School Holiday Enrichment Programme (SHEP) Logic Model

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The School Holiday Enrichment Programme (SHEP), brand name “Food and Fun”, was piloted in 2015 to address challenges faced by low-income families in the summer holidays.

It is the first UK example of a multi-agency project providing healthy meals, nutrition education, sports and other physical activities in the summer holidays. It also promotes learning through a programme of enrichment activities. In 2019, 77 schemes are delivering Food and Fun in 21 local authorities supported by the seven local health boards.

SHEP has undergone annual evaluation since the 2015 pilot and a logic model was developed by the Centre for the Development and Evaluation of Complex Interventions for Public Health Improvements (DECIPHer) in 2016 and 2017. Evaluation of the 2018 programme revealed new programme knowledge and insight that led to the evolution of the Logic Model, by the SHEP National Steering group and Data Cymru, and the 5 intended Outcome areas:

- Improved mental health and emotional well-being
- School engagement and educational attainment
- Improved aspirations
- Improved physical activity
- Improved dietary behaviour

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How to use this visual guide to the Logic Model:

Outcome pages
Each Outcome area is illustrated on an individual page accessed by its own icon. Each icon will take the user directly to that Outcome page.

Change indicators
The change indicators refer to the changes that indicate progress towards these Outcomes. The lasting and initial changes are presented within each Outcome area and may be repeated across Outcome areas where change indicators may result in more than one Outcome. Many connections may be identified between change indicators throughout the Logic Model.
Reduction in depressive symptoms
Reduced financial and family stress
Positive summer experience, displacing boredom and isolation
Safe space for play
Increased social connectedness to peers
Increased social connectedness to parents
Connecting parents to each other
Connecting parents to school and community (reduction in school apprehension)
Connecting parents to school
Connecting parents to each other
Connecting parents to school and community
Improved Mental Health and Emotional Well-Being
Improved behavior improvement out of school
Improved School Engagement and Educational Attainment
Improved Mental Health and Emotional Well-Being
Improved aspirations
Improved engagement and educational attainment
Improved Mental Health and Emotional Well-Being
Improved Diet and Physical Activity
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INITIAL CHANGE INDICATORS

- Increased connectedness to school peers
- Improved access to ICT/learning resources
- Improved relationships with school staff
- Behavioural improvement in school
- Engagement with the school routine and expectations
- Improved parent-school interactions
- Improved staff professional development
- Readiness for skills acquisition
- Reduction in learning loss after the summer holidays
- Parent engagement in child’s education

INITIAL CHANGE INDICATORS

- Connecting parents to school and community (reduction in school apprehension)
- Learning a new skill
- Informal learning
- Engaging in learning experiences from the summer
- Engagement with the school routine and expectations
- Improved parent-school interactions
- Improved mental health and emotional well-being
- School engagement and educational attainment
- Improved aspirations
- Improved physical activity
- Improved dietary behaviour
- School engagement and educational attainment
- Lasting change Indicators

LASTING CHANGE INDICATORS

- Engagement with the school routine and expectations
- Improved parent-school interactions
- Improved mental health and emotional well-being
- School engagement and educational attainment
- Improved aspirations
- Improved physical activity
- Improved dietary behaviour
- School engagement and educational attainment

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Learning a new skill

Children being able to identify their talents and strengths

Exposure to different providers

Connecting parents to school and community (reduction in school apprehension)

Improved Mental Health and Emotional Well-Being

School Engagement and Educational Attainment

Improved Aspirations

Improved Physical Activity

Improved Dietary Behaviour

Self-efficacy

Developing interests

Children sharing their talents and strengths

Lasting Change Indicators

Initial Change Indicators

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Forming links with local physical activity providers

Exposure to sports during SHEP days

Less non-learning screen time

Increased holiday physical activity

Enjoyment of physical activity/sport during SHEP

Enjoyment of physical activity during SHEP

Take up of local sport and physical activity provision

Take up of sport after the summer holidays

Enjoyment of and improved physical activity attitudes (long term?) after SHEP

Improved Aspirations

Improved Mental Health and Emotional Well-Being

School Engagement and Educational Attainment

Improved Physical Activity

Improved Dietary Behaviour

Improved Physical Activity

Improved Mental Health and Emotional Well-Being

School Engagement and Educational Attainment

Improved Aspirations

Improved Physical Activity

Improved Dietary Behaviour

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- Improved holiday time nutrition
- Reduced holiday hunger
- Exposure to healthier foods
- Trying and knowing about healthier food
- Trying and knowing about wider food ranges
- Improved dietary attitude
- Uptake of school meals
- Improved nutrition knowledge
- Improved Mental Health and Emotional Well-Being
- School Engagement and Educational Attainment
- Improved Aspirations
- Improved Physical Activity
- Improved Dietary Behaviour

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