

# Logic model for the Creative Support Hub

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# Logic model for the Creative Support Hub

Context: The Totton Creative Support Hub will support the mental health of children and young people in a range of ways. This logic model describes four interventions and their related outputs and outcomes to be evaluated.

## INPUTS

- **Flourish** (8 week theatre programme, two staff from Fluid Motion, New Forest District Council (NFDC) facilities, 12-15 CYP per programme)
- **Arts therapy** (12-week art therapy course run by a registered art therapist, funded by Fluid Motion, NFDC facilities, 12-15 CYP per programme)
- **Fortnightly drop-in sessions** (2hr sessions, flexible session content, one staff member from Fluid Motion and one arts specialist per session, NFDC facilities)
- **Summer holiday activities** (full days, 1 week long, two staff from Fluid Motion, NFDC facilities)

## ACTIVITIES

- Flourish: Exploring difficult emotions, recognise challenging self-behaviour, develop positive communication skills, develop positive coping strategies, empower CYP to manage their mental health needs, build self-esteem, help CYP to re-join group situations.
- Arts therapy: More clinical in nature compared to Flourish, tailored support for CYP, exploring difficult emotions, relationship building, developing better engagement with school activities, developing methods to express trauma, resolving issues through arts therapy.
- Fortnightly drop-in sessions: open access opportunity for CYP to raise mental health issues and obtain advice and signposting. Opportunity for peer groups to meet and form friendships. Content under development.
- Summer holiday activities: provides consistent and easily accessible enrichment arts activities for CYP and their families. Themes and topics include 'play in a week', animation studio, dance camp and puppet building.

## OUTPUTS

- Flourish:
- Number of CYP per course (by age group)
  - Number of mid-course drop-outs (by age group)
  - Number of CYP completing the course
  - Number of 'lightbulb moments' (a course metric for CYP (they realise they can/have achieved)
  - Log demographic characteristics of attendees (age, gender, ethnicity, and postcode for deprivation/health inequalities assessment)
- Arts therapy:
- Number of CYP per course (by age group)
  - Number of mid-course drop-outs (by age group)
  - Number of CYP completing the course
  - Log demographic characteristics of attendees
- Fortnightly drop-in sessions:
- Number of CYP signing up (by age group)
  - Number of return visits by CYP (by age group)
  - Number of signposting actions (per CYP and overall)
  - Log demographic characteristics of attendees
- Summer holiday activities:
- Number of CYP signing up (by age group)
  - Number of mid-course drop-outs (by age group)
  - Number of CYP completing the course
  - Number of CYP completing the end of course performance
  - Number of signposting actions (per CYP and overall)
  - Log demographic characteristics of attendees

## OUTCOMES

- For all interventions:
- High acceptability of intervention(s) [AIMM measure]
  - Reduced travel costs / environmental costs
  - Increased CYP ability to manage their mental health [SDQ measure]
  - Increased CYP self-esteem [GSE]
  - Increased wellbeing [Warwick measure]
  - Reduction in clinical symptoms of depression and anxiety [RCADS measure]
  - Improved engagement with school [Me & My School questionnaire]
  - Improved health-related quality of life [CHU9 measure]

## IMPACTS\*

- Long term and sustained reduction in mental health symptoms for CYP
  - Sustained reduction in workload from Hub populations for local CYP mental health services
  - Sustained improvement in quality of life for CYP and their parents
- \* Please note an assessment of these long-term impacts would need a 2 or 3 year evaluation



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