School Holiday Enrichment Programme (SHEP) 2018
Welsh Local Government Association

The WLGA’s primary purposes are to promote a better local government, its reputation and to support authorities in the development of policies and priorities which will improve public service and democracy.

It represents the 22 local authorities in Wales with the 3 fire and rescue authorities and 3 national park authorities as associate members.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Heading</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Executive summary</td>
<td>4 - 6</td>
</tr>
<tr>
<td>2</td>
<td>Introduction</td>
<td>7 - 11</td>
</tr>
<tr>
<td>3</td>
<td>Using and further developing the logic model</td>
<td>12 - 13</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation findings</td>
<td>14 - 42</td>
</tr>
<tr>
<td></td>
<td>• Planned components</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Further considerations</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Recommendations</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>Acknowledgements</td>
<td>44</td>
</tr>
</tbody>
</table>

Appendix 1  Match Funding Application Form 2018
Appendix 2  Nutrition Skills for Life Report 2018
Appendix 3  Results charts of children and parent surveys
1. Executive summary

1.1. Introduction
The School Holiday Enrichment Programme (SHEP) is a school-based scheme that provides healthy meals, food and nutrition education, physical activity and enrichment sessions to children in areas of social deprivation during the school holidays. ‘Bwyd a Hwyl’ and ‘Food and Fun’ are the brand identities used at local level to promote the scheme to children and families.

During the school holidays, when Free Breakfast in Primary Schools and Free School Meals (FSM) are not available, some families struggle to afford or access food that provides a healthy diet. Some children also experience social isolation and a lack of intellectual stimulation, normally provided by school or family enrichment activities, and this may contribute to widening the attainment gap.

In 2018 the Welsh government provided £500,000 to further roll out the programme to 16 local authorities, engaging all 7 local health boards and providing 52 schemes. A total of approximately 2,300 children benefited from SHEP during the school summer holidays.

1.1.1. Application Process
An application from was circulated to existing and potential Local Authority SHEP Coordinators in each local authority. In addition to requesting a financial commitment to match fund the programme, the application form required local steering groups to commit to and evidence working with schools and partner agencies to deliver SHEP in accordance with 19 funding criteria and have regard to a further 10 recommendations.

1.1.2. Training
Local Health Board Public Health Dietitians were engaged, as in 2017, to plan and deliver the Community Food and Nutrition Skills Level 2 qualification to school SHEP Coordinators and assistants in each scheme. Seventy-three SHEP staff were trained in 2018 to ensure that evidence based consistent messages were disseminated to children and families attending the programme. Follow up facilitation training days introduced the resources and activities for the All Wales SHEP Nutrition Education Sessions and dietitians supported staff in their preparation and delivery of the sessions and also quality assured the delivery.

1.1.3. Quality Assurance Framework
Following trials of a SHEP Quality Assurance Framework (QAF) in 2017, the finalised document was disseminated to all Local SHEP Steering groups in 2018. This was intended to be used as a checklist to aid the planning process and form due diligence
practices before the start of the school SHEP scheme and used as an audit tool during the running of the schemes.

1.1.4. Branding
SHEP was promoted to children and families using the Food and Fun name and logo in line with brand guidelines, focusing on the positive aspects such as healthy living, socialising and learning, rather than negative connotations such as holiday hunger or deprivation.

1.1.5. Evaluation
Evaluation questionnaires were distributed to schemes via a link to an online survey for children and parents to complete. This was intended to streamline the process from 2017 and facilitate collation of results by the WLGA. A total of 1,054 children and 530 parents completed and submitted surveys.

1.2. Using and further developing the logic model
In 2016-2017 the WLGA commissioned DECIPHer to develop a Logic model to support the large-scale evaluation of SHEP. A consultation involving SHEP stakeholders was undertaken which allowed a consensus to be reached on the primary and secondary outcomes, success markers, planned components and activities that should be included in SHEP’s logic model.

1.2.1. Inputs
The inputs refer to the match funding and resources that stakeholders agreed were necessary to deliver SHEP successfully. These have remained the same since 2017.

1.2.2. Planned components (core elements)
The planned components are the mandatory activities and conditions that have been identified as essential for the effective delivery of SHEP and include Structured Physical Activity sessions (PA); Nutrition Education curriculum delivery; Enrichment activities; “Healthy” breakfast and lunch; and a Weekly family lunch. Every participating scheme needs to deliver these elements.

1.2.3. Mechanisms of changes
Mechanisms of changes refer to the anticipated stepped changes that will contribute to the final outcomes. They are split into two groups to indicate the difference between immediate and longer-term indicators.

1.2.4. Outcomes
Refer to the lasting substantive changes that SHEP is envisioned to contribute to for children and their parents.
1.3. Further considerations

Further considerations emerging from the stakeholder interviews include:

- SHEP places were not always taken up by those children and families in most need of the provision.
- The flexibility of the programme and meeting the need locally.
- Sustainability of the programme.
- Mental health and well-being as a planned component.
- Collaboration and opportunities for further integration.

1.4. Recommendations

- Update the essential criteria to ensure clarity for recruitment of children and families to the scheme: the scheme must run for a minimum of 12 days through the school summer holidays; families should be encouraged for their children to attend all 12 days, however should not be excluded if all 12 days cannot be attended.
- Further development of evaluation questionnaires to ensure they align with the logic model mechanisms of change and outcomes.
- Revisit the 2017 Logic Model and evolve as appropriate.
- Develop a ‘key messages’ document for partners and SHEP staff, to ensure consistent messages throughout.
- Consider developing SHEP menu principles to allow consistency of food provision across all local authorities, while allowing flexibility for each catering service to provide food in line with their term time offer.
- Investigate how an element of well-being may be included within the planned delivery of enrichment sessions.
- Investigate methods to encourage take up of SHEP places to those families most in need.
- Further collaboration of local authority holiday providers, ensuring as full and diverse a provision as possible.
- Increase sport representation at local and national level.

This report describes the main characteristics and findings of the continued national rollout of SHEP in 2018.
2. Introduction

2.1. Background
The School Holiday Enrichment Programme (SHEP) is a school-based scheme that provides healthy meals, food and nutrition education, physical activity and enrichment sessions to children in areas of social deprivation during the school holidays.

During the school holidays, when Free Breakfast in Primary Schools and Free School Meals (FSM) are not available, some families struggle to afford or access food that provides a healthy diet. Some children also experience social isolation and a lack of intellectual stimulation, normally provided by school or family enrichment activities, and this may contribute to widening the attainment gap.

SHEP embodies the principles of the Well-being of Future Generations (Wales) Act 2015 and contributes towards achieving the well-being goals. The scheme also addresses 3 major policy priorities identified by the Public Policy Institute for Wales in 2016: food insecurity, the under-use of school facilities to provide community based services, and the emotional wellbeing of primary school children.

2.2. Model
The SHEP model is a partnership approach involving schools, health professionals, local authorities and community sports staff, and is based on the following ethos and planned components:

Ethos
'Working together to help schools nourish children, promote healthy living and provide social learning experiences during the school holidays.'

Planned components
- A school-based programme delivered by school staff and partners
- A minimum of 12 days over the school summer holidays
- Healthy breakfast and lunch provided by school catering teams
- A minimum of one hour of physical activity per day
- All Wales SHEP Food and Nutrition Education sessions
- Family breakfast or lunch offered at least once per week
- Enrichment sessions provided by school staff and/or partners

In 2016 the WLGA piloted the SHEP model nationally in 10 schools, working with 5 local authorities and 3 local health boards. Cardiff University provided the evaluation and recommended, ‘Further scaling up of the model to understand the educational and
health benefits to children and their families in different contexts.’ The Welsh Government committed £500,000 per year from 2017 to 2019 to further roll out the scheme across Wales. In 2018, 16 local authorities provided SHEP in 52 schemes, supported by all 7 local health boards. Figure 1 shows the distribution of these schemes across Wales in 2018.

SHEP 2018 was mainly delivered over 12 mornings of the summer holidays with 4 schemes in Torfaen providing SHEP over 20 days and 12 schemes also offering SHEP in the afternoon. Eight schemes increased their intake from 2017 which meant approximately 2,300 children across Wales benefited from SHEP by attending at least once. Rhondda Cynon Taf and Cardiff provided SHEP in special schools and one to one support for children with special educational needs was accommodated in Torfaen. While the pilot programme in 2016 targeted mainly KS 2 pupils, in 2018 schemes widened their offer to include pupils from Foundation Phase and there were 8 schemes offering SHEP as transition support for pupils entering Year 7 in September.

The WLGA continued to coordinate the roll out of SHEP in 2018 supported by the National Steering Group. Local authorities established Local Steering Groups and representatives attended Regional Operational Group meetings, held in March, June and November 2018. The National SHEP Coordinator chaired these meetings and regularly liaised with Local Authority SHEP Coordinators.

2.2.1. Application Process
Following the SHEP National Event in November 2017 an application form (Appendix 1) was circulated to potential Local Authority SHEP Coordinators in each local authority. The projected cost of delivering SHEP in 2018 was £10,000 per cohort of 40 children, of which Welsh Government contributed a maximum of £5,000. Local authorities agreed to a financial commitment to match fund the programme or provide ‘in kind’ resources in partnership with local health boards, programme schools and partner agencies. The application form required local authorities to commit to, and evidence, working with schools and partner agencies to deliver SHEP in accordance with 19 funding criteria and have regard to a further 10 recommendations. Completed application forms were received from 16 local authorities by the required deadline in January 2018.

2.2.2. Training
Local Health Board Public Health Dietitians were then engaged, as in 2017, to plan and deliver the Community Food and Nutrition Skills Level 2 qualification to school SHEP Coordinators and assistants in each scheme. Nutrition Skills for Life™ is a programme of quality assured nutrition skills training and initiatives developed and coordinated by Dietitians working in the National Health Service (NHS) in Wales. The programme aims to support a wide range of community workers, including those from health, social care
and third sector organisations to promote healthy eating and incorporate food and nutrition skills into their work. Further information can be found in Appendix 2.

Seventy-three SHEP staff were trained in 2018 to ensure that evidence-based consistent messages were disseminated to children and families attending the programme. Follow-up facilitation training days introduced the resources and activities for the SHEP nutrition sessions and dietitians supported staff in their preparation and delivery of the sessions and also quality assured the delivery.

Further optional training, Cooking Together and ‘Potions’ chemistry, was offered to SHEP staff and local coordinators and 43 attended. Cooking Together, a half-day session created and delivered by Richard Shaw, focused on developing skills and confidence for leading cooking activities with children and young people. Sessions included:

- Prepare a range of healthy dishes that are suitable for the age groups attending SHEP
- Discuss how cooking can support the whole curriculum (particularly numeracy and literacy)
- Demonstrate how health and well-being messages can be reinforced by cooking.

Potions, created and delivered by Dr Liam Thomas of Cardiff University Chemistry Department, supported the Welsh Government STEM agenda, which promotes science, technology, engineering and mathematics. The sessions included:

- Training in the delivery of the Potions workshop.
- Showcasing other simple chemistry activities which can be brought into the classroom.
- Showing where to find free resources / chemistry practical ideas for the classroom.

2.2.3. Quality Assurance Framework
Following trials of a SHEP Quality Assurance Framework (QAF) in 2017, the finalised document was disseminated to all Local SHEP Steering groups in 2018. This was intended to be used as a checklist to aid the planning process and form due diligence practices before the start of the SHEP scheme. The QAF included key indicator statements, evidence and assessor comments, organised within the following sections:

- Section 1 – School and staff
- Section 2 – Safeguarding and monitoring
- Section 3 – Programme and enrichment activities
- Section 4 – Food and meals
School SHEP Coordinators were asked to prepare a SHEP Folder containing information about time tables, risk assessments, school policies, staff training and contact details. Guidelines on setting up the folder were made available by WLGA via the online Knowledge Hub. Local Steering groups were also asked to use the QAF document as an audit tool and feedback to the WLGA, recommending how the QAF should be implemented to maintain and ensure the integrity of the SHEP model across all schemes.

2.2.4. Branding
SHEP was promoted to children and families using the ‘Food and Fun’ name and logo in line with brand guidelines, focusing on the positive aspects such as healthy living, socialising and learning, rather than negative connotations such as holiday hunger or deprivation. Branded Food and Fun resources were distributed to all schemes, including T shirts, notice boards and evaluation questionnaires for children and parents.

2.2.5. Evaluation
SHEP was evaluated using the routine survey rolled out in previous years and with the addition of stakeholder telephone interviews.

2.2.6. Survey
Evaluation questionnaires were distributed to schemes via a link to an online survey for children and parents to complete. This was intended to streamline the process within schools and facilitate collation of results by the WLGA. The WLGA commissioned a Cardiff communications company to develop and manage the survey and supply reports. Many schemes were able to use school IT (e.g. tablets, PCs) to enable children and parents to complete the surveys during family sessions, while other schemes printed the questions and submitted the answers online at a later time. A total of 1,054 children and 530 parents completed and submitted the survey. The online reporting function enabled the WLGA to provide localised reports for each local authority ahead of the November 2018 regional meetings.

2.2.7. Stakeholder interviews
The WLGA commissioned Data Cymru to carry out stakeholder interviews with strategic and operational staff involved in the delivery of SHEP 2018 across Wales. Eight interviews were held with stakeholders ranging from Teaching Assistants, Head teachers, Local Authority Sports staff and Local Authority Well-being staff to provide a wide-ranging and detailed picture of stakeholder perception and experience of SHEP. The interviews were semi-structured to encourage detailed responses that could expand on the parent and children survey findings.
Figure 1. Distribution of SHEP in 2018

<table>
<thead>
<tr>
<th>Local Authority</th>
<th>Number of Schemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiff</td>
<td>14</td>
</tr>
<tr>
<td>Rhondda Cynon Taf</td>
<td>5</td>
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<tr>
<td>Carmarthenshire</td>
<td>4</td>
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<tr>
<td>Denbighshire</td>
<td>4</td>
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<tr>
<td>Neath Port Talbot</td>
<td>4</td>
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<tr>
<td>Powys</td>
<td>4</td>
</tr>
<tr>
<td>Torfaen</td>
<td>4</td>
</tr>
<tr>
<td>Blaenau Gwent</td>
<td>2</td>
</tr>
<tr>
<td>Caerphilly</td>
<td>2</td>
</tr>
<tr>
<td>Conwy</td>
<td>2</td>
</tr>
<tr>
<td>Flintshire</td>
<td>2</td>
</tr>
<tr>
<td>Merthyr Tydfil</td>
<td>1</td>
</tr>
<tr>
<td>Bridgend</td>
<td>1</td>
</tr>
<tr>
<td>Gwynedd</td>
<td>1</td>
</tr>
<tr>
<td>Vale of Glamorgan</td>
<td>1</td>
</tr>
<tr>
<td>Wrexham</td>
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</table>
3. **Using and further developing the logic model**

In 2016-2017 the WLGA commissioned DECIPHer to develop a Logic model. The Logic model was intended to support the development of a large-scale evaluation for SHEP. A logic model consultation, involving all SHEP stakeholders, was undertaken which allowed a consensus to be reached on SHEP’s primary and secondary outcomes, success markers, planned components and activities. It also revealed challenges surrounding SHEP’s delivery arrangements.

### 3.1. Inputs

The inputs refer to the resources that stakeholders agreed were necessary to deliver SHEP successfully. These have remained the same since 2017.

### 3.2. Planned components (core elements)

The planned components are the mandatory activities and conditions that have been identified as essential for the effective delivery of SHEP and include Enrichment activities; Structured Physical Activity sessions (PA); Nutrition education curriculum delivery; “Healthy” breakfast and lunch; and a Weekly family lunch. Every participating scheme needs to deliver these elements. From 2019 the planned component wording will become “core elements” and this wording will be reflected in the 2019 evaluation report.

### 3.3. Mechanisms of changes

Mechanisms of changes refer to the anticipated stepped changes that will contribute to the final outcomes. They are split into two groups to indicate the difference between immediate and longer-term indicators. From 2019 “mechanisms of change” will become “Indicators: initial indicators and lasting indicators” and this wording will be reflected in the 2019 evaluation report.

### 3.4. Outcomes

Outcomes refer to the lasting substantive changes that SHEP is envisioned to contribute to for children and their parents, and are focusing primarily on psychosocial outcomes for children and parents as well as educational attainment for children. Physical Activity and sports participation levels and Dietary Behaviour are the secondary outcomes that are anticipated to support the psychosocial and educational outcomes. These outcomes are intended to contribute to the Welsh policy priorities surrounding SHEP, including the social isolation, learning loss and food insecurity that have been recognised as particularly problematic during the summer holidays.
More information on the logic model development consultation process and its findings can be found in the [2017 report](#).
4. Evaluation findings
An evaluation based on the main outcomes and core components contained in the logic model is included in the remainder of this report.

Feedback was received from the children, parents and stakeholders involved in SHEP 2018. This feedback is presented in three areas, in accordance with the logic model outline:

- **Planned components findings** – These findings reflect on the planned components effectiveness in contributing to the agreed outcomes.
- **Outcome findings** - These findings assess the progress made toward the agreed outcomes in the SHEP 2018 roll out.
- **Further considerations** - In addition to the logic model components, this presents stakeholder thoughts on wider opportunities, recommendations, and areas in need of further consideration.

The findings are based on children and parent survey responses and stakeholder qualitative interviews.

4.1. Planned components findings

To receive retrospective match funding local steering groups (LSG) signed their agreement to deliver SHEP in accordance with 19 criteria and have regard to 10 recommendations embedded within the Match Funding Application Form. The criteria underpin the planned components of the programme as set out in the 2017 SHEP Logic Model.

- Use of school physical facilities, catering staff, teaching and support staff
- Healthy breakfast and lunch
- Structured physical activity sessions
- Nutrition education curriculum delivery
- Enrichment activities
- Weekly family lunch

These planned components formed the basis of the evaluation questionnaires completed by children and parents during SHEP and stakeholders interviews undertaken after SHEP. The main feedback from children, parents and stakeholders involved in SHEP 2018 is reported in the following sub-sections, organised under the above core elements. The full results in chart format, from the children and parent surveys, can be found in Appendix 3.
4.1.1. Use of school physical facilities, catering staff, teaching and support staff

Schools offering SHEP in 2018 had a free school meal eligibility of greater than 18.1% (primary schools) or 17% (secondary schools), a full production kitchen, a suitably sized dining space, an indoor play area and outside space, and accessible toilets and classrooms. SHEP coordinators and assistants were school staff and achieved level 2 Nutrition Skills for Life qualification through training provided by public health dietitians. Each scheme implemented their school’s ethos and policies as per term time.

Child feedback
• 79% liked having the scheme at their school.

Stakeholder feedback

Feelings of safety

We’ve used a lot of the school things so they felt comfortable as well.
- (A)

We kept the ethos of school ... even though it was fun we kept the whole ethos where they were, so they felt secure.
- (B)

Staff ability to support students

... Because we know them we’re able to get them out of that situation give them their time, give them whatever they need, but then they’re ready to come back.
- (B)

The people that were well known by the pupils and trusted by the parents and it was run in a familiar setting ... if you had got that taken place outside of school, in a setting where staff aren’t trained, aren’t aware of the needs and haven’t got the relationships to deescalate that situation, it may well be that they pupil is told, well you can’t come.
- (C)

Behaviour and learning

It provided that structure and expectation of being able to enforce behavioural rules and values which I think was good.
- (D)

1 Interviewed stakeholders are anonymised in this report. Their names are replaced with the codes (A) through to (G).
Pupils have actually said to me ... they weren’t looking forward to the summer holidays and very negative attitude towards breaking up from school and that at the end of term we do sometimes see children’s behaviour deteriorate ... when they know they can come to school, they can come to SHEP, ...their stress levels have gone down ... they know that they’re still going to have some kind of routine and some kind of familiar people around them and then some of their attitudes are much, much better

- (E)

The school persona or perception was different for them during the period so by using the school sites I think it did make the difference ... on behaviour and learning.

- (F)

... They benefit from positive routine and the children weren’t so long out of that routine, even though it wasn’t school.

- (C)

Fun in school environment

... looking to create ... more informal nurturing environment.

- (C)

... We wanted it to be safe but also different and special for them.

- (A)

Staff capacity to support students

A little boy with Asperger’s found it hard to be in and around different environments, he benefits from coming to school but he finds school challenging too and he found SHEP challenging too but because we knew him really well we were able to manage his needs in that environment and to make sure he could access it when he wanted to, and then he wasn’t then away from children from 5 or 6 weeks ...

- (C)
**Community asset**

... We haven’t utilised primary schools enough in the past ... we were able to have an impact on nearly 80 children through the summer because the schools allowed it to happen. - (F)

4.1.2. Healthy breakfast and lunch

Breakfast and lunch were provided by school catering services using recipes that meet the food and drink requirements of *The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013* and other term-time regulations, including food safety and food labelling. SHEP promotes the take up of school meals and a whole-school approach to healthy eating. Packed lunches are not permitted and children are encouraged to try new foods. Healthier options such as meat cuts, oily fish, pasta, rice, jacket potatoes, vegetables, fruit, and yogurt are promoted ahead of high fat and/or sugar options such as meat products, fried products, cakes, biscuits and jellies.

**Child feedback**
- 76% liked lunch at the scheme, and
- 70% liked breakfast at the scheme.

**Stakeholder feedback**

Social skills

How we ate was important ... the children chose where they sat ... and they knew the rules were that we all ate ... the grown-ups were eating as well ... and we were encouraging conversation as well ... most of our children don’t sit at the dinner table at home. - (B)

Positive peer group influence

With the food and knowledge they would be a bit nervous about eating some foods and seeing their peer groups were [trying it] and they would feel like “I’m going to have to try it now cause I’m going to look silly if I don’t” and then seeing their peer groups actually say, “I like this”, [would make them think] then “I’ll try it”. Peer groups definitely supported it. - (G)
4.1.3. Structured physical activity sessions

A minimum of one hour of age-appropriate structured physical activity or sport was provided every day. Local authority sports development teams provided qualified coaches to introduce and deliver a variety of activities. School staff arranged The Daily Mile, swimming and other activities. SHEP partners provided additional activities such as cycling, hockey, football and rugby. Where possible activity providers sign-posted children and families to further opportunities for sport and activities locally.

Child feedback
- 77% liked playing sport and being active.

Parent feedback
- 68% of parents said that parent activities were available.
- Of those, 19% preferred sport/physical activities, and
- 14% said that more or different sport/physical options would improve the parent activities.
- Of all parent respondents 19% would like more sports activities.

Stakeholder feedback

Behavioural change

Sport changed their behaviour, made it better. - (A)

[Sport] does bring an element of discipline ... they were more willing to participate, more ready to engage. - (F)

Social skills, team working and friendships

They were more willing to take part in team games. There was a better understanding of how to, the cooperation side of things, more accepting of each other. - (D)

It gave them roles as well, the older children ... socially looking out for the younger ones and helping them - (E)

Staff enthusiasm

What allowed it to flourish was the buy in we had from the [teaching assistants] and staff, they could see the benefits from it, so when we weren't there they were passionate on making sure it stayed, we didn't
even deliver the daily mile daily, it was the TA’s... it’s more of a sustainable model for us then.        - (F)

4.1.4. Nutrition education curriculum delivery

School staff employed as SHEP coordinators and assistants were trained by public health dietitians to level 2 in the Nutrition Skills for Life qualification. They also attended a facilitation day where they were introduced to the All Wales SHEP Nutrition Education Sessions resources and activities. The sessions incorporated a number of teaching methods and all sessions were mapped to the national numeracy and literacy framework. Two new sessions were introduced, one on the importance of a healthy breakfast and the other on the effects of energy drinks. Participants were set key food targets, which could be met during their time at SHEP. Local dietitians quality-assured the sessions delivered by the SHEP staff.

Child feedback
- 60% liked learning about healthy eating.

Parent feedback
- 68% of parents said that parent activities were available.
- Of those, 21% preferred cooking activities, and
- 20% said that more or different cooking options would improve the parent activities.
- Of all parent respondents, 46% would like more cooking activities.

Stakeholder feedback

Training provided and expectation on staff

The training provided by the local dieticians for the TA’s [teaching assistants], that was really well organised and well-structured and its obviously reproduced itself and the benefit of that has been shown there as well.        - (D)

The role of the dietetics team has been great ... the amount of training that’s required from some of the staff though is concerning and I don’t think that health fully understood that just because you’ve trained up a TA [teaching assistant] to do this particular role ... that they will be able to have that role when it comes back into school because the grade TA [teaching assistant] is depends on the activities that they do or are allowed to do in school, so I think they thought that the TA’s [teaching
assistants] could go in and teach to a full class and really that should be a level 4 job. - (C)

Impact on behavioural change

Nutritional education ... definitely contributed to it [behavioural change] - (D)

Impact on nutrition knowledge

We did all the making different healthy snacks which they could carry on and do at home, so I think the children got quite a lot out of that. - (E)

Being involved in preparing the food that they were eating, buying the veg ... being able to say "yes this is nice because I've made it" ... those things are lasting, aren't they? And that's been repeated to me by the children when I went to visit just after the SHEP. - (D)

The amount of students who enjoyed cooking, it was almost 100% ... all of the boys, they were quite brash they want to up their street cred but getting them into their cooking aprons, they were loving it ... and making something healthy as well that they can do themselves. - (G)

4.1.5. Enrichment activities

Local and school SHEP coordinators engaged with a wide range of partner agencies from the public, private and voluntary sectors to provide age-appropriate enrichment activities that provided children and families with opportunities to engage with activities that are fun, social and educational. Partners were required to convey consistent health messages that did not undermine the ethos of SHEP. Rewards or resources branded with manufacturers who produce food and drink products high in sugar, fat or salt were not permitted. Many schemes also offered additional parent activities on the same day as the family breakfast or lunch.

Child feedback

- 79% did something new they would like to do again
Parent feedback
- 68% of parents said that parent activities were available.
- Among those, the most preferable enrichment activity was arts and crafts activities (12%).
- Out of all parent respondents, the most common ideas for other enrichment activities was more trips (43%).

Stakeholder feedback
**Impact on learning**

The enrichment activities was set up as challenge areas so there was a purpose for everything an outcome for everything we were doing ... they were learning but discrete learning. - (B)

**Impact on behaviour**

A lot of parents say I’m dreading the summer holidays but because the children were engaged and busy and when on the last day they shared what [enrichment activities] they’d done over the week, that was a positive for the family. - (E)

4.1.6. Weekly family lunch

Every SHEP scheme offered a family breakfast or lunch at least once per week. This encouraged children and parents to enjoy a social dining experience within the school setting and promoted school meals. Parents were asked to support the SHEP ethos and not bring their own food and drinks.

Parent feedback
- Over 80% of parents rated the family lunches as “good” or “excellent” in terms of variety of choices, food quality, healthiness, portion sizes and eating together.

Stakeholder feedback
**Eating together**

They all come in as families but by the end of it they were all sitting with whoever because they all became friends. - (A)
When it came to sitting with their families, their families were like, we don’t do this at home …  - (B)

**Impact on nutrition knowledge**

I think the importance of the family lunch so the parents could see what the eat well plate was, a lot of them had never seen it before so the children were telling the parents about it.  - (E)

**Challenges**

We found it really difficult to organise family lunches to be honest … although we see it’s an important part of the whole thing, to actually get the parents to attend and when the parents did attend, the children changed their behaviour … just misbehaving. Some parents didn’t turn up and we’re not really sure what the impact of that was on the children whose parents did not turn up, we found that the most difficult thing to deal with from a psychological, emotional side of things.  - (D)
4.2. Outcomes findings

During the development of the SHEP Logic Model 2017 DECIPHer identified the following expected outcomes that may occur as a result of the scheme and reported these to the WLGA:

- Improved children’s psychosocial health and reduced depressive symptoms
- Educational attainment
- Physical activity
- Dietary behaviour
- Improved parents’ mental health and positive well-being

In the following sub-sections each outcome is introduced with extracts from DECIPHer’s report, and supplemented with the main feedback received from the children, parents and stakeholders involved in SHEP 2018

4.2.1. Improved children’s psychosocial health and reduced depressive symptoms

**DECIPHer findings (that supported the outcome’s development):**
While in the short-term, SHEP focused on relieving a period of distress for children and families, the role of SHEP in supporting pupils’ psychosocial health beyond the scheme was recognised by its potential to support children to:

- Enhance social skills
- Strengthen connections with family and peers
- Strengthen connections with school staff and school peers
- Build children’s confidence and connection to school environment
- Decrease time spent indoors watching TV and increasing outdoor play/engagement in hobbies and enrichment activities

It was also thought that the provision of regular shared meals and physical activity and sports could support psychosocial health improvements. For example, the links between child poverty and not being able to invite friends over for dinner or engage in paid hobbies was discussed.

**Child feedback**
During their time at the SHEP scheme:

- 89% spent time with their friends,
- 79% did something new they would like to do again, and
- 72% made new friends.
On days on which they did not attend the SHEP scheme:
- 39% mainly watched TV, played on a computer or used tablets/phones every day.

**Parent feedback**
- 97% of parents said that SHEP had benefitted their child(ren).

Of parents who said that SHEP benefitted their child(ren):
- 92% reported that their child had fun,
- 83% reported their child had spent time with friends,
- 71% reported their child had made new friends,
- 62% reported increased confidence,
- 58% reported improved social skills, and
- 32% reported improved behaviour.

**Stakeholder feedback**

*Behavioural change*

_They couldn’t work together, couldn’t build friendships, they were reserved, angry ... and then by the end of the programme, that free play time when I watched them making up games and just being children, and just being able to get on and laugh together._

- (A)

_I know of one child who was really aggressive and he’s a different child now, even now ... would always want to fight and he’s like a role model now he’s just so calm, he became a team leader of the children._

- (A)

*New experiences / Trying something new*

_Kids who were doing things for the first time, that was magical._

- (B)

*At home / Relationship with parents and family*

_Some parents have said their behaviour in the home, after SHEP has improved._

- (G)
Relationships dynamics have changed, rather than always screaming and shouting, seeing us ... seeing it modelled, they’ve taken it home ... much calmer experience, less of it now, you know

- (B)

A couple of parents that I spoke to felt that because of SHEP their children’s’ behaviour was a lot better at home. Particularly at the end of SHEP they felt that because the children had had a focus and they’d been kept engaged and tired out as well, quite often their behaviour was better for those weeks.

- (E)

Friendships

It’s just incredible that a couple of weeks in the summer holidays have created friendships that are long lasting.

- (G)

They came as individuals and went away as a group and it gave them a purpose.

- (D)

We saw a lot of breaking down of barriers between year groups ... it kind of provided a new layer of friendships and networks that children can rely on in the yard.

- (C)

The benefits the children had in actually making those relationships and friendships are the most valuable that we see from it, and along the way as well the knowledge and the skills they get from the activities.

- (D)

Social opportunities

The majority of the 40 that come to SHEP ... they would hardly leave the village over the summer holidays ... they wouldn’t experience anything social, they would literally be stuck in front of the TV or in their own back gardens.

- (E)

Without SHEP they would have been inactive to a certain degree throughout the summer holidays ... a lot of the time their parents would give them to their grandparents or something and their grandparents wouldn’t do much with them throughout the summer holidays, they probably would just be at home watching tv or playing computer games.

- (G)
Social skills

We had a number of looked after children or children on child protection plans who really benefitted from having, as well as the friendship of their peers around, from having good adult role models who were able to help them to regulate any behaviours there and to communicate in better ways rather than behaving at home and not always communicating in a way that would be appropriate because of a challenging time there. - (C)

Confidence growth

A girl in year 5... really came out of herself over the 4 weeks and I think it helped she was working with the younger children and took on a role as a mentor ... I think that helped her confidence levels as well... she’s taken on the playground, on the role of dinner buddy and she’s one of our tuck shop monitors and I don’t think she would have done those jobs confidently beforehand. - (E)
4.2.2. Educational attainment

**DECIPHER findings (that supported the outcome’s development):**

It was broadly agreed during the logic model consultation that SHEP could have an indirect effect on educational outcomes. It was thought that learning and education were achieved discreetly through a variety of SHEP activities rather than a direct inclusion of formal education. Nutritional sessions were viewed as the core educational aspect, but in a broader sense the programme was seen as a tool for maintaining school engagement over the summer holiday period, which would benefit educational outcomes. Educational activities, and, to a lesser extent, enrichment activities were perceived to support reduced learning loss during the summer holidays. A recognised caveat was that suitable measures beyond anecdotal evidence for educational outcomes and learning loss were not readily available, which may limit the ability to understand the impact of SHEP on educational outcomes.

**Child feedback**
- During their time at the SHEP scheme 82% learnt something new.

**Parent feedback**
- 97% of parents said that SHEP had benefitted their child(ren).
- Of those, 70% reported that it helped to keep in a good routine,
- 62% suggested that it will ease the return into school, and
- 28% reported that it helped their child catch up with learning.

**Stakeholder feedback**

*Resettling into school life after the summer break*

*In particular for our vulnerable pupils it is far easier to bring them back in to a school routine cause they’re not out of it for longer.*

- (C)

*They learnt the structure … how to navigate around the school … they had really good insight to that before they started whereas some of the children that didn’t attend SHEP were still struggling with that … It’s a shame we couldn’t involve the whole cohort to be fair.*

- (G)

*Becoming reengaged and enjoying school life*

*There was one little boy … struggling to come into school … didn’t want to leave mum but … came every single day with a huge smile on his*
face and was just engrossed in everything really engaged with all the activities that was provided and mum came to me in September and said what a pleasure it’s been bringing him to school.

- (B)

The child had isolated themselves before the SHEP project but afterwards and during the SHEP project had come out and was now happy to actually sit on other tables, you know sit on the tables with other children and was seen as a major breakthrough.

- (D)

**Strengthened relationship with school staff**

Even now that same student comes up to the office to talk to us quite a lot, we’ve built that relationship where they offload if they have problems they will have these issues in school, they come to our office for 5 minutes, calm down ... so if we didn’t have that programme we couldn’t have had that contact till halfway through the school year.

- (G)

it has strengthened the relationship with the school staff that were working in SHEP. One of the TAs [teaching assistants] is a TA [teaching assistant] in our year 6 staff and she said that she personally felt, she worked with a little boy going in to year six and his behaviour could be quite challenging but because she worked with him and got to know him beforehand in the summer, she said that’s really helped her deal with him now in class.

- (E)

**Transitioning from infants to juniors**

It was brilliant ... the children got used to some of the subtle routines that we do have in school ... they’ve settled in well ... It was something that undoubtedly helped because if they’ve got any anxieties or worries about being on the site and about that change then that’s not going to help their learning because they’re worrying about other things.

- (C)

The teachers said they could see the ones who had been involved in SHEP, they were okay, there were other ones that you were sweeping up making sure they were going to the right location but the ones who
went to SHEP it wasn’t daunting to them it was fine they just went with
the flow, you know. - (B)

Transitioning from primary school to secondary school

[Child] was really, really anxious and apprehensive about going up to
comprehensive school and he just didn’t want to leave our school, but
he’s gone up there now, he’s got familiar faces he built that relationship
in that short space of time ... he’s settled in really nicely and he’s
thriving now ... his resilience has increased. - (B)

We spoke to the parents and they were really worried because this
child had flatly refused to come to our school in September ... we
offered them a place [in SHEP] ... she [eventually] came and she
absolutely thrived, she loved it, the parents couldn’t thank us enough.
- (G)

It’s helped so many children transition into our [secondary] school ... I
think even one student put it on rate my teacher that they’ve really
settled in school because of it ... without it they would have struggled
coming in. - (G)

Educational attainment

We would perhaps need to do some kind of baseline assessment in the
summer term ... and then look at it again in the autumn term at the
actual 40 children who attended. - (E)

There’s a big void that needs to be filled during summer holidays, there
is no shying away from that, so the intervention was provided to try
and bridge that gap... In an informal way they were still learning, from
a physical activity perspective that has such a great benefit on health
and wellbeing which also then impacts on education and their
willingness to learn. - (F)
4.2.3. Physical activity

DECIPHer findings (that supported the outcome’s development):
Within the logic model consultation, there was a lack of clear consensus on the function and benefit of physical activity sessions. Whether the sessions would solely support summer time activity levels or support longer term and wider outcomes was not clear. It was broadly agreed that physical activity sessions would help combat a decline in children’s fitness during holiday time and could be used as a tool to increase overall activity levels, and reduce screen time activities. It was highlighted that participation in SHEP provided opportunities for children to take part in activities and sports that were new to them; and was also a strong opportunity to support children’s engagement in community based physical activity and sports clubs.

Child feedback
After having attended the SHEP scheme:
- 81% said they’d try to be more active; and
- 62% said they’d take up a sport or activity club.

Over the entire summer holidays:
- 52% said they were more active on SHEP scheme days than at home; and
- 14% said they were more active at home than on SHEP scheme days

On days they were not at the SHEP scheme:
- 37% reported playing sport or exercising every day,
- 44% reported playing sport or exercising some days, and
- 10% reported never playing sport or exercising.

Parent feedback
When asked whether the SHEP scheme had benefitted their child(ren):
- 97% said Yes, and
- 1% said No.

Of the parents who said that SHEP benefitted their child(ren): 2
- 78% reported their child(ren) tried new activities/hobbies;
- 34% reported their child(ren) was generally more healthy;

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2 Of the 542 parents who responded 538 reported that SHEP had benefitted their child.
• 64% reported their child(ren) learnt about healthy living; and
• 86% reported that it kept their child(ren) active.

**Stakeholder feedback**

*Increased enjoyment*

*Because it was their choice... they didn’t feel like they were being pressured into something that they really didn’t want to do... everybody joined in, it was inclusive to everybody... one of the mums came in she did a karate lesson for them, and there was a couple of kids, they weren’t sure, but they just sat on the side and when they saw it they thought, oh actually, then they joined in....* - (B)

*We would always get that core group that would have taken part in the sport but we were getting everyone taking part in the sport and members of staff were shocked by it because there were kids they knew that wouldn’t have taken part in PE or weren’t applying themselves... getting involved because of the nature of the activities* - (F)

*Self-esteem*

*Quite a few of them didn’t have the confidence and didn’t realise and when they found like...”You’re amazing at that”, they’re like "am I?” And they’re like so excited to get involved now 'cause they actually thought they were no good* - (A)

*...he was very negative about himself he had quite low self-esteem he used to get quite frustrated with himself during PE but he found a really strong link with one of the workers who came in and he really looked up to him a s a role model and it was positive for him, because he kept trying and trying and he could see that the more he was doing it the better he was getting, he enjoyed the positivity of succeeding as well as being able to make new relationships too.... His self-esteem has improved as well and he’s still been involved with sports in school but I think he’s joined a running club too.. he was doing circuits with one of our TAs who works for the SHEP project as well* - (C)

*...we’ve run projects in the October half term and speaking to school staff around that time, that term after the summer holidays, that first half a term those who attended SHEP were a lot more involved,
especially in the sport and physical activity but they were a lot more involved and being able to engage in the sport - (F)

The amount of students that enjoyed things that they’d never tried before was really brilliant... they got into it and the next day, can we do this, can we do this again, and then the next day, oh I really enjoyed that, can we do it again? - (G)

There was one student who would try and sit out because they were so high paced they just thought it was out of their comfort zone, so they tried to pull themselves away from that and sit on the side-lines, so it was up to us then as staff to encourage them... they really enjoyed... then they find that they’re good at it, then they want to do it a little bit more... after us encouraging him, he was good - (G)

Continuing sport and physical activity

Children who... don’t access sports clubs and things outside and after school, they really enjoyed the different activities that they took part in.. and got involved with the different types of activities... after said, you know, I’d like to carry on gymnastics or I’d like to carry on the street dance, so yea it sort of enthused them to carry on - (E)

one of the Netball coaches went in and delivered some netball, and we had three of those girls then went to netball training in [local authority] and they hadn’t played netball before... and 2 out of the 3 have stayed and now they are part of that team.... A young boy... on the back of one of our coaches going in and representing one of the football clubs, he went and joined the under 10s team, so contacted the coach and then the coach got in contact with the family and that young boy then joined the football team - (F)

and we found a lot of children have gone on and found little activities around the area and have joined in with other groups - (B)
Barsriers to continuing sports and physical activity

It’s frustrating that the children get a taste for different sports but there isn’t always the ability from the parents to be able to follow that up. There are barriers sometimes such as parents having the money to pay for subs or being able to get them down to the different activities, they may not have transport, or they may have a significant amount of children that face barriers into getting them there and back on time.

Health and wellbeing change

...some children look healthy, more active, one child has maintained weight loss

The need for physical activity and sport in SHEP

Those who were perhaps engaged with SHEP weren’t your traditional mainstream sports participants.... The ones who were involved in SHEP are with more complex family needs, not the ones who say can afford to go to football, netball, mainstream provision.
4.2.4. Dietary behaviour

**DECIPHER findings (that supported the outcome’s development):**
SHEP provides two “healthy” meals a day, including a nutritious breakfast and lunch that follow nutritional guidelines. It was therefore recognised that SHEP could play a key role in reducing meal skipping during the summer holidays, and also displace the consumption of “unhealthier food”. It was recognised that family poverty can impact food budgets which can result in cheaper, non-nutritious food being purchased and meals being skipped; and that SHEP’s meal provision could allow family budgets to stretch further in the summer holidays. The potential for SHEP to impact diet in the home and beyond its delivery timeframe was considered but it was noted that structural barriers beyond the programme could limit its effectiveness in this area. The need to therefore measure changes in dietary attitude as well as behaviour was also recognised.

**Child feedback**
On the days that they attended the SHEP scheme:

- 81% ate breakfast,
- 88% ate lunch,
- 45% felt less hungry than on days at home,
- 48% did not feel less hungry or were unsure,
- 66% tried a new food for the first time, and
- 79% learnt something new about food or healthy eating.

On days that they did not attend the SHEP scheme:

- 62% ate breakfast every day,
- 27% ate breakfast some days, and
- 3% never ate breakfast,
- 76% ate lunch every day,
- 14% ate lunch some days, and
- 1% never ate lunch.

When the SHEP scheme is finished:

- 71% say they will try to eat healthier at home, and
- 62% say they will teach their family more about healthy eating.

Over the school holidays:

- 29% of children who missed meals did so on SHEP scheme days; 39% did so on non-SHEP scheme days;
• 50% ate more fruit/vegetables on SHEP scheme days; 19% ate more on non-SHEP scheme days; and
• 68% ate more fatty or sugary snacks at home than at the scheme; 10% ate more on SHEP scheme days.

Parent feedback
• 70% joined the family lunch with their child at least once,
• 26% joined the family lunch their child once,
• 21% joined the family lunch their child twice,
• 20% joined the family lunch with their child three times, and
• 3% joined the family lunch with their child four times.

Of the parents who said that SHEP benefitted their child(ren):\(^3\)

• 68% reported their child(ren) tried a new food, and
• 52% reported their child(ren) ate healthier food.

Stakeholder feedback
Making healthier choices

One had a poor diet and he lost a lot of weight, became more active

- (A)

Throughout the SHEP programme, all they had was water

- (G)

Instead of walking in with a bag of crisps they have walked in with fruit... Definitely changed the way they look at food, seeing some students who drink energy drinks or have Haribos all the time, they don’t eat or drink it as much after a couple of weeks

- (G)

They were eating more fresh fruit and a wider range of it... they said they weren’t feeling as hungry

- (C)

\(^3\) Of the 542 parents who responded 538 reported that SHEP had benefitted their child.
Widening food intake / Trying something new

the ones who had been in SHEP would encourage class mates and peers to try new foods [and] healthier options - (D)

There were quite few, probably over a 1/3 of the children who didn’t know what some of the fruits and vegetables were... and they were certainly quite fussy with what they ate... it was nice to see that they did actually enjoy quite few of the different things and they were trying them - (E)

Another child who was going into hospital for eating and she would only eat certain things, but she did the blindfold challenge... that was huge. - (A)

A little boy ...would just eat bread and butter, um a chicken nugget and a waffle and it was all that same colour on his plate and his mother was like I can’t get him to eat anything, and I was like ah, alright then, and now he comes to breakfast club and he will give anything a try a variety, you know - (B)

Eating regular meals

They would have a healthy breakfast and it does worry me, I know that a lot of children don’t have breakfast, they don’t have it on a school day and they certainly don’t have it in the holidays so for them to come in and have their breakfast is a huge bonus for them and then they would have a healthy dinner as well before they went home and it would be a warm cooked dinner so you knew they were having a decent balanced breakfast and lunch for the first three or four weeks of the holiday... sounds like I’m generalising, but I know many of the children, their diets at home ... nutritionally poor ... a lot of children who came to SHEP came to breakfast club in school - (E)

We’ve seen children who are far more willing to try school dinners... some of the children were initially put off from coming to SHEP because they didn’t want to have school dinners they wanted to have sandwiches and if they couldn’t have sandwiches the they weren’t going to come.... one child she would come in and only eat her packed lunch, but we put little taster pots in front for her to have a little go at.. and she really got into that... but rather than sandwiches now 5 days a
week, she’s maybe having sandwiches 3 days a week... if she hadn’t been in SHEP with it she may not have been willing to try it cause it’s more informal than school but also if I had turned around and said to her if you’re not having dinner, you’re not coming that’s not good. there has to be this flexibility there with it - (C)

Knowledge

Doing health and wellbeing now in school (topic)... a lot of the children from [SHEP], they were putting their hand up cause they remembered, they’d done it all.. children from SHEP encouraging the class to try different foods and was saying all what we said to them in the summer, being mini us...so eager to tell the teacher what the fruit was... - (B)

...all the children have a knowledge and are able to share it, proteins, healthy plates, different food elements, carbohydrates, and all it’s made up [of]. etc, and all the children were quite keen...I was visiting schools in November and the children were still quite keen to make sure they had the right elements on their plate at lunch time - (D)

They’ve actually gone back and told their parents how to eat healthily - (G)

The parents would collect them and they would say... do you know how much sugar is in Haribos mum? - (G)

Appreciation and need

[they] couldn’t wait to tell the coaches and what they just tried we just had pizzas and they were healthy pizzas - (F)

I’ve heard how the children would ask for seconds and go up for more - (D)

seeing how some students do worry about food poverty, seeing some students take double helpings, seeing some students putting food into their mouths quicker than we can see it being put on the plate because it may be their only meal of the day, it was quite emotional seeing how some of these students going through such hardships and we don’t see it as a school every day. - (G)
It was the way you saw them eat... they weren’t letting it digest or savouring the food it was try and get in as quick as you can... made me think... how do they eat at home? Why are they eating so fast? Is it eating fast because it’s going to be taken away?

4.2.5. Improved parents’ mental health and positive well-being

**DECIPHer findings (that supported the outcome’s development):**
Parent-focused activities were seen as a mechanism to help increase family awareness of community opportunities, reduce loneliness, and improve school engagement through increasing social contact with other parents and improving relationships with school staff. Family days were also discussed as a means to build and strengthen family-school relationships and provide relief of financial strain for families. All these mechanisms were understood to have wider results on parents’ mental health and positive well-being.

**Child feedback**
Of the parents who said that SHEP benefitted them:

- 51% said that it gave them time to themselves, to get jobs done or to have a break,
- 93% said that it gave their child(ren) something to do,
- 40% said that it helped them manage work, leave or childcare,
- 51% said that it helped them with educational needs,
- 40% said that it made them less worried about their child(ren) starting or returning to school,
- 42% said that it helped them to meet the financial cost of the holidays,
- 81% said that it made their children happy,
- 78% said that it helped to break up the holidays,
- 40% said that it enabled them to spend more time with their other child(ren),
- 41% said that they enjoyed time spent with their child(ren), and
- 80% said that it ensured that their child(ren) was in a safe environment.

**Stakeholder feedback**
*Parental engagement and support of the programme*

*there was so much more engagement on a number of different fronts... it’s a more informal relationship between myself and the parents during*

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4 Of the 542 parents who responded 538 reported that SHEP had benefitted their child.
SHEP because I’m not in a shirt and tie, I’ll be in a t-shirt and shorts. it’s different - (C)

it’s good to see that they’re not afraid to come into the school to take part in activities with children and that they make the effort to send them as well - (C)

Support for families

It is a great tool that you keep those links with ... some of your families... they still need that hand holding that bit of support - (B)

it supports them and takes some pressure off them - (C)

Strengthening ties between schools and families

It’s not just about the children in SHEP, it’s the bigger picture isn’t it .. made relationships with family much easier. They know can they can approach you they know they can trust you... You can do all you can with your children in schools but they go home to the same home, so you need to be having that impact at home as well and being positive with the families - (B)

It has certainly strengthened our relationship with families generally because they appreciate it so much - (E)

Opportunities for parents to learn and grow

... and to have a parent turn around and say I’ve never had this green stuff before... 51 years of age he had never had broccoli - (C)
4.3. Further considerations

Stakeholder feedback

*SHEP places were not always taken up by those children and families in most need of the provision.*

*How do we get the children in that really need to be there? ... I can honestly say that yes, we had children that needed to be there but I think we also had children that didn’t quite need to be there*  
- (D)

*...it was really hard to understand how to motivate some families to engage...*  
- (D)

Consider the “working poor” too

*Working poor ...they haven’t got, in some cases as much disposable income as parents who are on free school meals, so they are quite a high percentage of pupils whose parents fit into that category as well*  
- (C)

More flexibility needed

*We were quite prescriptive about children attending every day of the programme, but there were comments as word spread in the community about that it would have been nice to allow a couple just to drop in because as a head she knew that the children were needy and weren’t getting any food otherwise and benefit from being there*  
- (D)

It meets a need

*We’ve done it for 3 years and this year when I did say to two pupils who had been and said we were running SHEP again, they were absolutely so excited... It’s the highlight of their summer because they wouldn’t go anywhere or do anything... it gives their summer a purpose*  
- (E)

*it gives the children basics which they wouldn’t have, food, activities... in an area like this*  
- (E)
Positive, engaging, meaningful, worrying that it’s needed in this day and age we shouldn’t be having to rely on this, it’s sad to see - (C)

Need for sustainable support/funding

As a headteacher my concern would be if the government withdraw the funding, it will be really difficult for schools to carry on without it... even with the pupil deprivation grant.. but budgets are so tight at the moment even with that grant we wouldn’t be able to afford to do SHEP without funding from the Welsh government, so I hope that’s not withdrawn - (E)

Mental health education needs to be more explicit

If we are repeating these health units elements every year, they’re going to get fed up with it and while health is really important in terms of nutrition, their mental health and the wellbeing of the children, I would like to see health develop something more along those lines as well so that either on alternating basis or through the same SHEP programme, one week they do an activity on this, the next week on that, one week on mental health, one week on dietetics or if one year they have a focus on, we’re just going to look at the dietetics this year, the next year we are just going to look at the mental health and wellbeing... I think that is an area that is really important because the first thing that some children or some adults do if they are having a tough day.. what do you do, yea you go for the comfort food, or you get the red wine out don’t you?... They need more and more and more support on this, on their feelings on recognising them, know that they’re okay and then developing alternative ways of letting that emotion be known or communicating it then so that their behaviours are more positive - (C)

If it was me and I was making a decision on this, I would put mental health and wellbeing as a component in there right up alongside nutrition because it’s so important for these children coming through - (C)
Positive collaboration

Real need for interventions like this but it is something that has never really been applicable within [local authority]... by having a lead delivery body within SHEP and WG being able to push it and create a bigger influence, it’s been a better collaboration with more partners getting involved, creating more opportunities than we’ve been able to in the past... it was a better provision, a more worthwhile provision for the children - (F)

Passion

everyone who was involved in the steering group right from the word go really wants to make a difference - (F)

Opportunities for further integration

But equally with the way the new curriculum is going with the health and wellbeing section there is going to be more of an onus on schools to put teaching staff on qualifications like that because the children will need to be aware of it. If in the future this is our nitty and gritty and our bread and butter of what we are doing through the new curriculum, which it is, is there a role for this within SHEP.... my gut feeling is that it will take schools a bit of time to really pull the food and health element there properly in....so I think in the meantime, it is good to have it as part of SHEP because I think it will complement and possibly something that schools can look to widen into their main curriculum and the training that these staff have had rather than it be like, oh yeah I’ve been trained for the SHEP but not for anything else, it’s got the potential to evolve - (C)

Other LAs need at a local level need to lean on their sports professionals more because of when I’ve been attending regional meetings, most of the time I’m the only sports person in the room because where PA is such a big part of it there needs to be more buy in and it needs to be at the forefront of it - (F)
5. Recommendations

- Update the essential criteria to ensure clarity for recruitment of children and families to the scheme: the scheme must run for a minimum of 12 days through the school summer holidays; families should be encouraged for their children to attend all 12 days, however should not be excluded if all 12 days cannot be attended.
- Further development of evaluation questionnaires to ensure they align with the logic model mechanisms of change and outcomes.
- Revisit the 2017 Logic Model and evolve if appropriate.
- Develop a ‘key messages’ document for partners and SHEP staff, to ensure consistent messages throughout.
- Consider developing SHEP menu principles to allow consistency of food provision across all local authorities, while allowing flexibility for each catering service to provide food in line with their term time offer.
- Investigate how an element of wellbeing may be included within the planned delivery of enrichment sessions.
- Investigate methods to encourage take up of SHEP places to those families most in need.
- Further collaboration of local authority holiday providers, ensuring as full and diverse a provision as possible.
- Increase sport representation at local and national level.
6. Acknowledgments

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- Helen Hughes and Kathryn Thomas (Sport Wales)
- Emma Holmes (Clinical Lead for Public Health Dietetics, Cardiff and Vale University Health Board)
- Eryl Powell (Consultant in Public Health, Aneurin Bevan University Health Board)
- Jane Green (Engagement Manager, Welsh NHS Federation)
- James Williams (Pupil Liaison Officer, Prestatyn High School)
- Judith Gregory (LACA Wales Chair / Senior Client Officer, Education Catering, City of Cardiff Council)
- Katie Palmer (Sustainable Cities Coordinator, Food Cardiff)
- Dr Kelly Morgan (Research Fellow, Cardiff University / DECIPHer)
- Leanne Teichner (Data Cymru)
- Marcia Lewis (Principal Officer, Caerphilly County Borough Council)
- Mary Charles and Sarah Andrews (Welsh Network of Healthy School Schemes Coordinator, Public Health Wales)

Thank you to Dr Kelly Morgan, Jordan Godwin, Dr Jemma Hawkins, Dr Hannah Littlecott, Dr Sara Long, Dr Linda McConnon and Dr Graham Moore from Cardiff University for their work on the development of the SHEP 2017 Logic Model.

A special thank you to the members of each Local SHEP Steering Group, School Senior Management Teams, school SHEP staff and volunteers, delivery partners and supporters, parents and children attending SHEP, whose contribution and support is significant in enabling the continued success and development of SHEP.
Appendix 1 Match Funding Application Form 2018

School Holiday Enrichment Programme (SHEP)
Match Funding Application Form 2018

‘Working together to help schools feed children, promote healthy living and provide social learning experiences during the school holidays.’

The Welsh Government intends to fund SHEP in 2018/2019 and 2019/2020 with £500,000 allocated per year in the draft budget. The Welsh Local Government Association will continue to coordinate the roll out by working closely with local authorities and partner agencies.

This form must be completed during or following your initial Local Steering Group Meeting and requires sign up from representatives of your local authority, local health board and programme schools (see Appendix 1 SHEP Timeline)

Please complete sections 1 to 3 of this application form and submit to christina.powdrill@wlga.gov.uk or Christina Powdrill, Local Government House, Drake Walk, Cardiff, CF10 4LG by 26 January 2018. Completing and submitting this form does not guarantee acceptance onto the programme as we will need to consider the needs and readiness of each local partnership and our capacity to support, quality assure and evaluate the programme. You will be notified of a decision by 09 February 2018. See Appendix 1 for a SHEP 2018 Timeline. If you have a problem in meeting any of the funding criteria please get in contact with me using the above email address.

Section 1 – Details of Local Authority SHEP Coordinator

At your initial Local Steering Group Meeting please agree on a representative to act as the Local Authority SHEP Coordinator and provide their details below. See Appendix 2 for suggested roles and responsibilities.

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Position</td>
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<td>Telephone</td>
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<tr>
<td>Local authority</td>
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</tr>
<tr>
<td>Date of submitting form</td>
<td></td>
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</tbody>
</table>
Section 2 — Sign Up to Match Funding Criteria and Recommendations

This section must be signed by members of your Local Steering Group. By signing page 5 the members of your steering group are committing to deliver SHEP in accordance with the following 19 criteria (in bold) and have regard to 10 recommendations (in italics). These criteria and recommendations have been organised under the headings of planning, delivery and evaluation below. To receive retrospective match funding your Local Steering Group must be able to evidence working together to fulfil these criteria and recommendations by providing the underlined documents and implementing a Quality Assurance Framework (to be introduced through Regional Workshops).

Planning

1. The projected cost of delivering SHEP is £10,000 per unit of 40 children. Welsh Government will match fund this cost to a maximum of £5,000 per unit of 40 children. The remainder must be funded or provided 'in kind' by local authorities, local health boards, programmes schools and/or partner agencies.
2. Establish a Local Steering Group including representatives from the local authority's education catering service, local authority's physical activity/sport providers, local health board dietetics service, local healthy schools team and programme schools, as a minimum.
3. Involve a wide range or suitable partner agencies from the public, private and voluntary sectors and ensure that they adhere to criteria 18.
4. Provide SHEP to the same cohort of children for a minimum of 12 days over at least 3 consecutive weeks of the school summer holidays.
5. Deliver SHEP during the middle weeks of the summer holidays.
6. Offer SHEP within a primary or secondary school with Free School Meal eligibility (3 year average reported on My Local School website) greater than 18.1% (primary school) or 17.5% (secondary school).
7. Offer SHEP within a primary or secondary school that includes a full production kitchen, a suitably sized dining space, indoor play area and outside space, accessible toilets and classrooms.
8. Consider offering SHEP within a special school.
9. Agree roles and responsibilities (see Appendix 2), prioritising the recruitment and training of the SHEP Coordinator and SHEP Assistant(s) (see criteria 23). The training will probably involve releasing and covering personnel during term time.
10. Map local "holiday provisions" to potentially share resources and avoid duplication. Check your local authority's Family Information Service website for information about children's leisure activities and childcare provision.
11. Organise the School SHEP Timetable well in advance of the school summer holidays and submit to the WLGA by 29 June 2018.
12. For local authorities with more than 2 programme schools consider hosting a local SHEP partner event for partner agencies to offer their services and for SHEP Coordinators to draft their timetables.
13. Promote SHEP to children, families and media using Food and Fun name and logo (in line with brand guidelines) focusing on the positives aspects (e.g. Healthy living, socialising, learning) rather than the negative connotations (e.g. Holiday hunger, deprivation) or unintended outcomes (e.g. Childcare).

14. Recruit children and families to SHEP well in advance of the school summer holidays, targeting a particular Year or Years within Key Stage 2 and avoiding overtly targeting particular children and families. If you are considering multiple Key Stages this will add to the resource and staffing costs. Please be aware that The Healthy Eating in Schools Measure (Wales) 2009 places a duty on the local authority and governing body to protect the identity of pupils receiving Free School Meals.

15. Consult children and parents about the range of enrichment activities.

16. Consider transport issues to and from the programme school (e.g. mini bus, crossing patrol).

17. Compile a School SHEP Folder containing copies of relevant policies, procedures and staff training certificates, signed by the SHEP Coordinator and SHEP Assistant(s) to indicate understanding.

Delivery:

18. Communicate consistent health messages and do not undermine the ethos of SHEP. Resources or rewards branded with manufacturers who produce food and drink products high in sugar, fat or salt must not be used.

19. Deliver breakfast and lunch using recipes and menus that meet the food and drink requirements of The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013 and other term time regulations, including food safety and food labelling.

20. Promote the take up of school meals and a whole schools approach to healthy eating. Do not permit packed lunches and encourage ‘fussy eaters’ to try new foods. Promote healthier options (e.g. Meat cuts, fish, oily fish, pasta, rice, jacket potato, vegetables, fruit, yogurt, rice pudding) ahead of high fat and/or sugar options (e.g. Meat products, fried potatoes, fried products, cakes, biscuits, ice cream, jelly). Only provide second portions (where available) of fruit and vegetables and wholemeal bread.

21. Offer a ‘family’ breakfast or lunch to parent/carers and siblings at least once per week (e.g. on the last day of the week).

22. Consider offering separate activities to parents and siblings (e.g. cooking skills, exercise classes) with signposting to further opportunities locally.

23. Provide age appropriate food education activities by persons with an accredited Nutrition Skills for Life Level 2 qualification (training provided by Public Health Dietitians), including extension activities that practice literacy, oracy and numeracy skills.

24. Provide a minimum of one hour of age appropriate structured physical activity/sport per day with signposting to further opportunities locally.
25. Provide age appropriate enrichment activities that provide children and families with opportunities to engage in activities that are fun, social and educational.
26. Implement the school’s ethos and relevant policies as per term time (see criteria 17).
27. Submit Match Funding Claim Form and invoice the WLGA by 26 October 2018.

Evaluation:

29. Engage with the wider development of SHEP across Wales through attending relevant meetings and sharing best practice.
## Section 2 – Sign Up to Match Funding Criteria and Recommendations (continued)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Job Title</th>
<th>Email</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>Local authority’s education catering representative</td>
<td></td>
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<td></td>
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<tr>
<td>Local authority’s physical activity/sport representative</td>
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<tr>
<td>Local health board dietetics representative</td>
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<tr>
<td>Local healthy schools representative</td>
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<tr>
<td>School 1 representative</td>
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<tr>
<td>School 8 representative</td>
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Where physical sign up is not possible above please attach/forward a copy of an email, confirming sign up, with this application form. For local authorities with more than 8 schools please duplicate this page.

## Section 3 – Programme School Information and Authorisation

This section must be signed by a local authority representative with the authority to match fund approximately £5,000 per unit of 40 children to deliver SHEP. It is recommended that local authorities provide SHEP in schools to a maximum of 2 units of 40 children during their first year, up to 4 units of 40 children in their second year, up to 8 units of 40 children in their third year and up to 16 units of 40 children in their fourth year. For local authorities with more than 8 schools please duplicate this page.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Welsh medium?</th>
<th>Special school?</th>
<th>Number of target children</th>
<th>Expected target age group</th>
<th>FSM eligibility (criteria 6)</th>
<th>Expected amount of match funding required per school</th>
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<td>Local authority representative with the authority to match fund the above total</td>
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## Appendix 1 – SHEP 2018 Timeline

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<th>Local</th>
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<td>November 2017</td>
<td>• National Event (30)</td>
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<tr>
<td>December 2017</td>
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<td>• Initial Local Steering Group Meetings</td>
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<tr>
<td>January 2018</td>
<td>• National Steering Group Meeting</td>
<td>• North Wales Partner Event</td>
<td>• Initial Local Steering Group Meetings</td>
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<tr>
<td></td>
<td>• SHEP 2017 WLG Report</td>
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<td>• Deadline for submitting Match Funding</td>
</tr>
<tr>
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<td>Application Form (26)</td>
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<tr>
<td>February 2018</td>
<td>• Inform Local Steering Groups of application decision (09)</td>
<td>• Regional Workshops</td>
<td>• Local Steering Group Meeting</td>
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<td>March 2018</td>
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<td>May 2018</td>
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<td>• Regional Workshops</td>
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<tr>
<td>June 2018</td>
<td>• National Steering Group Meeting</td>
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<td>• Local Steering Group Meeting</td>
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<td></td>
<td>• Deadline for submitting School SHEP</td>
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<td>Timetable (25)</td>
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<td>July 2018</td>
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<td>• Delivery and evaluation</td>
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<td>August 2018</td>
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<tr>
<td>September 2018</td>
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<td>• Deadline for submitting Evaluation Forms and</td>
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<td>Attendance Forms (29)</td>
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<td>October 2018</td>
<td>• National Steering Group Meeting</td>
<td>• Regional Workshops</td>
<td>• Deadline for submitting Match Funding</td>
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<td>Claim Form and Invoice (26)</td>
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### Appendix 2 - Suggested Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Who?</th>
<th>Responsibilities</th>
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</table>
| Local Authority’s SHEP Coordinator | • Education Officer  
  • Education Catering Manager/Assistant Manager  
  • Healthy School Scheme Practitioner  
  • Local Health Board representative  
  • Experienced school SHEP Coordinator | • Manage Local Steering Group Meetings  
  • Act as main liaison between the WLGA SHEP Coordinator and Local Steering Groups and programme schools  
  • Gather and check information for Match Funding Application Form and Match Funding Claim Form and submit to the WLGA SHEP Coordinator  
  • Gather programme school timetables, Evaluation Forms and Attendance Forms and submit to the WLGA SHEP Coordinator |
| Named person responsible for SHEP in each school | • Head Teacher  
  • Member of Senior Management Team  
  • Chair of Governors  
  • Governor | For an example School Agreement please request from WLGA  
  • Organise recruitment of SHEP Coordinator and SHEP Assistants  
  • Organise cover of SHEP Coordinator (and SHEP Assistant if possible/required) so that they can attend Nutrition Skills for Life Training (20 hours) and other relevant/required training  
  • Provide guidance and monitor progress of SHEP Coordinator  
  • Organise the provision of Caretaker duties  
  • Organise the provision of Cleaner duties (1 hour at the end of each SHEP day)  
  • Organise waste collection duties  
  • Ensure appropriate safeguarding and first aid arrangements are in place  
  • Be available to conduct during the programme |
| School SHEP Coordinator (1 per school) | • Teacher  
  • Teaching Assistant | For an example Job Description please request from WLGA  
  • Develop, coordinate and deliver SHEP in programme school  
  • Work under the guidance of the Head Teacher, and within an agreed system of supervision, to develop and implement agreed work programmes with individual/groups, in the school and partner agencies  
  • Create a nurturing, fun and safe environment to ensure child safety and maximise child involvement  
  • Liaise with local health board dietetic service to undertake Nutrition Skills for Life Training and deliver nutrition education activities  
  • Undertake other relevant training as required (e.g. Safeguarding, First Aid, Make Every Contact Count)  
  • Review suitability of existing risk assessments and partner agency risk assessments, undertake additional risk assessments, as required |
| School SHEP Assistants (1 per 20 children minimum, depending on risk assessment and special needs requirements) | • Teaching Assistants  
  • Volunteers | For an example Job Description please request from WLGA  
  • Work under the direct instruction/guidance of the School SHEP Coordinator to deliver SHEP in programme school  
  • To support access to activities for pupils and provide general support in the management of pupils, including preparation, and routine maintenance of resources/equipment  
  • Create a nurturing, fun and safe environment to ensure child safety and maximise child involvement |
| Caretaker | • Caretaker | Open and close school facilities at agreed times |
| Cook | • Cook | For an example Job Description please request from WLGA  
  • Provide breakfast and lunch using recipes and menus that meet the food and drink requirements of The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013 and other term time regulations, including food safety and food labelling |
Appendix 2 Nutrition Skills for Life Report 2018

**NUTRITION SKILLS FOR LIFE™** is a programme of quality assured nutrition skills training and initiatives developed and co-ordinated by dietitians working in the NHS in Wales. The programme aims to support a wide range of community workers, including those from health, social care and third sector organisations to promote healthy eating and incorporate food and nutrition skills into their work.

**Training.**
Agored Cymru accredited Level 2 Community Food and Nutrition Skills training enables those working within the community to develop the competencies required to promote key healthy eating messages focussing on the Eatwell Guide. It also teaches practical skills such as budgeting, shopping for healthy foods, understanding food labels and how to adapt recipes. This course is attended by those who plan to deliver healthy eating initiatives such as practical cooking skills and nutrition skills. Attending the course equips participants with the nutrition knowledge and skills to cascade evidence based, consistent food and nutrition messages. This includes specialist sessions on the nutritional needs of school aged children. All SHEP co-ordinators are required to attend Level 2 Community Food and Nutrition Skills as per essential criteria ensuring that evidenced based consistent messages are disseminated during the programme. The training also enables co-ordinators to use their knowledge through the school year.

**Nutrition Education**
Foundation phase – Based on the increase in the number of schools delivering Food and Fun within foundation phase, nutrition resources were developed to meet the needs of younger pupils. The themes for the activities were consistent with Key stage two but included age-appropriate teaching materials and games. A Foundation phase workbook was also developed. Key stage two - nutrition sessions were developed and planned to deliver the key nutritional messages for this age group, see below. The sessions incorporated a number of teaching methods and all sessions were mapped to the national numeracy and literacy framework. Participants were set key food targets which could be met within their time on the programme. Based on feedback the packs were updated to include more resources to enable the sessions to be as interactive as possible. Two additional sessions were developed on energy drinks and the importance of breakfast as two key areas identified by school staff as areas of concern within this population group. Tutor and children packs were co-ordinated and developed on an All Wales basis to ensure consistency. The tutor packs consisted of session plans, background theory for the co-ordinators, key messages for the children and instructions for the games. The children’s packs included written information, quizzes and activities for the children to complete.
**Results**

- 73 SHEP staff undertook the Level 2 Community Food and Nutrition Skills Training across Wales.
- 100% of learners received Agored Cymru accreditation.
- One day’s facilitation training session took place to support the facilitators in running the nutrition sessions.
- 100% of learners rated the course as excellent (Where evaluation of training could be linked directly to SHEP staff)
- 100% of learners would recommend course to others (Where evaluation of training could be linked directly to SHEP staff).

**Get Cooking**

In addition to the one-off practical cooking sessions delivered as part of SHEP, the accredited **NUTRITION SKILLS FOR LIFE™** Get Cooking course was piloted in one school, delivered by a dietetic support worker. Based on space available four families attended the course (4 adults and 6 children) although demand was higher particularly from the children. The sessions worked well with development and confidence of cooking skills and parent/child interaction identified as key successes of the programme.
Results
- 100% of learners received accreditation (adults)
- 75% reported learning something new
- 75% reported feeling much more/more confident in shopping for healthy meals
- 75% reported feeling much more/more confident in cooking healthy meals
- 75% had made changes to what themselves and their families eat

Comments:
'the recipes are tasty and easy to follow’
'I use the recipe book like a bible at home’
'I've introduced new meals that are cooked from scratch’
'I'm making meals that healthy and affordable to the family that all are enjoying.

Quality assurance
All schemes had nutrition sessions quality assured by a member of the dietetic team from the local health board with results collated centrally. A number of key themes emerged that can be built on and addressed.
Positive themes:
- Children find sessions enjoyable and are engaged
- Sessions are interactive
- Good use of tutor pack
- Excellent reflection and interaction with children
- Extension activities planned
- Children trying new foods
- Children delivering sessions to parents and carers

Challenges:
- Not all children receiving nutrition sessions
- Not always planned in advance so not familiar with the games or using resources appropriately
- Inaccurate messages
- Ordering of food for activities
- Not always seen as a priority
- Some delivery very classroom based
Conclusions.
The main headline indicators demonstrate:
78 % increase in fruit and vegetable consumption
80 % of children are drinking more sugary drinks on non-scheme days than scheme days
90% of children strongly agreed/agreed that the nutrition sessions were really fun.

Recommendations
- To further develop Key Stage two resources based on children and tutor feedback mapped to appropriate curriculum.
- Support transition work where delivered as part of programme.
- To embed more practical cooking opportunities for children and parents/carers including Get Cooking and Come and Cook.
- Develop A3 table top resource as tutor pack.
Appendix 3 Results charts of 2018 Children and Parent Surveys

Children’s survey results charts

Q1. Are you a boy or a girl?

- Boy: 520 (49%)
- Girl: 482 (46%)
- Unspecified: 52 (5%)

Q2. How old are you?

- Number of children by age:
  - 4: 5
  - 5: 39
  - 6: 61
  - 7: 107
  - 8: 177
  - 9: 206
  - 10: 160
  - 11: 198
  - 12: 23
  - 13: 21
  - 14: 4
  - 15: 2
  - 16: 1
  - 17: 1
  - Unspecified: 49

Number of children: 1,080
Q3. What did you think about ...

- Playing sports and being active at this club?
- Learning about healthy eating at this club?
- Breakfast at this club?
- Lunch at this club?
- Having the club in your school?

Q4. On the days when you were at this club ...

- Did you learn something new that you would like to do again?
- Did you learn something new about food and healthy eating?
- Did you eat breakfast?
- Did you eat lunch?
- Did you try a new food or drink for the first time?
- Did you feel less hungry than days when you were home?
- Did you spend time with your friends?
- Did you make new friends?
Will you try to eat healthier at home?
Will you teach your family more about healthy eating?
Will you try to be more active?
Will you take up a sport or activity club?

Q6. Over the holidays...
If you missed any meals (breakfast, lunch, dinner) were these on club days or home days? If you did not miss any meals, leave this question blank.
Did you eat more fruits/vegetables on club days or home days?
Did you eat more snacks high in fat and/or sugar (e.g. biscuits, sweets, chocolate, crisps) on club days or home days?
Did you drink more sugary and fizzy drinks on club days or home days?
Were you more active on club days or home days?
Q7. On the days when you were NOT AT this club, how often did you ...
Q8. Thinking about where you live and nearby ...

- Are there fun things to do?
- Do you feel safe when you leave your home?
- Are the roads dangerous?
- Are you allowed to play out in the street?
- Are you allowed to play in the park?

Q9. How do you normally get to this club?

- Walk: 448, 42%
- Car: 409, 39%
- Bus: 93, 9%
- Cycle: 219, 19
- Train: 61, 6%
- Other: 6, 1%
- Unspecified: 71, 6%
Parents Survey

Q1.2 Relationship of responder to child(ren)

Number of responders

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<th>Relationship</th>
<th>Number of responders</th>
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<td>Mother</td>
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<tr>
<td>Father</td>
<td>49</td>
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<tr>
<td>Parent</td>
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<tr>
<td>Guardian</td>
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<tr>
<td>Carer</td>
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Q1.4 Number of children attending scheme per household

Number of responders

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<th>Number of children attending scheme per household</th>
<th>Number of responders</th>
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<tbody>
<tr>
<td>1</td>
<td>378</td>
</tr>
<tr>
<td>2</td>
<td>133</td>
</tr>
<tr>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6+</td>
<td>9</td>
</tr>
<tr>
<td>Unspecified</td>
<td></td>
</tr>
</tbody>
</table>
Q2. What did you think about the availability of the scheme?

Q3. If your child(ren) has not attended every day can you give a reason for this?
Q4. If this scheme was not available this year, where would your child(ren) be?

- At home alone: 28
- In paid childcare: 31
- Looked after by an adult relative or friend: 112
- Looked after by an older sibling: 22
- Looked after by you: 326
- Other: 32
- Unspecified: 6

Q5. Were parent activities available at this scheme?

- Yes: 378, 68%
- Unsure: 49, 9%
- No: 119, 21%
- Unspecified: 11, 2%
Q6. If you took part in parent activities which ones did you enjoy the most?

- Cooking: 234
- Sports / physical activity: 12
- Team building: 31
- Tasters: 18
- Science: 18
- Family lunch: 52
- First aid training: 0
- Arts and craft: 0
- Other: 0

Q7. How would you make the parent activities better?

- More opportunities to join in: 181
- More options for parents (without...): 28
- More / different sport / physical activity: 59
- More / different cooking activities: 86
Q8. What parent activities would you like offered in the future?

- Cooking: 258
- Sports: 106
- Trips: 239
- Arts/Creative activities: 169
- Gardening: 112
- Games together: 192
- Music: 81

Q9. How many times did you join your child(ren) for the family lunch?

- 0 times: 152
- 1 time: 144
- 2 times: 117
- 3 times: 110
- 4 times: 17
- Unspecified: 17

Number of respondents vs. Number of times joined child(ren) for family lunch.
Q10. What did you think of the lunch?

Q11. Do you think this club has benefited your child(ren)?
### Q12. How has this scheme benefited your child(ren)?

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Number of Responders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>19</td>
</tr>
<tr>
<td>Caught up with learning</td>
<td>152</td>
</tr>
<tr>
<td>Kept active</td>
<td>468</td>
</tr>
<tr>
<td>Improved social skills</td>
<td>319</td>
</tr>
<tr>
<td>Will help return to school</td>
<td>340</td>
</tr>
<tr>
<td>Kept in a good (school) routine</td>
<td>381</td>
</tr>
<tr>
<td>Had fun</td>
<td>503</td>
</tr>
<tr>
<td>Learnt about healthy living</td>
<td>349</td>
</tr>
<tr>
<td>Generally more healthy</td>
<td>186</td>
</tr>
<tr>
<td>Improved behaviour</td>
<td>178</td>
</tr>
<tr>
<td>Spent time with friends</td>
<td>454</td>
</tr>
<tr>
<td>Made new friends</td>
<td>389</td>
</tr>
<tr>
<td>More confidence</td>
<td>339</td>
</tr>
<tr>
<td>Ate healthier foods</td>
<td>286</td>
</tr>
<tr>
<td>Tried new activities / hobbies</td>
<td>428</td>
</tr>
<tr>
<td>Tried new foods</td>
<td>375</td>
</tr>
</tbody>
</table>

### Q13. Do you think this club has benefited you?

- **Yes**: 518, 93%
- **Unsure**: 18, 3%
- **No**: 17, 3%
- **Unspecified**: 4, 1%
Q14. How has this scheme benefited you?

- Knowing children are safe / in safe environment: 429
- Allowed time to myself / get jobs done / have a break: 271
- Enjoyed the time spent with my children: 220
- Able to spend time with my other children: 215
- Broke up the holidays: 414
- Happy children: 436
- Helped meet the financial costs of the holidays: 228
- Less worried about child starting high school /…: 218
- Educational: 278
- Helped manage work / leave / childcare: 218
- Provided children with something to do: 495

Q15. Would you recommend this club to others?

- Yes: 546, 98%
- Unsure: 2, 0%
- No: 3, 1%
- Unspecified: 6, 1%