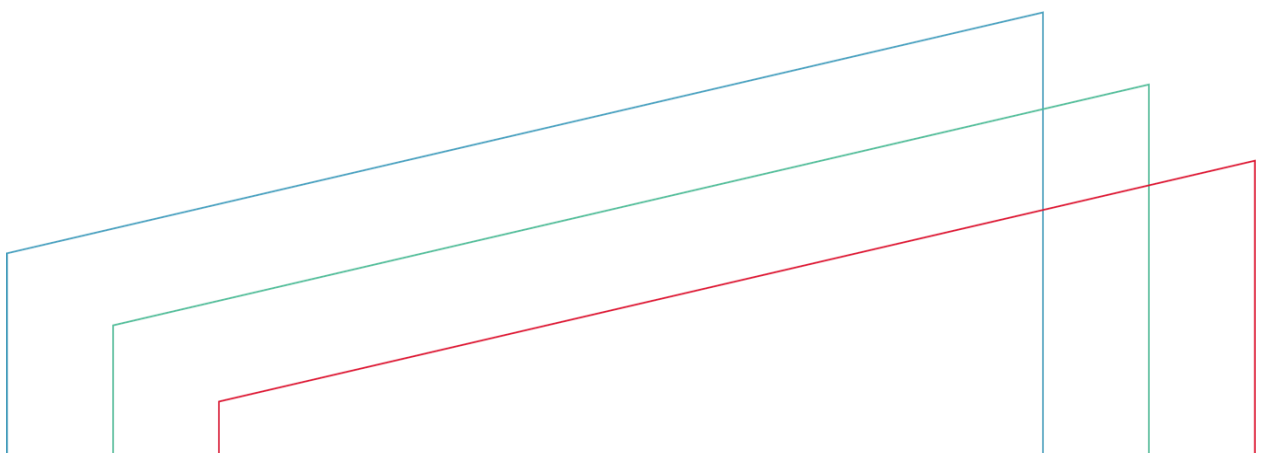




# EVALUATING THE PERSON-LED, TRANSITIONAL AND STRENGTH BASED (PTS) RESPONSE FINAL REPORT

Mayday Trust  
February 2022

**New Economics Foundation**



## Evaluating the Person-Led, Transitional and Strength Based (PTS) Response

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**Client:** Mayday Trust



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## EXECUTIVE SUMMARY

NEF Consulting was commissioned to evaluate the Person-led, Transitional and Strength-based (PTS) Response used by Mayday Trust in Northampton and Changing Lives in Newcastle, which was formerly known as the Personal Transitions Service. The PTS brings together an asset-based approach and advantaged thinking to work with people transitioning out of homelessness and other difficult life transitions. The PTS response is delivered differently by the two partners.

A co-design session for the evaluation was held with Mayday Trust to clarify the research questions, refine the Theory of Change, and scope the evaluation methodologies. Key outcomes were identified, and a survey was developed to measure changes in those outcomes. At the initial stage of the evaluation in-depth individual interviews (face-to-face) were conducted with 27 people, who had been working with a PTS Coach for at least three months. Between 12 and 18 months later in 2020/2021, 14 follow-up interviews were conducted by telephone to measure the long-term sustainability of the PTS outcomes (nine interviews with individuals working with Mayday Trust in Northampton, and five interviews with individuals working with Changing Lives in Newcastle). This qualitative data collection was complemented by an analysis of the quantitative data collected internally by the PTS.

At the initial interview, the majority of the respondents were based in accommodation managed by Mayday Trust and Changing Lives, while a few had secured a flat of their own. In contrast, at the time of the follow-up interviews, the majority of the Northampton cohort had secured their own accommodation and lived independently with only one respondent still living in Mayday Trust accommodation. Several respondents attributed this change in Northamptonshire to the support they received from the PTS Coaches. All of the Newcastle respondents remained in supported accommodation (ie Changing Lives accommodation and other supported living accommodation), and one had returned to homelessness. The majority of the respondents in Northampton had either reduced the frequency of the PTS coaching sessions or had moved on from PTS support. Similarly, of the Newcastle respondents, the majority had also moved on from PTS support, with only two still being supported.

It should be understood that the evaluation was conducted during the Covid pandemic. The PTS coaching relationship was significantly disrupted, due to the pandemic and lockdown restrictions. As is advocated by the PTS response, and before the pandemic, most coaching engagements took place in places of purpose for people, such as coffee shops, and many involved fun or productive activities. The coaching relationship is built on three important foundations to the PTS: one-to-one coaching focusing on people's strength so they can take control, building positive networks, and brokering opportunities and working on aspirations. However, during the pandemic, respondents reported that their PTS coaching relationship changed significantly; respondents' coaching sessions either stopped or were conducted over the telephone. The telephone calls mostly focused on checking in from time to time rather than delivering the PTS's three interventions.

## Key findings

### The coaching relationship: a respectful and dignified experience

**Respondents reported that the coaching relationship established trust through listening and the time invested in getting to know them; it has been highlighted as the most important aspect of the support response in terms of providing timely support and achieving outcomes. How that relationship is ended, however, is also fundamental to the likelihood of people sustaining those positive outcomes.**

Almost all of the respondents interviewed reported that they deeply valued the one-to-one coaching experience and shared positive reviews of PTS Coaches. This includes both those who were no longer working with a PTS Coach and those who were still having coaching sessions.

Short-term objectives identified in the PTS Theory of Change<sup>1</sup> include voluntary engagement, increased initiation, and increasing trust in the coaching relationship. Over the longer term, a positive and trusting relationship was a key outcome. Respondents at the interim evaluation and final evaluation consistently identified four key aspects of the PTS coaching relationship, which fostered a respectful and dignified experience and helped build trust from an often-low starting point:

- Coaches were able to **build trust through listening**, respecting people's wishes, and ensuring the working relationship was entirely voluntary and led by the individual. Coaches ensured respondents were not pushed into something immediately and invested time to get to know them and establish trust. Restoring respondents' trust in people again was the outcome that was most mentioned by respondents, which in turn led to increased optimism and being more open to talking to others.
- Respondents were given the **space to re-discover themselves and focus on their strengths and interests**. The emphasis was on them as a person rather than their problems. This led clients to see themselves as more than their temporary circumstances, increasing their self-worth/self-esteem.
- The regular time respondents spent with their Coach provided **human connection** and for many, this was the first step to getting themselves out of isolation and reducing their depression and anxiety.
- Working with a Coach provided an opportunity for respondents to **access information and advice**, be **better informed** about the steps required to achieve their goals, **weigh options** with their Coach, and **decide what course of action to take** for themselves. This method of working led to respondents feeling an **increased sense of control over their lives** as well as fostering a sense of partnership working with a Coach with more equal power dynamics between the Coach and the respondents.

This positive experience contrasted significantly with respondents' experience of other services, such as supported accommodation, probation service, social services, and mental health services. Respondents shared they felt mostly ignored and "tossed aside" and were not listened to. They reported that they felt that the services were often judgmental of their

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<sup>1</sup> Appendix A

pasts, and they felt they were pushed or pressured to agree to certain conditions to be able to access support. Respondents also reported that they did not feel heard or understood, or that they were left in the dark about processes or decisions. The PTS coaching relationship was described as trusting, empowering, supportive, and non-judgmental. Respondents explained they felt heard, and in direct comparison to other services, respondents described the PTS Coach as speaking to them, “like a human being”. The relationship had a good impact on their wellbeing, self-worth, and confidence.

### Ending the coaching relationship

Differences were found in the delivery of the PTS across the two organisations. In Mayday Trust, the length of time that the coaching relationship should last is not stipulated. Coaching support can be accessed without requiring the individual to live in Mayday Trust accommodation and individuals can reconnect with their PTS Coach at any time. In Changing Lives, the PTS offer is restricted in terms of length of coaching support provided, and individuals are required to meet eligibility criteria,<sup>2</sup> one of which requires them to be living in Changing Lives accommodation. The majority of those who had moved on from the PTS in Newcastle had wanted the coaching relationship to continue. The coaching relationship had ceased primarily because they were moved from accommodation supported by Changing Lives. In contrast, respondents in Northampton continued working with the PTS, even though they had access to independent accommodation.

Several individuals from Northampton ended their coaching relationship before they were ready due to staffing issues. In one instance, the coaching relationship ended despite the individual wanting continued support. Ending coaching relationships prematurely seemed to undermine outcomes, with individuals reporting increased worry, fewer connections or increased isolation, lack of motivation, increased vulnerability, worse mental health outcomes, and in one case a return to homelessness.

Making the coaching relationship dependent on people’s housing situation (a situation often outside of their control) seems to undermine the person-led and personalised approach of the PTS response. Delinking access to a coach from an individual’s accommodation situation may improve an individual’s outcomes. In Northampton, individuals who continued to access a PTS Coach despite moving on and securing their own flat have continued to achieve better outcomes, particularly concerning stability, feeling safe, better relationships, and improved mental health.

### Setting own aspirations

**Respondents reported being able to identify and work on a wide range of aspirations they had identified as mattering to them, including practical actions and social achievements. Personal, organisational, and structural or societal barriers affected the achievement of their aspirations, with barriers to accessing safe housing specifically undermining respondents’ wellbeing and mental health outcomes.**

The majority of respondents described consistent aspirations at both the initial and follow-up interviews. The aspirations ranged from practical actions, such as sorting out debt, moving

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<sup>2</sup> Changing Lives is not funded to provide the PTS, and has embedded it into their supported accommodation pathways by utilising a proportion of income from contracts (with the agreement of commissioners). This effectively restricts activity to those in CL-supported accommodation.

house, securing a home, getting a driving licence, returning to an old hobby (such as the gym), getting a job, getting married, losing weight, travelling, or simply becoming independent enough to do the food shopping themselves; to social achievements, particularly repairing relationships (either formally by pursuing contact with social services, or by reaching out to previous partners in the hope of living together again or making child contact arrangements. The majority of Northampton respondents, and about half of Newcastle respondents, reported that they had made some progress towards their aspirations.

Respondents reported a range of barriers to achieving or working on their aspirations:

- Personal barriers included a lack of motivation (this was evidenced in the interim and final evaluation) and changing aspirations due to a change of circumstances (eg one respondent became pregnant).
- Organisational barriers included treating people experiencing homelessness as a homogenous group, the premature ending of the PTS coaching relationship, the bureaucracy involved in sustaining secure housing, and the potential negative influences or risks associated with living in the vicinity of other people facing serious personal issues.
- Structural or societal barriers included dealing with the local authority in accessing funding or a home; lack of safe housing, which led people to experience instability; and the pandemic and the lockdown restrictions, which also played a part in putting people's aspirations "on hold".

### Wellbeing: self-esteem, purpose, and confidence

**The coaching role has been significant in supporting respondents' ability to cope with the realities of lockdown and the accompanying social isolation. On average, by the time the coaching relationship ended, individuals were getting closer to representing the 'average' mental wellbeing range on the Warwick-Edinburgh Mental Wellbeing Scales (WEMWBS). Respondents reported an increase in self-esteem, sense of purpose, and optimism. People also reported better mental health including feeling happier, and a reduction in anxiety since working with their Coach.**

The evaluation found respondents achieved a wide range of wellbeing outcomes identified in the Theory of Change. The impact of the pandemic was significant in the lives of all respondents, as well as Mayday Trust's and Changing Lives' ability to continue to consistently deliver the PTS response. Despite this, the majority of the respondents described the PTS Coach, or the previous work they had done with the Coach, as having helped them cope with the realities of lockdown and social isolation, suggesting that the impacts could have been significantly worse without the PTS response. People reported improved mental health including feeling happier, more confident, and better able to cope with their emotions and manage negative feelings, such as stress or anger since working with the PTS Coach.

Not all respondents attributed all of their improved outcomes to PTS Coaches; some respondents reported that their family members also contributed to these changes. On average, findings from both the Mayday Trust and Changing Lives datasets showed an increase in WEMWBS score by 2.5 units for Mayday Trust (baseline score at 42 and final score at 44.5) and 2.6 units for Changing Lives (baseline score at 42.4 and final score at 45).

This is equivalent to an increase of 5.6% and 5.7%, respectively. These final scores show improvement in mental wellbeing for individuals and represent the average mental wellbeing in WEMWBS, which ranges from 45 to 59.

Respondents were also asked closed 'before' and 'now' questions on the issues of how much choice they felt they had in life, and how happy they felt about how they use/used their time. Results show a significant improvement on both measures. This shows the PTS response has supported individuals to feel more empowered and in control (able to articulate direction) in comparison to the time before working with the PTS Coach. For Changing Lives respondents, the average score for choice in life increased by 3.44 units (baseline score at 3.75 and final score 5.25) and the score for use of time increased by 2.54 units (baseline score at 3.96 and final score at 6.50). For Mayday Trust respondents, the average score for choice in life increased by 5.7 units (baseline score at 1.81 and final score at 6.88), and the average score for use of time increased by 4.6 units (baseline score at 2.5 and final score at 7.10).

Closed questions were also asked of respondents regarding their ability to cope with their feelings and with their health. The majority of respondents, across both sites, agreed that the PTS Coach had helped them to cope with their health and their feelings.

Not all people working with a PTS Coach experienced improved mental health. Those who reported negative outcomes in mental health and wellbeing were housed at Mayday Trust or Changing Lives accommodation with one exception who had returned to homelessness. People who reported negative outcomes on mental health attributed it to not having access to structured support, such as a PTS Coach (coaching sessions ended prematurely despite wanting active support either due to not meeting Changing Lives' eligibility criteria, or due to lockdown-related staff changes). Lockdown restrictions contributed towards increased isolation and increased vulnerability and feeling unsafe due to returning to homelessness. Findings suggest that a clear and consistent rationale for ending coaching sessions would prevent premature exit, and once exited a follow-up every few months would have reduced the likelihood of the outcomes achieved during the PTS being undermined.

As a result of achieving positive wellbeing outcomes, respondents reported being able to change their behaviour in terms of how they respond to difficult circumstances, and how they communicate and articulate their feelings and perspectives to others. Respondents were able to identify problems early on and actively seek help through raising them with the Coach (for those still with the PTS), or before the problem reached crisis point. Respondents also adopted new behaviours to bring about positive outcomes, such as trying new experiences, going out more, and avoiding actions or people that might negatively influence their life.

### Social connections and positive networks

**The findings suggest respondents did not have very strong positive social networks outside of the coaching relationship. A lack of safe and secure accommodation and environment had a detrimental impact on people's ability to build positive relationships and networks to transition out of homelessness.**

Although most of the respondents indicated they had someone they could call on if they wished to socialise, the evaluation found differences across the two sites. The majority of the Northampton respondents interviewed spoke about establishing a wider group of positive



relationships with family and friends (to varying degrees), and many attributed this to the support they received from their PTS Coach, whether in the past or through their continuing relationship. This represents an improvement when compared to the findings of the initial interview carried out for the interim evaluation. About a third of respondents continued to have only a very limited number of social connections (usually a family member), and a high dependency on their PTS Coach, mainly due to mental health challenges (such as depression or agoraphobia). All of the Newcastle respondents reported that they had at least one person, who was a family member or a friend, they could call on if they wanted company. However only half of the Newcastle respondents reported that their social connections either stayed the same or improved over the evaluation period. The other half reported their social connections had mostly deteriorated due to returning to homelessness, lockdown restrictions,<sup>3</sup> and lack of opportunities in the area they lived (in supported accommodation) to support social connections.

### Access to services

**In Northampton, there is evidence to suggest that the PTS response supported a reduction in reliance on other services, which could be sustained even after ending the coaching relationship. However, people ending the coaching relationship before they were ready were still reliant on key services, such as supported housing.**

Individuals were asked whether their access to 'temporary' services had been reduced as a result of working with a PTS Coach. Individuals may have continued accessing some essential services, such as access to a GP and therapy, as a result of working with the Coach to ensure they improved or maintained their wellbeing. For example, one individual shared they started therapy when they worked with a PTS Coach. The majority of respondents interviewed described access to some type of alternative service across both sites. For Northampton respondents, findings suggest the PTS response supported a reduction in reliance on other services, which could be sustained even after ending the coaching relationship. This suggests that PTS support may correlate with a reduction in the use of non-essential temporary services. In contrast, during the pandemic, recent evidence suggests that there has been an increase in need and demand for local authorities and voluntary sector services across all three nations (England, Wales, and Scotland). For Newcastle respondents, the picture is mixed, with some accessing alternative services including supported housing (other supported living accommodation outside of Changing Lives accommodation), and one ending her access to social services. Findings suggest people who had ended their coaching relationship (without being ready) were still reliant on alternative services including housing services to access accommodation.

### Organisational culture and access to safe housing

**The wider systemic culture around the housing sector, which contrasts markedly with the PTS asset-based approach, may be undermining the PTS Coaches' outcomes for the individuals.**

Findings suggest that an important aspect of the PTS response is for it to operate within a system, or an environment, that also promotes a person-led and asset-based way of working. Evidence from respondents suggested systemic issues with the supported housing

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<sup>3</sup> This finding should be taken with caution due to the small sample size.

system (including Mayday Trust and Changing Lives accommodation) conflicts with a Personalised and asset-based service for people experiencing homelessness and can therefore undermine the positive outcomes achieved by individuals. A particular distinction can be drawn between those individuals living in supported accommodation and those living independently: the former have worse or diminishing positive outcomes compared to individuals with secure accommodation who live independently. The wider supported housing sector has been found to treat people experiencing homelessness as a homogenous group. Specific needs were often not considered during interactions with staff. The evaluation found that a lack of consideration of the specific strengths and needs of individuals led to people's vulnerability not being taken into account and consequently being placed in unsuitable, and potentially unsafe situations, which negatively affected the individual's mental health.

One of the key principles of the PTS approach is to involve the person's wider social network (if the individual wishes to), and or build positive networks for the person to enjoy meaningful relationships and connections, which is a key determinant of wellbeing. However, respondents described difficulty enjoying meaningful relationships due to the location of their accommodation, which was often described as 'rough' and unsafe, and away from their friends and families. Although some individuals provided positive feedback relating to staff members, many individuals across both sites shared they felt disregarded, dismissed, and trapped, or felt they had no privacy in their own homes from staff members. Respondents reported that staff were often non-responsive and that essential requests took significant time to be resolved; this led to feelings of hopelessness and a lack of motivation.

The quantitative data collected by both sites for all individuals supported under the PTS indicates that just over half (52.7%) of individuals supported in Northampton and the majority of individuals supported in Newcastle (61.2%) and working with a Coach planned to change accommodation. Approximately 40% of individuals in Northampton and 41% of individuals in Newcastle moved either into a privately rented home, a Local Authority/Registered Social Landlord tenancy, or supported housing. Approximately 20% of individuals in Northampton and 5.1% of individuals in Newcastle moved in with friends and family, and 3.5% of individuals in Northampton were sleeping rough (data for rough sleeping for individuals in Newcastle was not available). Better data collection is required to understand the reasons behind moving in with friends and family.

## Conclusion

The evaluation findings suggest the PTS response provides a respectful and dignified experience for people; it is valued across the two sites by both those who are still involved in a coaching relationship, as well as those who have ended their coaching relationship. Clearly, the PTS response can achieve sustainable outcomes for people going through tough times, particularly internal outcomes. Individuals supported felt heard, more confident, and empowered.

Individuals attributed increases in their positive relationships and social networks to support received from the PTS Coaches. Repairing familial contact with children and parents is particularly illustrative of the long-lasting impact of these changes. However, while most of the individuals supported in Newcastle shared that they had at least one person they could rely on, about half reported their relations had deteriorated due to lockdown restrictions; one respondent returned to homelessness.

Positive outcomes in wellbeing and mental health, in the most part, have been sustained post-PTS, alongside an increase in motivation and changes in behaviour, and the ability to identify aspirations (though findings on aspirations were inconclusive for Newcastle respondents). However, some respondents may find it difficult to continue to achieve aspirations without a Coach, as on the one hand the support described was largely practical (such as completing applications and forms) rather than capacity building for individuals, and on the other hand, the aspirations for Newcastle respondents, in particular, included finding secure housing, which is largely dependent on several (structural) factors.

The pandemic created significant disruption to the way the PTS worked, which may have led to an inconsistent method of working among the Coaches; some continued coaching via telephone calls, while others had difficulties connecting and working with Coaches due to lack of mobile credit, or because the Coach lost touch. For some individuals, the ending of the coaching relationship may have presented some challenges. At least in one case in Northampton, and almost all cases in Newcastle, individuals who exited the coaching relationship did so prematurely, despite actively wanting continued support. This may have contributed towards undermining the outcomes achieved through the PTS for some of the respondents.

The evaluation identified two key challenges that risk undermining the positive outcomes experienced by respondents, both of which have been amplified by the pandemic over the past year. The first is the systemic issues with the housing system (including Mayday Trust and Changing Lives accommodation), which contradict a personalised and asset-based service for people experiencing homelessness. The wider environment within which the PTS is embedded is important to individuals achieving their potential. A clear focus on supporting individuals to secure independent and secure living seems to be a crucial component for them to experience stability, and as a result improve their wellbeing.

The second is the clarity with which people end their coaching relationship, and what support (or check-ins) are available post-PTS. A consistent approach to the working relationship with Coaches alongside a clear and consistent rationale for ending coaching sessions (this should include separating the eligibility criteria used in Newcastle to determine individuals' access to the PTS response) would prevent a premature exit. Once exited, a follow-up every few months would likely improve or maintain the outcomes achieved during the coaching relationship.

To improve the explanatory power of the quantitative data collected by the PTS, key data gaps need to be addressed, and more regular data collection put in place, for example, an asset score at the point of an individual ending their coaching relationship.

# INTRODUCTION

NEF Consulting was commissioned to conduct a two-year evaluation of the Person-Led, Transitional and Strength Based (PTS) Response delivered by Mayday Trust in Northampton and its partner Changing Lives in Newcastle, formerly known as the Personal Transitions Service. The PTS brings together an asset-based approach and advantaged thinking to work with people transitioning out of homelessness and other difficult life transitions.

This final report presents the findings of achieving long-term sustainable outcomes for the people supported through the PTS. The PTS has been tested through a 'proof-of-concept' phase with an initial pilot delivered in Oxford and has scaled up over the past three years into a national pilot in seven regions around the country.

The PTS response design evolved from listening to people's lived experiences of homelessness services captured in the 2011 report *Wisdom from the Street*<sup>4</sup>. A principal finding of this report was that once an individual became homeless, the process was humiliating, dehumanising, and at worst institutionalising with people effectively becoming trapped in the homelessness system.

The key messages heard from people who had experienced homelessness led to the development of the PTS approach. They highlighted the system barriers people faced:

- By focusing on areas of weakness, people could only develop so far. Focusing on strengths allows them to exploit their potential.
- 'Fixing people' cannot work as it focuses on the problem and not the person. Listening to the individual and a person's story demands a different response.
- Segregating people from their communities and into services negatively impacts their identity and sense of purpose.

The conceptualised PTS response involves working with an individual in a way that ensures there is dignity and respect for that person, that power is placed with the individual supported to ensure they are identifying changes that are meaningful for them, and that the person's strengths are built on with individualised support, which enables them to find their own identity. There are three elements of the PTS:

- One-to-one coaching focuses on people's strengths and allows them to take control.
- Building positive networks outside the housing and homelessness sector.
- Brokering individual opportunities, recognising that people experiencing homelessness are not a homogeneous group, so they need 'personal escape plans'.

Through the proof-of-concept tested in Oxford 2017, Mayday Trust discovered that a strength-based approach alone does not work. Organisational transformation is also

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<sup>4</sup> *Wisdom from the Street: Capturing the voices of people experiencing homelessness*, Mayday Trust, Available at: <https://wisdom.maydaytrust.org.uk/wp-content/uploads/2020/06/Wisdom-from-the-Street-by-Mayday-Trust.pdf>

required to allow person-led work to flourish along with external influencing to create understanding and transform the surrounding system.

Mayday Trust used the learning from *Wisdom from the Street* to influence nationally and demonstrate the need for system change and the transformation of services to embed Personalised and asset-based approaches. Mayday Trust is not alone in aiming to transform the system; many initiatives aimed at improving people's wellbeing have been evolving with similar features, such as Housing First, PIE (Psychologically Informed Environments), and Trauma-Informed Care. Nonetheless, the evidence base around the efficacy of these approaches remains weak and power holders have yet to implement change at the system scale. This evaluation of the PTS approach aims to contribute important insight into its longer-term impact, improve the design, and influence wider debates across the homelessness prevention sector.

## Methodology

Three research questions were set out in the original brief for the evaluation of the PTS (Table 1). Two of the research questions (1 and 2) were initially addressed in the interim report, a year into the evaluation research. A second round of participant interviews was arranged to address the third question, to understand the longevity of outcomes. This final report incorporates findings for all three research questions.

Table 1: Research questions

Evaluation questions
1. How the PTS approach provides a more respectful and dignified experience to people we work with.
2. The long-term success of the PTS as a new approach to working with people going through tough transitions.
3. Evidence the PTS response can achieve long-term sustainable outcomes for people going through tough times and show that people do not return to homeless services when systems are person-led.

## Rapid review

To understand the scope of the evaluation, we undertook a rapid review of key project documents and data collection methods. We conducted semi-structured telephone interviews with staff involved in the delivery and evaluation of the project to illicit views on the scope of the evaluation, and the practical challenges of collecting data encountered to date.

## Co-design

A co-design session held with the group overseeing the evaluation helped us to clarify the research questions, revise the Theory of Change, and scope the evaluation methodologies.

The evaluation team underwent an induction on the PTS response to ensure the evaluation approach worked in line with the response. Appendix A details the Theory of Change further refined, from the original PTS Theory of Change, in discussion with the project team. The original PTS Theory of Change is also detailed in Appendix A.

## Qualitative research

We conducted in-depth individual interviews (face to face) with 27 people across two sites: 13 interviews with individuals working with Mayday Trust in Northampton, and 14 interviews with individuals working with Changing Lives in Newcastle. Originally, the aim was to follow up 6 months after individuals had ended the coaching relationship; however, this was delayed due to the reduced numbers of individuals reaching this stage, and the outbreak of the Covid pandemic. We conducted follow-up interviews were conducted 12–18 months later in 2020/21 by telephone: 9 interviews with individuals working with Mayday Trust in Northampton, and 5 interviews with individuals working with Changing Lives in Newcastle.

## Quantitative research

Two forms of quantitative data analysis are integrated into the evaluation approach. First, we integrated some simple scale questions into the interview questionnaire, designed to measure self-reported progress over and beyond an individual's experience of the PTS. Second, we conducted a statistical analysis of internally collected data from Mayday Trust and Changing Lives relating to assets, wellbeing, and attendance of all individuals. We used the Developmental Assets Framework to measure people's strengths categorised into internal and external assets, and the Warwick-Edinburgh Mental Wellbeing Scales (WEMWBS) to measure the mental wellbeing of individuals.

## Limitations

We encountered four limitations to the research:

**Attrition:** The follow-up interviews took place during the pandemic, which led to significant difficulties securing interviews with the participants. Sadly, two respondents from the Changing Lives cohort had passed away, and a number of them who no longer worked with the service were not available for interview. This resulted in 14 follow-up interviews being conducted across the two sites, from the original 27 interviews. One of the Changing Lives respondents declined to complete the full interview and as such partial responses were obtained from this respondent. Given the reduced number of interviews for Changing Lives, the findings should be treated with some caution.

**Difficulties ensuring a completely random sample:** During the initial interview while the majority of respondents were happy to speak to the evaluation team, a small minority declined to be interviewed (usually declining implicitly by citing unavailability), a further minority were screened out before being approached due to concerns about their vulnerabilities. This may mean that the interviewed sample represents an overly optimistic impression of the service, as those who had a positive impression of the PTS were more likely to be interviewed.

**Delay in conducting follow-up interviews:** As a result of the pandemic and lockdown restrictions, there was a significant delay in conducting the follow-up interviews. The interviews had to also take place via telephone rather than face-to-face, which may have impacted the willingness to take part in the evaluation. Follow-up time to secure an adequate number of interviews for both sites was significant under the research conditions, but this is expected to have minimal impact on data quality.

**Quantitative data gaps:** Data collected internally by the PTS was incomplete with regard to asset scores. Data was not consistently collected across both sites at the point of an



individual ending the coaching relationship. This affects the ability to compare the distance travelled for individuals being supported.

## Theory of Change

We held a co-design session with the group overseeing the evaluation from Mayday Trust and Changing Lives to clarify the research questions, develop the Theory of Change, and scope the evaluation methodologies.

The Theory of Change was later refined, and the outcomes can be grouped under the following broad headings:

- Voluntary engagement and establishing trust
- Confidence and sense of purpose
- Self-belief and pride, and development of aspiration and hope
- Self-worth
- Positive relationships
- Support networks outside of bespoke state and third sector services

All these are underpinned by the need for a positive and trusting relationship with the individual's PTS Coach. This might either be seen as an outcome in-and-of-itself, or an output necessary to achieve the outcomes.

The Theory of Change is characterised by inputs, outputs, activities, and outcomes. These are as follows:

- **Inputs** include resources to train Coaches in person-led support, provision of trained Coaches to individuals, some personal funding to support individuals with achieving their aspirations, and resources for materials for Coaches and individuals to use.
- **Outputs** are the number of individuals accessing the PTS approach through one-to-one sessions with the PTS Coach (meetings are agreed between the Coach and the individual as it is a person-led response).
- **Activities** are the three key interventions where participants work with a PTS Coach and identify their own aspirations/priorities focusing on their strengths. The Coach and individuals work together to develop networks outside of the housing services to strengthen their independence and devise a tailored action plan on how to achieve their goals.
- **Outcomes** lead to the long-term impact of a transition from homelessness towards independence. The causal chain of change assumes that a Coach providing a person-led response means that individuals are listened to. Individuals are aware of the new approach and that they will be heard. They start engaging voluntarily with the Coach. This increases trust in the relationship with the Coach, which leads to a respectful and dignified experience for people. Individuals then feel an increased sense of empowerment by identifying their own strengths and assets and experience an increased sense of autonomy. They have an increased sense of self-esteem, which supports them to start identifying their priorities and making decisions. This leads to an increased sense of being in control of their life and achieving a sense of

purpose and motivation. The individual feels more confident and has more aspirations and hope. They see increased self-evidence of achievement based on their strengths and resources, which supports the development of positive networks and relationships and helps identify support outside the housing services.

The Theory of Change is reproduced in Appendix A and the survey questions and interview questions are detailed in Appendices B and C, respectively.



## FINDINGS

The following analysis is structured in thematic outcome areas. Each section begins with a summary analysis of the qualitative insights under the outcome area and includes direct quotations from respondents reflecting on the outcome area in question. The location of the respondent providing each quotation is denoted by a code, 'NH' for Northamptonshire and 'NC' for Newcastle. Where appropriate, quantitative analysis from interviews has been included as well as quantitative analysis of the PTS data collected by the PTS Coaches. The analysis is structured as follows:

- Respondent demographics
- Establishing the coaching relationship
- Setting a direction and goals
- Wellbeing: self-esteem, purpose, and confidence
- Social connections and networks
- Access to services
- Impact of Covid on respondents
- Organisational culture and Access to Housing

### Respondent demographics

As part of this evaluation, participants were free to share whatever information they wished about their background. We did not ask extensive demographic profiling questions so as not to undermine the person-led approach of the PTS response.

Respondents we followed up with varied in age and gender, with varying experiences and tough times. At the follow-up interview, the vast majority of Northampton respondents shared positive things about themselves, including hobbies and things they enjoy (eg walking the dog or doing “crafty things”), as well as describing their attributes, such as “hardworking”, “absolutely devoted to my family”, “independent”, “willing to help”, and “loyal”.

The majority of respondents across the two sites also shared difficulties in their personal lives, including time spent in prison, foster care, substance misuse, financial issues, domestic abuse, chronic pain, and mental health conditions.

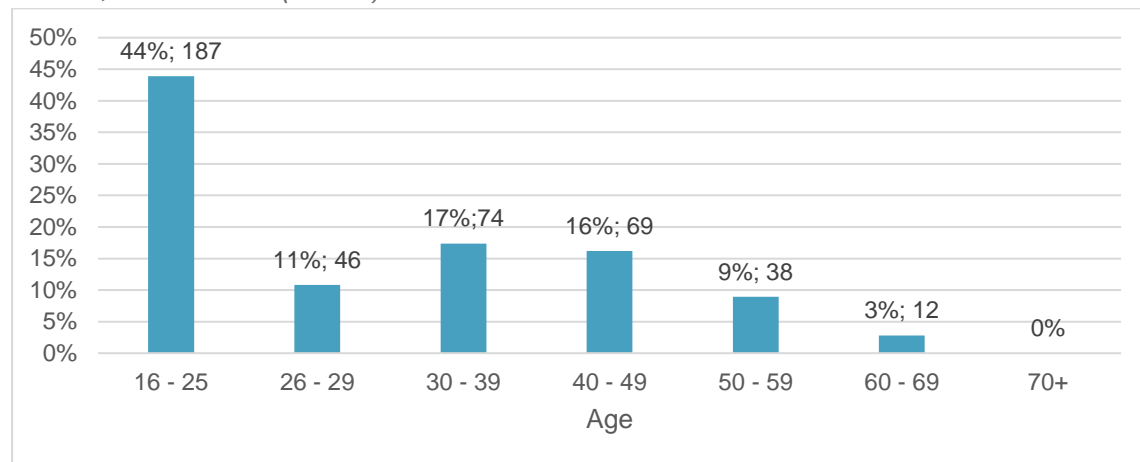
In contrast to the interim report – where the majority of respondents interviewed were in the organisations’ accommodation – only one respondent was still in Mayday Trust accommodation; the remainder lived independently. In contrast, all of the Newcastle respondents were in supported accommodation (ie Changing Lives accommodation and other supported living accommodation), and one had returned to homelessness.<sup>5</sup>

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<sup>5</sup> While one respondent had returned to homelessness, it should be noted that the housing situation of a second respondent who had left Changing Lives accommodation is unknown as he did not complete the interview.

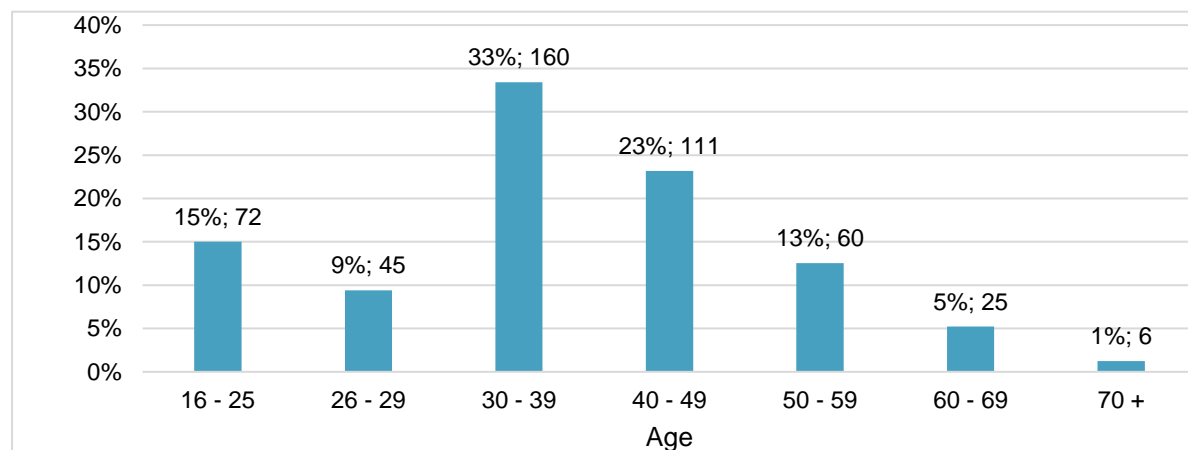
In addition to interview questions, we conducted a further quantitative analysis to better understand the differences and relationship between outcomes, using the PTS data collected by PTS Coaches. The majority of individuals working with a PTS Coach in Northampton were white (77.6%) with little representation from other ethnic groups. Approximately three-quarters of individuals were male (76%) and one-quarter female (24%). Data on age was recorded for 426 individuals, of which the majority were aged under 30 (55%) and 44% between 16 and 25 (Figure 1).

*Figure 1: Age distribution of those working with a Mayday Trust PTS Coach in Northampton, Oxford, and London (n=426)*



Almost all the individuals working with a PTS Coach in Newcastle were white (95.4%). Approximately two-thirds were male (65.6%) and one-third female (33%); a small number of individuals did not disclose their gender. The age distribution of individuals is quite different to Mayday Trust with the majority of individuals aged 30 and above (76%) and 24% aged 29 and under (Figure 2).

*Figure 2: Age distribution of those working with a Changing Lives Coach in Newcastle (n=479)*



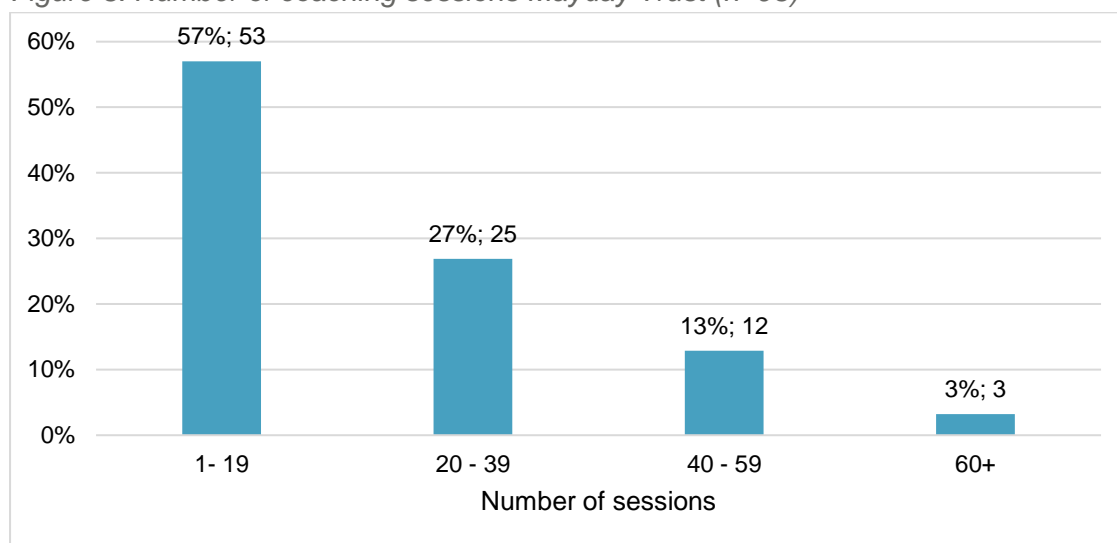
## Coaching sessions

### Number of coaching sessions for those who had ended their coaching relationship

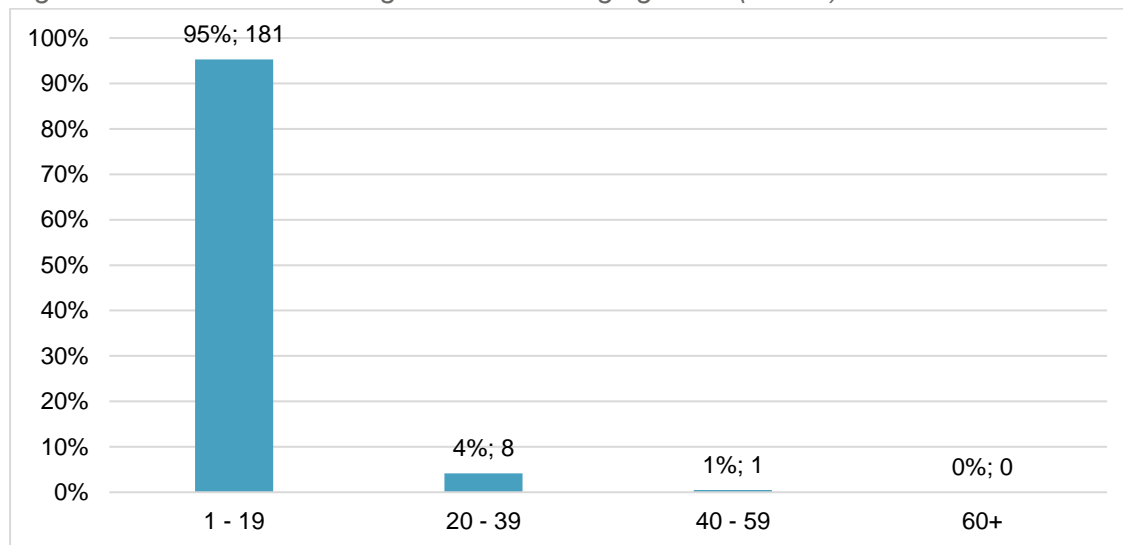
We conducted a quantitative analysis of the internal data collected by Mayday Trust and Changing Lives in relation to the number of coaching sessions individuals attended.

On average people working with a Mayday Trust PTS Coach attended 21 coaching sessions before support ended. However, this varied widely on an individual basis. The actual range was quite large, with the least number of sessions being 2 and the highest 68 (Figure 3). Individuals aged 29 and under attended 19 sessions on average and those aged 30 and over attended 25 on average.

Figure 3: Number of coaching sessions Mayday Trust (n=93)



In contrast, for Changing Lives the average number of sessions for those ending their coaching relationship was 8, with 2 sessions being the lowest and 49 the highest. The vast majority of people supported had between 1 and 19 sessions as shown in Figure 4. The majority of individuals were supported for 1 year or less, with the average duration of support lasting approximately 7–8 months. No individuals have been supported for more than 4 years and 5 had a PTS Coach for more than 2.5 years.

*Figure 4: Number of coaching sessions Changing Lives (n=191)*

### Ending the coaching relationship

The evaluation aimed to conduct follow-up interviews once the respondents from the Year 1 interviews had ended their coaching relationship with the Coach and exited the PTS. By the time there was a follow-up interview, the majority of the respondents in Northampton had either reduced the frequency of PTS coaching sessions or had exited the PTS. Of the Northampton individuals interviewed, five were still working with the PTS (of which three had started to reduce the frequency of PTS coaching sessions) and four had ended their coaching relationship.

Similarly, of the Newcastle respondents, two were still working with the PTS, with only one of them having regular contact with a PTS Coach.<sup>6</sup> The remaining three had ended their coaching. However, for those with a Changing Lives PTS Coach, the key difference is all of those who had ended coaching did not do so voluntarily.

Quantitative analysis of the internal data across both Mayday Trust and Changing Lives PTS coaching sessions showed the majority of cases were closed. Data provided showed the majority of Mayday Trust individuals (81%, n=469) had ended their coaching relationship, and more than three-quarters of those supported by Changing Lives (76%, n=368) had ended theirs. At the time of analysis, there were 112 open cases supported by Mayday Trust and 111 open cases supported by Changing Lives. For Mayday Trust, the majority of closed cases are White British with little representation from other ethnic groups. The ratio of males to females was approximately 4:1. For Changing Lives, the majority of closed cases are also White British, most of whom were aged 30 and over; the ratio of males to females was approximately 2:1.

<sup>6</sup> The other respondent had had no contact with their PTS Coach since the pandemic began, despite still working with the PTS.

## The coaching relationship: a respectful and dignified experience

### Focusing on people's strengths and aspirations and treating them as individuals

The coaching relationship is core to the Theory of Change and is seen as a key facilitator of multiple outcomes. The Theory of Change presupposed a Coach providing person-led and personalised support that enabled individuals to be listened to and built a **positive and trusting relationship**. This was seen as a key outcome to enabling a respectful and dignified experience for the people Coaches worked with. As advocated by the PTS response, most coaching engagements took place in places of purpose, such as coffee shops, and many involved fun or productive activities (eg bowling).

At the initial interview, respondents shared they felt seen and **their interests were taken seriously** when working with a PTS Coach. They were given the space to **re-discover themselves and focus on their strengths, interests, and dreams, which may go beyond simply fixing their problems**. The emphasis was on them as a person rather than their problems. This led respondents to see themselves as more than their temporary circumstances; they shared they had increased their self-worth/self-esteem and experienced a positive outlook on life. Respondents shared they deeply valued their relationship with their PTS Coach and often talked about life in general ranging from family problems to health problems, to their interests and aspirations.

*NC11: [My Coach] took me to play snook. I used to be very, very good with snook. I stopped playing 12 years ago, but I had been going out with [Coach], and I used to enjoy it. (Year 1)*

*NH12: If I need something, we go through it together, then [Coach] gets the funding and sorts it out after that. Like the CBT, Mayday funded it, [Coach] had to ask the boss guy at Mayday. (Year 1)*

*NC6: Where I am at the minute, where I'd like to be. Goals, points. One goal was to get my [entry level qualification]. I didn't have the funds. Coach helped me with half funding and half from Crisis. Without help, I couldn't have done it. Now I'm finally getting somewhere in life instead of being stuck indoors. (Year 1)*

Apart from focusing on their own interests, respondents also shared that working with a PTS Coach meant they did not feel pushed into something immediately. The Coaches invested time to get to know the individual and establish trust. People emphasised the importance of not being coerced or pushed into something they were not ready for. This was again emphasised at the follow-up interview with the respondents. People felt encouraged to achieve their purpose/aspirations but did not feel pressure to make changes faster than they might be ready to. Their wishes were respected. This ensured the relationship was voluntary and person-led. Furthermore, in direct comparison with other services, respondents described their PTS Coach as speaking to them, "like a human being" and meeting them "where they are" (physically, as well as mentally), rather than having to jump through hoops to get something done. This highlights some of the key characteristics of the PTS's person-led approach, fostering a dignified and respectful experience.

*NH4: She don't force anything and that's really good. It's good. When something is forced that's when people don't want to go to it. (Year 1)*

*NH9: They don't judge you on your past. It's about what you are now and where you want to go forward. (Year 2)*

*NH1: Whatever happened [Coach] would always be there to help me in some way. (Year 2)*

*NH3: The way he encouraged me then is still with me now. And I still intend to get on the courses I had planned. He's given me the determination to do it and the belief in myself that I will get this sorted. (Year 2)*

This was in direct contrast to the treatment respondents experienced from other services, such as supported accommodation, the probation service, social services, and mental health services. Respondents shared they were mostly ignored and “tossed aside”, and not listened to. The services were felt to be judgmental and forceful, and access to support conditional. Respondents reported feeling they were forced to take part in certain tasks such as attending appointments to access support and often did not feel heard or understood. Or they felt they were left in the dark about processes and decisions about their situation.

*NH8: Everything on probation is 'go to them', sit in their office, and wait around. [Coach] would come into [your] house, use the phone, get stuff done. Sort it out. Probation would just write it down and you'd have to wait months [for support]. (Year 2)*

*NH9: I was with the [X] mental health team, discharged now. I wouldn't go to [another mental health charity] I don't trust them. I've been let down so many times. It took a long time for [the support] to come...Not right. [However coaches] - I trust them. It took me a while to build that trust and move forward. They [Coaches] were brilliant. If I had any problems and phoned them, they would phone me back straight away/call me back. Quick responses. (Year 2)*

*NH4: I'd say [PTS Coach] was a lot different [to other services]. The approach with Mayday is a lot more professional. With [Coach] I felt more comfortable and more at ease to talk. I didn't feel obliged to meet [Coach] but at the same time, I met her because I felt comfortable talking to her. It was more easy-going. It helped a lot to build my confidence. Just talking about things and talking about what I could do with my future. She boosted my confidence. She knew I could do it. If I wanted to do something I could if I put my mind to it. If sometimes I felt like I couldn't do it, she would support me and help me to know that I could do it. Talking about how I felt. She would respond to that. It made me feel better that I could talk to someone, and the support was there. (Year 2)*

## Sense of control: access to information and partnership working with the coach

Respondents also shared their appreciation for the Coaches' expertise on various subjects, as this enabled them to be better informed about the steps required to achieve their purpose or resolve their problems. This access to new information, together with bouncing ideas and weighing options with their Coach and deciding what course of action to take for themselves led respondents to feel **an increased sense of control** over their lives. This method fostered partnership working with a more equal power dynamic between the Coach and the people they were working with. Respondents felt they had agency and a sense of purpose.

*NH1: Coach is educated in all sorts of things like housing. (Year 1)*

*NH9: [Coach] is a massive help. He helped me get in contact with my daughter. We got what we wanted. No solicitor, just me and [the Coach]. I could not believe it. I told him what I wanted, he went and did all the research. He goes 'this is the paperwork', does the research and sees what to do. He accompanied me to the court days. It takes the whole day, and he did not leave me. [Coach] just took the whole day with me. Coaches work better than the people behind the desk. (Year 2)*

*NH11: In October last year the relationship [with Coach] ended. I would have liked the coaching relationship to continue. To have somebody there was good, not to have anyone there is not good. There are things that [Coach] knows that I would not know anything about. I say I need help there. I text [him] I got a problem, then we meet. I benefited from [Coach's] knowledge. Coz I moved on now, I can start to do things most of the time, but not all the time. (Year X)*  
*NH4: Every meeting I gain something. Each one is something relevant. Even if that's just getting something off my chest. We need more people like [Coach]. With [Coach] I know I can say most things. It's professional but less formal. (Year 1)*

The support provided by the PTS Coach is set against the backdrop of a highly challenging, bureaucratic, and poorly funded government welfare state and legal system, which had been a major source of distress for many respondents.

## Building trust with the Coach

Restoring people's trust in people again was the outcome most mentioned by respondents at the initial interview, particularly in Newcastle. Building a positive and trusting relationship was seen as a key outcome to enabling a respectful and dignified experience for the people Coaches work with.

Respondents had negative experiences with people in the past, where they felt they had been dehumanised, not heard, and exploited. They had lost hope and mostly avoided interaction as a form of self-protection. PTS Coaches were able to build trust through listening, respecting people's wishes, and ensuring the working relationship was entirely voluntary and led by the individuals. Ensuring the focus was on people's strengths and aspirations and restoring trust in people led to increased optimism and being more open to talking to others.



*NH5: It's got a lot better getting to know him over the months. When we first met, I didn't want to tell him everything. Now I tell him anything. You can talk about a lot in an hour that you can't talk to friends and family about. We can go for a drink and have a chat about anything really. Better to talk to him than talking to family. (Year 1)*

*NC2: It's got better. I actually trust her, and I don't trust many people. I was wary at the beginning. My coach realised and helped reassure me. Good now. (Year 1)*

During the follow-up interviews, most respondents shared positive reviews of PTS Coaches and reported that the trust built with the Coaches was deeply valued. This included those who had ended the coaching relationship and those who were still working with the PTS. At the initial interview, respondents reported on the Coaches' attributes and had described PTS Coaches as kind and "like a best friend", caring, understanding, motivating, funny, approachable, optimistic, encouraging, flexible, willing to make time and wanting you to meet your full potential. and explained, "we have a laugh". Similarly, at the follow-up interview, all but two respondents<sup>7</sup> (one from the Northampton and one from the Newcastle cohort) spoke positively about their relationship with their PTS Coach and emphasised how deeply they valued it. The coaching relationship was described by respondents as **trusting, empowering, supportive, and non-judgmental**. Respondents explained they **felt heard**, and the relationship had a **good impact on their wellbeing and confidence**.

Respondents across both sites reported their relationship with the PTS Coach had contributed towards them having **positive experiences** in their lives; they were able to connect with someone, go out to public places such as cafés and enjoy "chats", and develop a trusting relationship with their PTS Coach. Respondents also shared they became more confident as a result of their relationship with their PTS Coach and that they had adopted **positive behaviours**, such as identifying people who would have had a negative influence on their lives and establishing positive relationships with new people.

*NH4: She's helped me come a long way. I think that's because of her. Very approachable. She's always there when I need to talk to someone. Doesn't force things. Professional. Some people push it. She's funny. (Year 1)*

*NH1: Best worker I've ever had. He sits, listens and will fight. If I've done wrong, he will tell me. He takes the time to explain if I don't understand. (Year 1)*

*NC7: [My relationship with my coach was] really great. My confidence grew a lot. I believe in myself a bit more that I can do things. I can go out without having support. I enjoyed it a lot because I felt like I was still my own person, but I could talk to someone who was out of where I was living. (Year 2)*

Only one Newcastle respondent reported having "an awful time" noting their Coach visited every two weeks but felt he was "mostly ignored" by them. Another highlighted the

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<sup>7</sup> One of these individual did not describe their PTS Coach at all (positively or negatively), so no conclusions were drawn.



importance of finding **the right person** to deliver the coaching relationship to make the relationship and partnership between the Coach and the participant a success.

*NC14: The Coach would visit maybe once every two weeks if lucky, but mostly ignored. (Year 2)*

*NH8: I suppose, find the right people for the right people. I got [Coach S] first time. When [Coach S] left they tried to give me someone called [Coach B]. I just didn't like him. (Year 2)*

Respondents also described a wide variety of opportunities they had received, such as walking the dog, going for a coffee, completing paperwork, or attending court together, which contributed towards building trust between the individuals and their Coaches.

Among some of the Northampton cohort who still had a PTS Coach, some reported reducing the frequency of their PTS coaching sessions. One possible explanation could be that this is a sign of a **soft exit**, with respondents becoming less reliant on the PTS Coach over time, more independent, and ready to transition out of the coaching relationship.

In contrast, of the two Newcastle respondents working with the PTS one continued to meet with his Coach with the same frequency as before the pandemic. However, the focus of the interaction was on checking in once or twice a week via a telephone call, which was still highly appreciated by the respondent. The other respondent lost contact with their PTS Coach as the pandemic hit.

Most of the respondents appreciated the coaching relationship and supported this key feature of the PTS response. Most who were asked for feedback specifically about the coaching relationship wanted to ensure this type of working method between Coaches and individuals continued to be accessed by others, so its benefits are felt more widely.

*NH4: Probably I'd say keep going with the way they are doing things because it helped me a lot and I'm sure it helped a lot of people. (Year 2)*

*NH3: Keep doing what they're doing. It's a life saver. I don't know how I would have coped these last few years without Mayday and [Coach T]. (Year 2)*

*NH7: You need more people like [Coach E] and [Coach B]. I've never met nicer people. They are so down to earth and genuinely nice people. [Coach B] is my husband's worker. Alongside [Coach E] he was the best worker. Otherwise, I didn't really know. Coach is amazing. (Year 2)*

### PTS response procedures, eligibility criteria, and ending the coaching relationship prematurely

Some respondents experienced challenges with their coaching relationships, particularly during the pandemic. Research found there were differences in how the PTS response was administered in Northampton (Mayday Trust) and Newcastle (Changing Lives). The key difference between the two sites was an eligibility criterion for taking part in the PTS response. The PTS response administered in Newcastle stipulates that the coaching relationship will end if the respondent is no longer being accommodated with Changing

Lives. Three of the Newcastle respondents<sup>8</sup> exited the PTS as a result of exiting Changing Lives accommodation. One of the Changing Lives accommodations was contracted to a new operating provider and thus funding for one respondent's Coach ended. The others failed to meet this eligibility criterion as they were moved out of Changing Lives accommodation into different supported accommodation. In each case the individuals wanted the coaching relationship to continue. In contrast, respondents in Northampton continued work with the PTS even though they had access to independent accommodation.

Making the coaching relationship dependent on people's housing situation (which often is not in the individual's control) seems to undermine the person-led, personalised approach of the PTS response. This may also undermine the outcomes people have achieved. One Newcastle respondent in particular, who was moved into other supported accommodation, had returned to homelessness and continued to suffer severe episodes of mental health problems and increased isolation because of his circumstances as well as increased isolation. During his coaching relationship (at the initial interview), he had reported a rich social life with positive relationships with friends; this was a significant improvement to his life before working with a Coach where he rarely went out and suffered from severe depression. Ending the coaching relationship as a result of moving out of Changing Lives accommodation significantly contributed to a spiral of worsening outcomes.

*NC7: No. [Coach] has left a couple of months ago. [I am] no longer with Changing Lives. I wanted to have another Coach but they said because I wasn't living in Changing Lives I wasn't eligible. [I liked working with a Coach because] I got into a routine... My confidence grew a lot [when working with the coach]. (Year 2)*

*NC11: [Before] I felt like I had support once or twice a week [thanks to the Coach]. Even just having a cup of coffee and talking helped to look on the bright side. It has been bad since [coaching relationship] stopped. I've rang up and tried to talk to people, but no one wanted to know really. I'm with [a different charity] now. They are even worse and they've never tried to help us in any kind of way. They have funding but they don't touch it unless it's for themselves. Meant to have key working sessions every week but it's never happened. (Year 2)*

Additionally, apart from an eligibility criterion that contributed towards ending the coaching relationship prematurely, there were other challenges, which seem to have been exacerbated by the impacts of the pandemic. These also had a negative impact on some of the respondents' outcomes. For example, coaching relationships ended involuntarily in a few Northampton cases when a Coach left the organisation. Individuals were left without a PTS Coach, despite actively wanting continued support. Another individual at Northampton reported they felt support was ended before they were ready. Similarly, one respondent in Newcastle, who had moved on from working with their Coach, did so despite actively wanting continued support. Furthermore, two respondents, one from Northampton and one from Newcastle, who despite working with the PTS, were left without a Coach as they had lost contact with their PTS Coaches (in the Northampton case due to the respondent not

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<sup>8</sup> The third respondent is unknown.

having phone credit). Ending coaching relationships prematurely seems to undermine outcomes. Respondents reported increased worrying, fewer connections or increased isolation, lack of motivation, feeling more vulnerable, and worse mental health issues.

*NH9: [Coach] left and no contact since...had all the support and now nothing. I feel very vulnerable. Nothing from anybody. Not right really. I said I don't want to be discharged... I don't have anyone that I can call upon. Nobody wants to know - Everywhere you go. [Coaches] were extremely helpful at the time. It was good. But can't give [Coach] a call now. [Coaching relationship should carry on for 2–3 years after the service – [ask] how are you doing? People should call and check-up. (Year 2)*

*NH9: He would come round once a week or fortnight and take me out to play snooker for a couple of hours. Would text him. He would text to say are you ok? But now I'm with my wife... and for socialising we only go to the family in [another city]. Don't have local friends. (Year 2)*

*NH1: Now [Coach] has gone I don't have anyone.... And by not seeing Coach I don't have a sociable environment. I don't go out myself and don't know anybody. (Year 2)*

*NH8: Well, I suppose it was good because [Coach] helped me get my mental health sorted out and I was a nicer person to be around. I used to meet Coach whenever I needed him. (Year 2)*

Some respondents who had formally ended the coaching relationship, despite speaking highly of their experience of the service, felt a sense of loss of the trusting and positive relationship that they had built with the PTS Coach over time. In most cases, respondents felt that this sense of loss or “let down”, was not necessarily from specific support or an unmet need, but rather the knowledge that there was no longer someone they could call on should they need something. This could perhaps have been avoided if the Coach was able to check in every six months or so to discuss if everything was on track and offer support if needed. However, this finding also raises a question about the coaching practice used, and whether a dependency between the individual and Coach had developed.

*NH1: I'm a bit gutted I can't work with him no more. I think it's unfair that people can build a relationship with people who have trust issues and split personalities and then have it taken away. Now [Coach] has gone I don't have anyone. (Year 2)*

The PTS coaching relationship ending due to no longer meeting an eligibility criterion, as in the case in Newcastle, or Coaches being unavailable, as in Northampton, may have left some respondents feeling vulnerable at a time when they had very limited alternative support. This risked undermining the positive outcomes achieved through the coaching relationship up to that point. Our findings suggest a clear and consistent rationale for ending coaching would prevent premature exit, and once exited a follow-up every few months would have reduced the likelihood of the outcomes achieved during the PTS being undermined.

Delinking access to supported accommodation from accessing or working with a PTS Coach (as is the case in Northampton) is important to ensure the sustainability of outcomes.

### Reasons for ending coaching

We conducted a quantitative analysis of the internal PTS data collected by Coaches in addition to the qualitative interviews. Mayday Trust collected the reasons for ending the coaching relationship which, for this analysis, have been categorised as positively ending coaching (by the individual or the Coach) or coaching ending in another way (ie the individual decides they do not want a coach, becomes uncontactable, dies, or becomes ineligible to use the service). Findings show approximately two-thirds of Mayday Trust clients ended PTS coaching positively, with almost a quarter of people becoming uncontactable (Table 2). No data was collected for Changing Lives.

*Table 2: Reasons for ending coaching, Mayday Trust*

Reason	% / n
Coach decided to finish in a positive way	29% (27)
Individual decided to finish in a positive way	38% (35)
Individual decided they did not want a Coach	3% (3)
Individual became uncontactable	24% (22)
Individual died	2% (2)
Individual became ineligible to use service (banned from service)	4% (4)

## Setting a direction and identifying their purpose

Setting a direction and identifying their purpose were seen as important medium-term outcomes in the Theory of Change. At the initial interview, respondents were working on a wide range of purposes or aspirations (framed as “things you are working on”) with a PTS Coach. Across both sites, these aspirations ranged from the practical, such as sorting out debt, securing employment, securing a comfortable long-term home, and getting into better physical shape, to the social, such as, improving relations with family members and attending clubs to meet new people and build friendships. Most often, aspirations were personal, such as improving mental health (or sustaining improved mental health), educational attainment, improving practical life skills, pursuing interests and hobbies, improving physical health, increasing confidence, and becoming more independent. Some respondents had major life obstacles to navigate, such as serious health conditions or court cases.

At the follow-up interview, the majority of Northampton respondents described consistent aspirations at both the initial and follow-up interviews. These included repairing relationships (either formally, by pursuing contact with social services, or by reaching out to previous partners with the hope of living together again), saving money (or getting out of debt), moving house, getting a driving licence, returning to an old hobby (such as the gym), getting a job, losing weight, travelling, or becoming independent enough to do the food shopping themselves.

Similarly, while some Newcastle respondents described consistent aspirations at both the initial and follow-up interviews, a number of them had changed them by the time they had their follow-up interview. These also included repairing relationships (formally through court cases and gaining child contact with their children), getting their own place, securing funding for a course, finalising a divorce, getting married, returning to a hobby (such as boxing or MCing), getting a job, and sorting out debt. Furthermore, while the majority of Northampton respondents felt they had made some progress towards their aspirations, about half of Newcastle respondents felt they had not made much progress due to having no support. Of the two Newcastle respondents who were still working with the PTS, one was able to sort out her debt, and the other had been working towards regularising his contact with his son who he currently gets to see every weekend.

*NH5: I've become more independent in a way of I can do more things for myself rather than other people doing them. I feel happy with my family environment. (Year 2)*

*NH7: Back with my wife now and we may be going to Ireland in August. (Year 2)*

*NC13: Debt is being sorted now and divorce still being finalised. I can now do it without his [husband's] signature. I've had more help to organise getting my council tax bill wiped. They've helped me get my debts sorted. (Year 2)*

## Barriers, obstacles, and next steps

Many respondents reported barriers to achieving or working on their aspirations, which ranged from personal, organisational (or supported housing system), and societal (or structural) barriers (Table 3).

Table 3: Barriers to achieving goals

Personal barriers	Organisational (or supported accommodation) barriers	Structural or societal barriers
	Treating individuals as a homogenous group and failing to see people as individuals with strengths, aspirations, and specific needs	Other services treating individuals experiencing tough times/ homelessness as a homogenous group and failing to see people as individuals with strengths, aspirations, and specific needs
<b>Lack of purpose or motivation</b>	Threats of violence and sexual harassment in supported accommodation	Pandemic restrictions
<b>Presently dealing with crisis or trauma</b>	Substance misuse within supported accommodation leading to safety and security issues	Systemic inequality leading to substance misuse and other challenges
<b>Funding and financial problems</b>	Staff behaviour in supported accommodation	Funding and financial problems (eg unemployment)
<b>People's health conditions (including mental health such as depression)</b>	People's health conditions (including mental health, such as depression)	People's health conditions (including mental health, such as depression)
<b>Personal choices such as changing goals</b>	Changing Lives' eligibility criteria to access a PTS Coach	Local authority difficulties
	Ending coaching relationship prematurely	Homelessness

The obstacle described by the majority of respondents across both sites was the impact of the pandemic and the associated restrictions on normal life, with many feeling as though their pursuit of their aspirations was "on hold" until after the pandemic, a similar trend across the global population. The majority of examples were practical, such as restrictions to travel plans, being unable to book a driving theory test, court proceedings being placed on hold, or being unable to get a job as they felt they could not wear a mask.

Of the three Newcastle respondents who had exited the coaching relationship, two<sup>9</sup> reported they had not made progress on their aspirations mainly due to lack of support, suggesting they may have exited the PTS prematurely.

Structural obstacles also played a part in preventing individuals from achieving their aspirations. For example, one Newcastle respondent aimed to access a particular course; he had secured 50% of the funds through Changing Lives, but despite the Coach's support

<sup>9</sup> The third person who had exited the PTS response did not complete the interview, as such it is unknown if he had made progress in pursuing his aspirations.



(while he was still part of the PTS response), the remaining 50% of the funds was not forthcoming due to difficulties with the local authority. This suggests systemic issues, such as inequality, or problems with institutions, such as local authorities that can present as barriers for people to achieve or sustain positive outcomes.

*NC4: [the only obstacle to achieving my goals is] Lockdown! No other obstacles. (Year 2)*

*NC11: I still couldn't really get the help with funding for courses. Crisis took a full year and still didn't come up with nothing. That stopped me from getting somewhere in life. (Year 2)*

For a small minority, personal circumstances (such as depression) acted as barriers, or they changed their aspirations and focus because of their circumstances. For example, one Newcastle respondent who had planned on getting her driving licence and a car, was now pregnant and working towards welcoming her baby instead. One Northampton respondent said they lack motivation to the point that they “feel dead”. Although individuals focused mainly on practical obstacles linked to the pandemic, it was clear that these barriers were also undermining wellbeing and mental health outcomes.

*NH4: I was revising and getting my test scores a bit higher and then I booked the test and then there was another lockdown. I was really disappointed because I thought I could at least do something. Recently I've been thinking I'm not getting anywhere with my life being stuck in. (Year 2)*

Among the organisational and structural barriers, the bureaucracy and challenges of sustaining secure housing and dealing with the local authority, high staff turnover at supported accommodations, and the potential negative influences or risks to safety associated with living in the vicinity of other people facing serious personal issues (such as substance misuse) and perpetrators, at both Mayday Trust and Changing Lives accommodations, as well as other alternative supported accommodation was frequently mentioned. For example, one Newcastle respondent described being harassed and stalked at her new supported accommodation and another had also experienced an assault that led him to return to homelessness for fear for his safety.

Structural barriers concerning securing safe and suitable housing were also mentioned as a barrier to achieving an individual's aspirations. One Northampton respondent highlighted substantial financial issues linked to accommodation as a barrier, as the individual was still in Mayday Trust housing. Similarly, most of the Newcastle respondents<sup>10</sup> were also not able to realise their aspiration of securing a permanent home; they continue to live at Changing Lives accommodation or other supported living accommodation, and one has returned to homelessness.

*NC13: Move into a permanent place. I am hoping my divorce comes through. I can marry my partner and the “creeper” stalker gets sent down. (Year 2)*

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<sup>10</sup> This finding refers to the four respondents, and should be taken with caution due to the small sample size.

*NC11: Hopefully [it] gets better. Hoping to get a job and a house but the way my life is looking it's never that simple. I would love to get back into working. (Year 2)*

At the initial interviews, despite the barriers identified respondents shared a process by which they work on their purpose and overcome obstacles to keep their focus; this was particularly true for Northampton respondents. These processes had some common traits. First, there was a shift in mindset and individuals were able to regulate their negative feelings. They felt a sense of control over their situation and were positive about their future. Secondly, respondents sought out their Coach and discussed their options, identified all the steps involved to achieve their purpose, and weighed the options. Thirdly, respondents broke down their purpose into chunks, and developed an action plan. Some preferred to be accompanied by the Coach a few times before deciding to go it alone (if possible), and finally, being patient, taking their time, not being pushed into something immediately was also frequently mentioned. The development of these processes represents a key impact of the PTS for many respondents.

However, several respondents also mentioned losing the structured support and guidance they were obtaining from their PTS Coach before the coaching relationship ended as a barrier to achieving their purpose. Losing a Coach meant for some they no longer had access to a knowledgeable person they could bounce ideas off when reaching decisions.

*NC7: No support [provided to make progress on goals, once exited the PTS response]. (Year 2)*

*NC11: No support [provided to make progress on goals]... [I was] very happy with the help I was getting [from the Coach]. I was getting 1:1 care, one person talking to us. I like 1:1. She was asking us and helping us about what could be better and what was working. Now to be honest I don't have any choice and I don't have anything to do with my time. Life has gone downhill quite dramatically. (Year 2)*

*NH9: [Coach] left and no contact since... I feel very vulnerable...It [was] a relief when talking to people, not having that in place makes it extremely difficult. (Year 2)*

## Wellbeing outcomes

### Life satisfaction

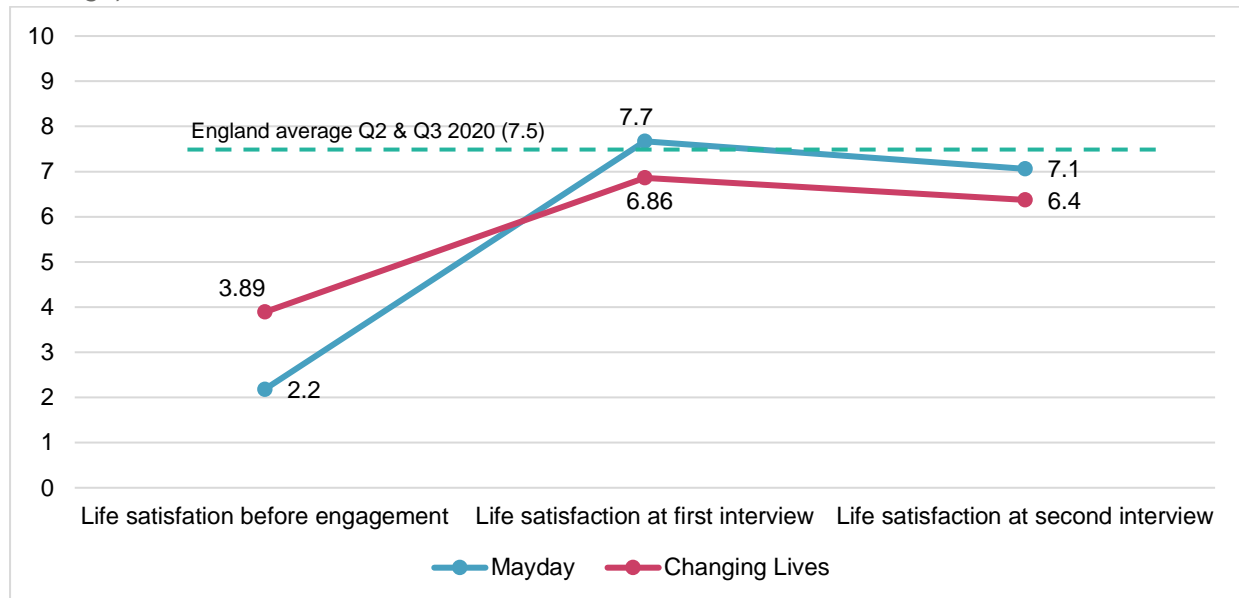
Life satisfaction was captured to understand distance travelled over time (ie before the PTS, during the PTS, and after the PTS), and comparability with external data sources. These questions were asked in the initial round of interviews and the final round of interviews.

The survey asked participants the standard question regarding life satisfaction used by the UK Office of National Statistics (Appendices B and C). In the initial evaluation interview, respondents were asked to report their satisfaction “just before you started working with [the organisation]”, and overall satisfaction at the time of the interview. The retrospective



question referred to working with the organisation, not specifically participating in the PTS (many respondents were not clear at which point they started with the PTS specifically versus moving into accommodation). The same question was asked of participants at the final evaluation interview for consistency.

*Figure 5: Self-reported life satisfaction at the point of the interview, the previous interview, and before engaging with the organisation in question (in comparison to the national average)*



Respondents reported very low levels of life satisfaction before engaging with both the Mayday Trust and Changing Lives (Figure 5). At the point of the first interview, on average, respondents showed a significant improvement. Life satisfaction levels reported at the second point of the interview declined slightly and was lower than the national average at the same point in time (during the pandemic). This could be influenced by the pandemic, which resulted in significant restrictions to normal life, but also due to “being trapped” in supported accommodation. Changing Lives respondents reported slightly lower life satisfaction in comparison to Mayday Trust respondents. Improved life satisfaction was mainly due to experiencing better mental health, increased confidence, feeling happier and calmer, having secured own accommodation and feeling more independent, and securing access/contact to see their children. The positive change was attributed to better medication, friends, families/partners, as well as the coaching relationship.

### Improved mental health and self-esteem

The majority of Northampton respondents interviewed spoke positively of themselves and the progress that they had made both during and since their PTS journey. Many spoke about **increased confidence, independence, and an ability to manage negative feelings of stress and anger more appropriately.**

*NH1: I have full responsibility for my life now. (Year 2)*

*NH3: I like me a bit more. I'm a bit kinder to myself. I don't blame myself when it isn't necessary. (Year 2)*

*NH5: I'm not so moody all the time. I can do more stuff because I'm more confident and more happy. (Year 2)*

*NH6: I don't kick off straight away. Which is great. (Year 2)*

Many were also open about a continued need for progress and improvement, as well as their need to ask for help sometimes. However, this was spoken about with optimism and an acknowledgment that an ability to just ask for help (e.g. from a close family member) was already a great achievement, often rooted in an increased trust in the people around them.

*NH3: I allow myself to have a bit of a meltdown and I don't judge myself for that. Then I'm able to focus a bit better and deal with things better. I'm not so afraid to ask for help now. That was a huge issue that's been with me since I was a child... There have been a lot of improvements but still a long way to go. (Year 2)*

Similarly, most of the Newcastle respondents reported better mental health and spoke about **feeling happier, more confident, and better able to cope with their emotions** compared to the time prior to accessing the PTS.

Many spoke about feeling **more confident and independent** as a result of the PTS. Not all attributed their improved outcomes to PTS Coaches alone. In addition to the coaching relationship, one respondent reported opening up more with people, mainly because she found the staff at Changing Lives to be non-judgmental. Another respondent reported being lot calmer than he used to be, and he attributed this to being able to see his son every weekend and finding a supportive girlfriend. Several respondents attributed the positive outcomes to increased confidence in themselves, other friends, and family outside the coaching relationship, particularly for those who had moved on from the PTS response or had reduced the frequency of meeting with their Coach. This suggests individuals had cultivated better relations with others and relied less on Coaches.

*NC7: I feel a lot happier. I have grown in confidence... My confidence has grown to be independent so in that sense it has [been impacted by the Coach]. Normally I'd have to go out with someone with me. Now I can go on my own. (Year 2)*

*NC13: I have noticed I was finding it easier to talk to people. Because people at Changing Lives don't judge you. That was one of the things I was always scared about – being judged. (Year 2)*

*NC4: Difference is that I'm seeing my son every weekend, new partner, old partner tried to get back into my life but I stopped it. The only thing that matters is that I see my son. I'm also with someone new who I'm good to and she's good to me. Just waiting for gyms to open – [will be] much more positive then. Getting there gradually, slowly. (Year 2)*

However, many also shared how the lockdown restrictions had also impacted their mental health and constrained activities that would have further improved their wellbeing. Significantly, the two Northampton individuals and one Newcastle individual who did not freely talk about improvements in mental health and wellbeing but rather their continued

stress due to financial and accommodation issues were also the only ones (of those spoken to) who remained in the Mayday Trust and Changing Lives accommodation or had become homeless (one Newcastle respondent). This may indicate supported accommodation or individuals' housing situation might have an impact on the sustainability of outcomes relating to mental health.

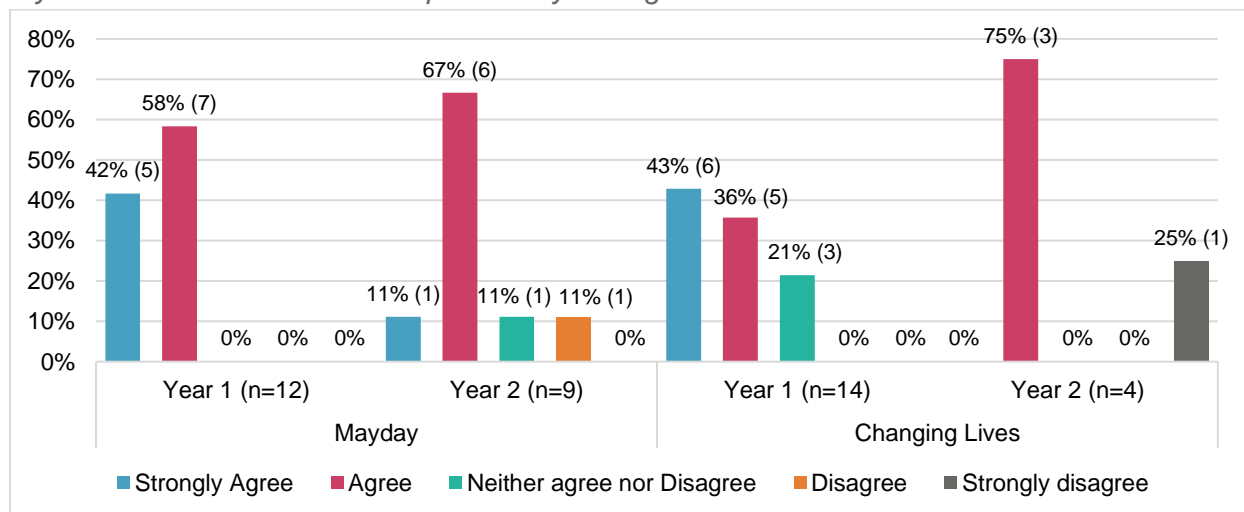
### Coping with feelings and health

We also asked closed questions of respondents regarding their ability to cope with their feelings and with their health. These questions focused on changes attributable to working with their PTS Coach and investigated through agreement or disagreement with specific statements. The results are shown in Figure 6 and 7. The majority of respondents agreed that their PTS Coach had helped them to cope with their health and their feelings across both sites.

The one Newcastle respondent who strongly disagreed, significantly regressed in relation to how he coped with health and feelings. At the initial interview, he reported he could not cope at all with his health or feelings before working with a Coach, to the extent he did not “even wash his hands or face”. Yet this had significantly changed once he started working with a Coach agreeing he was much better able to cope with his health and feelings as a result of talking to a Coach regularly. However, at the follow-up interview he had returned to homelessness and scored very low again.

*NC11: I can't cope at the moment. (Year 2)*

Figure 6: Self-reported agreement or disagreement with the statement "Since working with my Coach I am better able to cope with my feelings"

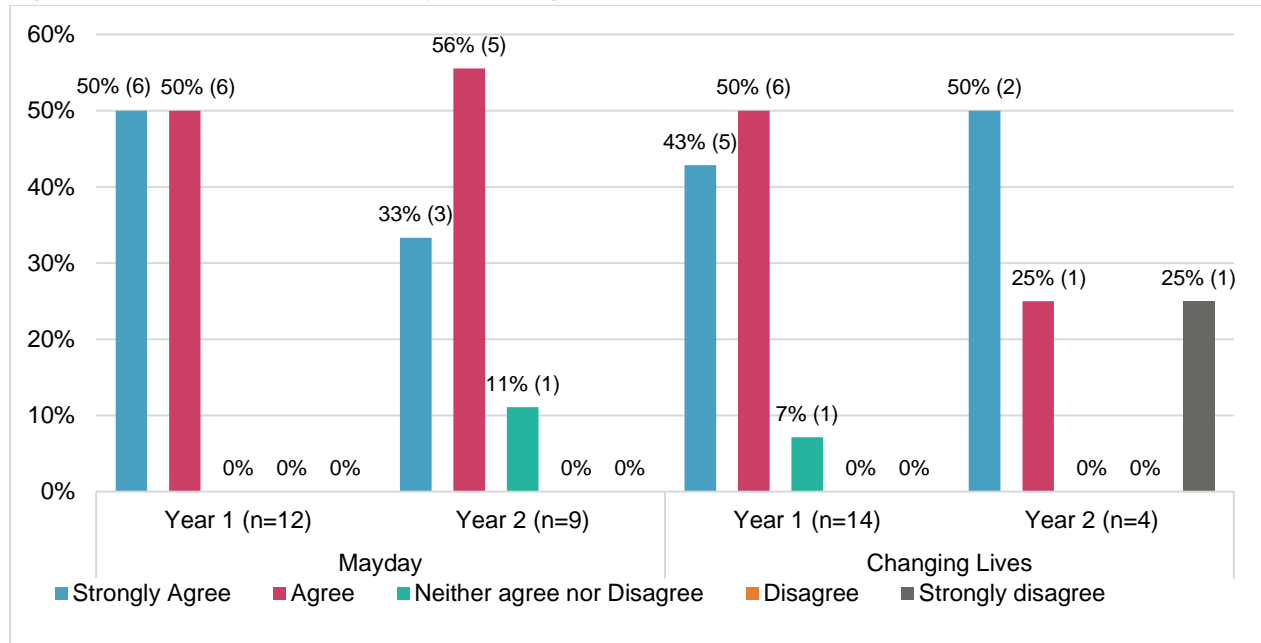


Of those Changing Lives respondents who were interviewed in both year 1 and year 2, three out of four showed improvement in their responses to being better able to cope with their feelings, and one declined from 'strongly agree' to 'agree'.

Six out of nine Mayday Trust respondents showed less agreement when comparing year 1 and year 2 responses, of which one moved from 'agree' in year 1 to 'disagree' in year 2. The others remained on the positive end of the scale, but moved from 'strongly agree' to 'agree'.

Two respondents' answers stayed the same at 'agree', and one respondent improved from 'agree' to 'strongly agree' (Figure 6).

Figure 7: Self-reported agreement or disagreement with the statement "Since working with my Coach I am better able to cope with my health"



Of those Changing Lives respondents who were interviewed in both year 1 and year 2, three out of four improved their response to being better able to cope with my health from 'agree' to 'strongly agree' and one respondent stayed the same at 'agree'. Of those Mayday Trust respondents who answered in both year 1 and year 2, four out of nine declined along the Likert scale (three of whom moved from 'strongly agree' to 'agree' and one who moved from 'agree' to 'neither agree nor disagree') (Figure 7).

Some of the Newcastle respondents attributed the positive changes in relation to their mental health to members of family, as well as support they received from their GP.

*NC13: Because I got my antidepressants sorted. Doctors [are] helping with sleep apnoea, and heart condition. I'm being given tablets for pain relief which is really helping. Living with constant pain really affects your mood and it was getting ridiculous. (Year 2)*

*NC4: I'm with a partner now and she plays a big part in that. Whenever there's doubt within myself, she's there to give my head a shake. Remind me of what I've already set myself to do. (Year 2)*

### Changes in motivation and behaviour

Most Northampton respondents interviewed described a positive change in behaviour or motivation as a result of their relationship with their PTS Coach. They reported they were able **to identify problems early on** and recognised the benefit of seeking out different perspectives or guidance to identify solutions more effectively as well as to think through

actions before making decisions. For example, when things get challenging, respondents explained how they were less aggressive or violent, calmer or “kinder to myself” with less self-blame. One respondent described how they “have a look at it from different people’s perspectives before I do something about it”.

Individuals spoke about **changes in general behaviour**, such as speaking about their feelings, meeting new people, daily walks, talking to friends on the telephone, or even organising social events, where previously this was felt to be out of reach. Respondents spoke about opening up with new people, and being optimistic about the future. One respondent shared they no longer bottle negative emotions and also are better able to weed out people who might have a negative influence on them.

*NC7: I feel a lot happier. I have grown in confidence. I just go with the flow. Whatever comes; if I ever have a challenge come towards us, I just do it with heads on and challenge it....Just don't let things bottle up as much as I used to. If I feel down or unhappy I spend time with the right people. Not hanging around with negative people with bad vibes – things like that. (Year 2)*

*NC1: I'm a lot calmer and observe things a lot more. (Year 2)*

*NH1: I don't get violent no more. I don't get angry. (Year 2)*

*NH5: With a little boost from Coach I can get out. It's more of a boost of confidence. Telling me everything is going to be ok. (Year 2)*

For the two Northampton respondents who did not feel their motivation or behaviour had changed as a result of their relationship with their PTS Coach (one was still working with the PTS, and one had ended the coaching relationship), this was not a reflection of a negative relationship with their Coach; rather, they identified changes made elsewhere, such as just “growing up”.

Some of the Newcastle respondents described a positive change in behaviour or motivation, while others declined to provide an answer or did not show sustained improvement in their behaviour or outlook on life.

For one individual, in particular, their motivation had regressed dramatically; this was a reflection of returning to homelessness and not having any adequate support to get back on track as his coaching relationship ended once his accommodation with Changing Lives ended. His immediate family were also burdened with difficult life experiences, which meant he was not able to heavily rely on their support.

*NC11: I could message my family if I needed to speak to someone really [when life gets challenging]. My ma is trying to help us the best she can. She's been ringing around and there is no help out there for us. There is but nothing to match my needs. I'm fighting to get help but they [new supported accommodation] just don't want to seem to help us. (Year 2)*

### Ability to articulate direction: choice and use of time

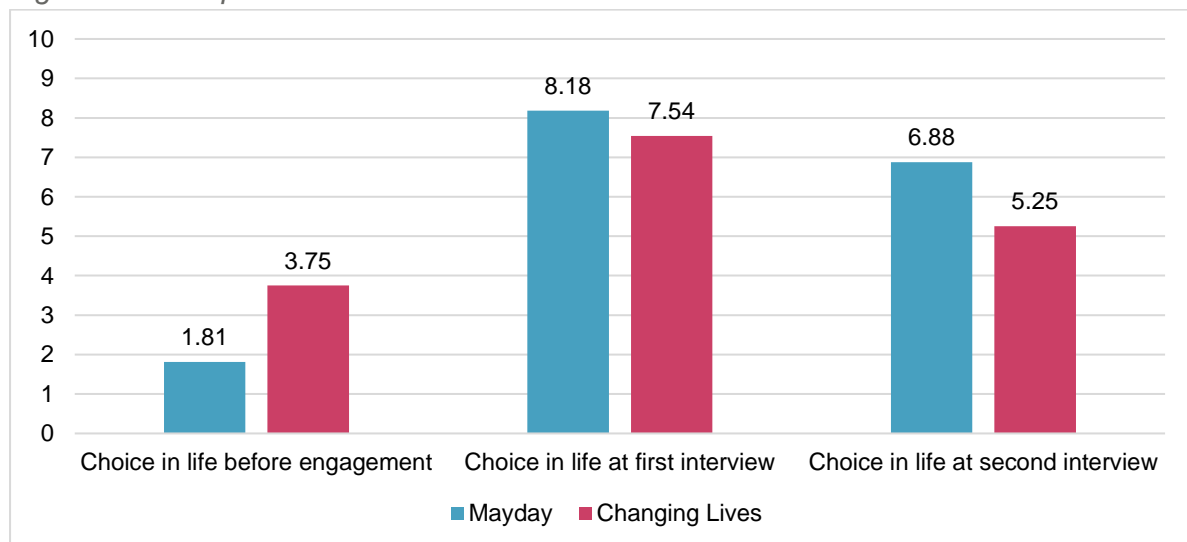
Concerning one of the mid-term outcomes – the ability to articulate direction –respondents were also asked closed ‘before’ and ‘now’ questions on the issues of how much choice they felt they had in life and how happy they felt about how they use/used their time. Results

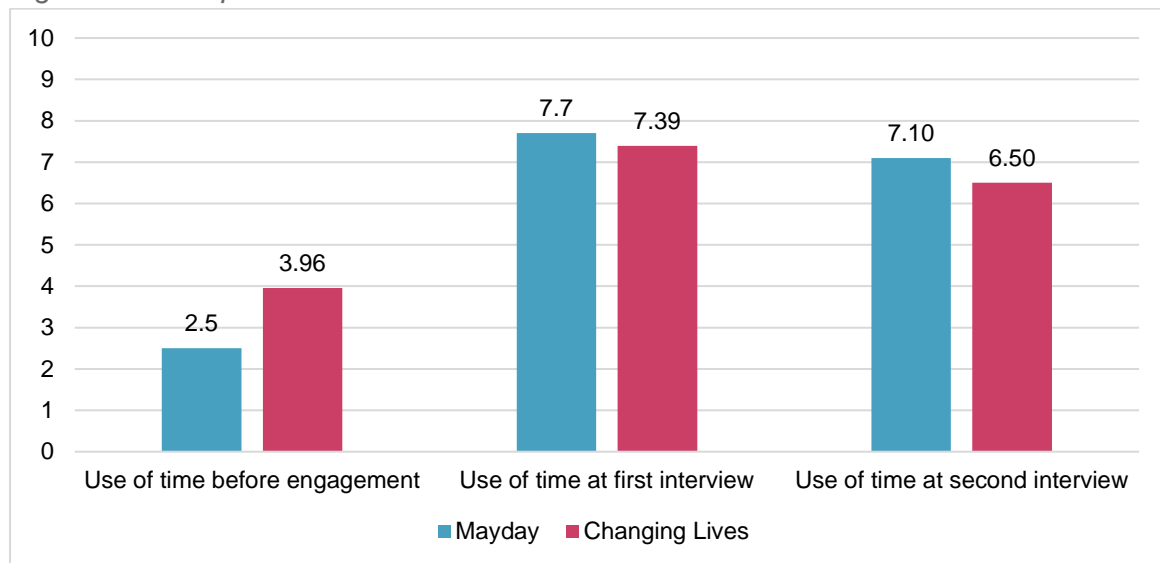
showed a **significant improvement** on both measures as shown in Figure 8 and 9. Changing Lives respondents began from a higher baseline than Mayday Trust respondents, and ended up at a similar level. Changing Lives respondents' average score for choice in life increased by 3.44 units (baseline score at 3.75 and final score 5.25), and the score for use of time increased by 2.54 units (baseline score at 3.96 and final score at 6.50). For Mayday Trust respondents, the average score for choice in life increased by 5.7 units (baseline score at 1.81 and final score at 6.88), and the average score for use of time increased by 4.6 units (baseline score at 2.5 and final score at 7.10). By the second and final interview, both Mayday Trust and Changing Lives respondents showed a drop in both measures but these were still significantly higher than the baseline. One explanation for this could be the pandemic restrictions on normal life and people's choices. One respondent explained her pregnancy restricted what she could do with her time, while another respondent shared that the lack of a coaching relationship played a part. This shows that the coaching relationship had significantly led individuals to feel more empowered and in control (able to articulate direction) in comparison to their time before working with their PTS Coach.

*NC7: Because I am pregnant can't really do much. (Year 2)*

*NC11: [I was] very happy with the help I was getting [from the Coach]. I was getting 1:1 care, one person talking to us. I like 1:1. She was asking us and helping us about what could be better and what was working. Now to be honest I don't have any choice and I don't have anything to do with my time. Life has gone downhill quite dramatically. (Year 2)*

Figure 8: Self-reported scores in choice in life



*Figure 9: Self-reported scores on use of time*

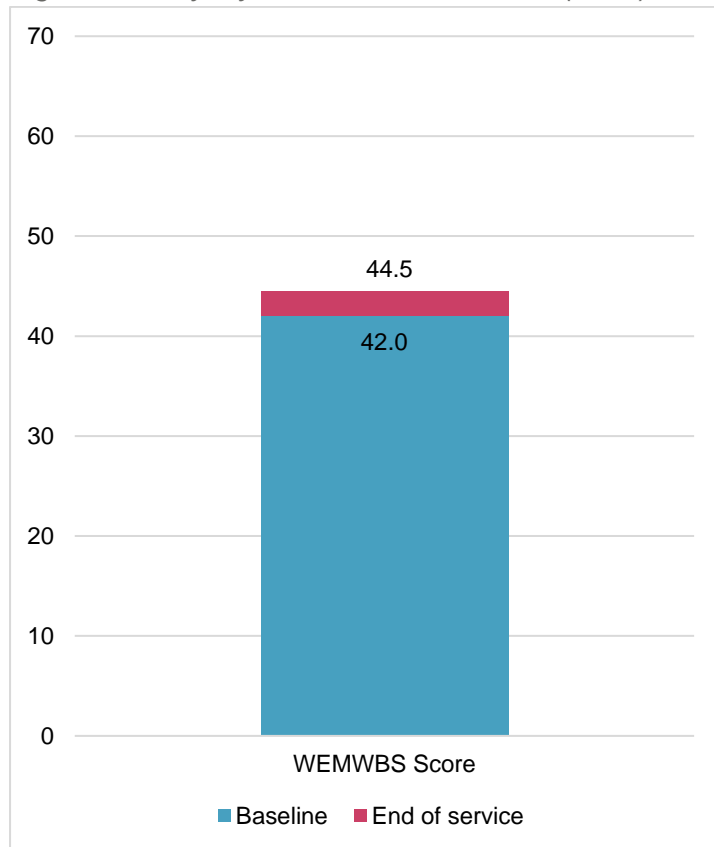
### Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)

Both Mayday Trust and Changing Lives collect WEMWBS data at various intervals during the individuals' journey. The WEMWBS measures the mental wellbeing of individuals using a 14-item scale with 5 response categories to each. The items are summed to provide a single score out of 70. The minimum an individual can score is 14. While there is no single way to interpret WEMWBS scores, an approach based on clinically validated measures takes the score of 40 or less for probable depression, 41–44 for possible depression, and 45–59 representing average mental wellbeing.<sup>11</sup>

On average there was an increase in WEMWBS score by 2.5 units (initial score at 42 and final score at 44.5) for individuals receiving Mayday Trust PTS coaching. This is equivalent to an increase of 5.6% as shown in Figure 10. The average score suggests individuals were getting closer to the UK average levels of mental wellbeing in WEMWBS. The data does not tell us whether the improvement continued or was sustained after coaching support ended.

<sup>11</sup> Warwick Medical School. (n.d.). WEMWBS [online]. Retrieved from: [//warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/howto/](https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/howto/) [accessed 20 February 2022].

Figure 10: Mayday Trust WEMWBS score (n=81)

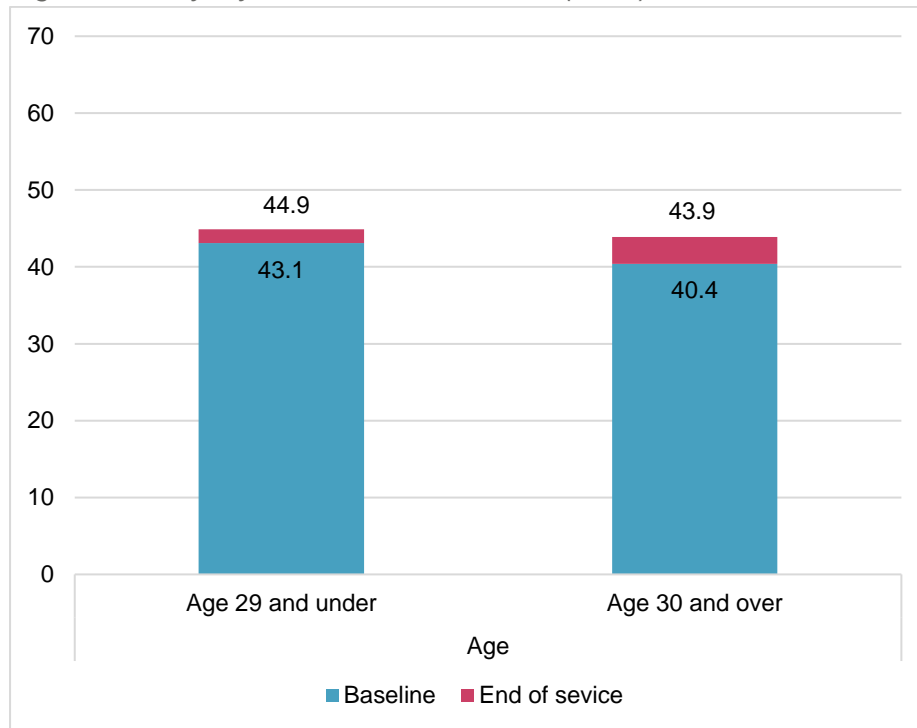


For those working with Mayday Trust PTS, there seems to be a difference in WEMWBS score by age. Those aged 30 and over had a lower starting point in comparison to those aged under 30. Although those aged 29 and under ended on a higher score on average, those aged 30 and above saw a greater change (4.1% increase compared to a 7.9% increase) as shown in [Figure 11](#). On analysing WEMWBS scores by reasons for ending coaching sessions, we found that those who ended coaching positively increased their score from 42.9 to 46.6 (8.6% increase) compared to those who ended coaching in another way and saw almost no change from 40.2 to 40.1 (0.2% decrease).<sup>12</sup>

<sup>12</sup> This finding should be treated with some caution as the variation in WEMWBS scores is large across individuals.



Figure 11: Mayday Trust WEMWBS score (n=81)



For individuals working with Changing Lives PTS, on average there is an increase in WEMWBS score by 2.6 units (initial score at 42.4 and final score at 45). This is equivalent to an increase of 5.7% as shown in Figure 12. This is very similar to individuals working with Mayday Trust PTS response. Based on this interpretation of the scores, the average score suggests individuals represent average levels of mental wellbeing in WEMWBS, albeit at the bottom end of the “average mental wellbeing” range.

### Changes in WEMWBS scores between Mayday Trust and Changing Lives

It was not possible to compare by age groups due to the small sample size for those aged 29 and under. Those aged 30 and over (n=31) supported by Changing Lives had a higher starting point in comparison to those supported by Mayday Trust as shown in [Figure 13](#). However, individuals supported by Changing Lives experienced a smaller improvement in comparison to Mayday Trust individuals on average.

Figure 12: Changing Lives WEMWBS score (n=43)

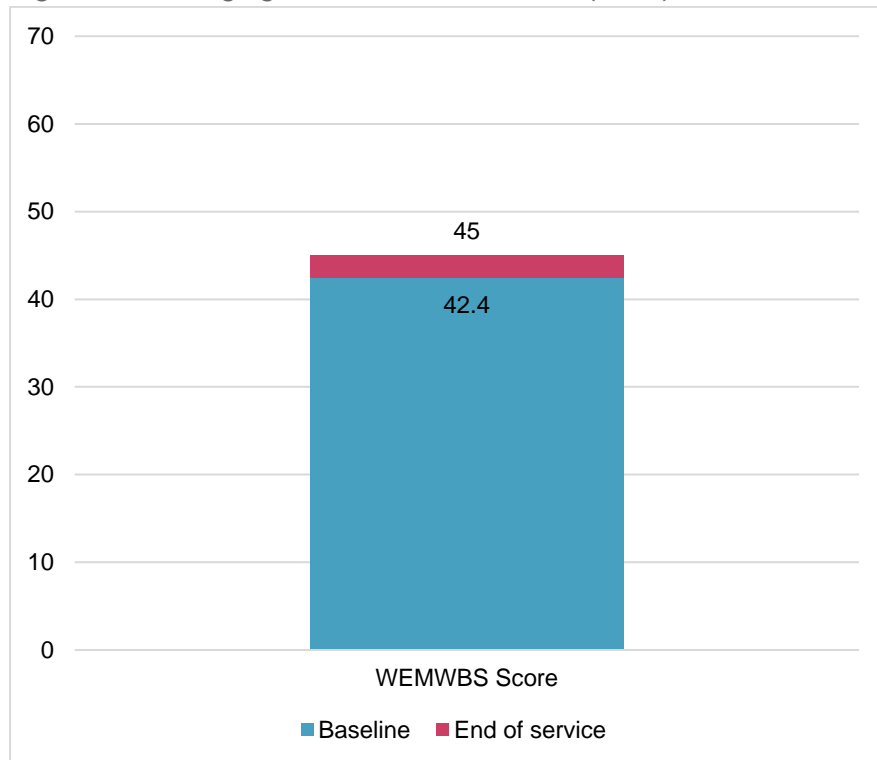
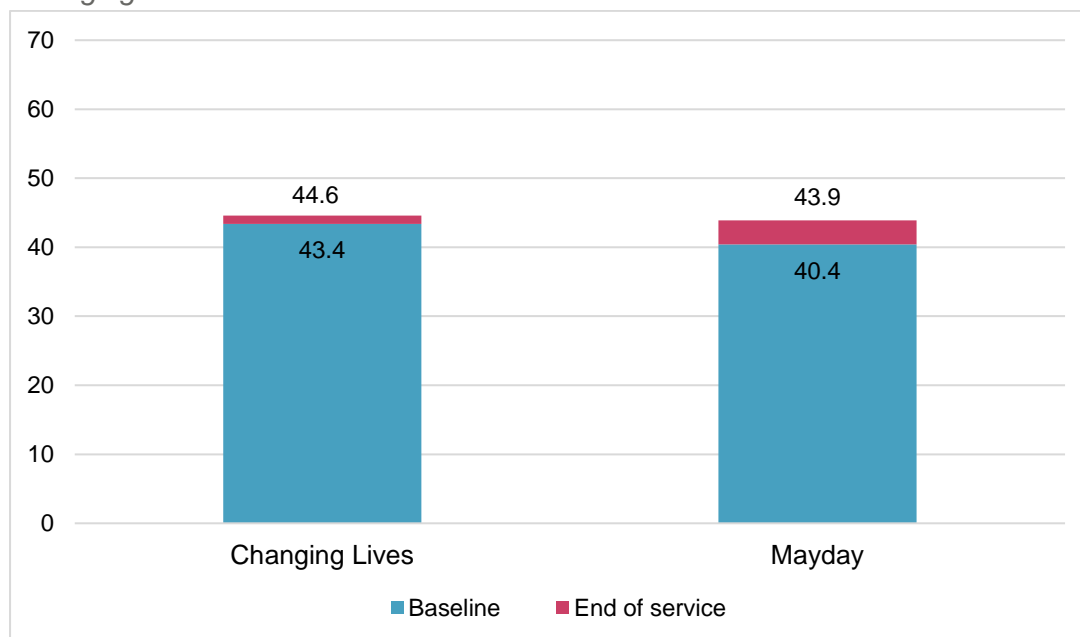


Figure 13: Comparison of WEMWBS scores for those aged 30 and over, Mayday Trust and Changing Lives



## Social connections and positive relationships

Positive relationships and support networks outside of the homelessness sector was identified as a key long-term outcome for the PTS. At the initial interviews, there was limited evidence of respondents' progress on social outcomes in comparison to other changes people experienced. Most individuals did not have very strong positive networks outside of

the coaching relationship. During the follow-up interviews, the majority of Northampton respondents (55.5%) spoke about establishing a wider group of positive relationships with family and friends (to varying degrees), and many attributed this to the support they received from their PTS Coach, whether in the past or through their continuing relationship.

*NH9: I never used to speak to anyone and used to shy away on my own. [my Coach] helped me with that. His confidence helped me and that's helped me with my social life. (Year 2)*

*NH8: I speak to my family a lot more now than I did before Mayday. (Year 2)*

Significantly, many respondents talked about their PTS Coach helping them **to heal or restore** a relationship with a close family member, such as their parent or child. This could have been in the form of supporting individuals through building their confidence and communication skills to reach out and re-establish contact or build new nurturing relationships with their partners' children. The hope is that these will be lasting and fulfilling social connections that will impact respondents' lives long after their exit from the PTS.

*NH9: I'm closer to my Mum now. We didn't speak for years. Over the past year and a half, we have. (Year 2)*

About 33% of individuals interviewed continued to have **only a very limited number of social connections (usually a family member), and a high dependency on their PTS Coach**. However, this was mostly due to mental health challenges such as agoraphobia, or personal preference, rather than a lack of support from Coaches to encourage a wider network of friends. Some individuals did speak of feeling lonely and felt they could not "fit in" with others, particularly as an impact of the pandemic's social restrictions.

*NH5: I'm agoraphobic so I don't go out and don't mix with anyone whatsoever. (Year 2)*

*NH3: I've always had trouble fitting in. I've never been able to fit in with groups, no matter how much I've tried. I'm very often disregarded. I'm often spoken over but when I speak up, I'm told to pipe down. (Year 2)*

Specifically, when asked who they could rely on in challenging times, 40% of respondents interviewed described a small group of close friends and often a few family members; 50% felt there was only one person in their lives they could rely on (usually a partner).<sup>13</sup> Of those who felt they had only one person to rely on, four (of five) continued to be working with the PTS.

*NH1: I've got about five friends I can call any time and they will be there for me. (Year 2)*

*NH7: My wife - she helps when I can't cope. (Year 2)*

Results from Northampton:

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<sup>13</sup> One respondent did not answer this question specifically.

- 33% of respondents had an established social network of family, friends, and often a workplace or hobby group (eg the gym or “girly friends”); of these, one individual had exited the PTS and two had reduced contact with their PTS Coach over time (3/9).
- 33% of respondents had smaller networks of positive social relationships, usually close family and a few key friends; of these one had exited the service, one had reduced contact with their PTS Coach, and one continued to have a high dependency on their PTS coaching relationship.
- 33% of respondents relied on a single person, usually a close family member (such as child or partner) for all their social connection and support; of these, one continued to have a high dependency on their PTS Coach, one had reduced contact with their PTS Coach, and one had exited the PTS.

It was a mixed picture for Newcastle respondents. Of the four respondents, two said their social connection and either stayed the same or improved with one of them establishing a close friendship with a neighbour who resided in the same building, and the other maintaining positive relationships with family, a friend, and support staff at her Changing Lives building (both had already moved on from the PTS response and had ended their coaching relationship) While the other two<sup>14</sup> (one of whom had exited the PTS response and the other who still had contact with their PTS Coach) reported their social connections had deteriorated, particularly for the one who had moved on from the PTS response as he returned to homelessness. The other reported that he had a good relationship with his partner and his son, but he was isolated from others due to lockdown restrictions. They attributed this to lockdown restrictions, personal difficulties, and the unsafe living conditions they found themselves in though they still had at least one family member they could call upon.

In his initial interview, one respondent (who had exited his coaching relationship but returned to homelessness) had reported a rich social life with positive relationships with friends and regularly attending church. At the follow-up interview, he reported that there was nothing in his life at the moment. Another respondent (who was still working with the PTS) reported that outside of his relationship with his partner, he rarely got involved with others as both the area and the Changing Lives accommodation were “rough” and “not a nice environment”, respectively. This suggests the environment had a detrimental impact on people’s ability to build positive relationships and networks to transition out of homelessness.

*NC7: Friends, family, support staff [at supported living accommodation]. I have a very good support bubble including family friends and support staff. (Year 2)*

*NC4: The area is rough, so I stick to myself. I don’t get involved. Rarely in the flat. Not a nice environment. (Year 2)*

The survey sought to benchmark participants’ current levels of social support. This was measured using the respondents’ agreement or disagreement with the statement “If I wanted company or to socialise, there are people I can call on.” This statement was taken from the UK government’s *Social Life* survey. Overall, the proportion of respondents marking ‘strongly

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<sup>14</sup> The third respondent had left Changing Lives accommodation stating it was unsafe to stay in the accommodation due to an unsafe relationship there.

agree' rose for Mayday Trust from 36% to 44%. However, when looking at only those who answered in both years, five out of nine respondents' answers stayed the same, two respondents improved from 'agree' to 'strongly agree' and two respondents saw a decline from 'strongly agree' to 'agree'. Two out of three Changing Lives respondents had the same response in both year 1 and year 2 with one seeing an improvement moving from 'agree' to 'strongly agree'.

## Developmental Assets Framework

The PTS response uses the Developmental Assets Framework to measure the supports and strengths that individuals have. This data is collected internally by the PTS Coaches.

There are eight components (or assets) in total<sup>15</sup>:

1. **Support** – being surrounded by people who love, care for, appreciate, and accept them.
2. **Empowerment** – feeling valued and valuable, safe and respected.
3. **Boundaries and expectations** – individuals having clear rules, consequences for breaking rules, and encouraged to do their best.
4. **Constructive use of time** – learning and developing new skills and interests with other people.
5. **Commitment to learning** – believing in one's abilities and understanding the importance of learning.
6. **Positive values** – Strong values or principles that support healthy life choices.
7. **Social competencies** – interacting with others, ability to make difficult decisions, and coping with new situations.
8. **Positive identity** – believing in self-worth and feeling a sense of control.

These components make up two assets: *external assets*, i.e. the supports, opportunities and relationships individuals need across all aspects of their lives (components 1–4, sociological); and *internal assets*, i.e. the personal skills, commitments, and values individuals need to make good choices, be independent, and take responsibility for their own lives (components 5–8, psychological). The internal and external asset scores combined make a total asset score. Assets are scored out of 30 and the maximum score is 60 for the total assets, split evenly between internal and external.

Assets scores are interpreted as:

- 0–10: Low
- 11–20: Adequate

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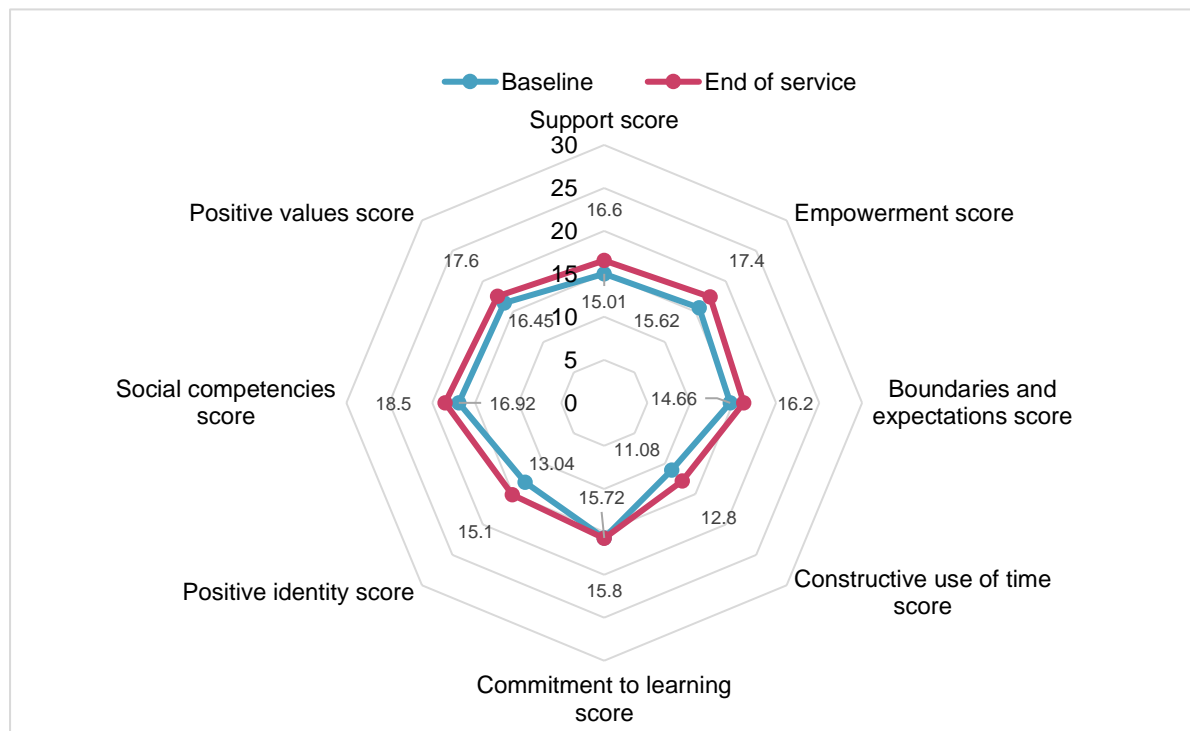
<sup>15</sup> Search Institute. (n.d.) The Developmental Assets Framework. Retrieved from <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/> [accessed 20 February 2022].

- 21–25: Strong

### 26–30: Thriving Mayday Trust

For individuals supported by Mayday Trust, there were minimal differences between asset scores at baseline and end of service across all assets for people ending their coaching relationship (Figure 14). The largest improvements were seen in positive identity (an internal asset, which represents believing in self-worth and feeling a sense of control) and boundaries and expectations (external asset, which represents individuals having clear rules, consequences for breaking rules, and encouraged to do their best). The qualitative findings support this, with respondents reporting changes in general behaviour, such as opening up with new people, being optimistic about the future, and able to manage difficult feelings.

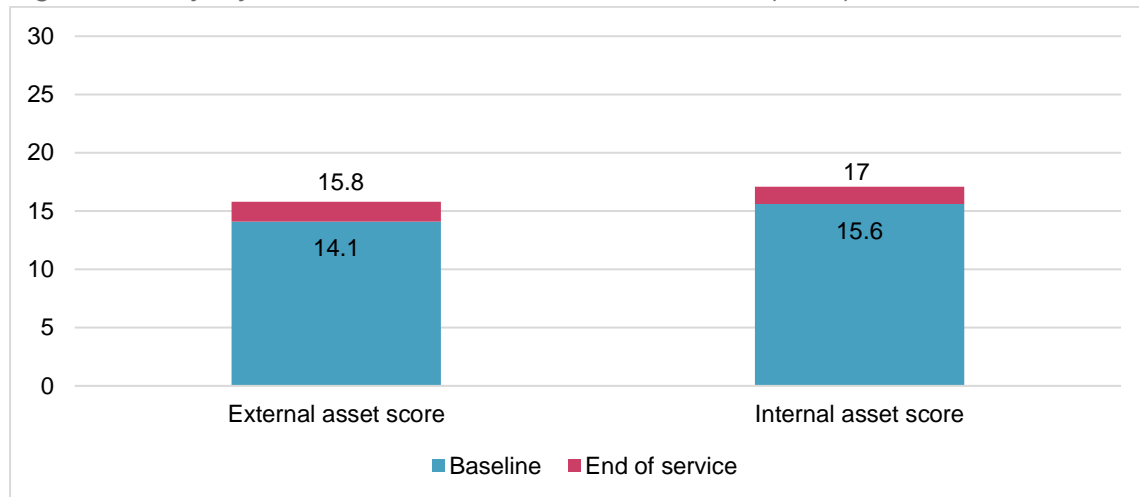
Figure 14: Mayday Trust Developmental Assets Framework average scores



When comparing external and internal assets, the baseline score is higher for internal assets compared to external assets. The average increase in external asset score is **1.7 units** and the average increase in internal asset score is **1.4 units** (Figure 15). Both assets make steady progress towards 'strong', but do not yet meet the 'strong' and 'thriving' asset scores.

When combining both scores for the total asset score, the average increase is 3.2 units. Despite an average increase in asset score overall, just over one-third of cases (38%) experienced a decrease in asset score.

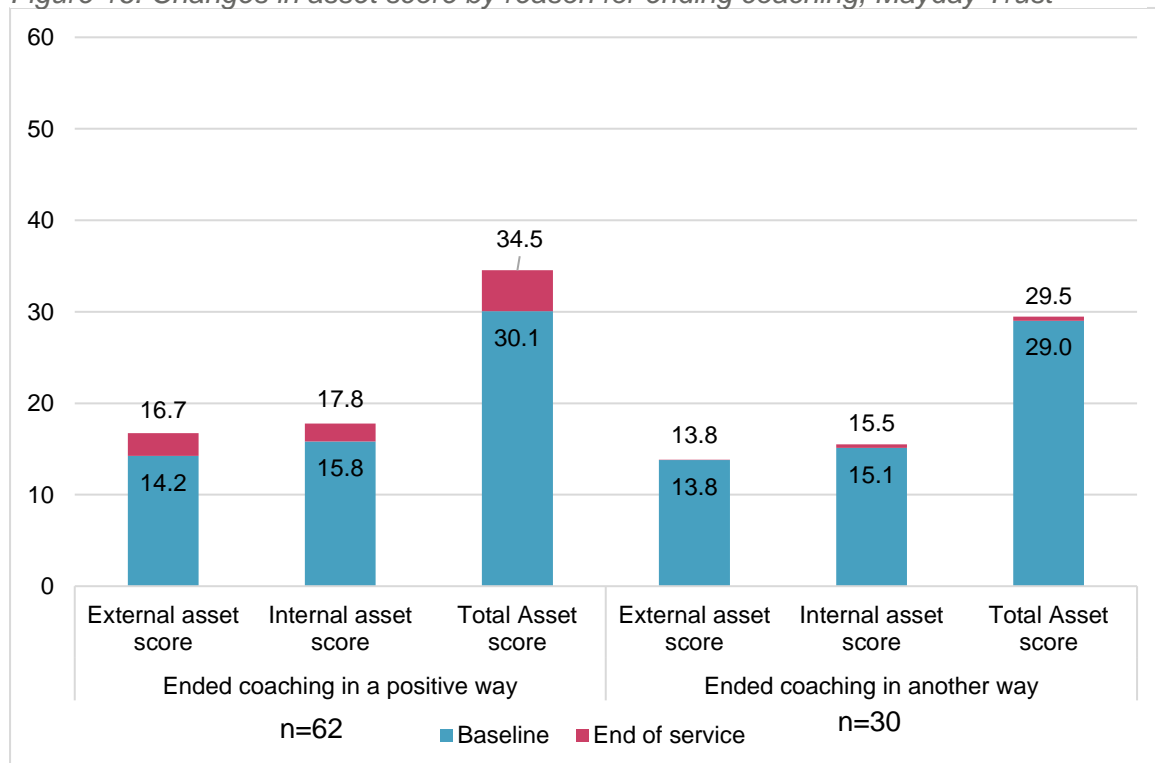
Figure 15: Mayday Trust internal and external asset score (n=92)



### Asset score and reason for ending the coaching relationship

When exploring differences between cohorts of individuals receiving coaching, on average those who ended coaching positively tended to achieve a higher asset score than those who did not Figure 16. Those who ended coaching positively experienced a 4.4 unit increase in their total asset score (score increased from 30.1 to 34.5) and those who ended coaching another way experienced a 0.5-unit increase (score increased from 29.0 to 29.5) in their total asset score. Further research is needed to clarify whether people drop out (become uncontactable) because of external circumstances or some issues with the coaching sessions they were experiencing.

Figure 16: Changes in asset score by reason for ending coaching, Mayday Trust

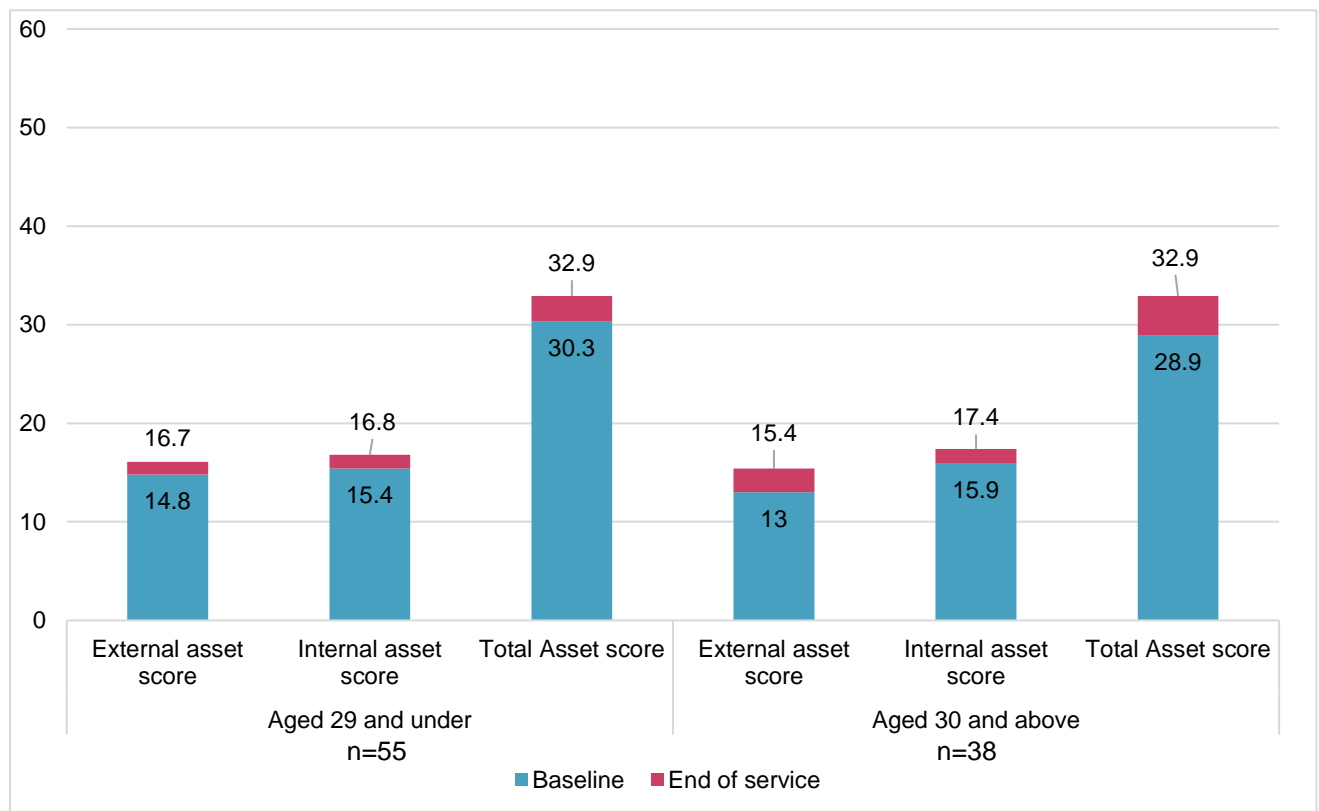




Although the average asset scores in Figure 16 show overall positive change, there were instances where individuals experienced a negative change in their total asset score at the end of their support (46.7%). When breaking this down by reason for ending the coaching, 42% of individuals who ended coaching positively experienced a negative change in score whereas 57% of individuals who ended coaching in another way saw a decrease in their asset score. The reason for this is unclear and may be the result of a failure to collect data at the point of departure.

Figure 17 shows an analysis of the Developmental Assets Framework data by age group. Those aged 30 and over have a lower external asset score at baseline in comparison to those who are younger, suggesting that the younger cohort had a better external support network. Internal asset scores were found to be similar overall across the age groups.

Figure 17: Average change in asset score by age group, Mayday Trust

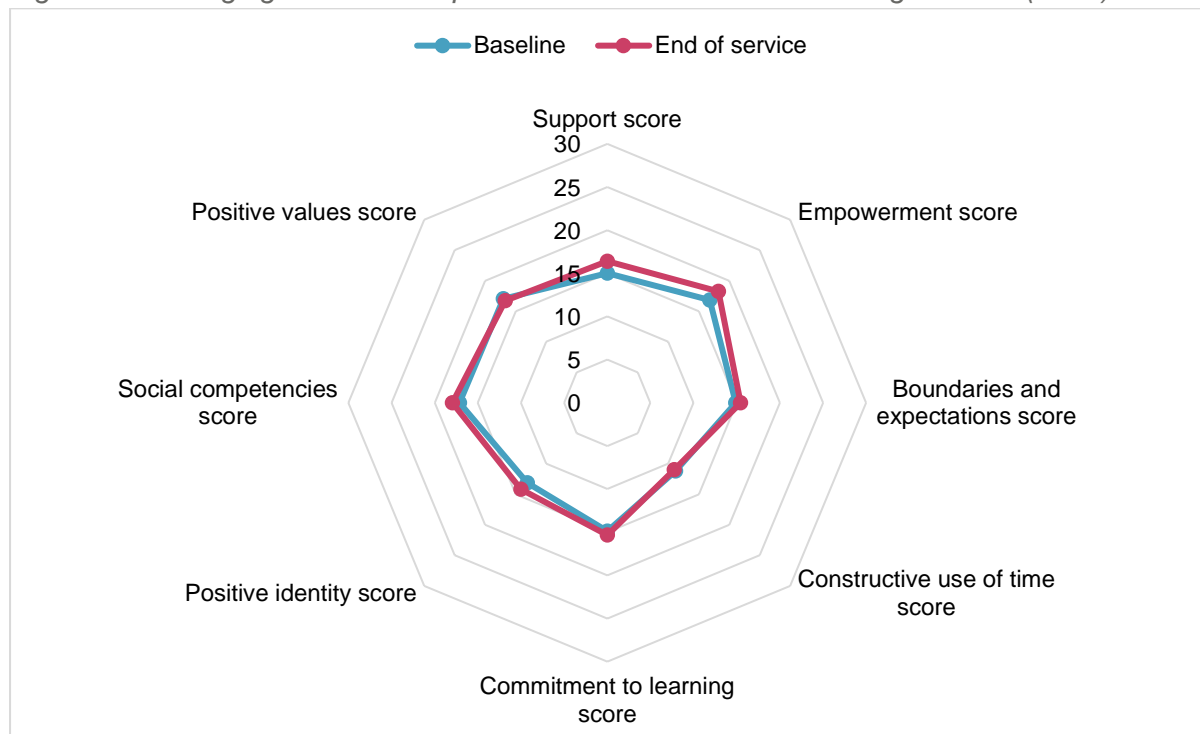


Although the starting point for the younger cohort was higher on average, both cohorts resulted in the same total asset score at the end of PTS coaching. Those aged 29 and under increased their total asset score by 2.6 units on average and those aged 30 and over increased their total asset score by 4 units. The same trend at baseline followed through to the end of coaching support – those aged 30 and over scored better on internal assets while those aged 29 and under scored better on external assets.

### Changing Lives

Individuals experienced minimal changes in scores for individual assets (less than those for Mayday Trust individuals). Figure 18 shows that the largest improvements were seen in positive identity, in line with Mayday Trust results, and empowerment.

Figure 18: Changing Lives Developmental Assets Framework average scores (n=57)

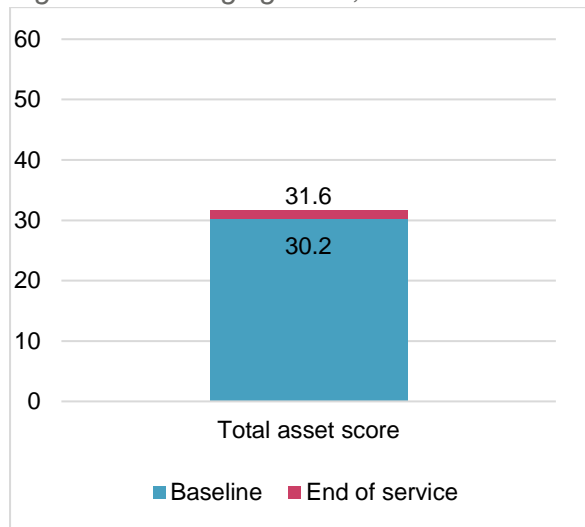


The baseline score is higher for internal assets in comparison to external assets, in line with Mayday Trust findings, and the asset scores are broadly similar to Mayday Trust. The average increase in external asset score is 0.8 units and the average increase in internal asset score is 0.6 units as shown in Figure 19.

Figure 19: Changing Lives internal and external asset score (n=57)



The average increase in total asset score is 1.4 units (Figure 20), which is lower than the increase experienced by Mayday Trust individuals on average but Changing Lives individuals have a slightly higher starting point (30.2 compared to 29.7 for Mayday Trust data).

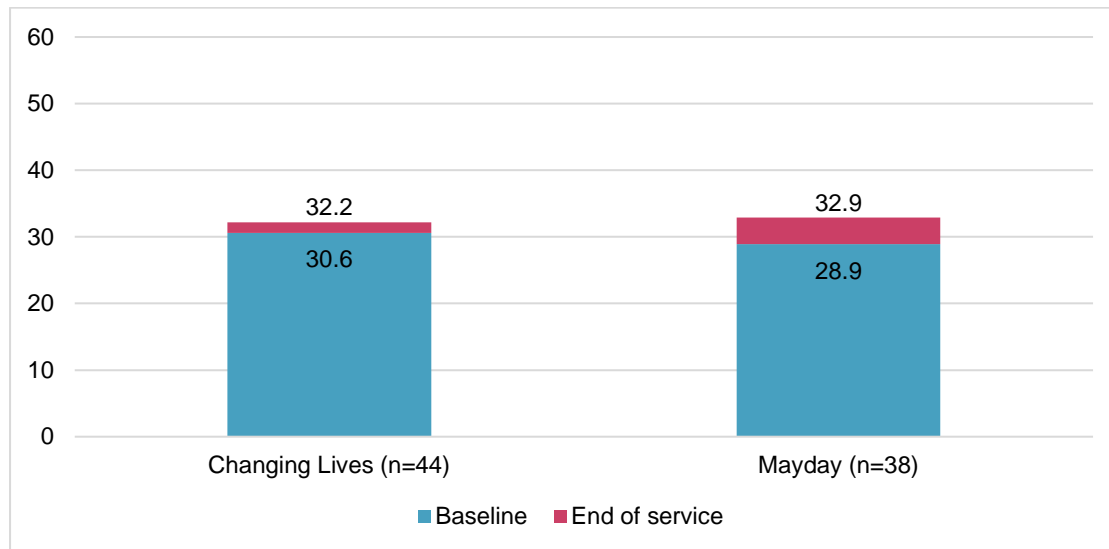
*Figure 20: Changing Lives, total asset score*

Just under half of the participants in closed cases saw a positive change in total asset score (49%), followed by 42% experiencing a negative change in total asset scores, and a small number of people experiencing no difference in the score (Figure 21). It was not possible to analyse the data by reasons for ending coaching as Changing Lives did not collect this data.

*Figure 21: Average change in total asset score by positive/negative change*

We compared asset scores between those aged 30 and over in both Mayday Trust and Changing Lives. Mayday Trust individuals had a lower starting point, and they experienced the biggest improvement (Figure 22).

Figure 22: Change in asset score for those aged 30 or over for Mayday Trust and Changing Lives



## Access to other services

Individuals were asked whether their access to ‘temporary’ services had reduced as a result of working with a PTS Coach. Individuals may have continued accessing essential services, such as their GP and therapy as a result of working with a Coach to ensure they improved or maintained their wellbeing. For example, one individual shared they started therapy once they started to work with a PTS Coach.

*NC4: I did do talking therapy, when I moved into Changing Lives. I chose to go into talking therapy. I knew I needed to do it personally (and the court advised it). [It was] a lot of help. (Year 2)*

Not all services are essential. Other services, such as access to supported accommodation or social services, are deemed temporary support provided until individuals are no longer reliant on them.

In Northampton, findings suggest that respondents reduced their reliance on other services, which could be sustained even after ending their coaching relationship. The majority (80%) of respondents interviewed described access to some type of alternative service, such as local council support (usually housing), mental health charities or local authority teams, talking therapy, probation, social services, skills and training, or domestic violence charities. Of those eight individuals, three had ended their coaching relationship but described a **sustained reduction in their use of other services** since working with a Coach. Three individuals described having reduced contact with their PTS Coach and two of those also continued with reduced access to other services.

One individual reported their continuing access to services and a high dependency on their PTS Coach. This may suggest a correlation between high dependency on a PTS Coach and dependency on other services, rather than there being direct causation, where the PTS response actively reduces (and sustains) a lower dependency on other services.

*NH1: There used to be mental health, probation, social services, Mayday. Used to be six or seven organisations. Now I still talk to domestic violence and my social worker is going to court to take court order off my son. (Year 2)*

Among Newcastle respondents, only one respondent (who had exited the PTS response) reported she has no access to any alternative services. At the initial interview, she had been involved with social services. The remaining Newcastle respondents still accessed supported accommodation (Changing Lives and another supported accommodation). Two respondents no longer accessed any services other than therapy. Of those two, one had exited both the PTS response and Changing Lives accommodation, and lived in another supported accommodation; the other was still working with a Coach and lived in Changing Lives accommodation. A fourth respondent (who had left the PTS response, but had returned to homelessness) said he accessed a charity that provided housing, health and social care. He reported that he had not been successful in getting any support from them.. He compared this experience with the PTS response and described he felt “ignored and tossed aside”, an experience which was markedly different to his experience of working with a Coach; he continued to suffer severe episodes of mental health problems due to his circumstances, which included increased isolation and low motivation. The findings among Newcastle respondents suggest that people who had exited PTS were still reliant on alternative services including housing services to access accommodation (as two had exited the PTS response but one had returned to homelessness while the other was living in another supported living accommodation), and this support may not be offered despite the need.

## Impact of the pandemic and lockdown

The majority of people interviewed across both sites explicitly described their PTS Coach, or the previous work they had done with a PTS Coach, as having helped them cope with the realities of lockdown and social isolation, suggesting that the impacts could have been significantly worse without the PTS response. Some of the support articulated by respondents was in the form of regular calls; for example, four of the six Northampton respondents and one Newcastle respondent remained in regular contact with their PTS Coach through the lockdown. Two Northampton respondents described how the sustained resilience and more positive mindset they drew upon, built through their relationship with their PTS Coach, helped them to better weather the impacts of the pandemic on their lives.

*NC4: Given what I've been through, a lot of people would have snapped and lost it and injured themselves. I feel like I've handled myself well. (Year 2)*

*NH3: Because we were in touch on a regular basis. They helped me find the tools to cope. And the way he helped me to look at myself. I don't think I would have coped without [Coach] and without Mayday. (Year 2)*

The impact of the pandemic was found to be significant in all the lives of the respondents as was the case globally. For example, before the pandemic, most coaching sessions were taking place in places of purpose like coffee shops, and many involved fun or productive

activities. However the follow-up interviews revealed that the delivery of the PTS response and the coaching relationship was significantly disrupted due to the pandemic and lockdown restrictions. Face-to-face meetings between respondents and Coaches stopped due to Covid restrictions; however, some respondents were still able to access a PTS Coach via phone calls. Findings suggest the conversation for some mostly focused on checking in from time to time rather than adhering to the PTS response's three key interventions (one-to-one coaching focusing on people's strength so they can take control, building positive networks, and brokering opportunities and working on goals). For three of the Northampton respondents, the coaching relationship ended as a result of their Coaches leaving the role through redundancy, and another example suggested that a Northampton respondent could not reach their new PTS Coach due to a lack of credit on their phone (as a result of compounded financial insecurity). One Newcastle respondent, who despite working with the PTS, lost all contact with her Coach as soon as the pandemic hit and had no updates since.

*NC11: I've seen [Coach L] to say hi to but haven't had an appointment in months, since lockdown [started]. End of last year was the last time we had an appointment (Year 2)*

*NH9: I used to call [Coach's name], my asset Coach, but he was made redundant. He was one of the best ones I've ever dealt with. I'm waiting for them to allocate me a new one. (Year 2)*

All respondents described the way that numerous lockdowns and social restrictions had limited or (in some cases) reversed some of the positive outcomes and achievements made with their PTS Coach. This was due to financial insecurity through loss of income, compounded isolation, or an inability to achieve goals, undermining positive mindsets, wellbeing, and mental health.

*NH3: During lockdown, I had three major meltdowns where I cried all day. (Year 2)*

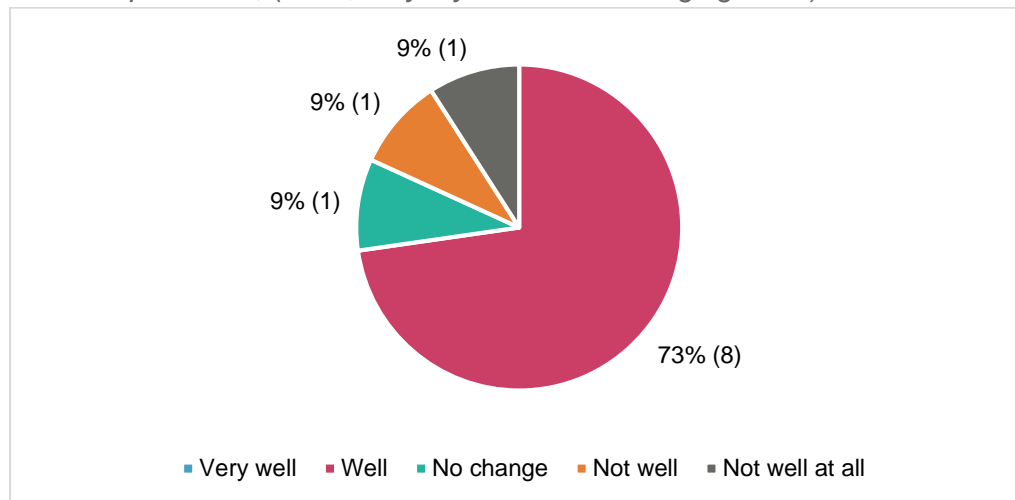
*NC4: Lockdown has a massive effect on my jobs...it's really hard financially. (Year 2)*

*NC7: I wanted to do things in the neighbourhood but with Covid I can't do much. Kind of miss my social life. Before Covid I had an active social life. Seeing friends, seeing family. I'm not really a staying-in kind of person. More of a going out kind of person. (Year 2)*

It is evident that the decision to end the sessions with some of the individuals undermined the person-led response and may have undermined the outcomes people had previously achieved.

A survey question asking respondents across the two sites how well they had coped with the pandemic showed the vast majority coped well despite difficulties (Figure 23).

Figure 23: Respondents reporting how well they feel they have coped with lockdown and the covid-19 pandemic, (n=11, Mayday Trust and Changing Lives)



## Organisational culture and systems change

### Systemic issues within the housing sector

An important aspect of the PTS response is for it to operate within a system or an environment that also supports a person-led and asset-based approach of working. At the initial interviews, evidence from respondents suggested systemic issues with the housing system including Mayday Trust and Changing Lives accommodation. This fundamentally contradicts a personalised and asset-based type of service for people experiencing homelessness and thus ends up undermining the positive outcomes achieved by individuals. The way an individual is regarded and the context in which an individual lives can either support and sustain or hinder and undermine any potential positive outcomes achieved as a result of working with a PTS Coach.

For instance, there seems to have been a particular distinction between those individuals living in supported accommodation and those living independently: those in supported housing (ie Mayday Trust or Changing Lives, or other supported accommodation) seem to have worse or diminishing positive outcomes when compared to those with secure accommodation who can live independently. In part, this is linked to compounding issues, such as financial instability, often associated with insecure housing, but may also be a result of being subject to the very different organisational culture within the housing system, when compared to the person-led, asset-based PTS response.

Failure to treat people as individuals with unique needs, strengths, and aspirations often meant they were all assumed to have the same needs, which led to individuals' sense of safety and security being undermined. This in turn further aggravated individuals' mental health. Respondents across both sites, both at the initial and follow-up interviews, shared multiple safety issues at the accommodation ranging from witnessing violence, heavy drug use, threats, and sexual harassment.

*NH1: I've seen all sorts in them places. Seen people being beaten up. Drugs. People stabbed outside, People robbing each other's*



*bedrooms. Setting fires, gangs of people who don't even live there. People who have broken in who don't even live there. (Year 2)*

*NH2: There's always drugs here. There are always fights. The key fob always gets broken. (Year 2)*

One-third of Northampton respondents had an experience of Mayday Trust accommodation, and all spoke negatively about the service. This was also the case for Newcastle respondents when speaking about Changing Lives accommodation. The starkest example of positive PTS outcomes being undermined by supported accommodation is of a father who had repaired his relationship with his child, but could not live with him as the main carer due to the insecurity and negative environment in his accommodation. Another example is a respondent who had left Changing Lives and was moved to a different supported accommodation which he left following a violent assault. He is currently homeless, sofa surfing, and living in a tent. Another Newcastle respondent left the Changing Lives accommodation because he also felt unsafe and reported he felt "reprimanded" by the Changing Lives staff for lodging a complaint against bullying and drug use.

*NH1: I don't get violent no more. I don't get angry. I don't get put in them situations now I have my own flat. I'm not aggressive I'm happy. I have safety. I have a secure home. I only let in who I chose to let in. (Year 2)*

*NC11: It hasn't been so good to be honest. My life's gone a bit downhill. I moved into a place called [another charity]. It's been a nightmare really. They have a lot of people who used hard-core drugs. If you don't join in, then you get bullied. If they find out you have money, they bully you and take your money. At start of the first lockdown I was violently assaulted. I left because I was scared to go back. Because I wouldn't lend them £40 for drugs, they got violent. In the meantime, two lads got 28-day notices. Both are still there. I've had to refuse to go back for my own safety. I still have a room paid for by the government. Sharing with ten people in the house is no good for me. It's not safe for me or anyone else to go to that property when those two people are there. It's affected us loads really. My family is worried. They're scared I might self-harm. To be honest I don't have no decent friends. Living in hostels has taken its toll. There's been a few incidents. Trying to get out and into a council property has been hard. I'm sofa surfing at the minute and living in a tent. (Year 2)*

*NC14: [I was] treated like dirt by Changing Lives staff when I tried to make a complaint. Shoved in building with drug dealers knocking down the door. Got reprimanded for messaging staff for support. Felt punished by the charity. (Year 2)*

Part of the asset-based approach is to involve the person's wider social network (if the individual wishes to) and or build positive networks for the person to enjoy a meaningful relationship and connections (a key determinant of wellbeing). However, respondents described the location they were based in as away from their friends and families. The area was often described as rough and unsafe preventing them from making connections and

contributing to them feeling isolated. The environment did not enable people to make connections or establish a sense of belonging. People often felt isolated in their rooms with nothing to do. Some individuals both at the initial interview and the follow-up interview shared they felt isolated living in the accommodation because of a lack of activities. People shared that they felt trapped within supported accommodation with no way to navigate out of the service into safe and secure housing of their own.

*NH7: Looking back - they could have done a lot more for me. They couldn't be bothered - that's what it felt like... A few times I felt very intimidated... and locked myself in. Called them but nothing, no support. Bins not emptied for three weeks! Asked their help, but nothing was done. Had to take the flat as had no choice. Didn't have anywhere to go. (Year 2)*

*NH2: Sometimes they feel they get us into difficult situations so they can trap us here and keep making money. I've felt trapped here since I've been here. I was warned that if I got a job then I'd lose by benefits and not be able to afford to live here. (Year 2)*

Apart from safety concerns, respondents also shared that they were **not treated as individuals** and continued to be dealt with by non-responsive staff members, which led to feelings of **hopelessness and lack of motivation**. This prevented individuals from believing in themselves and identifying their strengths and opportunities to better their lives. Although some provided positive feedback relating to staff members, across both sites many individuals shared they felt disregarded, dismissed, and rapped, or they felt they had no privacy in their own homes from staff members. The way respondents turned conversations back to accommodation-related issues highlights that the environment within which people find themselves is crucial and **strongly influences the sustainability of the positive changes** people experience.

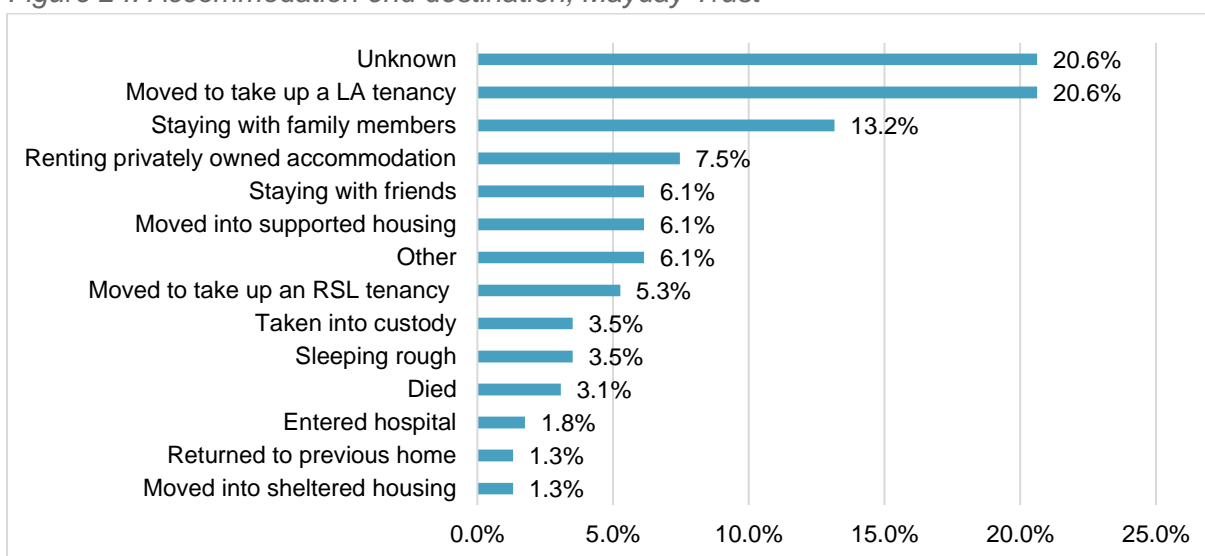
### Accommodation and end destination

Further analysis of Mayday Trust's housing data collected by the PTS Coaches shows just over half (52.7%) of those supported by the PTS had a planned accommodation move as shown in Table 4 Data on housing and accommodation was not recorded for all individuals. On average, individuals spent around 1.5 years in supported accommodation.

*Table 4 Planned or unplanned departure, Mayday Trust*

Planned or unplanned move	Percentage of individuals ( n=224)
Planned	52.7% (118)
Unplanned – abandoned	14.3% (32)
Unplanned – evicted (arrears)	8.9% (20)
Unplanned – evicted (behaviour)	16.1% (36)
Unplanned – other	8.0% (18)

Approximately 40% of Mayday Trust individuals moved either into a privately rented home, Local Authority/Registered Social Landlord tenancy, or supported housing. Roughly 20% moved to stay with friends and family and 3.5% were sleeping rough as shown in Figure 24.

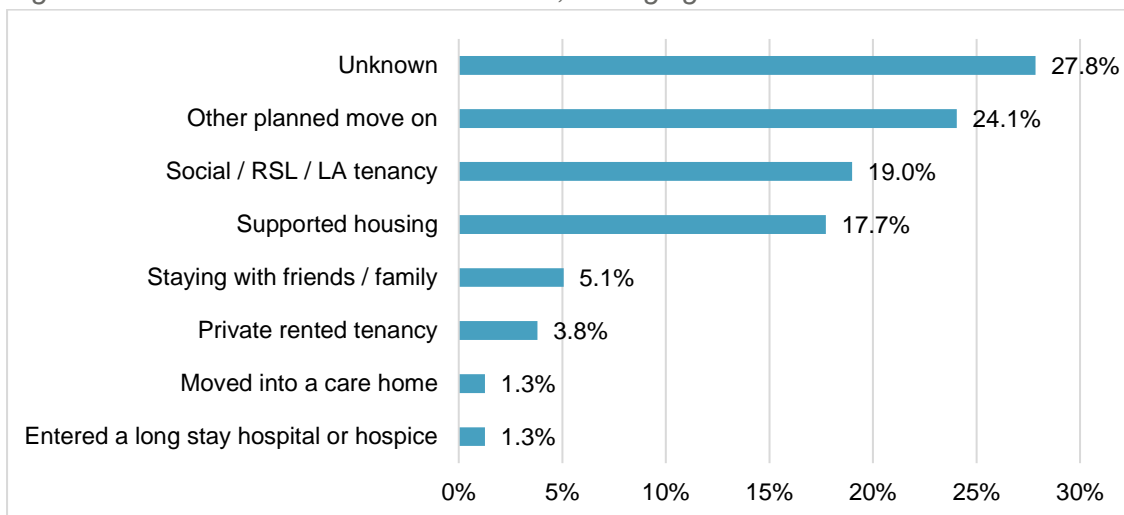
*Figure 24: Accommodation end destination, Mayday Trust*

Further analysis of Changing Lives' housing data collected by the PTS Coaches shows the majority (61.2%) of those supported had a planned accommodation move as shown in Table 5.

Approximately 41% of Changing Lives individuals moved either into a privately rented home, Local Authority/Registered Social Landlord tenancy, or supported housing. Roughly 5.1% moved to stay with friends and family (a significant difference compared to Mayday Trust individuals) and it is unknown how many are sleeping rough (Figure 25).

*Table 5: Planned and unplanned departure, Changing Lives*

Planned or unplanned move	Percentage of individuals ( n=129)
Planned	61.2% (79)
Unplanned – total	38.7% (50)
Unplanned – abandoned	4.6% (6)
Unplanned – evicted	10.8% (14)
Unplanned – other	10.1% (13)
Unplanned – unknown reason	13.2% (17)

*Figure 25 Accommodation end destination, Changing Lives*

## CONCLUSION

The findings suggest the PTS response provides a respectful and dignified experience for people; it is deeply valued across the two sites by both those who still work with the PTS as well as those who have ended the coaching relationship. Across the 14 respondents, we received positive feedback from 12 on the support provided by the Coaches. It is clear that the PTS response can achieve sustainable outcomes for people going through tough times in several areas, particularly on internal outcomes. As a result of the PTS, people feel heard, more confident, and empowered.

Despite these positive outcomes, there were challenges encountered concerning the coaching relationship. On the one hand, the pandemic created a significant disruption to the way the PTS response works, which may have led to an inconsistent method of working among Coaches. Some continued the PTS coaching relationship via telephone calls, while others had difficulties connecting and working with PTS Coaches due to the lack of mobile credit, or because the Coach lost touch during the pandemic.

Similarly for some, ending the coaching relationship may have presented some challenges. At least one case in Northampton and almost all cases in Newcastle who had exited the PTS response did so prematurely, despite actively wanting continued support.

Individuals (whether current or past) actively attributed increases in their positive relationships and social networks to support received from the PTS Coaches. The repairing of familial contact with children and parents is particularly illustrative of the long-lasting impact of these changes. However, while most of the individuals in Newcastle shared they had at least one person they could rely on, about half reported their relations had deteriorated due to lockdown restrictions.

Positive outcomes in wellbeing and mental health, in the most part, have been sustained post-PTS, alongside an increase in motivation and changes in behaviour, and the ability to identify aspirations (though findings on aspiration identification was inconclusive for Newcastle respondents). Some respondents may find it difficult to continue to achieve aspirations without a Coach, as on the one hand the support described was largely practical (such as completing applications and forms) rather than capacity building, and on the other hand, the aspirations for Newcastle respondents, in particular, included finding secure housing, which is largely dependent on several (structural) factors.

The evaluation identified two key challenges that risk undermining the positive outcomes experienced by respondents, both of which will have been amplified by the pandemic over the past year. The first is the systemic issues with the housing system (including Mayday Trust and Changing Lives accommodation), which contradict a personalised (PTS) Response used and asset-based service for people experiencing homelessness. The wider environment within which the PTS is embedded is important for individuals to achieve their potential. A clear focus on supporting individuals to secure independent and secure living seems to be a crucial component for them to experience stability and as a result improve their wellbeing.

The second is the clarity with which people end their coaching relationship, and what support (or check ins) are available post-PTS. A consistent approach to the working relationship with

Coaches alongside a clear and consistent rationale for ending coaching sessions (this should include separating the eligibility criteria used in Newcastle to determine individuals' access to the PTS response) would prevent premature exit. Once exited, a follow-up every few months would likely improve or maintain the outcomes achieved during the coaching relationship.

To improve the explanatory power of the quantitative data collected by the PTS, key data gaps need to be addressed, and more regular data collection put in place, for example an asset score at the point of an individual ending their coaching relationship.

# APPENDIX A: THEORY OF CHANGE

Figure A1. The PTS Theory of Change further refined for the evaluation purpose

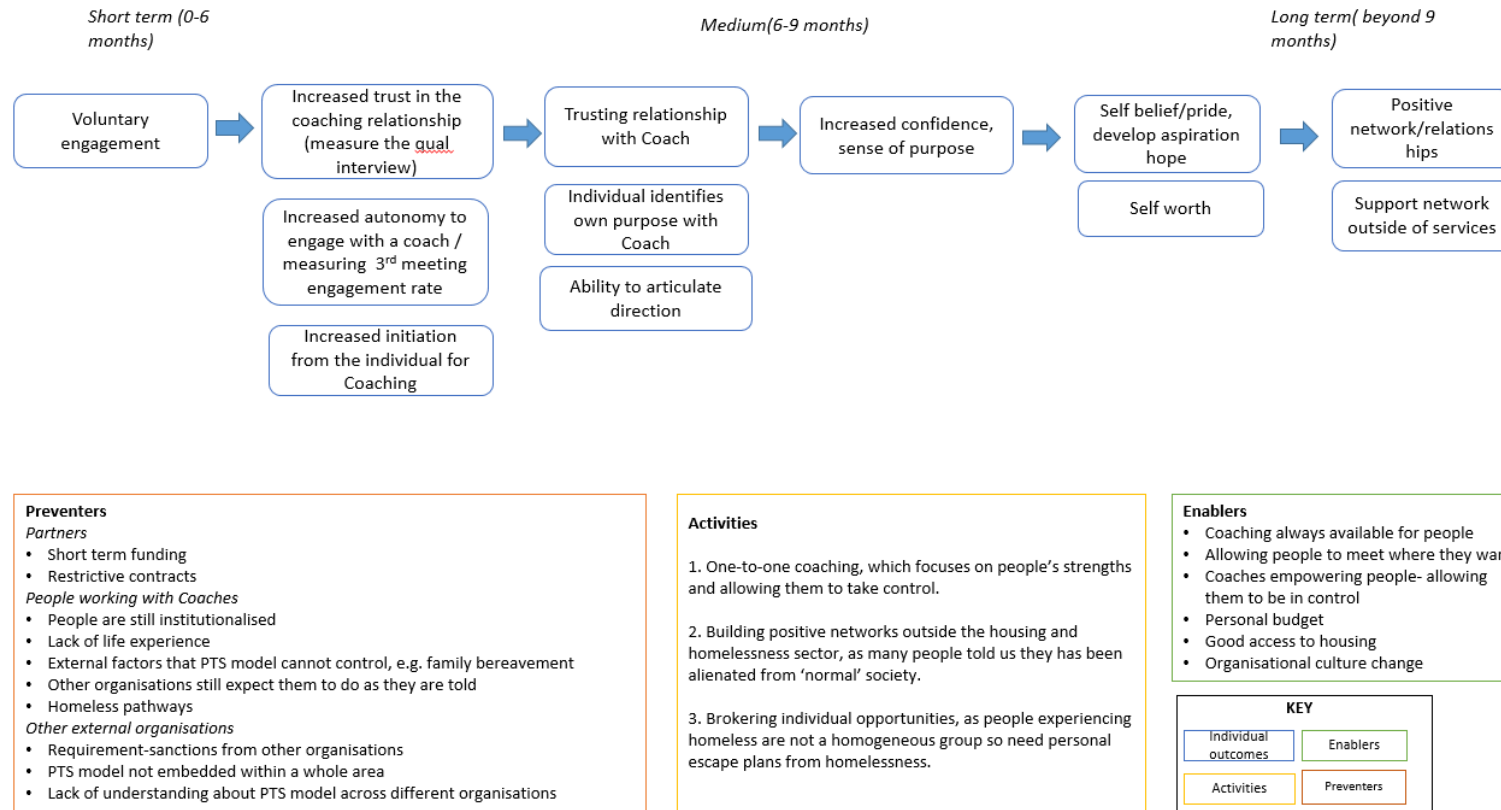
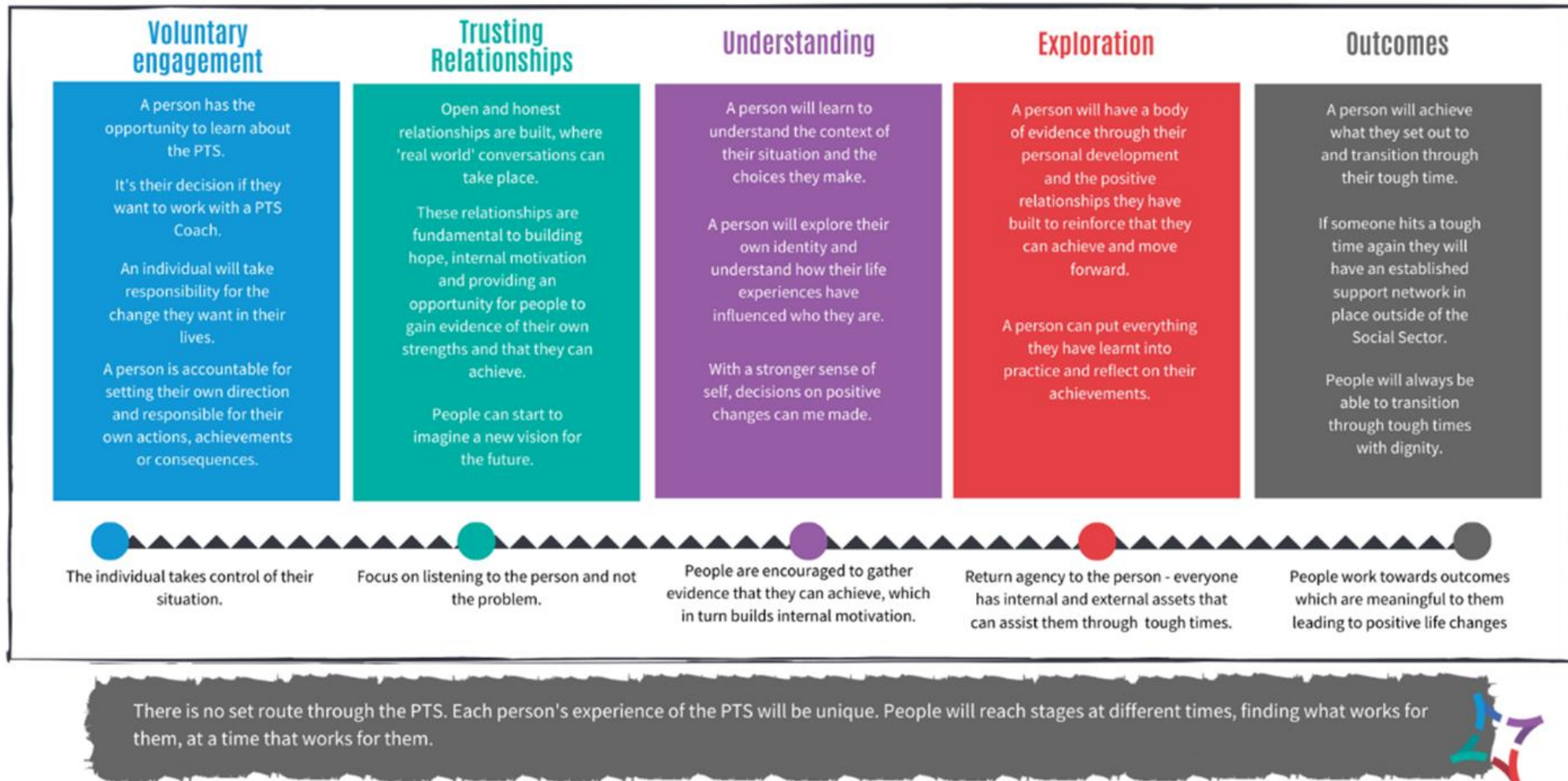




Figure A2: The PTS Theory of Change tackles system failures that result in people experiencing homelessness or going through tough times, becoming dehumanised, not listened to, or trapped in services



## APPENDIX B: INTERVIEW GUIDE YEAR 2

The PTS response is an innovative asset-based approach to helping people transition out of homelessness. As part of the first phase of the evaluation, we prepared an interim report detailing the findings of the first round of interviews with 27 people who had worked with their own Coaches as part of the PTS response.

The second phase of the evaluation will mainly focus on testing the longevity of outcomes identified during the first round of interviews. We aim to re-interview respondents at least six months after they exit the PTS and will review this as required. We will examine the impact of exiting the PTS and ending the relationship with the Coach have on respondents.

For those who are still in the service, we will explore the changes they have experienced since the first round of interviews and the longevity of their outcomes identified during that first round.

Additionally, the pandemic and lockdown period has been a destabilising and challenging one for many. Undoubtedly, this will also include the respondents. We aim to understand how the Covid pandemic has affected the respondents.

We have identified a number of themes to be explored for the second phase of the evaluation:

- Social connections and positive relations post-PTS engagement
- Mental health and wellbeing of respondents post-PTS engagement
- Retrospective outlook on the relationship with their PTS Coach
- Differences between coaching/ PTS response and other services
- Longevity of other outcomes (self-esteem, confidence, setting goals)
- Impact of Covid 19 and lockdown on respondents and whether the PTS response helped them cope in any way.
- Context within which respondents find themselves in

N.B. Before each interview, the interviewer should re-read the previous interview notes of the interviewee and remind themselves of the interviewee's background information. There might be elements from previous notes that the interviewer might want to touch on in the interview.

Q. 11 and Q.17 should include information the interviewee had shared in the previous interview to enable the interviewer to ask follow-up questions.

At the start of each interview, the interviewer should read the consent information sheet to make sure that all participants are aware of the purpose and structure of the interview, and to check that they have given informed consent.

## Background

1. Tell me a bit about yourself.

## Opportunities respondents enjoy to build positive networks post-PTS engagement.

2. Since we last spoke, have your living conditions changed?
3. Who do you live with right now?
4. What or who helps you when life gets challenging?
5. Do you still engage in any way with your Coach?
6. What has changed in relation to your relationships with others and networks since exiting Mayday Trust? (*prompt: Are you still maintaining the networks built when you were with your Coach? Did you build any new networks?*)
7. Is there much of a community where you live? For example, friends, neighbours, sports clubs, community centres, parks, libraries, church/place of worship, any other place where people with common interest meet. Is the area a barrier to building social connections?
8. How much do you agree with the following statement?  
*'If I wanted company or to socialise, there are people I can call on.'*

Definitely agree	Agree	Neither agree nor disagree	Disagree	Definitely disagree
------------------	-------	----------------------------	----------	---------------------

Please explain further

**[For those who have exited the PTS response] Impact of exiting the PTS response and ending the relationship with the Coach.**

9. Looking back now, how did you find working with your Coach?
10. How did your Coach support you with building social connections?
11. Last time you said [insert notes].....do you still agree?

**[For those who are still in the service] Relationship with the Coach (voluntary engagement, increased trust in the coaching relationship, increased initiation from the individual for coaching, trusting relationship with the Coach)**

1. Since we last spoke, how has your relationship with your Coach changed over time?
2. How often do you see your Coach? Would you like this to be more/less?
3. How often did you use to see your Coach before our last interview?
4. How much do you agree with the following statement?  
*'Since we spoke last time/ or compared to when I first started seeing my Coach, currently I have been seeing my Coach less frequently.'*

Definitely agree	Agree	Neither agree nor disagree	Disagree	Definitely disagree
------------------	-------	----------------------------	----------	---------------------

Please explain why.

5. If you are seeing your Coach less frequently, how are you using the time you used to spend with your Coach?
6. How (if at all) has working with your Coach affected your relationship with others?
7. How much do you agree with the following statement?  
*'If I wanted company or to socialise, there are people I can call on.'*

Definitely agree	Agree	Neither agree nor disagree	Disagree	Definitely disagree
------------------	-------	----------------------------	----------	---------------------

Please explain further.

**PTS response and other services**

12. Have you had a lot of exposure to other types of services? (ie services aimed at people going through tough times/ homelessness)

**13.** How was Mayday Trust different to these services? (What was it about the PTS that helped?)

**Self-esteem and sense of purpose** (*ability to articulate direction, increased confidence, sense of purpose, self-worth/self-belief/pride, develop aspiration hope, individual identifies own purpose with their Coach, increased confidence, sense of purpose*)

**14.** Thinking about a typical week in your life before our last interview, how happy were you with:

– How much choice you had in life?

*Very unhappy*

*Very happy*

0	1	2	3	4	5	6	7	8	9	10
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- How you were using your time?

*Very unhappy*

*Very happy*

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

**15.** Thinking about a typical week in your life now, how happy are you with:

- How much choice you have in life?

*Very unhappy*

*Very happy*

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

- How you are using your time?

*Very unhappy*

*Very happy*

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

[If there has been a change in these scores] Please explain why.

**16.** Have you observed any changes in your behaviour since working with your Coach?

**17.** Last time you said [insert their goals] you had identified changes you would like to make in your life since working with your Coach.....Are there any obstacles getting in the way of achieving these changes?

**18.** Overall, how satisfied are you with your life nowadays?

*Very unsatisfied*

*Very satisfied*

0	1	2	3	4	5	6	7	8	9	10
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**19.** Overall, how satisfied were you with your life just before you started working with Mayday Trust?

*Very unsatisfied**Very satisfied*

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

**Motivation**

20. Thinking about when things get challenging, is there anything you do now that you did not do previously?

**Resilience and mental health**

21. To what extent do you agree with the following statement:

*'Since leaving PTS Coach, I am better able to cope with my health.'* **OR**

*'Since our last interview, I am better able to cope with my health.'* **[for those still in the service]**

Definitely agree	Agree	Neither agree nor disagree	Disagree	Definitely disagree
------------------	-------	----------------------------	----------	---------------------

22. Do you agree with the following statement:

*'Since leaving PTS/my Coach, I am better able to cope with my feelings.'* **OR**

*'Since our last interview, I am better able to cope with my health.'* **[for those still in the service]**

Definitely agree	Agree	Neither agree nor disagree	Disagree	Definitely disagree
------------------	-------	----------------------------	----------	---------------------

If yes, please explain why?

**Covid**

23. What changed for you when the UK entered lockdown? How has the lockdown specifically affected:

- Your relationships?
- Your mental health?
- Your housing situation?
- Other? (finance, health, self-esteem/confidence, purpose, motivation)

24. How well do you feel you have coped with lockdown/Covid 19?

Very well	Well	No change	Not well	Not well at all
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N/A?

Please explain why?

- 25.** Do you think your experience with PTS/Coach has had an impact on you and the way you have coped with Covid?

### **Next steps**

- 26.** What are you hoping will happen in your life over the next year?
- 27.** Are there any other organisations in your life that are helping you achieve... [insert outcomes/goals important to the individual]
- 28.** What advice would you give to Mayday Trust, the organisation who operate the PTS response?

### **Thank you**

**Don't forget to remind them to share their details so they can collect their £40 cash (for those from Mayday Trust) and £40 vouchers (for those from Changing Lives). They will be contacted by the relevant organisation to access payment.**



## APPENDIX C: INITIAL INTERVIEW

### Outcomes and survey questions

Outcomes (ToC)	Questions
<b>Intro</b>	Tell me a bit about yourself.
	Where are you living now? How long have you lived there?
<b>Positive network/relationships</b>	Who do you live with right now?
	Is there much of a community where you live? For example, friends, neighbours, sports clubs, community centres, parks, libraries, church/ place of worship, any other place where people with common interest meet
	How much do you agree with the following statement? If I wanted company or to socialise, there are people I can call on.
<b>Support network outside of services</b>	Now thinking of people other than your Coach, what or who helps you when life gets challenging?
	How (if at all) has working with your Coach affected your relationship with others?
<b>Voluntary engagement</b>	Have you had a lot of exposure to these types of services? (Tell me more)
	What did/do you hope to get from Mayday Trust? Were your expectations met?
<b>Increased trust in the coaching relationship</b>	How often do you see your Coach? Would you like this to be more/less?
	Does it feel like good use of time? Why does it/why not?
	What kinds of things do you talk about and do together? Why do you do them?
<b>Increased initiation from the individual for coaching</b>	Who is usually the one to initiate your meetings?
<b>Positive relationship with Coach</b>	How would you describe them in a few words?
	How has your relationship with your Coach changed over time?
<b>Ability to articulate direction</b>	Thinking about a typical week in your life before Mayday Trust, how happy are you with: How much choice you have in life?
	[If there has been a change in these scores] Please explain why?

	Thinking about a typical week in your life now, how happy are you with: The way that you use your time? [If there has been a change in these scores] Please explain why?
<b>Increased confidence, sense of purpose</b>	Have you observed any changes in your behaviour since working with your Coach?
<b>Develop aspiration hope</b>	Have you identified any changes you would like to make in your life?
	Are there any obstacles getting in the way of achieving these changes?
<b>Individual identifies own purpose with their Coach</b>	Talk me through how you decide on your goals. How do you know when you are making progress towards them?
	How well does this process work for you?
<b>Life satisfaction</b>	Overall, how satisfied are you with your life nowadays?
<b>Motivation</b>	Thinking about when things get challenging, is there anything you do now which you did not previously do?
<b>Resilience</b>	Do you agree with the following statement: Since working with my Coach I am better able to cope with my feelings?
	Do you agree with the following statement: Since working with my Coach I am better able to cope with my health?
<b>Aspirations</b>	What are you currently working on? (short-term goals)
	What are you hoping will happen in your life over the next year?
<b>Additional info</b>	Are there any other organisations in your life that are helping you achieve [insert outcomes important to individual]
	What advice would you give to Mayday Trust?
	We would like to follow up in six months' time to see how you are doing. Would that be alright?