Outcomes of SHEP Wales 2016
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Overview

- Aims of the research
- Methods used
- Key findings
- Recommendations
Who are we?

Practice and Policy

Synthesis and Translation

Evidence gaps

Research questions

Evidence generation

Research

MRC Medical Research Council

Welsh Health and Care Research Wales

University of Bristol

Swansea University

ESRC Economic and Social Research Council

British Heart Foundation

Public Services Innovation Lab for Wales

DECIPHer

Y Lab
Aims of the SHEP research

- Examine reach and engagement
- Explore experiences and views
- Gather evidence to support scale up
- Identify barriers to implementation and delivery
- Identify resources and systems
What did the research involve?

10 clubs

Food and Fun

- 6 primary schools
- 4 secondary schools

Free school meal eligibility (22-57%)

Mixture of recruitment strategies

On site researchers
What did we do?

Surveys
Physical activity monitors
Focus groups

Children

SHEP Staff

Parents

Observations

Interviews Routine monitoring
Reach and engagement

- **323** children attended
- **52%** boys
- Aged **3-14 years**
- **21%** ethnic minority

- **525** occurrences where a family member attended
- **49** external organisations involved ~ **217** sessions
- **3** clubs provided specific sessions for parents
Key findings

1) Need for Food and Fun clubs

2) Child health and well-being

3) Parent and family life
1. Need for Food and Fun clubs

‘I dread the holidays and always have done. When they first mentioned it, it gave me hope that I would get through the six weeks’ – Parent

Child deprivation

- Not deprived: 53%
- Deprived: 21.10%
- Very deprived: 7.50%
- Severely deprived: 18.40%

- ‘do not get enough to eat at home because they run out of food’
- ‘feel hungry at home a lot’
- ‘used a food bank, church, community or charity group to help supply food for their family’
When asked about challenges to providing food and fun during the summer holidays, parents reported 6 main challenges...

... reports of direct, adverse social and health impacts of these challenges on children.
2. Impacts on child health and well-being

- Physical Activity
- Dietary Intake
- Socialisation
- Learning and Engagement

Impacts on child health and well-being
Physical activity

‘I think he’s had about two late nights and that’s a miracle in the summer holidays, they’re shattered when they come home’ – Parent

‘I have seen a huge change in them...how more active they are’ – Local Authority Sports Officer

- ‘Breathlessness or sweating’ (70% children)
- ‘helps my child to be active’ (93% of parents)

- 7-day physical activity monitoring suggested that children are more active on club days vs. non-club days
Dietary intake

'At my house I normally just have rubbish to eat, and never real food’ – Child attending club

'It has been successful, some children have come back and said, you know, “We never ate broccoli before”... I said, okay, what do you want for seconds? And they’ve gone for the veg again’ – School catering staff

- 98% reported eating breakfast at club
- 75% reported eating a healthy lunch
Socialisation

'I've seen friendships form... strong friendships that hopefully will really get them off to a good start in September' – School staff member working at the club

Children:
- most children reported that their friends also went to club
- 75% reported new friendships

Parents:
- their child would have to play alone if there was no Food and Fun club (56%)
- their child would stay inside playing on a computer or watching TV if there was no holiday club (77%)
Learning and engagement

“The cooking, the weighing and measuring, they wouldn’t think that was maths. So if you said to them weigh up this in maths, they’d go “oh”, but because it’s something they enjoy, they’re doing it and they’re not really realising” – School staff member working at the club

Potential for short- and long-term positive impacts

- Access to playful activities
- New opportunities for learning
- Information about food and nutrition
- Improved relationships with the school staff
- Inspiration to take up new sports or join clubs
3. Parent and family life

‘It alleviates the pressure because when I go home today I know they have had a fab time and I don’t feel guilty about the fact that I can’t take them somewhere’ – Parent

**Meeting the costs of the school holidays**
the club provided childcare they wouldn’t usually have or be able to afford (55%)

the club helped them make food last longer at home (53%)

the club relieved financial pressure during the summer holiday period (70%)

**Improving parent’s health and wellbeing**
less arguments and fighting amongst siblings

if the club wasn’t open they would not have enough time for themselves (54%)

**Learning new skills**
the holiday club has taught them how to cook different foods at home (26%)
Recommendations

- SHEP model should continue to be rolled out and evaluated
- ‘Key ingredients’ – using schools, the flexible multi-agency partnership model, and involving families – must be retained
- Early planning, engagement with school management teams and effective communication across organisations
- Evaluation of the model’s effectiveness and implementation quality
Acknowledgments

❖ Welsh Local Government Association (WLGA)

❖ Evaluation advisory board members:
  ❖ Chris Llewellyn (WLGA)
  ❖ Gareth Thomas (WLGA)
  ❖ Katie Palmer (Food Cardiff/Cardiff and Vale Public Health Team)
  ❖ Richard Thurston (Welsh Government)
  ❖ Eryl Powell (Aneurin Bevan Gwent Public Health Team)
  ❖ Marcia Lewis (Caerphilly County Borough Council)

❖ Gwyther Rees (Cardiff University)

❖ All the children, parents and staff involved in Food and Fun 2016
‘This club is the best club I’ve ever been in, in my whole life!’

- Child attending club

Ninian Park Primary School