TH AUG</b> <b>BUBBLY BALLOONS</b> Make your own balloons @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>FRI 9TH AUG</b> <b>PASTY MAKING</b> Make your own pasties @ The Bridge 10.00 am - 2.00 pm Bring packed lunch
<b>MON 12TH AUG</b> <b>GRUNGE HILL 2</b> Painting tables, new artwork, games and interactive displays @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>TUES 13TH AUG</b> <b>TECH CASE</b> Bring in your own tech case @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>THUR 14TH AUG</b> <b>SWEET SPORT</b> Make your own sweet sport @ The Bridge 10.00 am - 2.00 pm Bring packed lunch	<b>FRI 15TH AUG</b> <b>CUPCAKE MAKING</b> Make your own cupcakes @ The Bridge 10.00 am - 2.00 pm Bring packed lunch

Booking is essential -  
limited spaces  
Please see individual posters  
For more information

Book by either:  
Calling: 01243 608943  
FB: @youthdream-selsey

Age 8+

£5 each session  
Please consult with a staff  
member in confidence if fees are a  
concern

Working with  
the  
community:

- The Men in Sheds
- The Hidden Gardens
- UK Harvest
- Celebration Balloons
- Selsey Football Club

'Thank you for all you do to run these weeks for the children, they love them, they love coming home with something they made' - Parent of 2 attending children. Female 12 Male 8

During the summer holidays 2024, Youth Dream had an amazing 125 young people from the community attend a range of activities. Within this period Youth Dream were able to forge a new partnership with UK Harvest while still continuing to work collaboratively with other local organisations. The summer holiday programme is organised for young people aged 8-13 years old, to offer a safe space to socialise, learn new skills and have FUN!

The programme was advertised & promoted in the 2 months leading up to the start date on Facebook, our website as well as in local schools and notice boards. The activities were 40% booked within 48 hours of the first post on Facebook going live. The Summer Holiday Activity Scheme is the most successful event of the year for Youth Dream, with many families being repeat bookers time after time.

In Summer 2024, the attendance increased on last years to 125 paying young people with the weekly attendance - Week 1- 47, Week 2- 43, Week 3- 53.

The range of activities was carefully planned to make use of items & equipment already donated & those that could be sourced locally.



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B5	Summer Holiday Activities Witterings	Annually	RK/EON	
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August 2025	164
August 2026	
August 2027	
August 2028	
August 2029	

B6	Counselling Target: 180 young people each year	Term time	LA PW	
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	2024	2025	2026	2027	2028	2029
January	45	50				
February	10	45				
March	29	77				
April	32	31				
May	34	44				
June	36	69				
July	23	28				
August	0	0				
September	56					
October	43					
November	60					
December	31					
TOTAL	399					

B7	Mentoring Target: Mentoring: 150 young people each year	Term time	KL DW RK EON	
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	2024	2025	2026	2027	2028	2029
January	87	97				
February	101	78				
March	42	82				
April	35	49				
May	79	75				
June	75	89				
July	74	54				
August	0	0				
September	83					
October	86					
November	90					
December	62					
TOTAL	814					



## Child Case Study

# Bereavement

It was lovely to see her attend her prom at the end of Year 11.

Youth Worker DW



“Talking with Danielle has helped me realise I can talk to other adults that are not just family”

Child BB was referred for bereavement support. Child BB lost a sibling and found it hard at the start to speak about her feelings as her parents were still very grief stricken.

Over time BB knew that this was safe space to rant, cry and off load her grief. BB said that she looked forward to the sessions weekly and within 12 weeks she learnt that it was ok to share the feelings with her parents also.

Alongside working with her grief, Child BB has learnt coping strategies for the sad days and the importance of keeping her sibling's memory as a positive and finding joy in the memories. She is an amazing artist and used her sibling as the muse for final art exam portrait - 'Now I have a piece of him to look at and also be proud of my work'.

School had noticed that she was dealing with the bad days much better and that also on the bad days she was more confident to say it was a bad day and when needed, she could ask for “time out”.



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## CHILD CASE STUDY

# Male Year 10 Age 15

Young  
Person  
Core 10  
score down  
from  
21 to 6



*I am happy with  
who I am now. I  
didn't really like  
myself but I'm  
ok now*

*Young Person AY*

Child AY had a very close relationship to his twin brother but always felt inferior compared to him. He also had conflicting feelings towards his father. He felt others compared him to his brother.

Mentoring concentrated on AY as an individual, without judgement or comparison. AY used his sessions to explore who he was and to help find his place in his world. He was a mature young man, who was able to self-reflect and self-analyse. At the end of the sessions, he felt that he liked himself again and was more secure in himself.

He and his brothers chose different colleges and different courses, allowing AY to become his own person, although that brought about new issues of doing things alone, without his brother. AY grew in confidence and worked hard to secure his GCSE's. He left in Year 11, a stronger, resilient, caring, kind young man and is wished all the very best in the future.



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## CHILD CASE STUDY

# Mentoring

'Sitting side by side really helped me relax, making pom-poms also made me feel proud'.



School attendance rose from 34% to 86% With a supported plan & mentoring.

Child AZ was referred by her school due to her low attendance, difficulties at home & concerns around her mental health. Due to low attendance at school, she was constantly on the backfoot trying to catch up with work and in turn she was in a cycle of feeling overwhelmed, her mental health was declining & her past self-harm was being a shadow to her moving forward.

While she was not attending school, she still attended our weekly mentoring support sessions, where we looked at differing ways to manage the "bad days /keep the anxiety at bay".

Child AZ found it hard at the start to speak about her feelings. One way we discovered she felt able to talk more openly, was without having eye contact & that also making 'Pom Poms' allowed her to concentrate on something else. Over time child AZ began to feel able to share her feelings & worries, while being confident that it is OK to share the good, the bad and "wobbly" days. 'I didn't like being looked at while I was trying to talk about how I really felt. I didn't like eyes on me, sitting side by side really helped me. Making the pom poms also made me feel good to have something positive to take home from the session and show it off'.

Once confidence was rebuilt, we worked with the school to build a programme to focus on attending English & Maths. Following a few weeks of positive changes, Child AZ was able to add in other subjects until she was back to a full timetable.

Her attendance went from 34% in October 2023 to 61% By February 2024 and by May 2024 was 86%.



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## Child Case Study

# Mentoring Male Year 5 2024

"When my friend was feeling sad, I was able to share the ways I make myself feel better"



"The sessions have helped me improve my reactions to when things happen. And I feel more confident in myself."

Child BA was referred by his family link worker for support & monitoring in December 2023. When he was in year 5, he had been struggling with health anxiety (for a long-term medical condition), the bereavement of his dog followed by parental split up.

This was then manifesting into angry outbursts and anxious periods leading to missing school.

The sessions started with breaking down what his biggest worries & fears were and ranking them into scale ranking. We then worked on each one & he was able to verbalise his fears.

We worked on teaching him to 'control the controllable' – Not to be holding responsibility for other people's behaviours or feelings.

Some of the sessions would focus on building his confidence and his self-belief, switching to a more positive mindset.

This was long term work with BA and in the people's it was witnessed that he become more mature and growing in confidence week on week.

Feedback from school- "BA is showing big changes in how he deals with his feelings, how he reacts to other people's behaviours and what he can do with his choices."



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B8	Bridge Lunch Club Target: 30 young people every day (Monday-Friday) in each year	Term time	KL EH EON DW MLF RK	
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2017 – 1632

2018 – 2545

2019 – 2985

2020 – 1219

2021 – 0

2022 – 1816

2023 – 3897

	2024	2025	2026	2027	2028	2029
January	757	761				
February	396	564				
March	596	843				
April	393	339				
May	355	491				
June	442	687				
July	415	240				
August	0					
September	714					
October	558					
November	745					
December	480					
TOTAL	5851					

B9	Inclusion services Target: approx. 47 young people in each year	Term time	MH
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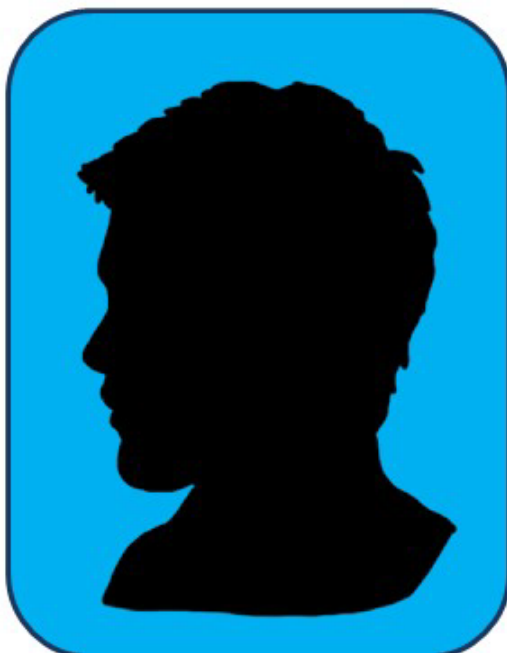
	2024	2025	2026	2027	2028	2029
January	27	8				
February	32	18				
March	12	29				
April	9	17				
May	23	22				
June	37	38				
July	30	7				
August	0	0				
September	23					
October	24					
November	8					
December	9					
TOTAL	234					



## CHILD CASE STUDY

# Male Year 10 Age 13

I recently did a year 11 foundation GCSE paper and my result was 72 out of 80 which is a grade 5, which is really a good representation of how much I have learnt as I'm in year nine and almost got 100% on a year 11 GCSE math paper



"My time at The Bridge has been very successful. I have learnt a lot in the time that I have been here and in these last few years I don't know how I would have coped without this place. It has been a very supporting place for me and I'm grateful for everything that has happened. My teacher is the best I could have asked for. I wouldn't be where I am now without her. I have learnt a lot while I have been here: it's a very good place to learn and I would really recommend to come to The Bridge and learn"

BC is an only child who has experienced a challenging start to life. He was exposed to domestic violence and the misuse of drugs and alcohol from an early age. These early life experiences had a significant impact on his emotional well-being and development. BC has always had a very close relationship with his mother and has taken on responsibilities beyond his years as a young carer.

BC's struggles with education began early. He was first excluded during nursery and continued to face difficulties throughout primary school. He attended several different schools, where he struggled with peer relationships, social skills, learning, and emotional regulation. His educational journey was marked by frequent disruptions and a sense of instability. He was pulled from mainstream education to Electively Home Educated in Year 7 and began working with us for maths and English support, with the aim to get him back in to school when he was ready.

Over the past year, BC has made significant progress. He now demonstrates improved confidence, is more aware of social norms, and is beginning to develop meaningful peer relationships. His understanding of appropriate behaviour has improved, and he is becoming more independent in managing his own needs.

BC has begun to take pride in his personal care, and he is making consistent efforts to apply the life skills he has learned. His communication has improved, and he shows greater self-awareness and a willingness to engage with support staff.

He worked on areas such as personal hygiene routines, social skills, emotional regulation, confidence building, and resilience. BC gradually reintegrated into a structured learning environment, which helped him build stability and confidence. He recently shared with pride that he is now in second set Maths and no longer feels behind his peers. His social development has also been impressive. Once withdrawn and uncertain, BC has grown into a "social butterfly"—actively engaging with peers, forming friendships, and navigating social situations with increasing ease and confidence.

BC now returns to mainstream education to begin Year 10 and achieved "Star of the Week" on his return. While the journey has taken over three years of consistent support, his transformation has been remarkable. BC's gaps in learning have largely been filled, and he is now thriving both academically and socially.

BC's progress is a powerful example of what can be achieved through patient, personalised, and compassionate support. From a young boy who faced multiple barriers to learning and self-care, he has grown into a confident, resilient, and motivated student. His journey is not only a testament to his own determination but also to the value of early intervention and targeted life skills education.



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## CHILD CASE STUDY

# Female Year 11 Age 16

“Words  
can’t  
describe  
how  
grateful I  
am, thank  
you”



“I wanted to come and say being at The Bridge has helped me, not just academically but mentally within myself. It has given me more confidence within myself and my working and the confidence to get closer to my goals. The support has had a big impact on me this year, without you I wouldn’t have the confidence and achievements I have to this day. With the help from The Bridge, I was able to be able to sit my functional skills exams and able to find apprenticeship and employment”.

When BE first arrived as a student, she came across as outspoken and resistant to learning. In her initial parent meeting, she openly said she didn’t care about education and showed little interest in engaging. Despite this, we scheduled her first one-to-one session, and it was there—away from others—that we saw a completely different side of her.

In private, BE opened up about her struggles. She shared that she often felt “worthless and stupid” and described feeling like the black sheep in her family. With all her siblings being very academic, she believed she was “just the stupid child who got kicked out.” Confidence was a major barrier for BE, especially as she lives with severe dyslexia, which became apparent when she began working. I asked her what support she had received in school for her learning needs, and she felt none had ever really been put in place.

BE also shared she had spent a lot of time in a caring role. As a result, she had to take on responsibilities early in life and was often left to manage things on her own. This meant she had to speak up for herself, even though she lacked the confidence and literacy skills to do so effectively.

This was where our work began. We talked about dyslexia, how it affects learning, and how her experience wasn’t her fault. She finally had a space to understand her own mind. With no access to private GCSEs or a home education program, we focused on Functional Skills as a stepping stone. More importantly, we worked on building her confidence and creating a safe, consistent space where she felt supported and understood.

BE has done incredibly well. She achieved **100% attendance**, fully committed to her learning, and began to believe in herself. She worked hard and passed her **Functional Skills exams in both English and Maths**, showing clear and measurable academic progress. Her transformation has been remarkable—not just academically, but emotionally and socially.

She is now attending college, exploring apprenticeships, and actively making plans for her future. BE speaks more openly and positively about herself, and her aspirations have grown. She has started a part-time job at a care home, supporting residents and gaining experience in a real-world setting. Her goal now is to pursue a career in **health and social care**, a field where her compassion and personal experiences will no doubt help her connect with and support others.

BE is a remarkable young woman who simply needed time, patience, understanding, and the right kind of support. For years, she didn’t understand what was holding her back, and no one had taken the time to explain it to her. With one-to-one learning and emotional support, she now knows her potential—and is ready to chase it. I am incredibly proud of her and confident that she will go on to do amazing things.



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## CHILD CASE STUDY

# Female Year 11 Age 16

"BC has achieved her Functional Skills Level 3 exams in Maths and English and has gone on to do an apprenticeship"



"I have really enjoyed my time at The Bridge and working with Millie, They have helped me so much academically and have also offered me so much support in general helping me grow as a person and really work to the best of my ability. Although I struggled in school and didn't do very well, The Bridge gave me a second chance to get my English and maths and to move on to the next part of my life. Without Millie (my tutor) I don't think I would be where I am today training to become a sous chef and generally happy within myself."

When BC joined Youth Dream, she was in a difficult and chaotic place, making unhealthy and risky life choices. She had fallen into a pattern of running away, substance misuse, and eventually getting arrested due to drugs and alcohol. She was placed in a rehabilitation program and assigned community service, and although she initially presented with a tough exterior, it quickly became clear that beneath that hard shell was a confident, caring, and emotionally intelligent young woman who had simply lost her way. What BC really wanted was to break free from the cycle she had been caught in and to prove her worth—not just to others, but to herself.

Academically, BC had faced exclusion from formal school settings and had not been given the opportunity to sit her GCSEs. She also lacked the support to pursue private exams, which further limited her options. Despite this, we were able to support her onto a functional skills pathway, helping her slowly rebuild her confidence and re-engage with learning. Through one-to-one support, emotional mentoring, and practical goal-setting, she began to thrive in a structured and nurturing environment. She responded particularly well to hands-on learning and real-world tasks, which helped her see the relevance of her education to her future goals.

BC has now successfully completed and passed her Level 3 Functional Skills in both English and Maths—a huge achievement given where she started. She has secured an apprenticeship and employment in catering, and is on the path to becoming a sous chef. Her long-term dream is to one day run her own wedding catering and event management business. These ambitions reflect not only her growing self-belief but also her drive to build a better future for herself.

In addition to her academic success, BC has made extraordinary progress personally. She has developed new, healthier coping mechanisms and shared that she is no longer self-harming. Her substance misuse has significantly reduced, and she has become much more open in seeking help and engaging in support networks. These changes have allowed her to grow in every area—emotionally, socially, mentally, and physically. She has not only transformed her own life but has also shown a strong desire to support others, often offering encouragement and sharing her experiences with peers who are going through similar struggles.

BC's journey is one of resilience and determination. Her progress has been nothing short of inspiring, and her motivation and openness have allowed us to support her holistically. With her drive and compassion, we are confident she will continue to do incredible things—and one day, help others who find themselves in the same challenging place she once was.



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B10	<p>School visits / transition – West Wittering Primary, East Wittering Primary, Seal Primary, Medmerry Primary, Sidlesham Primary, Birdham Primary</p> <p>Target: Individual interventions, youth workers presence in all local schools and the range of activities/support provided all encourage trust, familiarity, courage and happiness</p>	Term time	DW EON RK MLF	
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	2024	2025	2026	2027	2028	2029
January	172					
February	101					
March	126					
April	151					
May	185	636				
June	166	654				
July	98	183				
August	0					
September	189					
October	177					
November						
December						
TOTAL						

## CHILD CASE STUDY

# Mentoring December 2024



A young girl from Sidlesham Primary School on the West of the Manhood Peninsula, was referred due to separation anxiety affecting her school life and bedtime routine. Our Senior Youth Worker began regular mentoring sessions with her, focusing on addressing these challenges.

Over the course of seven weeks, Youth Dream offered regular mentoring sessions to the young person. Through consistent support and guidance, the young person developed the ability to articulate her concerns and learned valuable coping strategies. As a result, she can now attend school without disruption to her learning, and bedtime has become a manageable part of her routine. The young person continues to work through these exercises with confidence and has been offered future mentoring if needed.



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B11	Creative Minds – resilience group work – CHS, CFS, TAS Target: 1 day in each school (3 schools in total) 3-4 young people each day in each school (12 young people in total each week)	Term time	MLF	
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	2024	2025	2026	2027	2028	2029
January		137				
February		111				
March		112				
April		44				
May		115				
June		204				
July	30	55				
August	0					
September	123					
October	185					
November	163					
December	105					
TOTAL	606					



We are writing to express our gratitude for the work you have been doing with the students here at Chichester High School. Your interventions have provided a much needed outlet for our students to express themselves in a manner beyond the conventional classroom and to open up to a trusted adult.

As a result of the excellent relationships you have built with staff and students here at CHS we have noted that the students you support have reduced external and internal suspensions in addition to improved attendance. Your sessions provide a valuable opportunity for students to take some time out of the day and experience a sense of accomplishment with the artwork that they have been a part of completing.

The artwork produced by our students provides them with a sense of ownership over their school, this builds a greater sense of belonging and has also reduced incidents of vandalism and graffiti.

Your 'lunchtime lifts' generates a real buzz around social time and the work produced enables students to express themselves in ways that has also supported our pastoral team to identify and support early with emerging issues.

It is always a pleasure to see you here at CHS and you will always be a welcome part of our team.

**Naomi Lewry & Nick Taylor**  
**Co-Headteachers**  
**Chichester High School**















## PROJECT CASE STUDY

# Creative Minds Chichester High School 2025

Graffiti  
in and  
around  
school all  
but  
eradicated



When she started, BF hated talking to teachers and adults, one teacher in particular because of her 'sternness'. After having worked on wall to wall murals 1 and 2, BF suddenly started helping that very same teacher to set up and tidy up classrooms. She stopped disrupting lessons and said that she had always liked helping teachers at Primary School. She took up art as a study option and was first in line when offered work experience with the Creative Outreach Youth Worker within school.

As part of the work, BF and another student entered into a meeting with the head teachers, and they led the meeting. They knew that they had three objectives; one, to make the client feel good, two to get a date for the perspex screens to be put up over mural 4 entrance corridor, and three to get certificates.

They gave a presentation and asked for feedback on the project.

By the end of the meeting they had both been told that they would be getting "head teachers special awards".

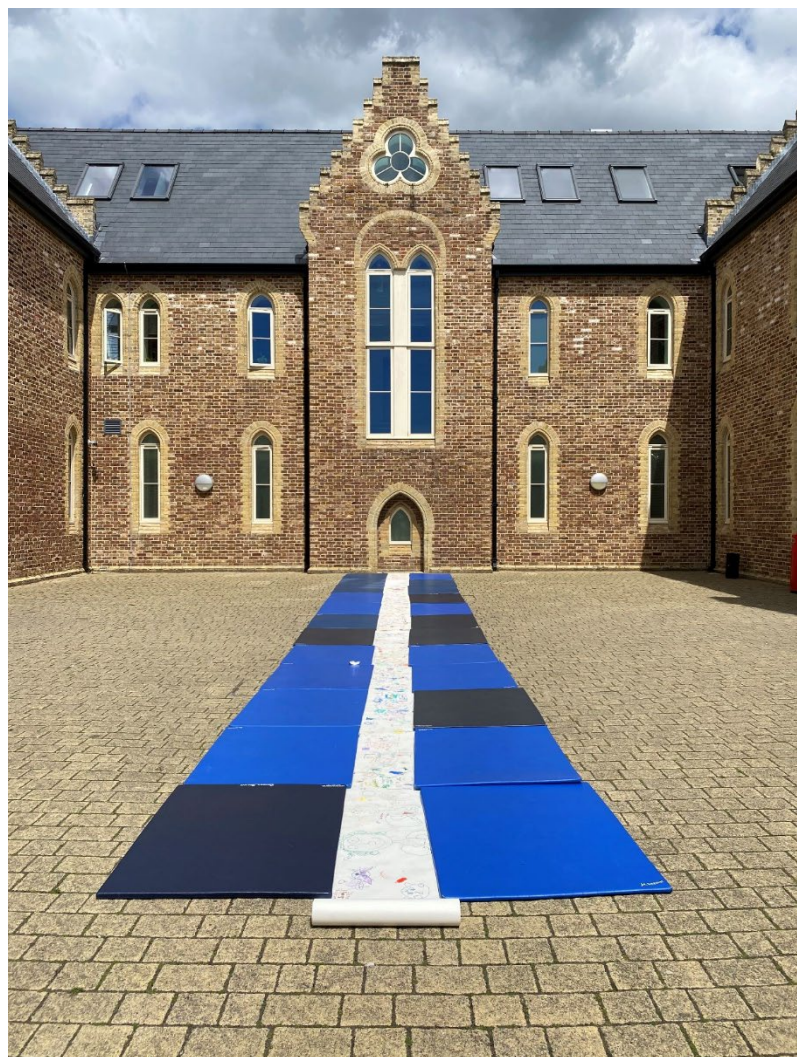
The last time, these young girls has been in the Heads office, they had been suspended. The girl's stories are a testimony to the benefits of art, time and encouragement and it was great to see the girls excel in this way.



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B12	Lunchtime Lifts – outreach work – CHS, CFS, TAS Target: 40 young people from each school each week (120 young people each year).	Term time	MLF	
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	2024	2025	2026	2027	2028	2029
January		72				
February		59				
March		73				
April		54				
May		83				
June		175				
July		68				
August						
September	24					
October	88					
November	53					
December	39					
TOTAL	204					



*Chichester Free School Lunch Time Lift*



B13	Young person support – TAS attendance	Term time	DP JS EON	
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B14	Swim project (Witterings) – West Wittering Primary, East Wittering Primary	Term time	RK	
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	2024	2025	2026	2027	2028	2029
East Wittering	137	154				
West Wittering	131	97				

B15	<p>New projects (see 6.2)</p> <p>a) Rename the Activities Co-Ordinator to Assistant Youth Worker (Selsey)</p> <p>b) Rename the Assistant Youth Worker to Assistant Youth Worker (Witterings)</p> <p>c) Move the responsibility of Wittering Youth Club from Senior Youth Worker to Assistant Youth Worker (Witterings)</p> <p>d) Create relationship with Birdham Primary School and give this school to Assistant Youth Worker (Witterings)</p> <p>e) Strengthen relationships with Sidlesham Primary School and give this school to Senior Youth Worker</p> <p>f) Stop the Youth Help Desks being carried out by the Assistant Youth Worker (Witterings) – a trial of the Help Desk was run in 2024 but did not prove fruitful</p> <p>g) New projects to be organised:</p> <p>Six week cooking course in Witterings - Senior Youth Worker with the Bridge Manager</p> <p>Six week cooking course in Selsey - Senior Youth Worker with the Bridge Manager</p> <p>Six week reading course in Witterings - Senior Youth Worker with the Bridge Manager</p> <p>Six week reading course in Selsey - Senior Youth Worker with the Bridge Manager</p> <p>Litter picking project – Senior Youth Worker</p> <p>Swimming Lessons – Senior Youth</p>	<p>Term time</p> <p>Completed</p> <p>Completed</p> <p>Deferred</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>KL RK</p> <p>KL</p> <p>KL</p> <p>EON</p> <p>RK</p> <p>EON</p>	
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	<p>Worker</p> <p>Mental Health support workshops / meditation workshops – Child and Adolescent Counsellor</p> <p>Job Interview Preparation – Inclusion Officer</p> <p>Money, Mortgages and Bank Account – Senior Youth Worker with Bridge Manager</p> <p>Anti-social behaviour project against animal cruelty</p> <p>Other:</p> <p>Intergenerational projects</p> <p>Young carers support</p> <p>Mobile noticeboards</p> <p>Regular newsletter</p>			
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B16	Half term Holiday Activities Selsey	Annually	DW/TL	
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Summer 2024 - 125

Halloween 2024 – 19

February Half Term 2025 - 36

Easter 2025 - 36

## PROJECT CASE STUDY

# Halloween Party 2024

You are all invited to our Halloween Party!



Youth Dreams Halloween Party took place on Thursday 31<sup>st</sup> October 2024 as an extension of Selsey Youth Club. The party was held at Selsey Football Club.

A variety of entertainment was organised for the young people, including fancy dress competition, face painting, goo bowls, party games, pin the nose on the witch, and various arts and crafts.

Throughout the party, there were several opportunities for young people to be involved and have chances to win prizes. Not forgetting all the Tuck Shop and cupcakes!

It was very touching to hear "thank you" from the young people, to see their smiles and hear their laughter.

Youth Dreams Halloween party had an attendance of 19 young people.



**"When can we  
come to another  
party?!"**



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B17	Half term Holiday Activities Witterings	Annually	RK/EON	
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February Half Term 2025 - 28

Easter 2025 - 55

B18	Resilience workshops – primary and secondary schools Target: 300 young people in total over 5 years	Term time	LA RK	
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2017 – 47

2018 – 0

2019 – 26

2020 – 11

2021 – 16

2022 – 35

2023 - 54

	2024	2025	2026	2027	2028	2029
January		6 Seal				
February		6 Seal				
March		6 Seal				
April		6 Seal				
May		7 Medmerry				
June		7 Medmerry				
July		8 Seal				
August						
September						
October						
November	8 TAS					
December	8 TAS					
TOTAL	16					

## PROJECT CASE STUDY

# Resilience Workshop Medmerry Primary 2024

Group  
Collaboration

Listening

Self Esteem

Assertiveness

Coping  
mechanisms  
for Anxiety

Confidence



Schools returned for a new term, and the resilience workshop ran through October for the new year 5's and year 6's

7 girls from year 5 and year 6 attended this workshop. Week 3 of the course focuses on passive, aggressive and assertive communication. Students act out each, for a scenario given. The feedback for this workshop was that they all enjoyed that part, particularly the acting. When asked what is one thing you have learnt from this workshop, the majority of the group responded with the calming breathing exercises. This was covered on week 4 when exploring anxiety and coping mechanisms.

"One thing I have learnt and will take away is the calm breathing"

"I have enjoyed the activities and making myself feel relieved of my worries"

"One thing I have learnt is to be more resilient and believe in myself"

"I have enjoyed talking about things and got to work with other people, acting out passive, aggressive and assertive"

"I enjoyed learning about the breathing exercises, tensing and releasing"



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## PROJECT CASE STUDY

# Resilience Workshop TAS 2024

Group  
Collaboration

Listening

Self Esteem

Assertiveness

Coping  
mechanisms  
for Anxiety

Confidence



This course was offered to a selected group of year 7 students who school identified as finding it useful and would benefit from.

This workshop ran for 5 weeks through December, with 7 students completing it.

A main part of the workshop is an opportunity to share and listen to each other. Sharing and voicing something like how they might be feeling today. Through doing this, group members can reflect on the importance of kindness and listening to one another.

"I have enjoyed the resilience workshop and hearing about other people's feelings, you don't always know what's going on for them."

"I've enjoyed doing the different activities"

"One thing I have learnt from this workshop is to focus more"



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## PROJECT CASE STUDY

# Resilience Workshop Seal Primary 2025

Group  
Collaboration

Listening

Self Esteem

Assertiveness

Coping  
mechanisms  
for Anxiety

Confidence



School identified 6 girls  
to partake in this  
workshop

This course was running through January, at the start of a new term. 6 girls were identified by school and all 6 completed the 5-week course. Group members enjoyed having a space to talk about their feelings and the structured activities. Some group members commented finding talking about how they feel in the group hard, however found it fun, supportive and useful.

"I enjoyed being with the other girls and doing the passive, aggressive and assertive drama"

"I have enjoyed having a space and letting my feelings out"

"I enjoyed drawing and talking"

One thing I have learnt is how to talk properly to people"

"I have learnt how to be calmer and if someone really wants to know something from you, you can say no nicely"



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## PROJECT CASE STUDY

# Mindfulness Workshop Seal Primary 2025

Relaxation  
Mindfulness  
Listening  
Breathing



"A 5-week mindfulness and relaxation workshop, with the aim to help children deal with anxiety, improve concentration and better able to name and handle difficult emotions."

With more referrals for younger age groups coming through, this course was created to help with that need. Through running this workshop, it has been evident that the need is there. Children are often being over stimulated these days through the use of technology and online games which is having an impact on their ability to "switch off", relax and be in the now.

This workshop was offered to 6, year 3 students that school identified as benefiting from. Group members enjoyed the structured activities of the sessions, making mindfulness glitter jars and worry chests alongside the visualised meditation and opportunity of calm.

"I have enjoyed this workshop it was fun"

"I have enjoyed that we can relax and make things"

"We learnt to respect and kindness"

"I enjoyed making the worry chest and glitter jar"

"I would have liked it to go on for longer"



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## PROJECT CASE STUDY

# Mindfulness Workshop Medmerry Primary 2025

Relaxation  
Mindfulness  
Listening  
Breathing



"A 5-week mindfulness and relaxation workshop, with the aim to help children deal with anxiety, improve concentration and better able to name and handle difficult emotions."

With successful and positive feedback from the first workshop, it was decided to offer it and run it at Medmerry primary. School had 7 year 4 students whom they thought would benefit from. All students enjoyed the creative planned activities especially being able to take what they had made home to share and use at home. All group members appreciated the mindful moment at the end of the session, focusing of their breathing while listening to a visual meditation.

"one thing I have learnt is just to breath"

"I enjoyed the breathing exercises and feeling calm"

"I enjoyed making things and taking the feeling jar home"

"one thing I have learnt is to stay calm"

"I have enjoyed making the worry chest, and have learnt ways to stay calm"



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CASE  
STUDY:  
February  
2025

# Sidlesham Primary School - Boy's Group



The Boys' Group, initially developed as part of the 2021-2024 Manhood Peninsula Youth Provision Strategy, has proven to be a valuable and successful initiative at Sidlesham Primary School in February 2025. The programme explores a range of topics, from emotional tools to practical advice on personal health and well-being.

Following an established structure, the group began by collaboratively creating a set of rules and fostering a safe, nurturing, and supportive environment where participants feel comfortable discussing sensitive topics and sharing insights.

The February 2025 cohort saw eight primary-aged boys attend all five scheduled sessions over one week. The programme was so well received that the boys requested an additional session to further explore the topics discussed, resulting in a six-session programme.

Feedback indicated that participants found the content and activities accessible and enjoyable. They appreciated the opportunity to discuss sensitive topics and engage in fun activities, describing the sessions as "not like being in school". Notably, six out of eight boys highlighted personal hygiene as a particularly valuable aspect of the programme.



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B19	Work with the Hidden Garden (SCF) in particular Gardening Club (Friday 3-4.30pm) Target: 427 young people in total over 5 years	On going	KL	
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2021 – 10

2022 – 14

2023 – 70

	2024	2025	2026	2027	2028	2029
January		10				
February		4				
March		8 + 48fs				
April		4 + 16fs				
May		1 + 18fs				
June		2 + 24fs				
July						
August						
September						
October						
November	12					
December	4					
TOTAL	16					

B20	Work with Selsey Men in Sheds	On going	KL	
-----	-------------------------------	----------	----	--

B21	LINK – intensive support TAS Target: 6 young people each year	Term time	KL DW EON EH	
-----	--	-----------	-----------------	--

	2024	2025	2026	2027	2028	2029
January	FC	2 <sup>nd</sup> ML				
February	FC	2 <sup>nd</sup> JE				
March	JN	3 <sup>rd</sup> SG				
April	JN	3 <sup>rd</sup> SG				
May	KA	4 <sup>th</sup> AB				
June	KA	4 <sup>th</sup> AB				
July		4 <sup>th</sup> OF				
August						
September	RP					
October	RP					
November	1 <sup>st</sup> JE					
December	1 <sup>st</sup> JE					
TOTAL	5	5				



## PROJECT CASE STUDY

# LINK

Learning, Inclusion, Nurturing, Kind

One child  
per half  
term, with  
intensive  
121  
support

I wanted to share a few words with you regarding the success of the LINK curriculum as a partnership between TAS and Youth Dream. We were keen to find an alternative provision for disengaged young people that supported them to be successful in mainstream school. Recognising that there is a dearth of options locally, and that our aims were not being met by other funded projects, LINK (Learn, Include, Nurture, Kindness) was formed and has been at the heart of a positive journey for so many of the students you have worked with. You provide a real focused and in depth understanding of student need from an outside perspective whilst still working very much in partnership with the school and family. In one case a young person absolutely at risk of permanent exclusion, has improved dramatically since being through LINK, attendance, attainment, behaviour and engagement are all improved so markedly that this student is now thriving in school. The links between us have never been stronger or more positively beneficial for all parties. Thank-you for the rigorous and dedicated efforts of your team.

Dean Searley

Deputy Headteacher, The Academy, Selsey

In January 2024, a partnership began between Youth Dream and The Academy Selsey, whereby one child, at high risk of exclusion was identified to be worked with intensively for a period of six weeks.

Youth Dream had a long history around the issues that schools were giving young people a part time-table that sets them up to always be “on the back foot” and catching up. For example, if a young person came in mornings only, for Periods 1, 2 and 3 and went home at lunch time, they missed Periods 4 and 5. If they had maths P1 one day, P5 the next and P3 the next, and the teacher said, “Yesterday, we did this”, the young person was not there yesterday and so was instantly disadvantaged.

The LINK programme addressed this. Concentrating on Maths, English and Science, the young person was supported in class on a 1-2-1 basis. Where appropriate, their favourite subject would also be added to their bespoke timetable. At times when they are not doing escorted lessons, they return to The Bridge where teaching and learning is catered to their needs, with anything from keyboard skills, handwriting practice, times tables, tying laces, learning to tell the time, catching up work and supplementing lessons in school. With the latter, for example if they are doing MacBeth or Romeo and Juliette in school, they watch the play or TV dramatization to help understand the play better. In dystopia and utopia work, an understanding of The Maze Runner movie helped to understand the text book in school.

There is a lot of toing and froing from the school but sanctions are significantly reduced. The young person is understood at a personal level and if needed, helped and given coping strategies for issues in school. For example, instead of screaming and shouting, they learn to communicate what is happening for them and what they are thinking and feeling.

Hourly reports are written and given to the school, to help them adjust things to accommodate the needs of the student. A set up and closure meeting is held with the school, parents/carers, young person and Youth Dream and an agreement signed by all parties. Breaks and lunchtimes in school, to be with friends, are earned by good behaviour.



The Bridge Youth Support Centre, c/o The Academy (Selsey), School Lane, Selsey, West Sussex, PO20 9EH  
Telephone: 01243 608943 E-mail: [TheBridge@youthdream.co.uk](mailto:TheBridge@youthdream.co.uk)  
Telephone: 01243 201616 E-mail: [info@youthdream.co.uk](mailto:info@youthdream.co.uk)  
Youth Dream (Selsey) Limited Registered in England and Wales  
Company Registration No. 8752886 Registered Charity No. 1155982

## PROJECT CASE STUDY

# LINK

Learning, Inclusion, Nurturing, Kind

One child  
per half  
term, with  
intensive  
1-2-1  
support



**March to April  
2024  
Male, Year 8**

You couldn't help but love this young man. Some of his issues were environmental but his biggest issue in school was that he did not have the vocabulary to explain exactly what he was feeling and what his thoughts were.

After one explosive outburst, he broke down sobbing and crying uncontrollably. He was asked "what are you actually feeling right now?" It became apparent that he simply could not name his emotions – frustration, guilt, sense of injustice, etc. He often felt mis-understood and frustrated in school which resulted in screaming matches, slamming doors and walking away. Base line emotions were explored using emoji's and colours and whenever it was seen he was getting upset, he was asked to explain what was going on for him.

Over the six weeks, he learnt to express himself and say what was wrong. Instead of becoming defensive or arguing back, he was encouraged to think, plan his words and state what was unfair and why, what he thought and felt and what his issues were.

With 1-2-1 support in class, he caught up and stayed on course with his work, reducing his frustrations and being behind all the time. His positive points grew and he took pleasure in getting good marks and positive house points. His demeanour calmed, as he understood that it took a lot of energy to be angry, and he used his words more and more.

He looks adults in the eye now and uses his words better. He isn't perfect in school but will use the "Re-set Room" to re-set and regulate his emotions so that he can carry on with the day. Practical work suits him best and one day he will train in a trade.

Outside of his outbursts, he is a polite, caring young man who puts his family first and idolises his Mum. His terrific sense of humour also shone through and he was a pleasure to work with. His six-week report, helped his teachers understand that he needs to be given the time to think about, work out and explain his feelings and emotions. He is wished well.



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## PROJECT CASE STUDY

# LINK

Learning, Inclusion, Nurturing, Kind

One child  
per half  
term, with  
intensive  
121  
support



**May to June 2024**  
**Male, Year 8**

This LINK child was identified for permanent exclusion. He was disruptive in class, often walked out and wandered around the school and often answered back to teachers. His list of sanctions was never-ending. But all that said, there was something very likeable about the young man and everyone wanted to give him a chance to succeed.

It soon became known that he was a polite young man, with good manners. He was well liked by his peers and had a good friendship base. It also became very quickly apparent that his thinking and ability in class was chaotic. Any writing in his books, was not in order one page after the other, one lesson after the other – rather it was wherever the book had fallen open at that particular time.

Sitting with him 1-2-1 in lessons, it soon became obvious that after 20 minutes he was fidgety, unfocussed and needed to be on the move. He could be kept on track with a lot of effort if he liked the subject matter but he struggled with anything written or any time where it was working quietly on his own. He was better in practical lessons, like science but even in science practical lessons are few.

Once his concentration was lost, so was he. It wasn't that he wasn't trying... it was that his cognitive thinking was jumbled. Youth Dream staff are not Doctors nor qualified to diagnose disorders but it was obvious that this young person had ADD (Attention Deficit Disorder) and / or ADHD (Attention Deficit Hyperactive Disorder) and / or another Nero diversity.

The hourly reports that were recorded over the six weeks, contributed to an EHCP (Education Health Care Plan) as they evidenced hour by hour his behaviour and this young man is now understood so much better in school. As a result of the success of the programme, the school has taken unprecedented steps and the young person continues the LINK programmed time-table, going home instead of to The Bridge. He is trusted to continue to come in and out of school and has not broken this trust.



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Youth Dream (Selsey) Limited Registered in England and Wales  
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## OTHER PROJECTS

Beds achieved for a Year 10 female, sleeping in a mattress on the floor and a Year 10 male sleeping on a settee, thanks to funding from the Selsey Lions

Christmas vouchers secured for 5 young people



### Not-so-Secret Santa: Activ8 & Youth Dream Bring Christmas Joy

#### PROJECT CASE STUDY

In December 2024, Activ8 and Youth Dream teamed up to spread holiday cheer to children and families facing financial and mental health struggles. This initiative provided not only gifts but also a sense of community and emotional support.

Activ8 generously donated five £20 Amazon gift cards and various presents, allowing Youth Dream to support five deserving young people at The Academy Selsey. The heartfelt gratitude from these recipients highlighted the positive impact of this effort.

#### Community Gift Collection

Weeks before Christmas, Activ8 and Youth Dream hosted a gift collection at Bracklesham Barn, successfully assisting three families and bringing joy to six children. This event showcased dedication to enhancing mental well-being and nurturing community ties.

#### Mental Health Benefits

This collaboration offered vital mental health benefits to the community by: Reduced Stress, Boosted Self-esteem, Strengthened Bonds, and offering Emotional Support to families.

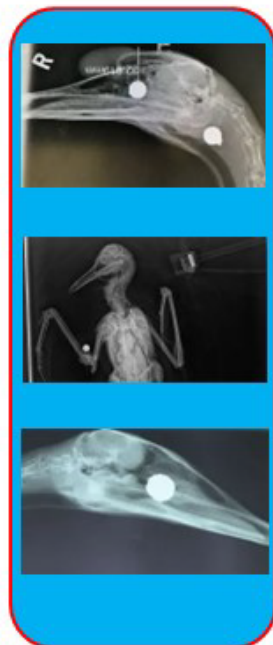


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## PROJECT CASE STUDY

# Anti-social behaviour project 2025



In February 2025, it became apparent from our work with young people, that there was increasing ownership and usage of catapults against local wildlife. A partnership was created between Manhood Wildlife and Heritage Group, Brent Lodge Wildlife Hospital, Sussex Police, Chichester District Council, The Academy Selsey and Chichester Free School.

Brent Lodge presented assemblies in The Academy Selsey for years 7, 8 and 9 and other schools were encouraged to take up the offer. They also came to Selsey Youth Club and Witterings Youth Club, where young people brought in donations for the rescued animals. The Academy also gave donations to the Rescue Centre.

Posters were created and kindly printed by Chichester District Council and erected around the Peninsula ready for Easter. Community social media sites got involved and reporting to Sussex Police by the public, increased enabling them to act against identified young offenders. A new poster was also created for the summer holidays 2025.

Due to this partnership this activity appears to have reduced significantly. Although it is hard to quantify the reduction, reports of sitings of youths with catapults has significantly reduced.

This practice was not isolated to the peninsula, as reports came in from Chichester and Chichester Canal Trust. Some incidences across the country reached national media, and there are now national campaigns to end the sale of catapults to youths.



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Telephone: 01243 201616 E-mail: [info@youthdream.co.uk](mailto:info@youthdream.co.uk)  
Youth Dream (Selsey) Limited Registered in England and Wales  
Company Registration No. 8752886 Registered Charity No. 1155982



**YOUTH DREAM (SELSEY) LIMITED  
DIRECTORS' REPORT AND  
UNAUDITED ABRIDGED FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2024**

Phoenix Accounting Services Ltd  
MAAT  
3 Selsey Bus Ctr  
Selsey  
Chichester  
PO20 0RS

# Youth Dream (Selsey) Limited

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**Youth Dream (Selsey) Limited**  
**Company Information**  
**For The Year Ended 31 December 2024**

---

<b>Directors</b>	Ms Anna Gaymer
	Mr Chris Taite
	Ms Jacqui Manuel
	Mr Michael Nicholls
	Mrs Kate Grant
	Mr John Fletcher
	Ms Deborah Greenwood - Hewitt
	Ms Molly Gowns
	Mrs Alison Goodrham
	Mrs Katy Gowns
<b>Company Number</b>	08752886
<b>Registered Office</b>	3 Selsey Business Centre The Bridleway
	Selsey
	Chichester
	PO20 0RS
<b>Accountants</b>	Phoenix Accounting Services Ltd
	MAAT
	3 Selsey Bus Ctr
	Selsey
	Chichester
	PO20 0RS



**Youth Dream (Selsey) Limited**  
**Company No. 08752886**  
**Directors' Report For The Year Ended 31 December 2024**

---

The directors present their report and the financial statements for the year ended 31 December 2024.

#### **Directors**

The directors who held office during the year were as follows:

Ms Anna Gaymer

Mr Chris Taite

Ms Jacqui Manuel

Mr Michael Nicholls

Mrs Kate Grant

Mr John Fletcher

Ms Deborah Greenwood - Hewitt

Ms Molly Gowns                      Appointed 01/08/2024

Mrs Alison Goodrham              Appointed 01/08/2024

Mrs Katy Gowns                      Appointed 01/08/2024

#### **Statement of Directors' Responsibilities**

The directors are responsible for preparing the Directors' Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the surplus or deficit of the company for that period. In preparing the financial statements the directors are required to:

- select suitable accounting policies and then apply them consistently;
- make judgments and accounting estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The directors are responsible for the maintenance and integrity of the corporate and financial information included on the company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

#### **Small Company Rules**

This report has been prepared in accordance with the special provisions relating to companies subject to the small companies regime within Part 15 of the Companies Act 2006.

On behalf of the board

Mr Michael Nicholls

Director

07/07/2025

**Youth Dream (Selsey) Limited  
Accountant's Report  
For The Year Ended 31 December 2024**

---

**Report of the Accountant to the directors of Youth Dream (Selsey) Limited**

These financial statements have been prepared in accordance with our terms of engagement and in order to assist you to fulfil your duties under the Companies Acts that relate to preparing the financial statements of the company for the year ended 31 December 2024.

We have prepared these financial statements based on the accounting records, information and explanations provided by you. We do not express any opinion on the financial statements.

On the Balance Sheet you have acknowledged your duties under the prevailing Companies Acts to ensure that the company keeps adequate accounting records and prepares financial statements that give "a true and fair view".

You have determined that the company is exempt from the statutory requirement for an audit for this accounting year. Therefore, the financial statements are unaudited.

The financial statements are provided exclusively to the directors for the limited purpose mentioned above, and may not be used or relied upon for any other purpose or by any other person, and we shall not be liable for any other usage or reliance.

Phoenix Accounting Services Ltd

07/07/2025

Phoenix Accounting Services Ltd  
MAAT  
3 Selsey Bus Ctr  
Selsey  
Chichester  
PO20 0RS

**Youth Dream (Selsey) Limited**  
**Abridged Income and Expenditure Account**  
**For The Year Ended 31 December 2024**

---

	Notes	2024 £	2023 £
<b>GROSS SURPLUS</b>		14,883	16,010
Administrative expenses		(8,957)	(8,494)
<b>OPERATING SURPLUS</b>		5,926	7,516
Other interest receivable and similar income		935	443
<b>SURPLUS FOR THE FINANCIAL YEAR</b>		6,861	7,959

The notes on pages 7 to 8 form part of these financial statements.



**Youth Dream (Selsey) Limited**  
**Abridged Balance Sheet**  
**As At 31 December 2024**

		2024	2023
	Notes	£	£
<b>FIXED ASSETS</b>			
Tangible Assets	4	-	168
		-	168
<b>CURRENT ASSETS</b>			
Debtors		2,085	1,838
Cash at bank and in hand		103,320	91,634
		105,405	93,472
<b>Creditors: Amounts Falling Due Within One Year</b>		(7,793)	(2,889)
<b>NET CURRENT ASSETS (LIABILITIES)</b>		97,612	90,583
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		97,612	90,751
<b>NET ASSETS</b>		97,612	90,751
Income and Expenditure Account		97,612	90,751
<b>MEMBERS' FUNDS</b>		97,612	90,751

For the year ending 31 December 2024 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

All of the company's members have consented to the preparation of an Abridged Income and Expenditure Account and an Abridged Balance Sheet for the year end 31 December 2024 in accordance with section 444(2A) of the Companies Act 2006.

On behalf of the board

Mr Michael Nicholls

Director  
07/07/2025

The notes on pages 7 to 8 form part of these financial statements.

**Youth Dream (Selsey) Limited**  
**Statement of Changes in Equity**  
**For The Year Ended 31 December 2024**

---

	<b>Income and Expenditure Account</b>
	<b>£</b>
As at 1 January 2023	82,792
Surplus for year	7,959
	<hr/>
Other comprehensive income (expense) type A	55,057
	<hr/>
Other comprehensive income for the year	55,057
	<hr/>
Total comprehensive income for the year	63,016
	<hr/>
Transfer to/from Other Reserves	(55,057)
	<hr/>
As at 31 December 2023 and 1 January 2024	90,751
	<hr/> <hr/>
Profit for the year and total comprehensive income	6,861
	<hr/>
As at 31 December 2024	97,612
	<hr/> <hr/>

**Youth Dream (Selsey) Limited**  
**Notes to the Abridged Financial Statements**  
**For The Year Ended 31 December 2024**

---

**1. General Information**

Youth Dream (Selsey) Limited is a private company, limited by guarantee, incorporated in England & Wales, registered number 08752886. The registered office is 3 Selsey Business Centre The Bridleway, Selsey, Chichester, PO20 0RS. The charity number is 1155982

**2. Accounting Policies**

**2.1. Basis of Preparation of Financial Statements**

The financial statements have been prepared under the historical cost convention and in accordance with Financial Reporting Standard 102 section 1A Small Entities "The Financial Reporting Standard applicable in the UK and Republic of Ireland" and the Companies Act 2006.

**2.2. Turnover**

Turnover is measured at the fair value of the consideration received or receivable, net of discounts and value added taxes. Turnover includes revenue earned from the sale of goods and from the rendering of services. Turnover is reduced for estimated customer returns, rebates and other similar allowances.

**Sale of goods**

Turnover from the sale of goods is recognised when the significant risks and rewards of ownership of the goods has transferred to the buyer. This is usually at the point that the customer has signed for the delivery of the goods.

**Rendering of services**

Turnover from the rendering of services is recognised by reference to the stage of completion of the contract. The stage of completion of a contract is measured by comparing the costs incurred for work performed to date to the total estimated contract costs. Turnover is only recognised to the extent of recoverable expenses when the outcome of a contract cannot be estimated reliably.

**2.3. Tangible Fixed Assets and Depreciation**

Tangible fixed assets are measured at cost less accumulated depreciation and any accumulated impairment losses. Depreciation is provided at rates calculated to write off the cost of the fixed assets, less their estimated residual value, over their expected useful lives on the following bases:

Fixtures & Fittings	25% SL
---------------------	--------

**3. Average Number of Employees**

Average number of employees, including directors, during the year was:

	2024	2023
Office and administration	13	9
	13	9

**4. Tangible Assets**

	Total £
<b>Cost</b>	
As at 1 January 2024	6,315
As at 31 December 2024	6,315
<b>Depreciation</b>	
As at 1 January 2024	6,147
Provided during the period	168
As at 31 December 2024	6,315
<b>Net Book Value</b>	
As at 31 December 2024	-
As at 1 January 2024	168



**Youth Dream (Selsey) Limited**  
**Notes to the Abridged Financial Statements (continued)**  
**For The Year Ended 31 December 2024**

---

**5. Reserves**

Youth Dream (Selsey) Ltd operates a three year business plan with a fundraising strategy and business risk assessment. Each year a budget of income and expenditure is prepared with the expectation of all monies to be spent on the charities aims. The only exception to this is that £4000.00 is ring fenced to pay for closure costs should the charity fail to sustain any funding opportunities. This is reviewed each month at the directors meetings. The reserve balance is to always maintain 6 months expenditure and is monitored regularly so that actions can be implemented should they near this figure.

The National Lottery community Fund RC and South East Region

Balance per current account analysis 25744.25

Please note these funds are restricted in accordance with the National Lottery Guidance

**6. Post Balance Sheet Events**

**7. Company limited by guarantee**

The company is limited by guarantee and has no share capital.

Every member of the company undertakes to contribute to the assets of the company, in the event of a winding up, such an amount as may be required not exceeding £10.

**8. grants analysis**

Grants Received within the year were as follows :-

20/12/2024 "CHICHESTER COMMUNI	CHICHESTER CDT BGC	55.10
17/12/2024 "CHICHESTER COMMUNI	CHICHESTER CDT BGC	418.42
13/12/2024 "THE F GLENISTER WO	DOWNVIEW CYG BALAN BG"	2,909.14
11/12/2024 THE ACADEMY	2,000.00	
06/12/2024 "CHICHESTER HIGH SC	Chi High BThompson BG"	260.00
28/11/2024 "East Wittering & B	WIT SWIM PROJECT BGC	450.00
04/11/2024 "CHICHESTER COMMUNI	CHICHESTER CDT BGC	290.00
11/10/2024 "THE ERNEST KLEIN	EKCT S-1024-02 BGC	6,000.00
10/10/2024 "BBC CIN	2887 Y2 BGC "	15,000.00
08/10/2024 "THE F GLENISTER WO	WOODGER DOWNVIEWYO BG"	30,000.00
16/09/2024 "GROUNDWORK UK - TE	GWUK BGC "	500.00
01/08/2024 "THE F GLENISTER WO	WOODGER GRANT -E O BG"	5,000.00
26/07/2024 THE ACADEMY	2,000.00	
16/07/2024 "BBC CIN	1522 Y1 BGC "	5,000.00
30/05/2024 "THE F GLENISTER WO	ROBBIE KHAN SWIMMI BG"	2,000.00
03/05/2024 THE ACADEMY	2,000.00	
30/04/2024 "POSTCODE COMMUNITY	PCT - MILLIONAIRE BGC"	50,000.00
05/04/2024 "THE F GLENISTER WO	WOODGER TRUST GRAN BG"	15,000.00
04/04/2024 "East Wittering & B	Youth Worker BGC	10,000.00
26/03/2024 "THE SUSSEX COMMUNI	01M5002236700 BGC	5,800.00
25/03/2024 "CLARION FUTURES BGC	CLARION FUTURES BGC	1,000.00
23/02/2024 "NFPRESEARCH	CIN NFP PRIZE DRAW BB"	500.00
14/02/2024 "THE F GLENISTER WO	WOODGER WITTERING BGC"	15,000.00
25/01/2024 "CLARION FUTURES BGC	CLARION FUTURES BGC	8,000.00

Youth Dream (Selsey) Ltd

Lottery accounts report

1st January 2024 to 31st December 2024

The National Lottery Community Fund RC London and South East Region

Bal B/fwd 55206.91

Income 51675.61

Expenditure 81138.27

Bal C/Fwd 25744.25

...CONTINUED

**Youth Dream (Selsey) Limited**  
**Notes to the Abridged Financial Statements (continued)**  
**For The Year Ended 31 December 2024**

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Date In Out  
31/12/2024 8566  
02/12/2024 8566  
02/12/2024 42.25  
08/11/2024 8566  
08/11/2024 51400  
04/06/2024 64.03  
03/06/2024 64.03  
29/05/2024 8801.24  
29/04/2024 9315  
03/04/2024 9315  
04/03/2024 169.33  
29/02/2024 9315  
01/02/2024 9315  
03/01/2024 9315

Please note that these funds are restriction in accordance with the Natiaonal Lottery guidance

**Youth Dream (Selsey) Limited**  
**Abridged Detailed Income and Expenditure Account**  
**For The Year Ended 31 December 2024**

	<b>2024</b>		<b>2023</b>	
	£	£	£	£
<b>TURNOVER</b>				
Grants and subsidies received		230,583		167,848
Other trading income		4,492		35,879
		<u>235,075</u>		<u>203,727</u>
<b>COST OF SALES</b>				
Room Hire	-		7,255	
Charitable Activities	8,474		3,922	
Expense costs staff	-		2,761	
Subcontractor costs	390		1,700	
Wages and salaries	200,494		163,486	
Employers pensions - defined contribution schemes	10,834		8,593	
		<u>(220,192)</u>		<u>(187,717)</u>
<b>GROSS SURPLUS</b>		14,883		16,010
<b>Administrative Expenses</b>				
Repairs and maintenance	177		912	
Hire and leasing of plant and machinery	521		656	
Computer software, consumables and maintenance	2,045		1,274	
Insurance	2,748		2,524	
Printing, postage and stationery	980		523	
Telecommunications and data costs	1,130		1,419	
Accountancy fees	339		141	
Legal fees	848		433	
Depreciation	168		613	
Sundry expenses	1		(1)	
		<u>(8,957)</u>		<u>(8,494)</u>
<b>OPERATING SURPLUS</b>		5,926		7,516
<b>Other interest receivable and similar income</b>				
Bank interest receivable	935		443	
		<u>935</u>		<u>443</u>
<b>SURPLUS FOR THE FINANCIAL YEAR</b>		<u><u>6,861</u></u>		<u><u>7,959</u></u>





Section A

Independent Examiner's Report

Report to the  
trustees/directors/  
members of

Charity Name  
Youth Dream (Selsey) Ltd

On accounts for the year  
ended

31<sup>st</sup> December 2024

Charity no.:

1155982

Company no.:

8752886

Set out on pages

1-2

(remember to include the page numbers of additional sheets)

I report to the charity trustees on my examination of the accounts of the Company for the year ended 31/12/2022.

Responsibilities and  
basis of report

As the charity's trustees of the Company (who are also the directors of the company for the purposes of company law), you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ("the 2006 Act").

Having satisfied myself that the accounts of the Company are not required to be audited for this year under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ("the 2011 Act"). In carrying out my examination, I have followed the Directions given by the Charity Commission (under section 145(5)(b) of the 2011 Act).

Independent  
examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention which gives me cause to believe that:

- accounting records were kept in accordance with section 386 of the Companies Act 2006; or
- the accounts do not accord with such records; or
- the accounts do not comply with relevant accounting requirements under section 396 of the Companies Act 2006 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

*\* Please delete the words in the brackets if they do not apply.*

Signed: Deb Heath

Date: 27.10.2025

Name: Deb Heath

<b>Relevant professional qualification(s) or body (if any):</b>	MAAT
<b>Address:</b>	3 Selsey Business Centre
	Selsey
	West Sussex, PO20 0RS

Section B	Disclosure
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Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

<b>Give here brief details of any items that the examiner wishes to disclose.</b>	<p>There is of concern regarding the books of Youth Dream (Selsey) Ltd</p>
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