

The background of the entire page is a collage of various young people, mostly of South Asian descent, smiling and posing. The collage is overlaid with a semi-transparent red filter. The text is white, providing high contrast against the red background.

# MYTIME

YOUNG CARERS

## LEVEL UP PROGRAMME

**SUPPORTING SCHOOLS TO IMPROVE YOUNG  
CARERS WELLBEING, ATTENDANCE,  
ATTAINMENT, AND BEHAVIOUR**

MYTIME Young Carers Level Up Programme  
Costs 2025-2026

## INTRODUCTION

Over the past 5 years **MYTIME** has developed a highly effective programme of support for schools which enables them to identify and support young carers. It is estimated that 10% of all students have a caring responsibility and in future this number is expected to rise. Data shows that having a caring responsibility significantly impacts young carers wellbeing, attendance, attainment and behaviour.

From September 2025, **MYTIME** would like to request that schools support the cost of **MYTIME** delivering the Level Up Programme. **MYTIME** Young Carers is a not-for-profit organisation that receive no government funding to deliver our work. These contributions will ensure that we can continue to provide the highest level of support to schools and increase the breadth of services **MYTIME** offers.



*"The support at school since MYTIME got involved has improved my wellbeing - I didn't like coming into to school because I felt misunderstood. Since the support has been in place I have built good relationships with staff and knew who I could talk to when I needed support. Individual teachers are more understanding of my situation, because of the training they have had from MYTIME. I feel less anxious as I know I can speak to them and there are reasonable judgements."*

YOUNG CARER - AGE 15 (Y10)



## WHY SCHOOLS NEED TO IDENTIFY AND SUPPORT YOUNG CARERS:

### PRIMARY AGE YOUNG CARERS:

**MYTIME** Young Carers published a report in April 2024 which explored the attendance and attainment of young carers age 5-11. This report found:

#### ATTENDANCE:

- ▶ **27%** of young carers are persistently absent from school in comparison to only **12%** of their peers without a caring responsibility.

#### ATTAINMENT:

- ▶ Only **51%** of young carers reach age related expectations in reading, in comparison to **70%** of their peers without a caring responsibility.
- ▶ Only **39%** of young carers reach age related expectations in writing, in comparison to **63%** of their peers without a caring responsibility.
- ▶ Only **49%** of young carers reach age related expectations in maths, in comparison to **73%** of their peers without a caring responsibility.

### SECONDARY AGE YOUNG CARERS:

**MYTIME** Young Carers published a report in November 2024 which explored the attendance, attainment, and behaviour of young carers age 11-16. This report found:

#### ATTENDANCE:

- ▶ **46%** of young carers are persistently absent from school in comparison to only **23%** of their peers without a caring responsibility.
- ▶ In Year 7, **33%** of young carers are persistently absent from school in comparison to only **12%** of their peers without a caring responsibility.
- ▶ In Year 11, **53%** of young carers are persistently absent from school in comparison to only **33%** of their peers without a caring responsibility.

## ATTAINMENT:

- ▷ Only **64%** of young carers achieve a 4+ in English and Maths at GCSE compared to **71%** of their peers without a caring responsibility.
- ▷ Only **38%** of young carers achieve a 5+ in English and Maths at GCSE compared to **48%** of their peers without a caring responsibility.
- ▷ Only **4%** of young carers achieve a 7+ in English and Maths at GCSE compared to **15%** of their peers without a caring responsibility.

## BEHAVIOUR:

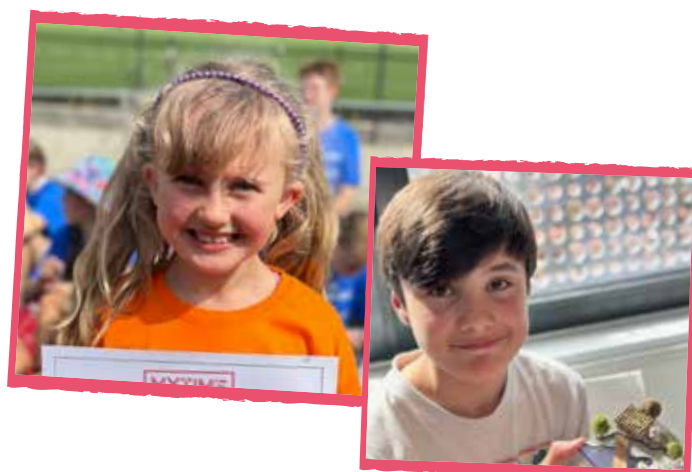
- ▷ **40%** of young carers experience suspensions (Fixed Term Exclusions) compared to **17%** of their peers without a caring responsibility



*"Working with MYTIME has encouraged all staff (teaching and support) to always be aware and conscious of the needs of the young people we work with. It has opened our eyes to the complexities of family life for young carers and the respect we must all have for their wellbeing. As a result, our culture is more inclusive, more needs-led and (crucially) far more celebratory of their achievements."*

SALLY WILSON - Headteacher - The Blandford School

The findings of these reports reveal a troubling picture for young carers in both primary and secondary school, highlighting the significant barriers young carers face in accessing their education and the impact this has on their well-being and future life chances. The stark contrast in attendance and attainment figures between young carers and their peers without a caring responsibility, indicates that having a caring responsibility severely impacts their ability to engage consistently in school. The increase in persistent absence as young carers progress through their education underscores the compounded pressures they face.





## SUPPORT FROM MYTIME WILL INCLUDE:

**MYTIME** will provide 25-35 hours of face-to-face or online support to your school each academic year. You will be provided by a dedicated **MYTIME** Level Up Programme Co-Ordinator, who will support school leadership, teaching staff, support staff and Young Carer Champions with the tools they need to develop and deliver:

- ▷ A young carer strategy and guidance for its implementation
- ▷ A young carer policy and guidance for its implementation
- ▷ Bespoke CPD to all types of school staff and governors
- ▷ Assemblies to raise awareness of young carers and create supportive school environments
- ▷ Support booklets for Young Carer Champions, supporting them in all aspects of the role
- ▷ Places for school leaders and Young Carer Champions at the annual **MYTIME** Education Summit
- ▷ 1-1 support for school leaders and data managers to track young carer data
- ▷ 1-1 support in developing school-based interventions for young carers to address attendance and attainment gaps, improve wellbeing and behaviour
- ▷ Access to Young Carer Champion network meetings
- ▷ Provide support in applying for the Young Carers in Schools Award

**Additional extras should your school wish to access them include:**

- ▷ Access to Making Memories Events Programme and transition events
- ▷ Employability Programme for young carers age 14+

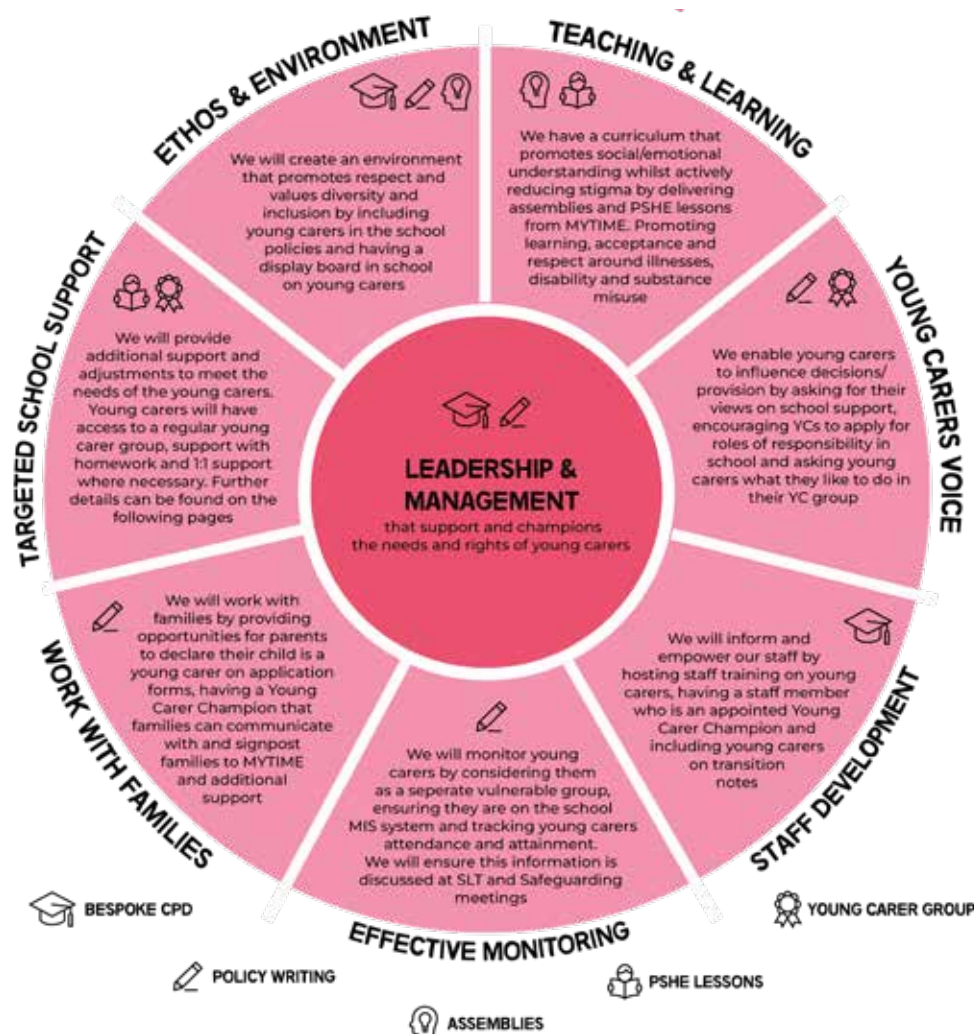


*"MYTIME have sparked a culture shift across school in raising awareness for staff and students alike on the lives of our young carers. We have worked hard to build a culture where our young carers can have trust in us to support them when they need it, to feel heard and to have a safe space to socialise and connect. This in turn has had a positive effect on students' wellbeing."*

**HOLLY LORBERG** - Young Carer Champion



# WHOLE SCHOOL APPROACH:



The **MYTIME** Young Carers Level Up Programme was designed and developed to assist schools with the identification of young carers and strategies for supporting them. The funding for this programme is being provided by grants from trusts, foundations, and individuals who believe that young carers deserve better support at school.

**MYTIME** is currently working with over 220 schools nationally and has developed a whole-school approach to improving the wellbeing, attendance and attainment of young carers. This highly effective programme provides evidence to prove that if the recommendations suggested are followed, outcomes for young carers could be significantly improved.

The **MYTIME** Level Up Programme supports schools through a 5-stage process, beginning with the identification of young carers. It is only once young carers are identified that interventions can be put in place to support their wellbeing, attendance and attainment. These can then be assessed continuously, leading to improved childhood experiences and adult outcomes.

MYTIME

YOUNG CARERS

THE LEVEL UP  
PROGRAMMEPHASE 01  
MAPPING  
PROVISION

## STEP 01

- a) Initial partnership meeting to establish existing offer and create collaborative plans

PHASE 02  
LAYING STRONG  
FOUNDATIONS

## STEP 01

- a. SLT commitment and MIS set up
- b. Policy Writing
- c. Baseline data collection

## STEP 02

- a. Initial Young Carer Group to collect wellbeing data and youth voice

PHASE 03  
BUILDING  
COMMUNITY &  
AWARENESS

## STEP 01

- a. MYTIME delivery of CPD and Assemblies
- b. Raising awareness through displays, school website, communication with families and stakeholders

## STEP 02

- a. Ongoing Young Carer Groups
- b. Differentiated pastoral CPD

PHASE 04  
APPLYING  
LEARNING

## STEP 01

- a. Young Carers Groups embedded
- b. Reasonable adjustments implemented
- c. Data monitored

## STEP 02

- a. Access MYTIME opportunities
- b. Develop YC youth voice



By the end of Phase 3 schools/ colleges will be in a position to evidence all aspects of the YCiS Award.

PHASE 05  
MEASURING  
IMPACT &  
FURTHER  
DEVELOPMENTS

## STEP 01

- a. Survey young carers
- b. Update data and YC list
- c. Collate feedback from staff
- d. MYTIME Case Study
- e. Review and update collaboration and communication plan
- f. Plan cyclical awareness raising opportunities

## STEP 02

- a. Share youth voice through further CPD
- b. Delivery of PSHE
- c. Develop an action plan for young carers in line with your school improvement plan

&gt;&gt; CYCLICAL REVIEW &amp; DEVELOPMENT &gt;&gt;

**MYTIME** promotes a whole-school approach to identifying and supporting young carers. Senior leaders are expected to create the conditions where designated Young Carer Champion(s) and school staff can ensure young carers thrive and that their families feel supported. **MYTIME** Level Up Co-Ordinators (all former teachers) provide individualised support to schools over multiple years, by training a Young Carer Champion(s), and delivering school staff CPD sessions, policy development, assemblies, PSHE lessons and young carer groups. Once we have worked with you on these core deliverables, we will then help you design a specific plan of action which can help address the specific needs of young carers in your school, such as attendance, attainment, wellbeing and behaviour which can tie into your school improvement plan.

## IMPACT OF THE MYTIME LEVEL UP PROGRAMME

The impact of the **MYTIME** Level Up Programme can be seen in the 2023 and 2024 school census. In Bournemouth, Christchurch, and Poole (BCP) where **MYTIME** is now working with **94%** of state-funded primary and secondary schools, the school census data showed that BCP primary and secondary schools identify the highest percentage of young carers in England.

Local authority	School type	2024 BCP data	2024 National data	2023 BCP data	2023 National data	Change
<b>Bournemouth, Christchurch, and Poole</b>	Primary	1.9%	0.5%	1.4%	0.3%	+0.5
	Secondary	3.2%	0.9%	2.5%	0.6%	+0.7
	Alternative Provision	5.5%	0.3%	4.0%	0.2%	+1.5





## CASE STUDIES

### BISHOP ALDHELM'S CHURCH OF ENGLAND PRIMARY SCHOOL, POOLE



**MYTIME** partnered with Bishop Aldhelm's in 2022. Bishop Aldhelm's is part of the HAMWIC Education Trust and currently has 643 pupils on roll.

Since partnering with **MYTIME**, Bishop Aldhelm has identified a further 35 young carers. In Autumn 2022, all staff attended a CPD session led by MYTIME, which provided crucial knowledge and understanding of young carers, together with identification strategies.

Bishop Aldhelm's initial training was then followed up with annual whole school assemblies, led by experienced **MYTIME** Level Up Coordinators, and this has been shown to further elevate awareness amongst the school community. PSHE lessons designed and delivered by **MYTIME** have continued to improve recognition of young carers within the school.

Kelly was appointed as Young Carer Champion at the school and has created a flourishing programme of support for young carers and their families. Collaborating with MYTIME, she quickly established regular meetings for the young carer community, providing them with a safe space to be heard and experience a sense of belonging. She is also fully engaged in external opportunities, networking and sharing best practices and in June 2023, she was invited to join the professional panel at the **MYTIME** Educational Summit.

Bishop Aldhelm's Primary School has also developed a powerful additional strand of support for the families of young carers, providing them with a warm, understanding, and compassionate environment through regular organised events. Kelly is an outstanding example of how school staff can effectively support young carers and their families, showcased beautifully through her unwavering dedication and commitment.



*"Thank you to MYTIME for putting this at the forefront of our teacher-minds. It is SO important that we take an extra moment to think about what each of our pupils are dealing with. As kids, they won't know their life is any different or special and may want and need to ask for help but need us to be the ones to see them and offer support."*

TEACHER - Bishop Aldhelms Primary School

## ST EDWARD'S SCHOOL, POOLE



**St Edward's  
School**

Unity - Achievement - Faith



**MYTIME** began working with St Edward's School in 2022-2023. St Edward's is a comprehensive state secondary school in Poole and there are over 1000 students on roll, aged between 11-18.

Since partnering with **MYTIME**, St Edward's identified 20 new young carers that they had been previously unaware of. Since engaging with the Level Up Programme, the school has focused on improving the wellbeing of the young carers, which has led to 70% of the young carers at the school improving their attendance.



*"It is my belief that attendance has increased because the young carers enjoy being at school. This is due to the culture that has been created and the fact that there are now multiple members of staff that each young carer can approach for help and support. We have appointed an exceptional Young Carer Champion, who really listens to the needs of the young carers. We provide opportunities for them to feedback on both their positive and negative experiences and we always ensure we respond, so they feel seen and heard."*

**CHRIS BARNETT - HEADTEACHER**

Chris Barnett (Headteacher) highlights how the school has used data to understand the effectiveness of the support now being offered to young carers and explains that all staff are now aware of who the young carers are by identifying them on the school MIS system (SIMS). Young carers have a user-defined code, which enables staff to create seating plans for each class and this reminds staff every day of who the young carers are. St Edward's treat young carers exactly as they would any other vulnerable group and there is a key member of the Senior Leadership Team who has been given responsibility for the outcomes of young carers. She works closely with the Young Carer Champion to ensure that young carers remain a priority.



**St Edward's supported by MYTIME have put a large variety of provision in place for young carers including:**

- ▷ Young carer activities which take place every half term
- ▷ 1:1 sessions with the ELSA trained Young Carer Champion, which are delivered through their EDEN Learning Centre
- ▷ Young carers are given a pass that they can show to staff on the gate. This means they are not challenged when their caring responsibilities prevent them from arriving to school on time, but instead, they are greeted warmly.
- ▷ Young carers are on the school website, ensuring that parents and the wider community know St Edward's supports young carers.
- ▷ Specific staff training has been put in place focusing on additional support for the morning 'transition period' between home and school. This gives young carers time and space to leave their caring responsibilities at the school gate and prepare for a day of learning with their peers.



*"My Young Carer Champion was able to give me a late card - I don't always need to use it but if I show it to the staff on the gate, I am able to avoid the need to explain why I am late as they understand I have a reason for using it."*

YOUNG CARER- AGE 13 (Y9)

As a result of these proactive efforts, Yaz, the Young Carer Champion, reports that they have had several parents email her directly to self-refer their children to receive support from the school in relation to their caring responsibility. St Edward's also gather data on the nature of the young carers' caring responsibilities to help tailor their support to the needs of each individual student and their family.



*"If we do have students that are struggling with their attendance, our initial focus is to get them into the school, not necessarily into all lessons. We have one student who was at risk of becoming a school refuser, but they now are regularly attending lessons due to our ethos and support. More importantly, this student now openly engages in conversation about their situation, allowing us to listen and understand. Before the support, there was no communication."*

YAZ- YOUNG CARER CHAMPION, ST EDWARD'S

When the young carers at St Edward's were asked about the support which had particularly benefitted them, one said:



*"My Young Carer Champion could see I was struggling, I was able to have a temporary reduction in homework, just focusing on homework in the core subjects until my situation was more manageable. They spoke to my teachers for me and this was supported. It definitely made it easier to come into school, rather than avoid the situation by staying at home."*

YOUNG CARER- AGE 14 (Y9)



**St Edward's  
School**

Unity - Achievement - Faith

## GLENMOOR AND WINTON, BOURNEMOUTH



**Glenmoor & Winton Academies**  
High Achievement – High Standards  
Part of United Learning



**MYTIME** began working with Glenmoor and Winton Academies in 2021-2022. Glenmoor and Winton Academies are a co-located secondary school in Bournemouth that are part of the United Learning Multi Academy Trust. Students are aged 11-16 and there are over 1800 students on roll.

After partnering with **MYTIME**, Glenmoor and Winton have identified over 70 new young carers that they were previously unaware of. Since engaging with the Level Up Programme, the school has focused on improving the wellbeing and attainment of young carers.

In 2024, despite young carers being three times more likely to enter the school as low prior attainers, 82% of young carers at Glenmoor achieved a 4+ in English and Maths, and 65% at Winton achieved a 5+ in English and Maths. They deliver a variety of academic interventions through their Learning Coach Programme that ensure young carers are offered the very best support in terms of catching up with their peers. Glenmoor and Winton recognise that if young carers struggle with maths, reading and writing, this has a huge impact not only on their ability to achieve good GCSE results which will allow them to go on to further education, but can also significantly impact their confidence, their attendance and their long-term future.



*"At Glenmoor and Winton, all young carers have individualised action plans which allow us to provide support in the areas they need it most. These action plans are used to make allowances for those struggling with homework, they provide key 1-1 emotional and academic support, allow us to make reasonable adjustments to start and finish times and provide opportunities for personal development through trips and clubs."*

LEON LIMA- PRINCIPAL GLENMOOR AND WINTON ACADEMIES



Glenmoor and Winton have also worked hard to create a 'culture of safety' for young carers at the school. They have focused on giving young carers a sense of belonging by creating an environment where they feel seen and supported. The Young Carer Champion delivers a young carer group every week, where young carers can go to take part in fun activities such as tending to the school garden and art sessions. This provides them with a safe space to spend time with other young carers and an opportunity for them to talk to the Young Carer Champion about things that are bothering them.



*"My school raises awareness of young carers and we have done a number of events, for example, trips and the MYTIME Employability Programme, which helped me understand what I want to do when I leave school. Some of the events we have done have involved the whole school and this has helped people understand that the school is working with MYTIME to support young carers."*

YOUNG CARER - AGE 16 (Y11)

**MYTIME** delivers training to all staff regularly on who young carers are and the type of challenges they face. Staff are free to use their professional discretion to address issues around homework and other reasonable adjustments young carers might need to ensure they are supported.



**Glenmoor & Winton Academies**  
High Achievement – High Standards  
Part of United Learning

## LEVEL UP PROGRAMME COST 2025-2026:

To help us cover the cost of delivering the Level Up programme in schools we have put together the following payment schedule which could be invoiced for or transferred to the charity on a termly or annual basis:

TYPE OF SCHOOL	NUMBER OF PUPILS	TERMLY COST	ANNUAL COST
<b>Small</b>	Below 200	£200	£600
<b>Medium</b>	200-500	£300	£900
<b>Large</b>	Above 500	£400	£1200

## THANK YOU

Thank you so much for agreeing to support **MYTIME**, so we can continue to deliver outstanding support for schools. We never want costs to be a prohibiting factor for your school to get involved, so if neither of the options above are suitable please let us know and we can find alternatives.

At **MYTIME**, we believe no child's destiny should be defined by their beginning. That's why at **MYTIME** we fight for the rights of young carers to ensure they receive the support, opportunities, and friendship that every child needs and deserves. Your support will help us to deliver on this.






# MYTIME

## YOUNG CARERS

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