

Creative Computing Club CIC
Financial Statements
Year to 31 Aug 2018

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Creative Computing Club CIC

Financial statements for the year ended 31 Aug 2018

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Creative Computing Club CIC

Company Information

Directors

Matthew C. Applegate

Emma Mordue

Julie Barry

Helen Smith

Registered Office

Creative Computing Club CIC

51 Greenfinch Avenue

Ipswich, Suffolk

IP2 0SH

Registered Number

09196889

Bankers

The Co-operative Bank p.l.c.,

P.O. Box 101,

1 Balloon Street,

Manchester

M60 4EP

Creative Computing Club CIC

Director's Statement

2017 to 2018 was the sixth year of operation for the Creative Computing Club, and it's third as a CIC. Incorporating the organisation as such has allowed us to grow continuously over the year and give even more back to the local community.

The Creative Computing Club CIC has continued its success in working with young people in Suffolk which will grow even further in the 2018-2019 period working with several local schools after being awarded Alternative Provision status by Suffolk County Council.

The primary source of income remains paid memberships to the evening courses.

Matthew C. Applegate
Director

Creative Computing Club CIC

Director's Report

Review of Activities

The principal activity of the company was a offering technology-based courses in Suffolk direct to the public.

The directors are satisfied with the results for the year and are confident of making further progress in establishing the Creative Computing Club in the forthcoming year.

Financial Results

The results for the year are set out on page 6.

Audit Exemption


For the financial year in question the company was entitled to exemption under section 477 of the Companies Act 2006 relating to small companies.

No members have required the company to obtain an audit of its accounts for the year in question in accordance with section 476 of the Companies Act 2006

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

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

Approved by the board and authorised on January 6th, 2018

 (Matthew C. Applegate)

Creative Computing Club CIC

Income and Expenditure Account Year to 31 Aug 2018

	2018	2017
	£	£
Income		
Subscriptions	27393.44	18141.54
Savings	761.22	403.11
	<hr/>	<hr/>
	28154.66	18544.65
Administration expenses	23881.49	17783.43
	<hr/>	<hr/>
Operating surplus	4273.17	761.22
Interest receivable	0.00	0.00
Surplus before tax	4273.17	761.22
Taxation	0.00	0.00
	<hr/>	<hr/>
Retained surplus for the year	4273.17	761.22

All recognised gains and losses are reflected in the Income and Expenditure account.

All of the companies activities are continuing.

Creative Computing Club CIC

Balance Sheet as at 31 Aug 2018

	2018	2017
	£	£
Fixed Assets		
Tangible Fixed Assets	3415.97	2161.38
	<hr/>	<hr/>
Current Assets		
Cash at Bank	3511.95	403.11
	<hr/>	<hr/>
Net Current Assets	3511.95	403.11
	<hr/>	<hr/>
Net Assets	6927.92	2564.49
	<hr/>	<hr/>
Income & Expenditure Account	6927.92	2564.49
	<hr/>	<hr/>

Audit Exemptions

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Approved by the board and authorised on January 6th, 2018

Signed

Matthew C. Applegate (Matthew C. Applegate)

CIC 34

Community Interest Company Report

For official use
(Please leave blank)

*Please
complete in
typescript, or
in bold black
capitals.*

Company Name in full CREATIVE COMPUTING CLUB COMMUNITY
INTEREST COMPANY

Company Number 9196889

Year Ending 2017-2018

This template illustrates what the Regulator of Community Interest Companies considers to be best practice for completing a simplified community interest company report. All such reports must be delivered in accordance with section 34 of the Companies (Audit, Investigations and Community Enterprise) Act 2004 and contain the information required by Part 7 of the Community Interest Company Regulations 2005. For further guidance see chapter 8 of the Regulator's guidance notes and the alternate example provided for a more complex company with more detailed notes.

(N.B. A Filing Fee of £15 is payable on this document. Please enclose a cheque or postal order payable to Companies House)

PART 1 - GENERAL DESCRIPTION OF THE COMPANY'S ACTIVITIES AND IMPACT

The Creative Computing Club has continued its success in working with young people in Suffolk adding nine schools to its portfolio of schools.

A social audit report covering these points is attached.

(If applicable, please just state "A social audit report covering these points is attached").

(Please continue on separate continuation sheet if necessary.)

PART 2 – CONSULTATION WITH STAKEHOLDERS – Please indicate who the company's stakeholders are; how the stakeholders have been consulted and what action, if any, has the company taken in response to feedback from its consultations? If there has been no consultation, this should be made clear.

Emma Mordue and Matthew C. Applegate. Regular consultation has been made with the stakeholders (members, parents, council and schools) through meetings. In addition to this we have held an annual general meeting which was open to the parents of the children we work with as well as the general public to consult with them and discuss their needs.

A social audit report covering these points is attached.

(If applicable, please just state "A social audit report covering these points is attached").

PART 3 – DIRECTORS' REMUNERATION – if you have provided full details in your accounts you need not reproduce it here. Please clearly identify the information within the accounts and confirm that, "There were no other transactions or arrangements in connection with the remuneration of directors, or compensation for director's loss of office, which require to be disclosed" (See example with full notes). If no remuneration was received you must state that "no remuneration was received" below.

No remuneration was received.

PART 4 – TRANSFERS OF ASSETS OTHER THAN FOR FULL CONSIDERATION – Please insert full details of any transfers of assets other than for full consideration e.g. Donations to outside bodies. If this does not apply you must state that "no transfer of assets other than for full consideration has been made" below.

No transfer of assets other than for full consideration has been made.

(Please continue on separate continuation sheet if necessary.)

PART 5 – SIGNATORY

The original
report must be
signed by a
director or
secretary of the
company

Signed *Matthew C. Applegate*

Date 12/06/19

Office held (delete as appropriate) Director/Secretary

You do not have to give any contact information in the box opposite but if you do, it will help the Registrar of Companies to contact you if there is a query on the form. The contact information that you give will be visible to searchers of the public record.

Matthew C. Applegate

51 Greenfinch Avenue

Ipswich, Suffolk

IP20SH

Tel 07850940591

DX Number

DX Exchange

When you have completed and signed the form, please attach it to the accounts and send both forms by post to the Registrar of Companies at:

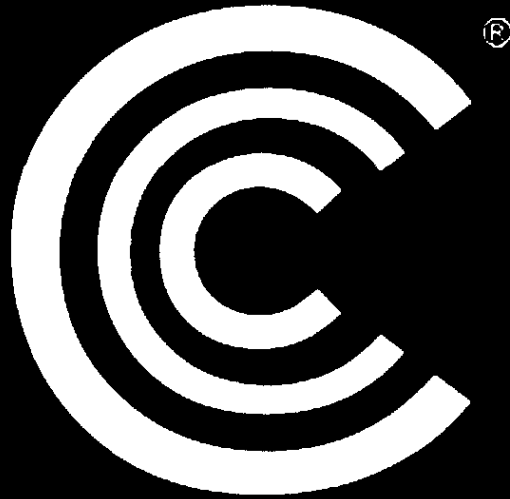
For companies registered in England and Wales: Companies House, Crown Way, Cardiff, CF14 3UZ
DX 33050 Cardiff

For companies registered in Scotland: Companies House, 4th Floor, Edinburgh Quay 2, 139 Fountainbridge, Edinburgh, EH3 9FF DX 235 Edinburgh or LP – 4 Edinburgh 2

For companies registered in Northern Ireland: Companies House, 2nd Floor, The Linenhall, 32-38 Linenhall Street, Belfast, BT2 8BG

The accounts and CIC34 **cannot** be filed online

(N.B. Please enclose a cheque for £15 payable to Companies House)



Creative Computing Club CIC
September 2018 Impact Report

Creative Computing Club CIC provides technology-based learning for all ages and abilities to participants in Suffolk. It delivers courses on computer programming, video game design, hardware programming, web development, electronics, robotics and more. Founded in 2012 the Creative Computing Club has helped hundreds of young people take their first steps into the world of technology.

The Creative Computing Club is a community interest company. Therefore the positive impact we have on young peoples lives, the educational and social opportunities we provide them are of more importance to us than generating a profit.

Our ethos is simple, 50% work 50% play and this is where we are after six years of working with young people.

Director & Founder

Matthew C. Applegate (MA PAES FRSA GCI)
Make Things. Make Friends. Have Fun.

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1. What's the problem we're trying to tackle?

It has been illustrated by several major studies that there is a digital skills gap in the UK, and that gap is widening. Although there has been considerable progress in raising the profile of Computing and Computer Science alongside ICT, it is predicted without significant investment, and educational opportunities for young people there will be a digital skills crisis.

"As we seek to address the shortage in high level digital skills, digital exclusion remains stubbornly high with an estimated 23% (12.6 million) of the UK population lacking basic digital skills." ¹

Although this could be argued to be an alarming statistic with almost a quarter of the UK's current population lacking basic digital skills, it should be noted "63% are over 75" and have for the most part left the workforce. By removing the over 75s, the figure is reduced to 4.5 million people in the current workforce lacking basic digital skills. But even though the 4.5 million is significantly less than the 12.3 million it still has a far-reaching impact.



The Creative Computing Club CIC works with young people from 8 to 16, providing a pipeline from primary school to postgraduate.

"The findings come as 93% of UK tech firms say that a shortage of skilled workers is holding their business back." ²

This is largely due to the unprecedented growth of the internet and digitising of businesses and business practices. Growth industries such as data analysis, the internet of things, Artificial Intelligence (AI), Virtual Reality (VR) and cybersecurity will undoubtedly widen the gap.

"Digitally intensive businesses account for 16% of UK output, 24% of exports and over 3 million jobs. Digital is also creating jobs nearly three times faster than the rest of the economy, pay 44% more than the national average and are twice as productive as non-digital jobs." ³

One potential reason for this gap occurring is the lack of educational opportunities for young people when taking their GCSEs. Many students across the UK don't have the opportunity to take a Computer Science GCSE. Despite there being some growth in the uptake of GCSEs in technology-related subjects it could be argued that it simply isn't going to be enough to meet the demand.

In 2012 "53197" students took ICT, computing and computer science wasn't listed but another subject area "other Technology" made up a further "1447". The total number of GCSEs sat that year was "5225288". ICT and other Technology makes up just 1.04% of all GCSEs. ⁴

In 2016 "84120" took ICT, 62454 students took computing with other technology making up a further "869". The total number of GCSEs sat that year was "5240796". ICT, *computing and other Technology* combined makes up just 2.79% of all GCSEs. ⁵

It is this lack of options available to young people and lack of investment in training that will have a further negative impact on the UK's economy and create a form of digital poverty.

"There are already, however worryingly digital skills gaps in industry. The economic impact of this skills crisis is already clear. Research by O2 showed that the UK would need 745,000 additional workers with digital skills to meet rising demand from employers over the period 2013–2017." ¹

Despite the warning report published by O2 in 2013, it is feared that not enough has been done. It is unknown just how bad the crisis could be for the UK. hired.com aggregate this data and provide additional insight into the potentially bleak future for the UK economy.

The question now is – in light of Brexit, the uncertainty around freedom of movement, and the growing appeal of other global tech hubs in Europe, the US and Asia – can the UK maintain this position? It's a particularly salient point given that a recent study by O2 suggests that the UK will need to fill more than 750,000 new digital jobs by 2020 and train almost 2.3 million people to meet the demand for digital skills. ²

2. What do we do to address it?

The Creative Computing Club CIC is not for profit which provides worthwhile and engaging learning for young people in Suffolk aged 8 to 16 years-old. It covers a wide range of up to date topics such as AI, VR, robotics, Internet of Things, Games Design and Computer Programming. These are largely considered growth industries and this view is supported by the 2017 Technology Industry Outlook.

These so-called “exponentials,” including robotics, virtual and augmented reality (VR) (AR), 3-D printing, and artificial intelligence (AI), are opening up significant areas of opportunity. Cognitive technologies such as computer vision, machine learning, natural language processing, and speech and pattern recognition are being embedded in software applications, imbuing big data with superior capabilities.⁷



Creative Computing Club students are learning about neural networks and applying it using professional grade commercial Artificial Intelligence platform IBM Watson with specially granted permission from IBM.

The Creative Computing Club started in 2012 as a voluntary group and became CIC in 2014, so it could apply for grants to provide more services, receive more training and offer more current learning opportunities. Since 2014 the Creative Computing Club CIC has received grants from UnLtd, The Royal Society for the Encouragement of the Arts, The Co-Op, The Seckford Foundation, Start East, the Alfred William Trust and the University of Suffolk Community Fund. The grants allowed us to invest in new technology and equipment to provide an extensive range of courses and services across Suffolk.

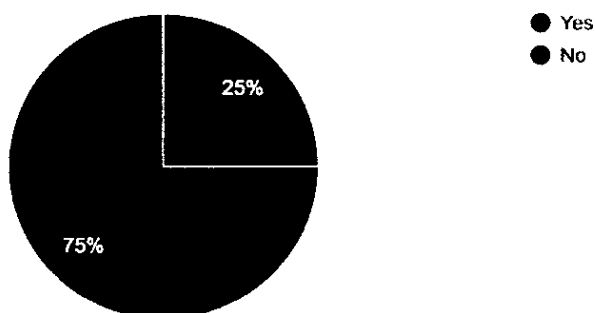


Creative Computing Club students built an Automated Herb Garden and gaining a Silver Crest Award for their project which was funded by the Alfred Williams Trust.

In addition to its non-qualification based courses, it offers Computer Science IGCSE, British Science CREST Awards and Trinity College Arts Awards. These allow our young people to work towards long terms goals and gain a nationally recognised qualification that may not be attainable through their school.

"Despite computing's place on the national curriculum as a foundation subject, only a minority of schools (28.5%) entered pupils for GCSE computing in 2015. Urban schools were more likely to offer computing at GCSE or A-level than those in rural locations (29.5% vs 22.7% and 25.1% vs 18.1% respectively)." ⁸

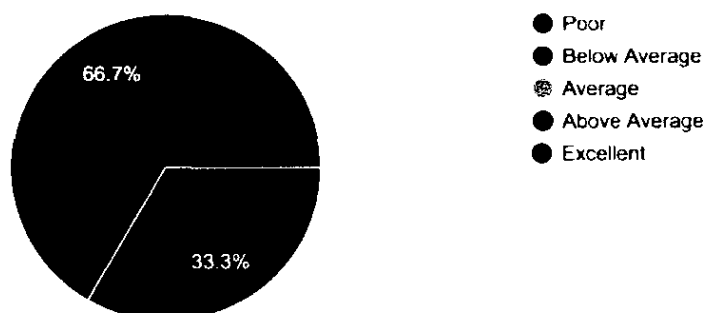
Has the Creative Computing Club offered you any advice on further or higher education?



Source: Creative Computing Club 2018 Attendee Questionnaire ⁹

The Creative Computing Club also works closely with the local FE college, university and several local schools to provide a pipeline for those interested in technology.

If you answered "Yes" in the previous question. What was the quality of that advice?



In addition to this, the Creative Computing Club is in regular contact with several universities which offer specialist technology-based degrees all around the UK. This connection helps us provide students and parents with advice and opportunities to learn about potential career paths in technology and where possible provide young people with real-world opportunities and experience in the area of their interest.

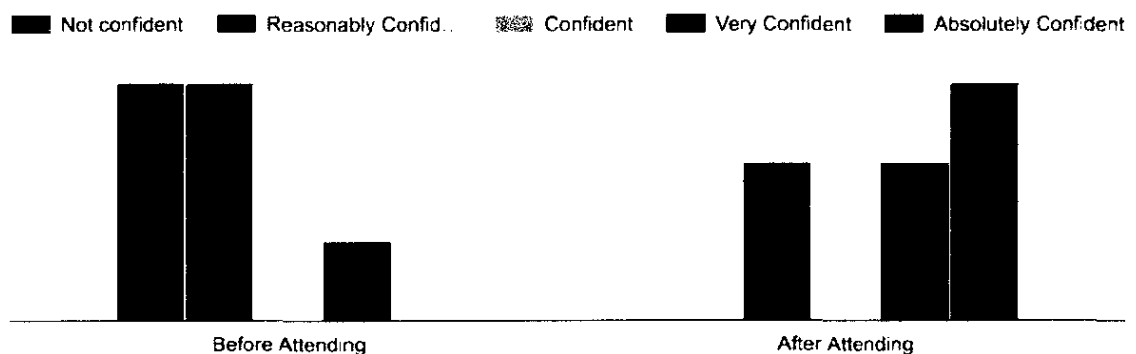
We help organise work experience through local technology companies, bring in specialists to talk to our students about working in different areas of technology and where possible arrange visits to local and national technology companies and places of interest.

3. What does that achieve?

Skill Acquisition

A core part of what Creative Computing Club does is to provide young people with the opportunity to engage with emerging technologies and allow them to gain confidence in areas that interest them. This approach often has a knock on effect to their overall confidence.

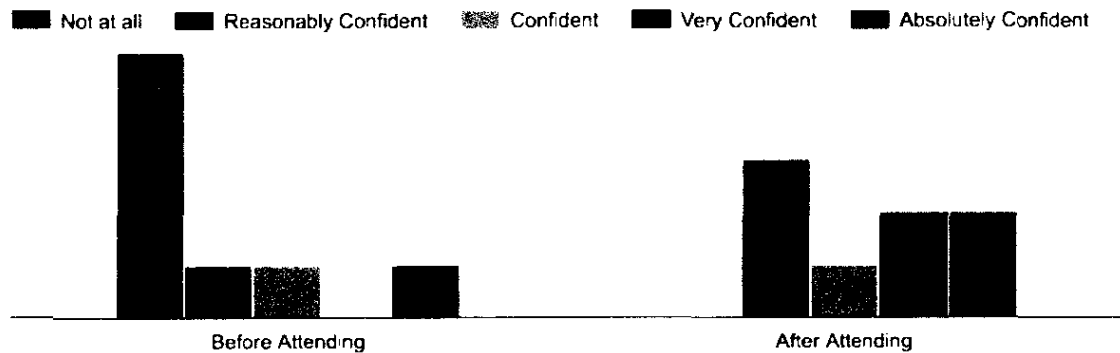
How has your general confidence changed since attending Creative Computing Club?



Source: Creative Computing Club 2018 Attendee Questionnaire ⁹

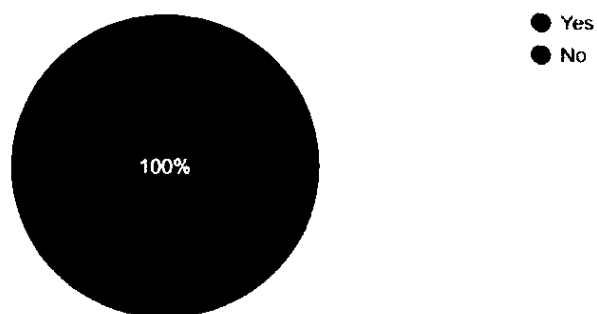
In 2018, seven Creative Computing Club members began attending college to study BTEC Level 2 games design, and ten students gained Computer Science IGCSE. All ten students entered by Creative Computing Club for their iGCSEs passed grades A-D. It is important to note that this figure does not include the number of students that have been helped 'in-school' and have been entered and earned qualifications independent of the Creative Computing Club.

Has your confidence changed with regards to your further and higher education options since attending Creative Computing Club?



Source: Creative Computing Club 2018 Attendee Questionnaire ⁹

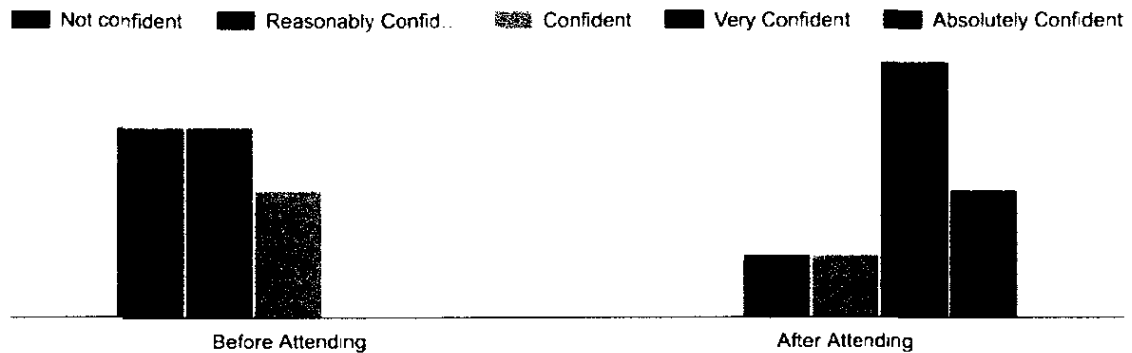
Do you feel the Creative Computing Club has helped you clarify your further or higher education options?



Source: Creative Computing Club 2018 Attendee Questionnaire ⁹

In 2018 a second member of Creative Computing Club graduated University in Computer Games Programming, and three more became gainfully employed in local technology companies in Suffolk.

How has your confidence in learning changed since attending Creative Computing Club?



Source: Creative Computing Club 2018 Attendee Questionnaire ⁹

In addition to the Computer Science GCSEs in 2018 the Creative Computing Club has helped 5 students obtain a Silver British Science CREST Award, 8 students obtain a Bronze British Science CREST Award.

Looking forward, the Creative Computing Club does not believe it can increase the percentage of young people earning qualifications and attending FE and HE courses. As not all of our attendees are of sufficient age to attend FE or HE or sit a GCSE exam.

However, with proper investment and local support, we do believe we will be able to significantly increase the number of young people earning qualifications and attending FE and HE courses.

Further to this, the Creative Computing Club has become the first non-academic institution / non-commercial games company allowed to become a member of UKIE the Association for the UK Interactive Entertainment. Which helps our young people access to networking and conference events giving them an advantage in another field of technology not provided elsewhere.

Socialisation

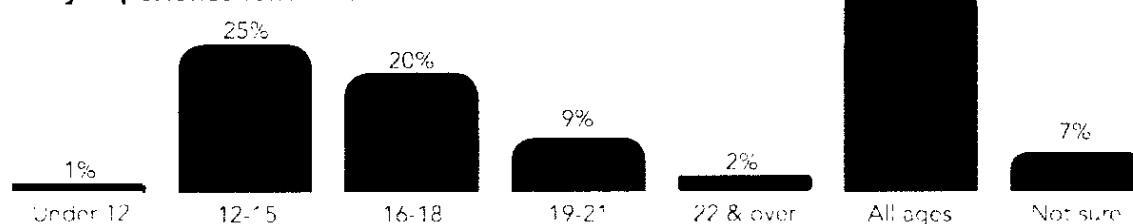
Coupled with the skill acquisition, the Creative Computing Club's second area of improvement is with social skills. In a report published by Relate it stated: "Younger people (16-35) were less likely to report having 'good' quality relationships, and more likely to state they feel lonely 'often or all of the time' than older respondents." ¹¹

Another recent study by the University of Pittsburgh on social media and technology highlights that "This is an important issue to study because mental health problems and social isolation are at epidemic levels among young adults,".¹² Despite this being a study being done in America a similar sentiment has been reached by Nationwide in their study into fraud.

Despite the view that loneliness mainly affects older people, with ONS data showing half (51%) of those aged 75 and older live alone, the research reveals those aged 18-34 reported higher levels of having experienced loneliness (89%) compared to those aged 55 and over (70%). ¹³

In a study "A Place to Belong: The role of local youth organisations in addressing youth loneliness" (2018) ¹⁹ that the Creative Computing Club helped contribute to it illustrates youth workers believe that the 12-15 age range is particularly susceptible to loneliness.

Youth workers' view on what age a young person will most likely experience loneliness

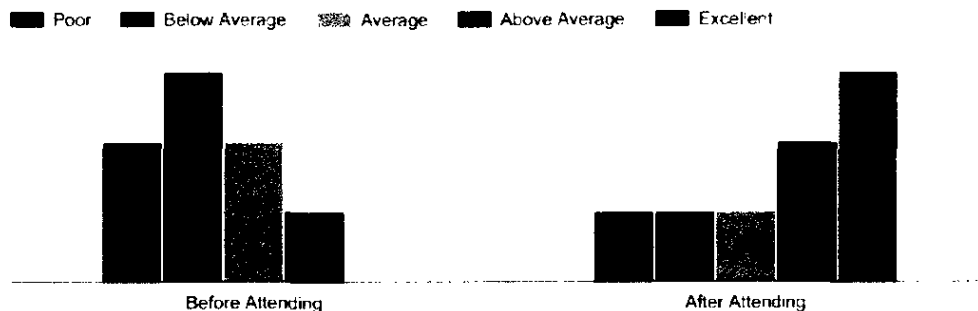


A place to belong - August 2018

Source: A Place to Belong: The role of local youth organisations in addressing youth loneliness ¹⁹

By being aware of the role that the Creative Computing Club has a youth organisation we have actively begun to promote wellbeing and mental health by running more general social activities for young people and getting the young people involved in raising money for other organisations like Suffolk Mind. Making them aware of their existence and the services they offer.

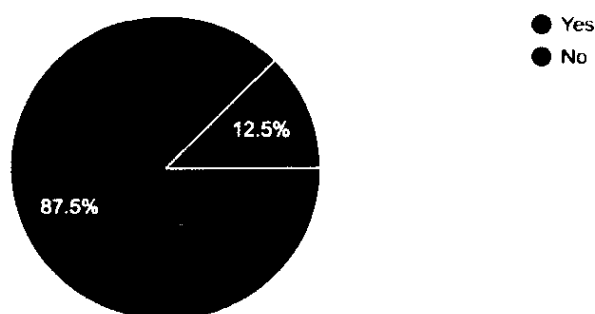
How have your social skills changed since attending Creative Computing Club?



Source: Creative Computing Club 2018 Attendee Questionnaire ⁹

Our questionnaire has shown that 66.7% of attendees keep in contact with friends made at Creative Computing Club outside of the sessions. Which helps highlight the importance socialisation plays at Creative Computing Club.

Do you feel attending the Creative Computing Club has helped you with your social skills?



Source: Creative Computing Club 2018 Attendee Questionnaire ⁹

Further to this 87.5% of attendees believe the club has helped them with their social skills.

4. How do we know what we are achieving?

The Creative Computing Club fosters a vocal community of young people and parents, who often provide us with both informal and formal feedback in the form of our questionnaires. We take their feedback very seriously as it helps us provide the services they want and need to achieve their goals. It helps shape our future courses, allows us to stay relevant and effective at providing worthwhile learning opportunities.

"I've learnt that I can fit in, when I normally don't feel like I can." ⁹

The ethos of the Creative Computing Club is 50% work 50% play as this allows the opportunity for our young people to grow both academically as well as socially, and this view is shared with many employers. "According to a LinkedIn study of hiring managers released last fall, 59 percent said soft skills were difficult to find, and this skill gap was limiting their productivity." ¹⁰

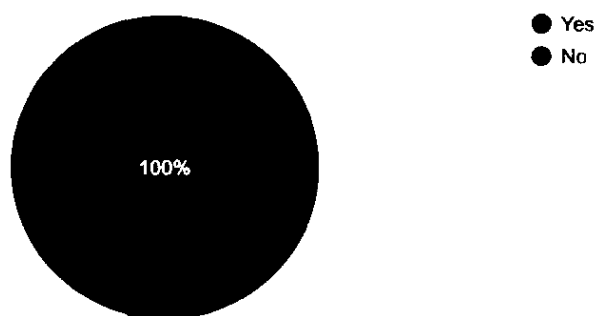
"I enjoy going. I feel safe and Matt understands me." ⁹

We provide opportunities schools simply can not or will not provide. Through our extensive network of technology companies and years of experience of working in technology and education, we can provide a bespoke route for each one of our students.

"It's been fun. I've met people I'd never meet in any other circumstances. I've learnt things I'd never have the confidence to try myself" ⁹

The Creative Computing Club is flexible enough to provide bespoke learning routes for individual students and has done so on many occasions. It not only helps us provide better services but be aware of how we need to change to meet the expectations colleges and universities will have of our students.

Do you find the Creative Computing Club to be a welcoming place?



Source: Creative Computing Club 2018 Attendee Questionnaire ⁹

5. The Suffolk Schools Project

In 2018 the Creative Computing Club CIC underwent a rigorous assessment and was given the status of Alternative Provision by the Suffolk County Council which has allowed us to grow and develop the range of activities we offer in Suffolk Schools.

The Suffolk Schools Project is a year-long project starting in September commissioned by the Children and Young People Services department and funded by the Suffolk County Council. The project aims to work with over 170 young people across Suffolk from disadvantaged backgrounds to inspire them, improve the levels of creative digital skills and extend the range of career opportunities available to them.

The programme for the Suffolk Schools Project will run six projects aligned with the terms of the academic year. The six courses are chosen for this project align themselves closely with the 2017 Technology Industry Outlooks “exponentials” giving young people access to and experience with cutting-edge technology.

Programming, is considered the language for the 21st Century. It is the essential building block for accessing, understanding and creating in the digital world.

Robotics, as more jobs move towards automation, it is critical to understand the core concepts of robotics to stay one step ahead.

Virtual Reality (for over 12s), until recently it was considered science fiction now VR is used in everyday life from entertainment to psychotherapy, from medical training to design.

BBC Microbit (for under 12s), is a versatile single board computer which allows the user to create apps and use sensors to detect and collect data from the real world.

Big & Personal Data, as more and more people connect to the internet, it is increasingly important that big data and personal data is understood to harness the potential and protect this valuable asset.

Computer Arts, digital technologies offer an ever-increasing opportunity for expressiveness, understanding digital tools can help inspire lifelong interactions with arts as both a spectator and a creator.

3D Printing, one of the most potent modern tools which allow individuals to realise design concepts and create bespoke artefacts and new technologies.

At the end of the first term, we asked the under 12's to write a short paragraph about their experience and the over 12's to answer a short questionnaire.

Handford Hall Primary School

Handford Hall rated "Good" by Ofsted ¹⁴ is set in Central Ipswich has "24.9% Pupils eligible for free school meals at any time during the past six years and is in the lower quintile for young people likely to attend Higher Education. Of the 355 pupils, we are working with a class of 30.



Teacher Feedback:

"The impact of sessions delivered by Creative Computing Club is immense. Our Year 4 children, who come from different backgrounds and cultures, are able to use a common language of computing and challenge themselves in creating new computer games. The weekly sessions are fun yet purposeful and the pupils always leave the lessons knowing that little bit more than they did before. The projects clearly inspire pupils to try different things and teaches them to be focused and resilient. From the point of leadership these sessions are an excellent opportunity to embed Computing in a school setting. Handford Hall pupils have been inspired to continue developing their computing skills and are constantly talking about their new learning opportunities. Our lunchtime computer club is now completely oversubscribed!" - Kasha Blake, Headteacher and Jess Chisholm, Year 4 Teacher

Student Feedback:

"I really enjoyed it and when I grow up I want to be a computer teacher." - Year 4 Student

"I really liked making the game and when I saw the end result I was really proud of myself and my fellow classmates." - Year 4 Student

"I thought it was a great experience making my own game and I would definitely recommend trying it and I loved seeing other peoples hard work." - Year 4 Student

Causton Junior School , Colneis Junior School and & Trimley St. Martin

With just under 800 pupils between the three schools and with them so close geographically we decided to make it a collaborative effort between the three schools working with 60 pupils in mixed school sessions.



The three schools did one half-term of designing a video game and one half-term learning computing coding, the lesson plans for the sessions are now available online for other teachers to download and use in their lessons as part of our CPD initiative launching in the new year.

The three schools also benefitted from our partnerships with UKIE and Digital Schoolhouse as we were able to offer them an opportunity to work with professional game assets to learn how to code. More detail on these sessions as well as online resources can be found in the online article “Diary of a Lead Teacher: Starlink coding in action” ¹⁸ published by Sony Digital Schoolhouse.

Teacher Feedback:

“It has been extraordinarily successful for the children. Every child has enjoyed the sessions and have learnt something new each session constantly building their skills and knowledge. The children have enjoyed this new knowledge of the world of computing, The Creative Computing Club puts their new skills into context explaining where it sits within this world.

On a Governor visit, the governor was impressed with the session, he noticed the children were fully engaged and their learning behaviours were focused. Children were successful.

**It is clear that the children recognise his skills, they like his manner, and are keen to attend. It is a clear success. I would like to have more” - Lizzie Girling
Head Teacher Maidstone and Causton Federation**

Student Feedback:

"Can we have Mr Applegate (Creative Computer Club) more please he knows so much" - Year 6 Causton Student

"We know things now that you don't know." (To the Headteacher) - Year 6 Causton Student

"I would really like to have this as a career." - Year 6 Causton Student

"This experience was amazing, we loved it." - Year 6 Colneis Student

"It was a lot of fun, I wish I could do it everyday." - Year 6 Trimley St., Martin Student

Halifax Primary School

Halifax Primary School (HPS) rated "Good" by Ofsted ¹⁵ has just over 410 pupils it is larger than the average UK primary school in their latest Ofsted report it suggested that HPS raised "providing more challenging activities in class" to raise their rating.

The Creative Computing Club worked with two, year five classes around 60 pupils in total. In the first half-term we looked at video game design in the second we looked at computer programming.



Teacher Feedback:

"Since Creative Computing Club has been coming to Halifax Primary School they have opened the children's eyes as to how many options there are when it comes to the world of computing. Their recent lessons on game design has allowed the children to understand the different elements that form designing a computer game: a story or theme behind the game; how the characters they create reflect the game; and how a background can also reflect the game. They have guided the children through thinking of ideas on paper and used historical games characters to support the children's knowledge before moving them on to using excellent software to further open the children's eyes as to how these elements are created. The children have thoroughly enjoyed, and been challenged, when creating the different elements of game design and discovering the constraints of pixels when developing characters and backgrounds. As I looked around the room, all the children are engaged, all the children are relishing the challenges." - Gary Harvey, Year 5 Teacher

Student Feedback:

"It was the best computing lesson that I have had." - Year 5 Student

"I literally couldn't wait for Wednesdays each week." - Year 5 Student

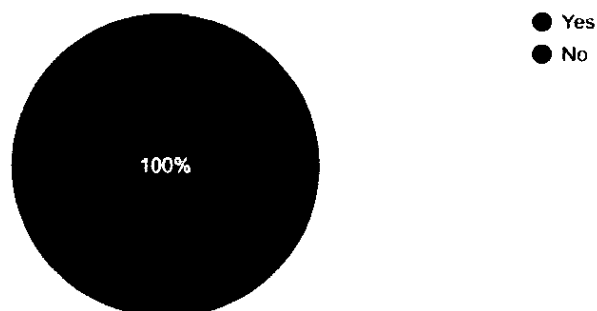
Farlingaye High School

Farlingaye High School located in Woodbridge has just short of 2000 pupils, and we are fortunate enough to work with twenty of them this first half-term. In the first half-term we looked at video game design in the second we looked at computer programming and what the implications are for different areas of technology in the future.



At the end of the term, the students at Farlingaye High School completed a questionnaire about their experience so far about working with Creative Computing Club. 18 out of 20 completed the questionnaire.

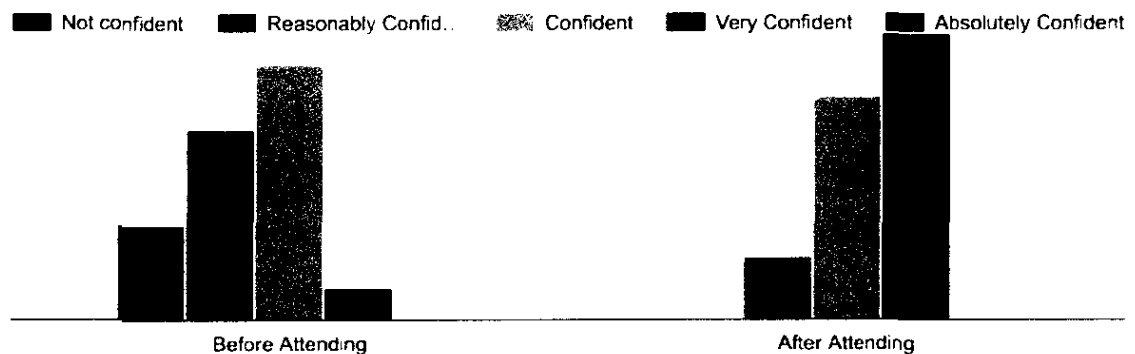
Do you feel Creative Computing Club has helped you with your confidence in learning?



Source: Creative Computing Club 2018 Farlingaye High School Attendee Questionnaire ²⁰

A significant part of what Creative Computing Club focusses on is building up confidence and resilience; computer programming is an excellent activity for helping grow both of these traits through the problem solving and explorative nature.

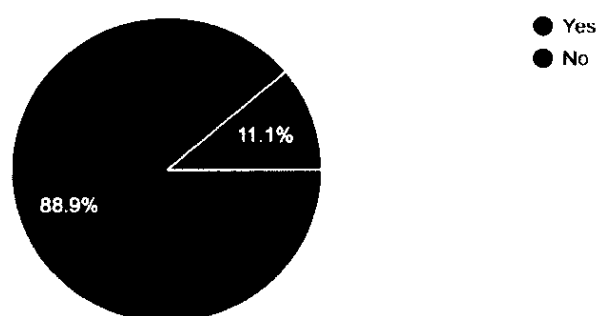
How has your confidence in learning changed since attending Creative Computing Club?



Source: Creative Computing Club 2018 Farlingaye High School Attendee Questionnaire ²⁰

The feedback from the questionnaire helps illustrate that there is a clear shift from Not confident / Reasonably confident to Confident / Very confident.

Do you feel the Creative Computing Club has helped you clarify your further or higher education options?



Source: Creative Computing Club 2018 Farlingaye High School Attendee Questionnaire ²⁰

As the students are at secondary school, we got them to experience a lot of different types of technologies and put them into a context of potential future studies and careers; this helped clarify what kinds of further and potentially higher education route they could follow.

In summary, the questionnaire shows that the in-school club has provided the young people significantly increased confidence in learning and a more explicit focus as to their future studies and goals.

Teacher Feedback:

“Creative Computing” has been instrumental in enabling our students to understand the amazing possibilities computing holds for them. Not only have they engaged in activities which challenge their skills and thinking, the students have also developed their confidence as learners. This has been evident in their approach to not only the club challenges but to the wider curriculum and is a delight to see.

In addition to the obvious benefits of learning about the world of computing, the students have recognised the wider skill set needed in this employment sector. This has reflected the school’s emphasis on these employability skills and the importance of having strong character traits in order to be successful. Communication, problem-solving, organisation and interpersonal skills have all been called for in the tasks, and the students have learned that being resilient and determined are essential attributes.

The students have not only learned much but have thoroughly enjoyed the project. They are determined to continue to develop their skills and interest further and to promote computing and their excitement to others.” Catherine Laird - Assistant Head Teacher

Student Feedback:

“I always loved ICT but this has been brilliant. I’ve learned so much.”

“I’ve been able to teach my friends how to do things. It makes me feel proud to be able to help.”

“Mum said I never stop talking about it”.

“I don’t know what I want to do when I leave school, but I know it’ll involve computers.”

“I want to do GCSE Computer Science now. I can’t wait to make my options.”

6. Sony Digital Schoolhouse

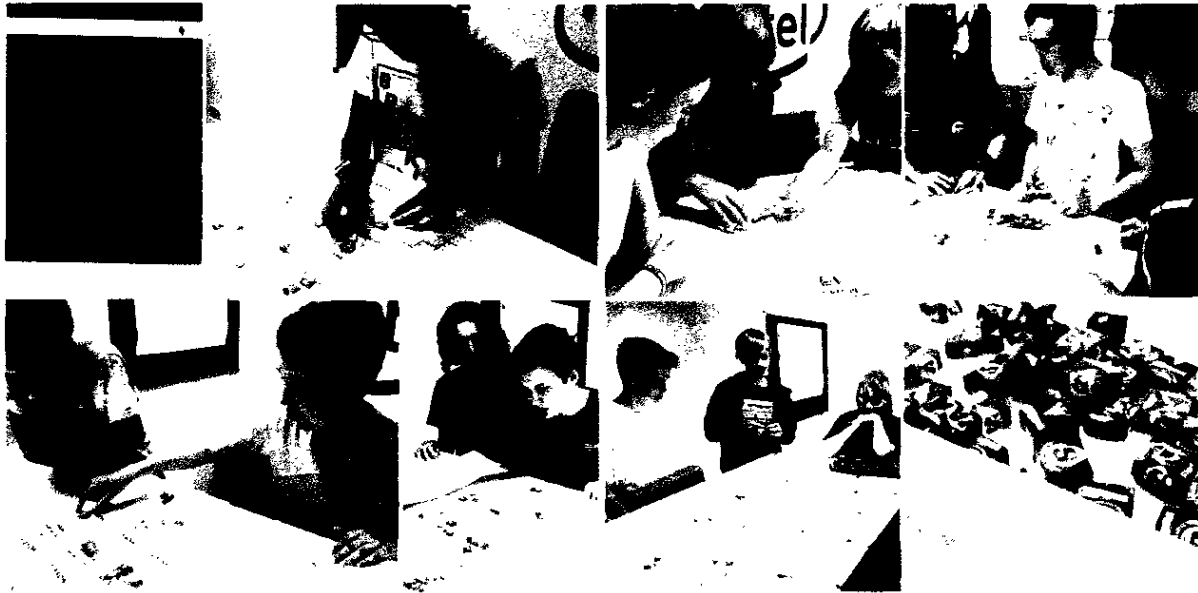
In 2018 we were awarded the status of Digital Schoolhouse by Sony and UKIE and were able to run workshops for over 260 young people in Suffolk. The sessions were a mix of “computing unplugged” where we designed and played games without the aid of a computer as well as conventional computer programming to help solidify the learning.



One of the projects was to use game graphics from a newly released video game “Starlink” made by Ubisoft to create a working video game. This access to assets allowed the young people to build a game with professional quality graphics and to be able to focus on computer programming.



We have also been able to help collect data to improve services to create the “Online Safety: A Pupil’s Perspective E-Safety Education in Schools and at Home” report published by Sony Digital Schoolhouse. ¹⁶



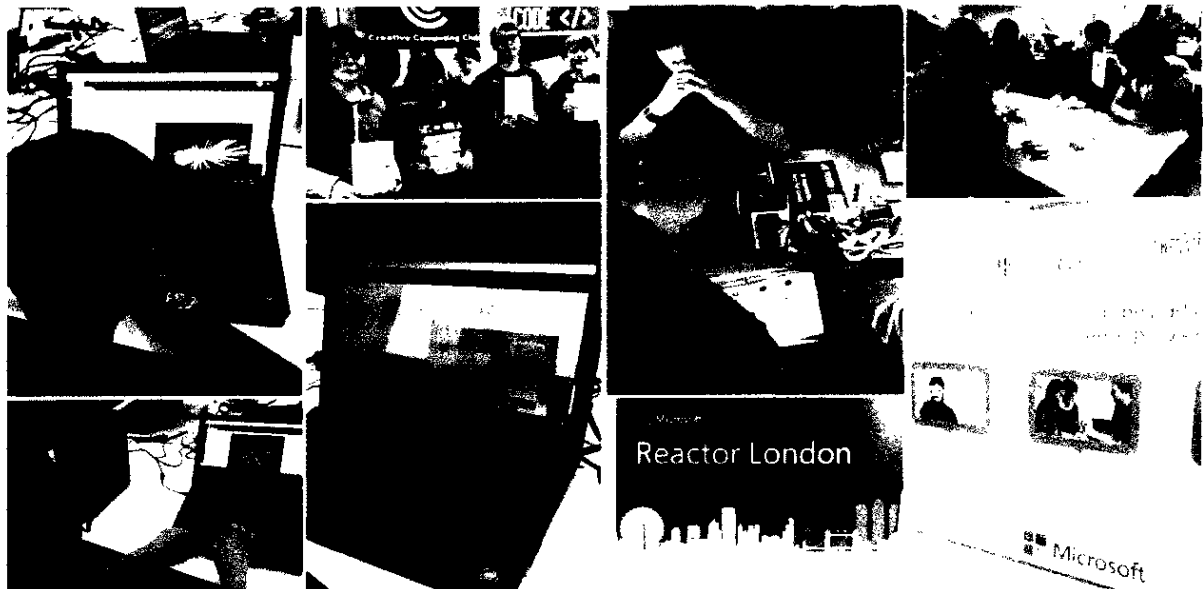
The Creative Computing Club was given the opportunity to write blogs for Sony Digital Schoolhouse and share our experiences and resources to other teachers and schools. In the web articles "Diary of a Lead Teacher: Programming without a computer in sight" ¹⁷ and "Diary of a Lead Teacher: Starlink coding in action" ¹⁸

7. Generation Code with UK Youth & Microsoft

In 2018 we became a Generation Code Hub through UK Youth funded by Microsoft. We ran over 16, Introduction to coding workshops working with 205 young people from Suffolk some coding for the very first time. The one-off sessions taught the young people some of the fundamentals of computer programming using Scratch or the BBC Microbit.



The project allowed us to create resources for absolute beginner coders to provide the best introduction to coding we could possibly offer them. This outreach also helped grow our member numbers for both the after-school and in school sessions.



We were also fortunate enough to be offered to attend the Generation Code 2018 Hackathon at Microsoft Reactor London which was incredibly beneficial for the organisation to learn about the broader network of youth organisations across the UK.

The project also allowed us to train up some of the older members of Creative Computing Club as “Code Champions” to help assist in the Generation Code workshops gaining them valuable work experience. We have subsequently further developed their skills getting them First Aid, Prevent and Safe-Guarding training to ensure they are skilled and confident in assisting the other Creative Computing Club sessions. All five of them are also now employed part-time by the Creative Computing Club CIC.



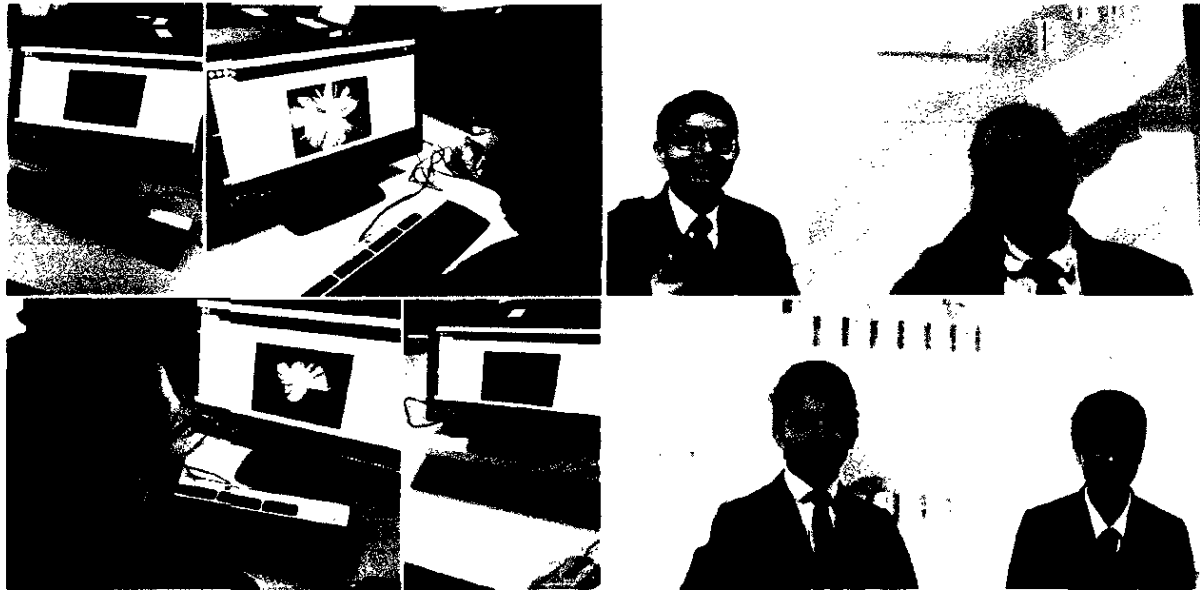
We have also been able to help collect data to create the “A Place to Belong: The role of local youth organisations in addressing youth loneliness” published by UK Youth. ¹⁹

On December 8th, 2018 the Creative Computing Club CIC was awarded Generation Code Hub of the Year 2018 from Microsoft in London.

8. Creative Computing Club at Ipswich Academy

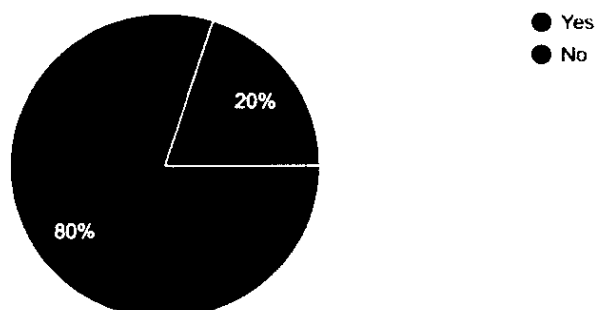
The Creative Computing Club runs two after-school sessions at Ipswich Academy which are entirely free for the young people who attend the school. The after-school club is funded by the Ipswich Borough Council the area committees fund.

The year-long project will incorporate Computer Programming, Robotics, Virtual Reality, Big & Personal Data, Computer Arts and 3D Printing.



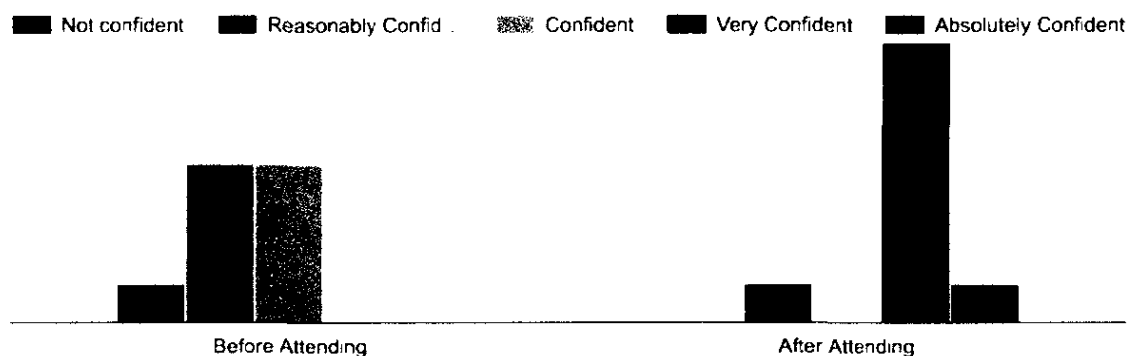
At the end of the first term, the students at Ipswich Academy completed a questionnaire about their experience so far about working with Creative Computing Club.

Do you feel Creative Computing Club has helped you with your confidence in learning?



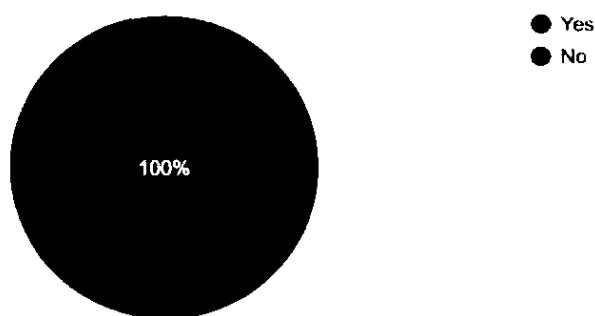
Source: Creative Computing Club 2018 Ipswich Academy Attendee Questionnaire ²¹

How has your confidence in learning changed since attending Creative Computing Club?



Source: Creative Computing Club 2018 Ipswich Academy Attendee Questionnaire ²¹

Do you feel the Creative Computing Club has helped you clarify your further or higher education options?



Source: Creative Computing Club 2018 Ipswich Academy Attendee Questionnaire ²¹

“Creative computing club is a great place to be, it has helped me with confidence” - Ipswich Academy Student

“I like being here, I like learning from here, it feels like a place where I can have fun and benefit at the same time, which almost seems impossible now a days, its great.” - Ipswich Academy Student

“I’ve learned that I definitely want my future career to be around computers and coding.” - Ipswich Academy Student

In summary, the questionnaire shows that the after-school club has provided the young people increased confidence and with a clearer focus as to their future studies and goals.

9. Summary

The Creative Computing Club CIC as an organisation feels that it is providing a positive impact for Suffolk and is helping to tackle the skills gap and social isolation issues that many young people face in Suffolk.

The Creative Computing Club has had some great successes with the young people we work with both academically and socially.

We are a small organisation, but we are perfectly positioned for the challenges ahead and have a considerable amount of support from the young people and parents we work with.

We have an adaptable well-developed curriculum that is applicable in formal and informal settings; we can work one-to-one or with large groups and have adapted to meet the growing demands of Suffolk.

In a single year, we have become an Alternative Provision provider for Suffolk County Council, a Sony Digital Schoolhouse, a Generation Code Hub, and is the first non-academic institution / non-commercial games company allowed to become a member of UKIE.

We have contributed to three research projects working with young people, one on online safety and only on loneliness and isolation and one to improve health among people living with asthma.

We have become significantly more financially sustainable through funding from Sony Digital Schoolhouse, the Alfred Williams Trust, the Seckford Foundation, StartEast and Generation Code. We have also extended our capacity and staffing levels by fulfilling contracts for Ipswich Borough Council and Suffolk County Council.

Our expertise has been recognised locally and nationally being awarded Generation Code hub of the year 2018 by Microsoft and shortlisted in the EdTech50 alongside multi-million-pound organisations.

We have the potential to offer a more thorough service for Suffolk if funding is secured to expand our organisation.

Thank you for reading.

Matthew C. Applegate
Director & Founder

Matthew C. Applegate (MA PAES FRSA GCI)
Make Things. Make Friends. Have Fun.

Contact

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About the Founder

Matthew C. Applegate (MA / PAES / FRSA / GCI) is an internationally renowned musician, educator, published academic author, video game designer, two time BAFTA Nominee, Google Certified Innovator and PhD research student. He has run workshops, given lectures and performances for Cambridge University, The British Museum, the Victoria & Albert Museum and much more. He has delivered projects for and worked with Sony, Nintendo, Microsoft, Samsung, the BBC, the World Health Organisation, the Cabinet Office, UK Parliament and the Foreign & Commonwealth Office and many more.

He has written and delivered teacher training courses for AQA and taught of over two thousand students computer programming in Suffolk.

Since 2006 he has released three studio albums, two large-scale musical works, four soundtracks and won several awards for both his music and design work. He is currently studying for his PhD in "Educational Technology".

Professional Memberships

Matthew is a Fellow of the Royal Society for the encouragement of the Arts. He was founder member of the Alan Turing Centenary committee, responsible for petitioning the Queen to Pardon Alan Turing in 2013. He is a volunteer at the National Museum of Computing, Bletchley Park and a STEMNET Engineering ambassador. He is also a UKIE Video Game Ambassador, Google Certified Teacher and Google Certified Innovator.

Awards for Creative Computing Club

2018 Generation Code Hub of the Year awarded from Microsoft
2018 Edtech50 Honourable Mention
2018 Digital Schoolhouse status awarded from UKIE & Sony Playstation
2018 School for Social Entrepreneurs Fellow status awarded
2018 Alternative Provision status awarded from Suffolk County Council
2017 BAFTA Young Game Designer Mentor Nominee
2016 BAFTA Young Game Designer Mentor Nominee
2015 BBC Making it Digital Ones to Watch Nominee
2015 Unsung Hero of the Year Award, Raising the Bar Suffolk Education Awards 2015
2014 EADT Business Awards Raising the Bar Finalist
2014 EADT Volunteer of the Year Award Nominee

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20 Creative Computing Club 2018 Farlingaye High School Attendee Questionnaire

21 Creative Computing Club 2018 Ipswich Academy Attendee Questionnaire