



# **Food and Fun School Holiday Enrichment Programme 2017**

## **Report**

## 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.

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# 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.

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 2017 the Welsh Government provided £500,000 to further roll out the scheme to 12 local authorities, engaging all 7 local health boards and providing 38 schemes. In total, approximately 1,500 children benefited from SHEP during the summer holidays.

## 1.2 Communication and governance

The WLGA continued to coordinate the roll out of SHEP in 2017. Local authorities established Local Steering Groups and representatives attended Regional Operational Group meetings. Important strategic issues were shared with the National Steering Group, who provided advice, assistance and accountability to the scheme.

## 1.3 Application process

An application form was circulated to 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 authorities to commit to, and evidence, working with schools and partner agencies to deliver SHEP in accordance with 14 funding criteria and have regard to a further 9 recommendations.

## 1.4 Resource development

The WLGA was supported to further develop and implement SHEP nationally by a SHEP Implementation Support Team. This support involved the following:

- Developing and disseminating SHEP nutrition education resources and providing ongoing support to enable delivery by all 7 local health boards.
- Developing and contributing to resources shared on the [Knowledge Hub](#).
- Providing training and representation at Regional Operational Group meetings.
- Developing and trialling a Quality Assurance Framework (QAF).

## 1.5 Logic model development

The WLGA commissioned the development of a SHEP Logic Model, undertaken by a research team from Cardiff University. The research aimed to seek consensus on the underpinning elements of the SHEP model and produce a coherent logic model illustrating agreed elements.

There was a strong consensus that inviting all pupils within those schools, rather than targeting 'needy' individuals was important to prevent stigma, and that schools should take the lead in identifying individuals who may require extra encouragement to attend. The logic model identifies the inputs, planned components, mechanisms of change and outcomes of SHEP and will be used to guide the delivery and evaluation of SHEP going forward.

## 1.6 Feedback from Regional Operational Group meetings

Feedback was gathered during Regional Operational Group meetings, attended by key stakeholders from Local Steering Groups. A number of challenges were identified, relating to time, attendance, group sizes, purpose and match funding. All stakeholders reported very positive feedback from children, parents, delivery staff and partners, particularly concerning pupil engagement, parental engagement, collaboration and SHEP staff. In terms of developing SHEP further, stakeholders suggested there were opportunities to expand, develop enrichment activities, provide training and development, raise aspirations and continue activities.

## 1.7 Feedback from children

A multiple choice questionnaire was devised for children aged 7 and above. A total of 529 completed questionnaires were received from 21 of 38 schemes. The feedback was extremely positive, particularly in relation to playing sports and being active, socialising/making friends, eating breakfast/lunch and learning/trying something new. Children reported exercising more and eating healthier on days they attended the scheme and the majority reported positive intentions when the scheme has finished.

## 1.8 Feedback from parents/carers

A questionnaire was devised for parents/carers, comprising multiple choice and open questions. A total of 275 completed questionnaires were received from 21 of 38 schemes. The feedback was extremely positive, particularly in relation to the availability of the scheme, the family lunch, the benefits to their child(ren) and the benefits to parents/carers. More than half (52%) of parents/carers would have looked after their children themselves had the scheme not been available, with only 3% claiming that they would have paid for childcare. The most popular request for parent activities in the future was cooking with children.

## 1.9 Attendance

On average, 43 children were signed up to each scheme, 29 children attended each scheme per day and 33% of children attending were eligible for FSM. The attendance rate reduced gradually over the course of the scheme.

## 1.10 Costs

Each local authority submitted a Match Funding Claim Form to the WLGA, which recorded all local costs, including actual costs funded by partners or paid as a SHEP expense, and 'in kind' contributions from schools, local authorities or suppliers. Based on units of 40 children the average cost of delivering the scheme was £19.37 per child per day. Based on the average attendance of 29 children per scheme per day the cost per child per day was estimated to be £26.72.

## 1.11 Recommendations

1. Ensure strict compliance with the WLGA's funding criteria.
2. Invite all pupils within classes, Years or Key Stages.
3. Improve the local mapping of school holiday provisions.
4. Ensure that consistent messages are communicated.
5. Further strengthen the educational element.
6. Develop opportunities to further train SHEP staff.
7. Develop an online method for evaluating SHEP.
8. Further research looking at the medium and long term impacts of SHEP.
9. Investigate methods to ensure sustainability and share best practice.
10. Use 'Bwyd a Hwyl' as the main public facing brand identity of the scheme.
11. Further develop Key Stage 2 nutrition education resources.
12. Develop Foundation Phase nutrition education resources.
13. Support nutrition education transition work.
14. Include more practical cooking opportunities for children and parents/carers.
15. Include nutrition education evaluation within the core evaluation resources.
16. Implement a Quality Assurance Framework (QAF) in all schemes.
17. Consider using the 'Bwyd a Hwyl' logo as a Quality Assurance Mark.
18. Consider the most appropriate method of undertaking the QAF.
19. Provide schools with a list of required information for their SHEP Folder.
20. Involve local Healthy School Teams.
21. Update the QAF as the WLGA's funding criteria and recommendations evolve.

## 2 Introduction

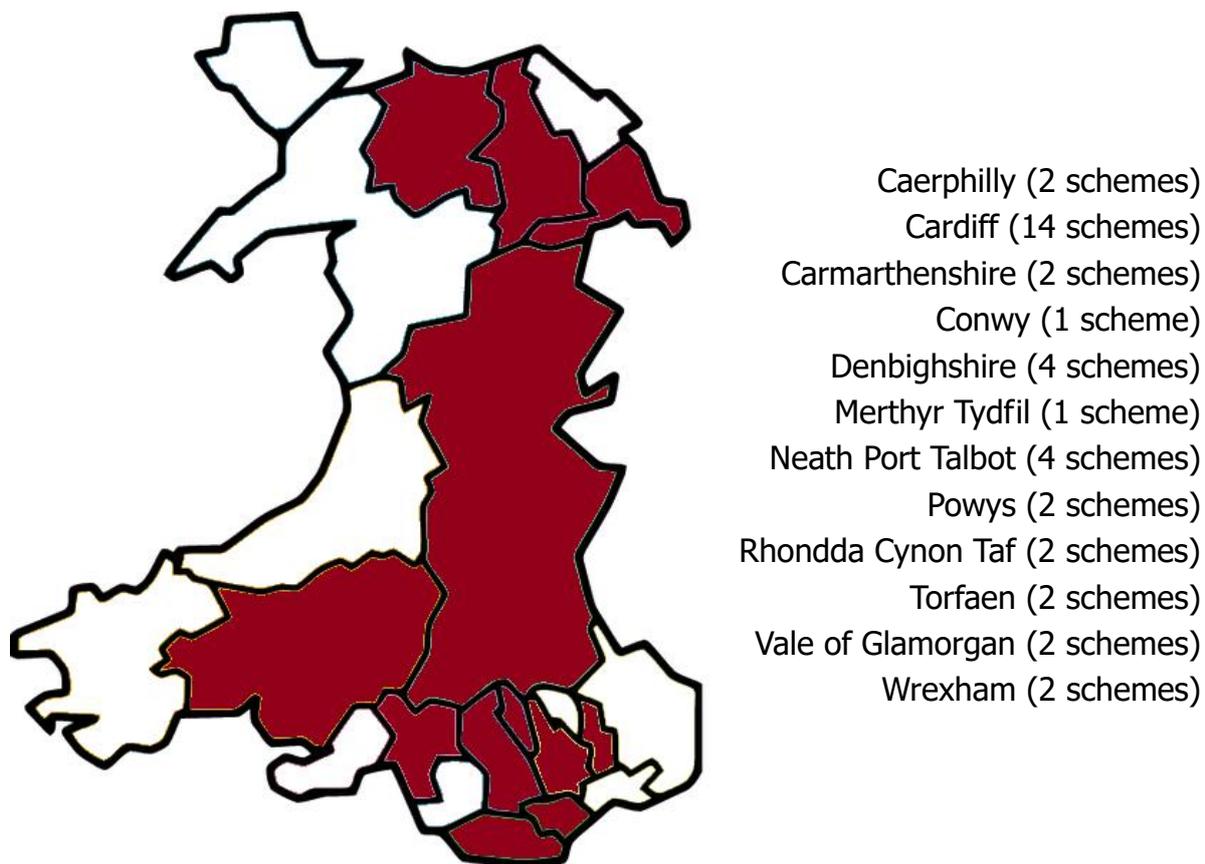
The School Holiday Enrichment Programme (SHEP) is a school-based scheme that provides healthy meals, food and nutrition education, physical activity and enrichment sessions to children in areas of social deprivation during the school holidays. Food and Fun is the brand identity used at local level to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

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](#).

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.' In 2017 the Welsh Government provided £500,000 to further roll out the scheme to 12 local authorities, engaging all 7 local health boards and providing 38 schemes. Figure 1 shows the distribution of these schemes across Wales in 2017.

SHEP 2017 was mainly delivered over 12 mornings of the summer holidays with 2 schemes in Torfaen providing SHEP over 20 days and 23 schemes also offering SHEP in the afternoon. In total, approximately 1,500 children from 50 schools benefited from SHEP by attending at least once. Five schemes hosted children from more than one school.



**Figure 1: Distribution of SHEP in 2017**

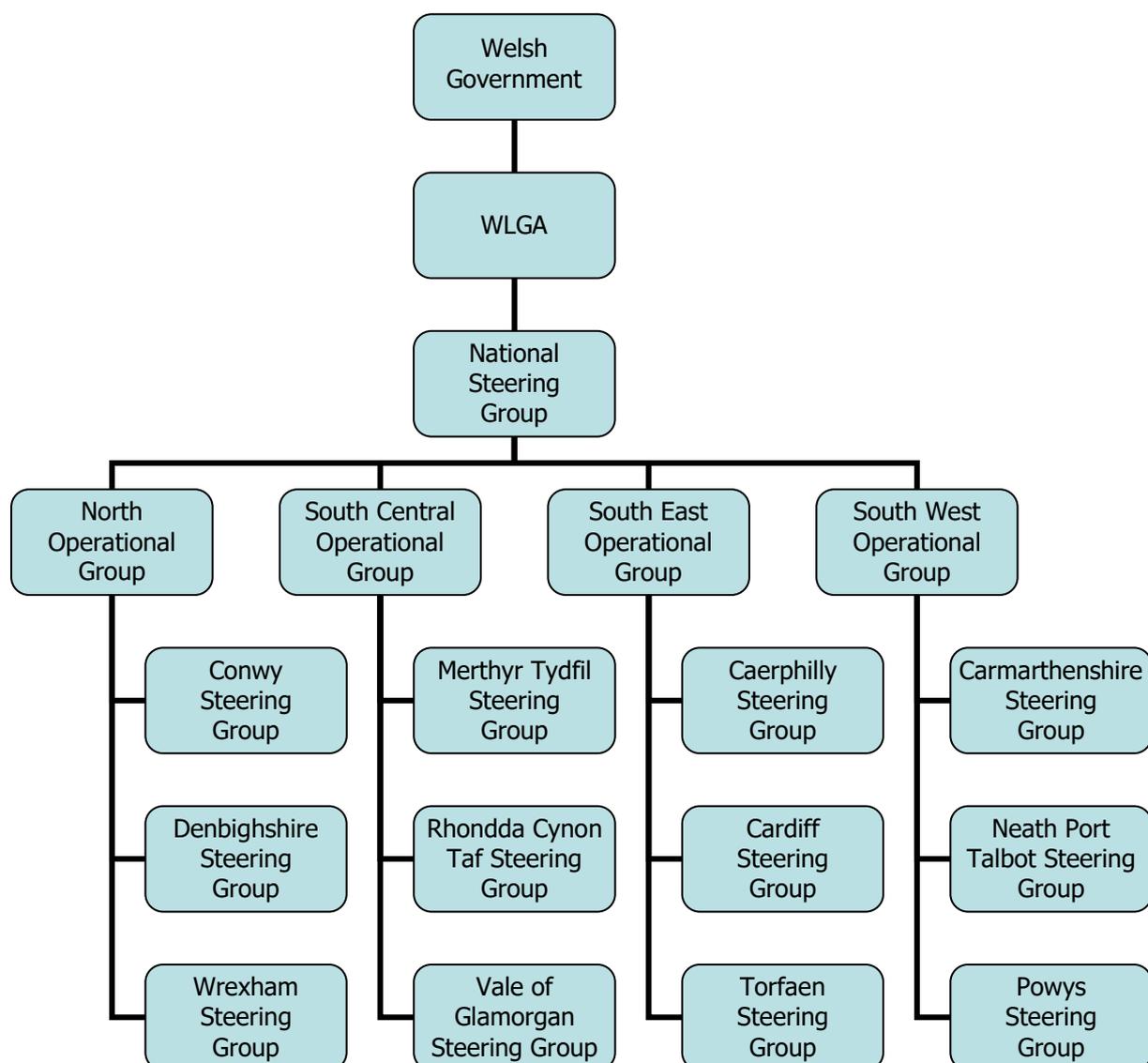
The core components of SHEP 2016 remained for 2017, including the following:

- Situated within primary or secondary schools in areas of social deprivation.
- Breakfast and lunch which met the food and drink requirements of The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013.
- At least 1 hour of age appropriate structured physical activity per day.
- Food education activities provided by persons with an accredited Nutrition Skills for Life™ qualification.
- A family lunch for parents/carers and siblings at least once per week.

This report describes the main characteristics and findings of the 2017 national rollout and provides recommendations for further refinement of the scheme.

### 3 Communication and governance

The WLGA continued to coordinate the roll out of SHEP in 2017, with the Food in Schools Coordinator undertaking this task up until the recruitment of a dedicated National SHEP Coordinator in July 2017. Figure 2 illustrates the project management structure. Local authorities established Local Steering Groups and representatives attended Regional Operational Group meetings, held in May and October 2017. The Food in Schools Coordinator/National SHEP Coordinator chaired these meetings and regularly liaised with Local Authority SHEP Coordinators. Important strategic issues were shared with the National Steering Group, who provided advice, assistance and accountability to the scheme. The National Steering Group met in February, March, June and October 2017.



**Figure 2: Project management structure**

## 4 Application process

In order to encourage as many local authorities as possible to engage with SHEP the National Steering Group advised the Food in Schools Coordinator to undertake an application process. Following the SHEP National Event in February 2017 an application form (Appendix 1) was circulated to 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 authorities to commit to, and evidence, working with schools and partner agencies to deliver SHEP in accordance with 14 funding criteria and have regard to a further 9 recommendations.

Completed application forms were received from 15 local authorities. All applications were approved for funding and key stakeholders were invited to attend the May 2017 Regional Operational Group meetings. Following these meetings, which involved clarification and progress discussions about the funding criteria and recommendations, 12 local authorities remained engaged and delivered SHEP in 2017. The reasons given by the 3 local authorities, that did not continue with SHEP in 2017, included schools being unprepared for the requirements of SHEP, limited local capacity to support the scheme and limited time to prepare for delivery.

## 5 Resource development

The Food in Schools Coordinator was supported to further develop and implement SHEP nationally by the SHEP Implementation Support Team, comprising of representatives from Food Cardiff, Cardiff and Vale University Health Board (CVUHB) Public Health Nutrition and Dietetics Department, City of Cardiff Council Education Catering and Sport Cardiff. This support involved the following:

- Developing and disseminating SHEP nutrition education resources and providing ongoing support to enable delivery by all 7 local health boards.
- Developing and contributing to resources shared on the [Knowledge Hub](#).
- Providing training and representation at Regional Operational Group meetings.
- Developing and trialling a Quality Assurance Framework (QAF).

## 5.1 Nutrition Skills for Life™

### **Contributed by Emma Holmes (Clinical Lead for Public Health Dietetics, Cardiff and Vale University Health Board)**

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.

School SHEP Coordinators attended Level 2 Community Food and Nutrition Skills training to ensure that evidenced based consistent messages were disseminated during the programme. The training also enabled SHEP staff to use their knowledge through the school year. Forty one SHEP staff undertook the Level 2 Community Food and Nutrition Skills Training across Wales, achieving Agored Cymru accreditation. A facilitation training day also took place to support the SHEP staff in running the nutrition sessions.

The resources and programme for training the qualification were developed and coordinated by Cardiff and Vale University Health Board Public Health Dietetics. All Wales dietetic meetings were held across 7 local health boards to enable delivery of the programme locally. Key Stage 2 nutrition sessions were developed and planned to deliver the key nutritional messages for this age group. 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 attending SHEP.

Tutor and children packs were coordinated and developed on an all Wales basis to ensure consistency. The tutor packs consisted of session plans, background theory for the School SHEP Coordinators, 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. All schools also received a resource kit containing the equipment and resources required to deliver the nutrition sessions.

The nutrition sessions were independently quality assured by qualified Dietitians. Each session was evaluated by the children using 'rate or slate' posters in addition to paper questionnaires that were disseminated at the final nutrition session. The full

report from Cardiff and Vale University Health Board Public Health Dietetics is available on the [WLGA website](#).

## 5.2 Quality Assurance Framework

An auditing framework was developed to assist the WLGA in quality assuring the roll out of SHEP, in line with the funding criteria and recommendations. This was trialed by the National SHEP Coordinator and a local Healthy Schools Practitioner in 13 Cardiff schools. 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. Feedback from School SHEP Coordinators indicated that some found the set up of this folder onerous, but a beneficial preparatory resource once completed, some found the audit process daunting and some would have benefited from being issued with a list of the required information well ahead of SHEP commencing. Feedback from auditors indicated that all schemes were broadly compliant with the WLGA's funding criteria and the audit process was useful for identifying good and emerging innovative practices and ensuring the funding criteria are met.

## 6 Logic model development

The WLGA commissioned the development of a SHEP Logic Model to inform the design of a larger scale evaluation of SHEP. This work was undertaken by a research team from Cardiff University with support from The Centre for the Development and Evaluation of Complex Interventions for Public Health Improvement (DECIPHer).

**Contributed by Dr Kelly Morgan, Jordan Godwin, Dr Jemma Hawkins, Dr Hannah Littlecott, Dr Sara Long, Dr Linda McConnon and Dr Graham Moore**

## 6.1 Aims

The research aimed to seek consensus on the underpinning elements of the SHEP model and produce a coherent logic model illustrating agreed elements. To achieve these aims, the study focused on understanding the following issues:

- **Population** – who is the intervention for and what are the core principles underpinning the process for identifying eligible children and families?
- **Intervention** – what are the core components of the intervention, and the underlying causal assumptions of these?
- **Outcome** – what are the primary and secondary intended outcomes of SHEP? In order to make a judgement of effectiveness, what outcomes would need to be measured, among whom, and at what time points?

## 6.2 Methodology

Informed by previous research findings, a skeleton logic model was initially developed to outline the current understanding of the SHEP model. Next, a 3 staged approach was undertaken to refine the skeleton logic model and ultimately reach consensus on the underpinning elements of the SHEP. Each of the 3 stages are detailed below.

### 6.2.1 Stage 1: Stakeholder interviews

In total, 66 stakeholders were approached to participate in a telephone interview. To be considered as eligible, participants had to be 1) developers of the SHEP model, 2) responsible for funding provisions, 3) responsible for facilitating its implementation, or 4) involved in implementing SHEP in schools. To represent a diversity of views across Wales, participants were purposively selected according to their role, local authority and level of SHEP experience (e.g. less than 1 year up to 3 years). Of those approached; 37 agreed (though 7 subsequently could not be interviewed within the timeframe), 13 declined and 16 did not respond. As planned, a total of 30 stakeholders were interviewed.

### 6.2.2 Stage 2: Consensus meeting

All stakeholders approached for interview were invited to attend a consensus meeting held on 19 September 2017. Framed around the refined logic model, key aims of the meeting were to; 1) highlight areas of consensus and areas of disparity

amongst stakeholder interviews, 2) facilitate discussions to aid overall consensus of logic model elements and 3) explore stakeholder views on both school- and pupil-level recruitment strategies. The format of the meeting included short presentations, group discussions and was largely of an interactive nature with use of live voting polls. In total, 13 key stakeholders were in attendance. Following the consensus meeting, agreed components and outcomes of the SHEP model were used to inform further logic model refinements.

### 6.2.3 Stage 3: Consultation

The revised logic model was discussed at a series of consultation events including, SHEP Regional meetings, a young people's advisory group meeting (ALPHA) and a National Steering Group meeting. Each event provided an opportunity for a wider audience of stakeholders to view the logic model, provide suggested revisions and ask questions about the stages of development and content. Stakeholders who had participated in stage 1 and/or stage 2 were also present throughout consultation events.

## 6.3 Findings

In terms of **population**, some tensions were evident surrounding the decision-making process regarding school eligibility, specifically decisions concerning the exclusion of willing schools with less deprived overall intakes. It was acknowledged that SHEP is an intervention that targets schools in areas of deprivation. However, there was a strong consensus that inviting all pupils within those schools, rather than targeting 'needy' individuals was important to prevent stigma, and that schools should take the lead in identifying individuals who may require extra encouragement to attend.

In terms of **intervention** and **outcomes**, the final version of the logic model, which will guide the delivery of SHEP going forward, is shown below in Appendix 2. This sets out a range of inputs identified as necessary to deliver SHEP, the components which form the essential core of what SHEP should do in every scheme, and a range of short and medium term mechanisms through which these are anticipated to benefit children and families. Intended longer term benefits focus primarily on psychosocial outcomes in terms of positive psychosocial health and reduced depressive symptoms as well as educational attainment outcomes. While SHEP is likely to benefit pupils' diets and activity levels during the holiday period itself, there was less consensus on whether this was likely to continue. The model also highlights potential benefits for parental wellbeing and mental health.

## 7 Feedback from Regional Operational Group meetings

The following is a summary of feedback gathered during the Regional Operational Group meetings, held in October 2017. Key stakeholders from Local Steering Groups attended these meetings, including Local Authority SHEP Coordinators, local authority catering personnel, local authority physical activity/sport personnel, Local Health Board Dietitians, local Healthy School Practitioners, school senior management and School SHEP Coordinators.

### 7.1 Challenges

- **Time** – Due to significant national level strategic issues the WLGA were unable to approve local authority funding applications until the end of April 2017. The resulting timeframe for Local Steering Groups to set up SHEP was challenging in relation to staff recruitment, training, engaging with enrichment activity providers and setting up administration for the scheme. Many Local Authority SHEP Coordinators reported an impact on their 'day job'.
- **Attendance** – Some School SHEP Coordinators reported difficulties engaging 'the right children and families'. Isolated reports of challenging pupil behaviour were dealt with under existing school policies, but may have had an effect on the attendance of other pupils. Most schemes reported very good behaviour, stable attendance and were oversubscribed. Rural schools arranged transport for children living far away from the school to ensure attendance and access to SHEP.
- **Group sizes** – Some School SHEP Coordinators felt they needed additional support to allow full engagement with all children during activities and enable adequate staff breaks. Some schools had a range of Years attending, which impacted on the type of activity provided and the level of supervision required. All schools were aware of the need to carry out risk assessments and follow term time school policies.
- **Purpose** – Some Local Authority SHEP Coordinators felt that the SHEP match funding criteria needed clarifying. Some parents perceived SHEP as childcare. Packed lunches were brought in by a small number of children at the beginning of the scheme but this was discouraged and phased out successfully. Many felt that the SHEP ethos needed to be better communicated to all stakeholders to ensure consistent messages.
- **Match funding** – While some schools reported that retrospective funding put a strain on school budgets, most reported that this had not caused any

issues. Many schemes successfully engaged with local partners and received support in the form of resources, donations or funding.

## 7.2 Successes

All stakeholders reported very positive feedback from children, parents, delivery staff and partners, in particular:

- **Pupil engagement** – Stakeholders frequently commented that children had developed their confidence and self esteem, learned from new experiences, received key health messages, made friendships, and enjoyed having a positive summer holiday experience to talk about.
- **Parental engagement** – There were reports of some families who were reluctant to transport their children to the scheme. Most schemes reported successful family lunches and activities and some parental engagement followed through to term time e.g. cooking and nutrition clubs.
- **Collaboration** – Most schemes reported successful collaboration with local services and community groups e.g. Fire Service, Police Service, Welsh Ambulance, Youth Services and Dietitians. The scheme also provided opportunities for school departments to work more closely e.g. catering, School Healthy School Coordinator, sports coaches, Senior Management Team, teachers and teaching assistants.
- **SHEP staff** – Many staff reported learning new skills, having increased confidence, enjoyment of working during the summer holidays and a sense of achievement in providing a worthwhile service to many children and families.

## 7.3 Opportunities

- **To expand** – Community links such as activity providers, local groups, businesses, housing associations, partner agencies and a wider age range of pupils.
- **Develop enrichment activities** – Cooking, Science Technology Engineering and Maths (STEM) agenda, libraries, Royal Society for the Protection of Birds (RPSB) and Waste and Resources Action Programme (WRAP) Cymru.
- **Training and development** – Volunteering, employment skills for parents and carers and links to Welsh Bacalaureate and other curriculum areas for pupil volunteers.
- **Raising aspirations** – Links to local opportunities and sports for children and parents.

- **Continuation of activities** – Nutrition resources, gardening and cooking during term time.

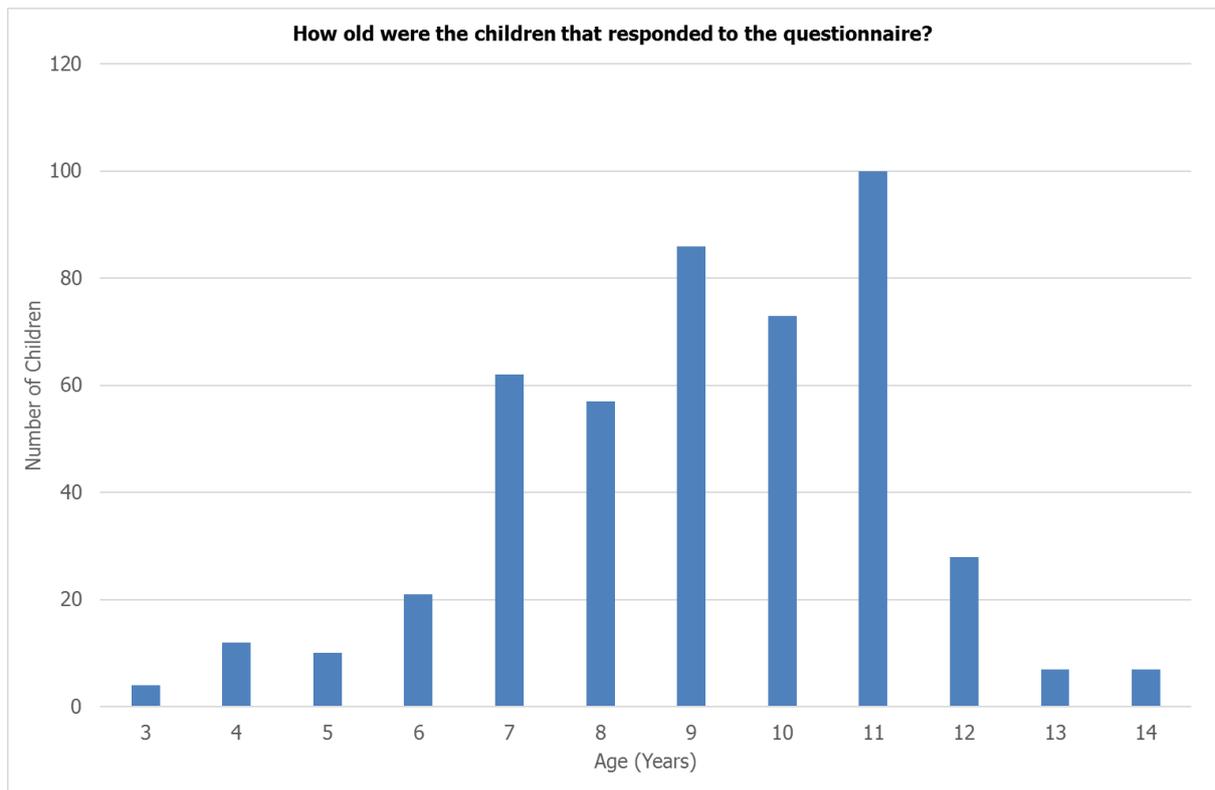
## 8 Feedback from children

A paper questionnaire was devised for children aged 7 and above with input from the SHEP Implementation Support Team and Cardiff University. Similar multiple choice questions had been trialed in 2016. School SHEP Coordinators were asked to undertake the questionnaires in the last week of the scheme. For younger children or children who required additional support SHEP staff were asked to support 1 to 1 during quieter times (e.g. breakfast, lunch and break times) or involve parents/carers during the family lunch.

School SHEP Coordinators were asked to send the completed questionnaires to the National SHEP Coordinator by 31 October 2017. A total of 529 completed questionnaires were received from 21 of 38 schemes by this deadline. The WLGA's Administration Team input this data to a spreadsheet and the following charts were produced, covering the main outcomes.

## 8.1 Demographics

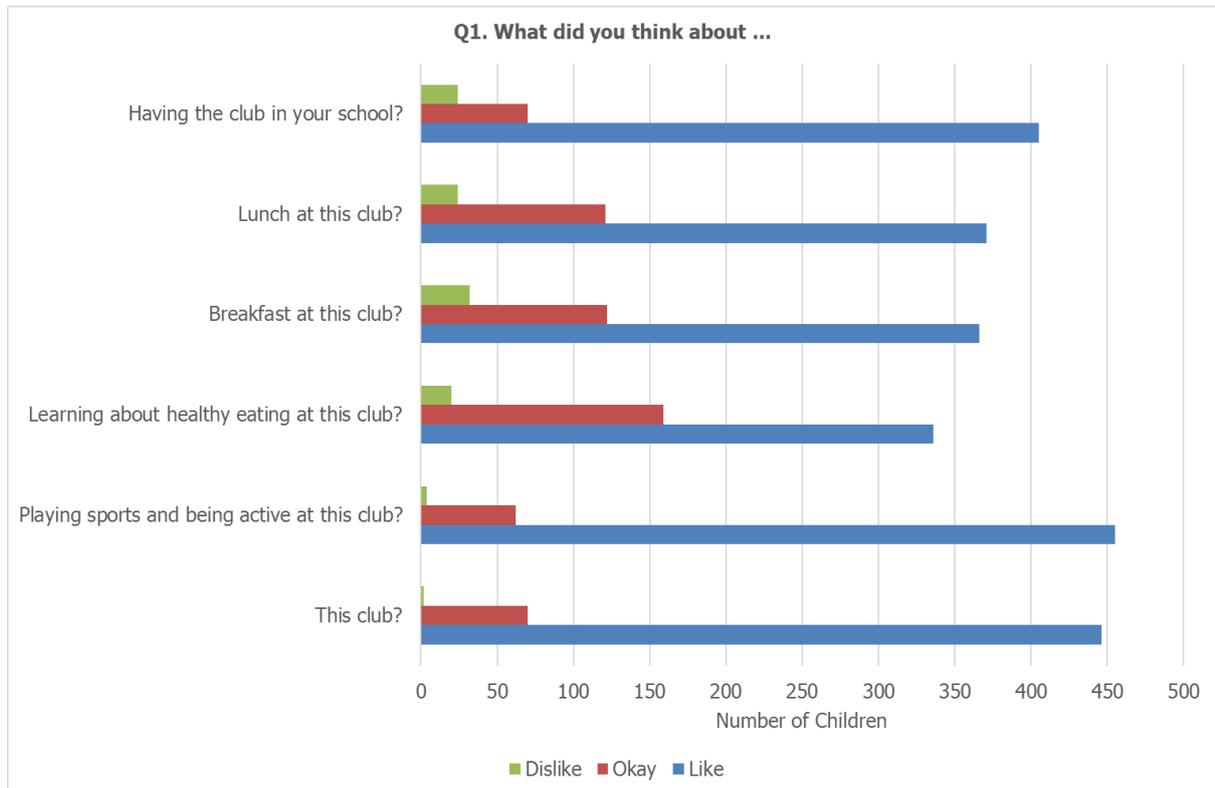
Approximately half (53%) of responders were boys and approximately half (47%) were girls. The majority of responders were Key Stage 2 (aged 7 to 11 years), as would be expected given the recommendation to focus on Key Stage 2. A similar pattern was found in 2016.



**Figure 3: Number of children responding to the questionnaire by age**

## 8.2 General feedback

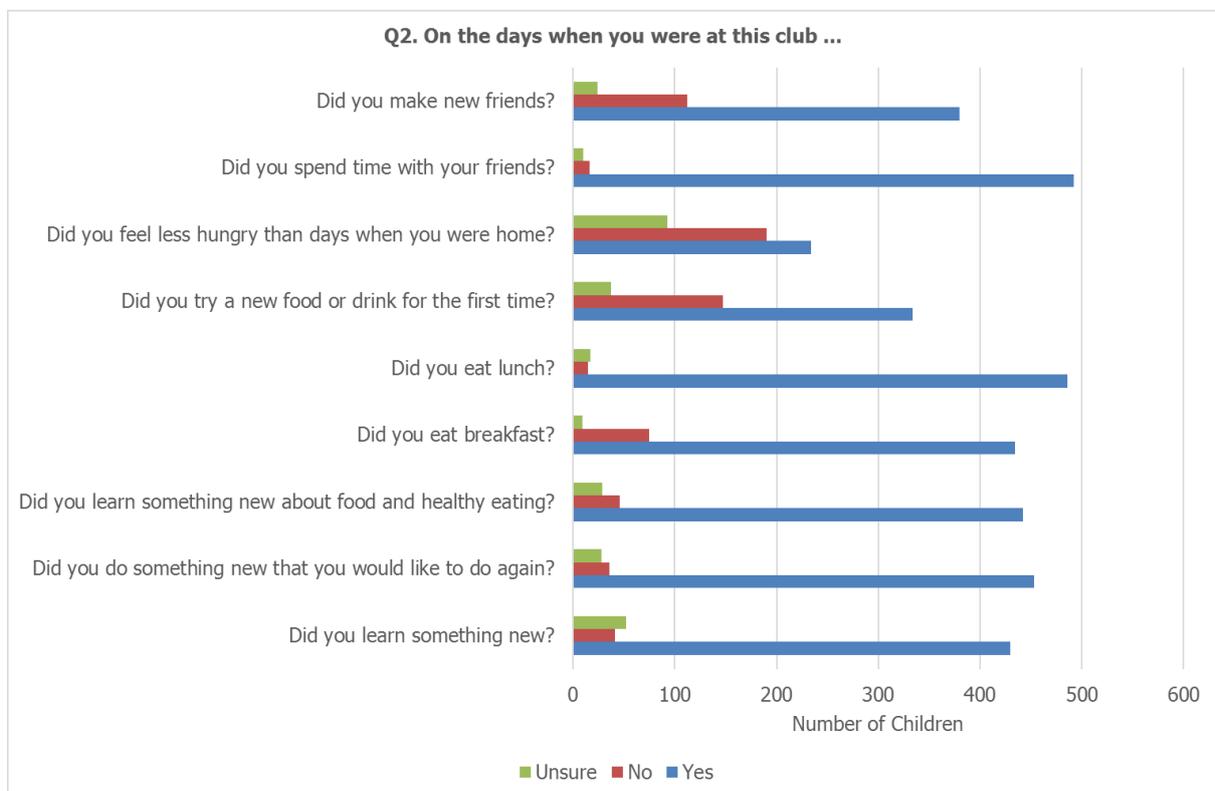
When children were asked what they thought about various aspects of the scheme the feedback was largely positive with all aspects having more 'Likes' than 'Okay' or 'Dislikes', in particular the sports and being active at the scheme.



**Figure 4: Children's feedback about various aspects of the scheme**

### 8.3 Actions on days at the scheme

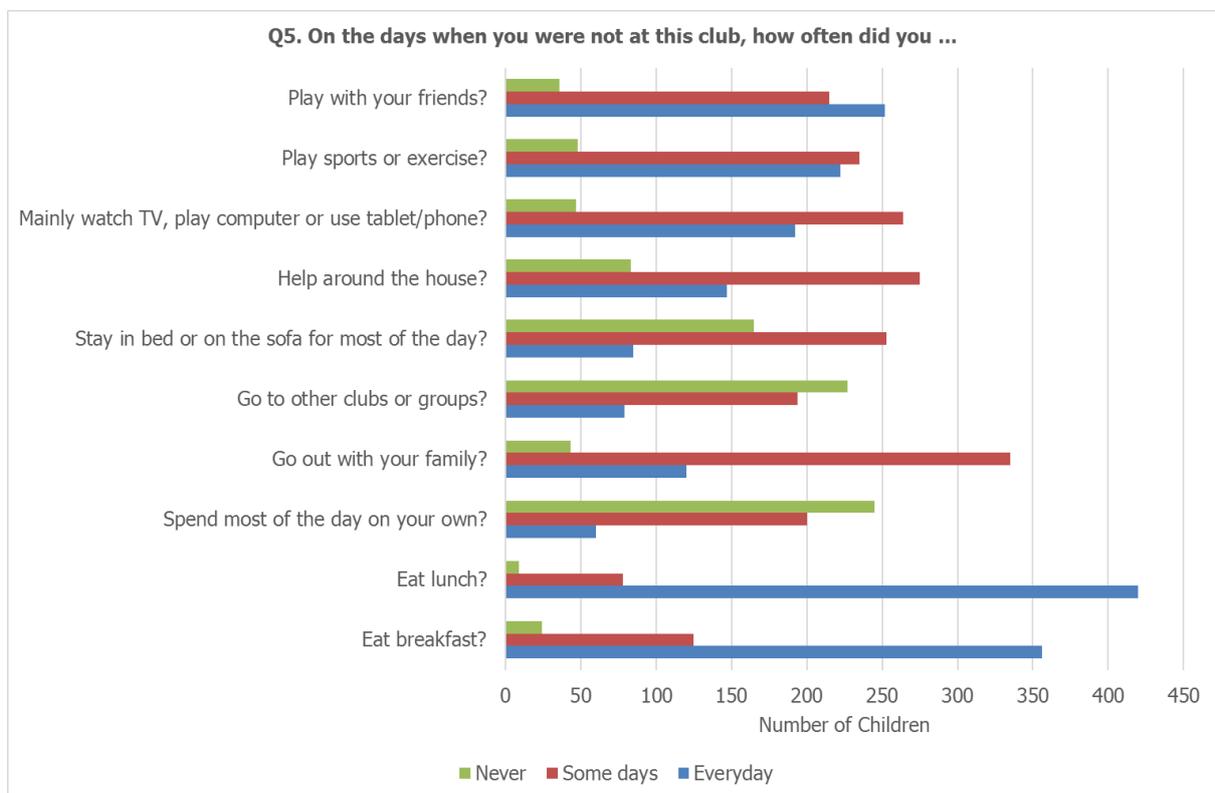
When children were asked about their actions on days they were at the scheme they gave some expected and surprising results. Children were expected to report socialising/making friends, eating breakfast/lunch and learning/trying something new as these are the core elements of the scheme. Perhaps surprisingly though, is the fairly even response to the question 'Did you feel less hungry than days when you were at home?', with only 45% responding 'Yes', 37% responding 'No' and 18% responding 'Unsure'. The responses to question 4, discussed in a moment, provide some insight into this. A further surprising result is the 64% of children that reported trying a new food or drink for the first time. It is well known that getting children to try new foods is challenging and this result is very encouraging.



**Figure 5: Children's actions on days they were at the scheme**

## 8.4 Actions on days not at the scheme

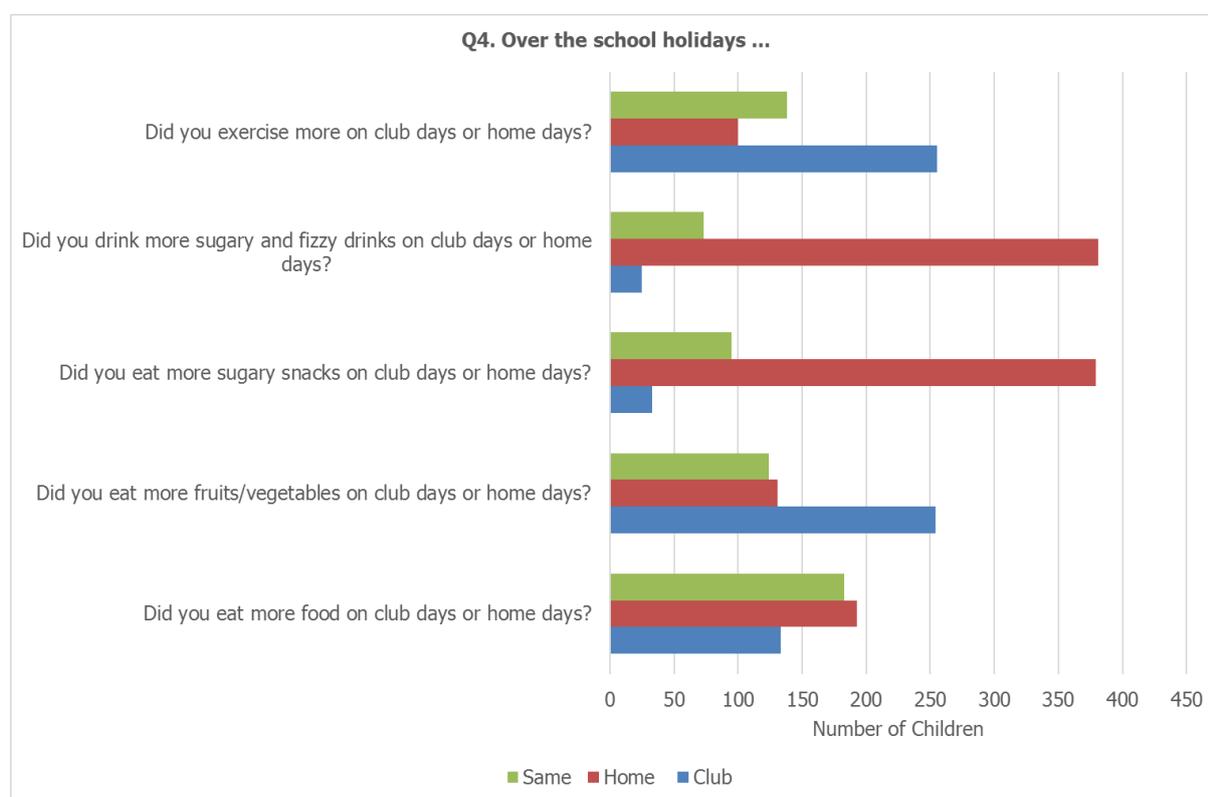
Figure 6 shows how often children took part in a range of activities when they were not at the scheme, ranging from 'Never' to 'Everyday' and 'Some days' in between. The most frequent answer was 'Some days' for most of the activities. Perhaps the most significant results is the 38% of children that reported mainly watching TV, playing computer or using tablet or phone every day when they were not at the scheme; the 17% of children that reported staying in bed or on the sofa for most of the day every day when they were not at the scheme and the 12% of children that reported spending most of the day on their own every day when they were not at the scheme.



**Figure 6: Children's actions on days not at the scheme**

## 8.5 Behaviours of home days and Food and Fun days

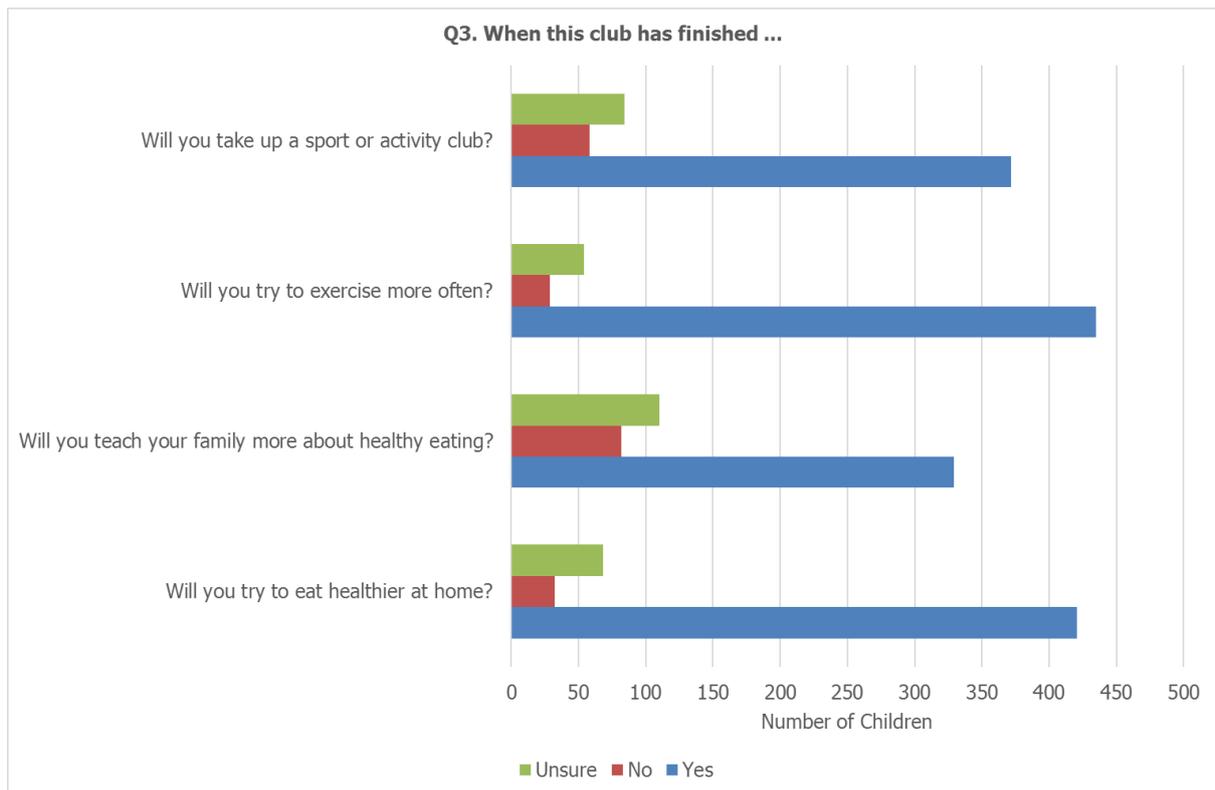
Question 4 asked children to compare a range of behaviours on home days and Food and Fun days and answer whether they did a behaviour more often on home days or Food and Fun days or the same amount. As expected, children reported exercising more on days they attended the scheme. There is a fairly even response to the amount of food eaten on home days and scheme days, which may explain the responses to question 2, but there is a clear pattern of healthier eating on Food and Fun days compared to home days, with respect to sugary and fizzy drinks consumption, sugary snacks consumption and fruit and vegetable consumption. This pattern is in agreement with the findings of the 2016 [evaluation](#).



**Figure 7: Children's behaviours on home days and Food and Fun days**

## 8.6 Intentions when the scheme has finished

Children reported positive intentions to take up sport or an activity club, exercise more often, teach their family more about healthy eating, and eat healthier at home. There is need for further research looking at the medium and long term impacts of SHEP to determine if these intentions lead to sustained actions.



**Figure 8: Children's intentions when the scheme has finished**

## 8.7 Open feedback

In addition to the above multiple choice questions children were asked an open question. Again the results were largely positive, with 80% responding with a positive comment, 16% responding with a negative comment and 29% responding with an idea. The most frequently mentioned topic for each category was sport/physical activity.

## 9 Feedback from parents/carers

A paper questionnaire was devised for parents/carers with input from the SHEP Implementation Support Team and Cardiff University. Similar questions had been trialed in 2016. School SHEP Coordinators were asked to undertake the questionnaires in the last week of the scheme at drop off/pick up and during the family lunch. For hard to reach parents/carers staff were asked to send the questionnaire home with their children.

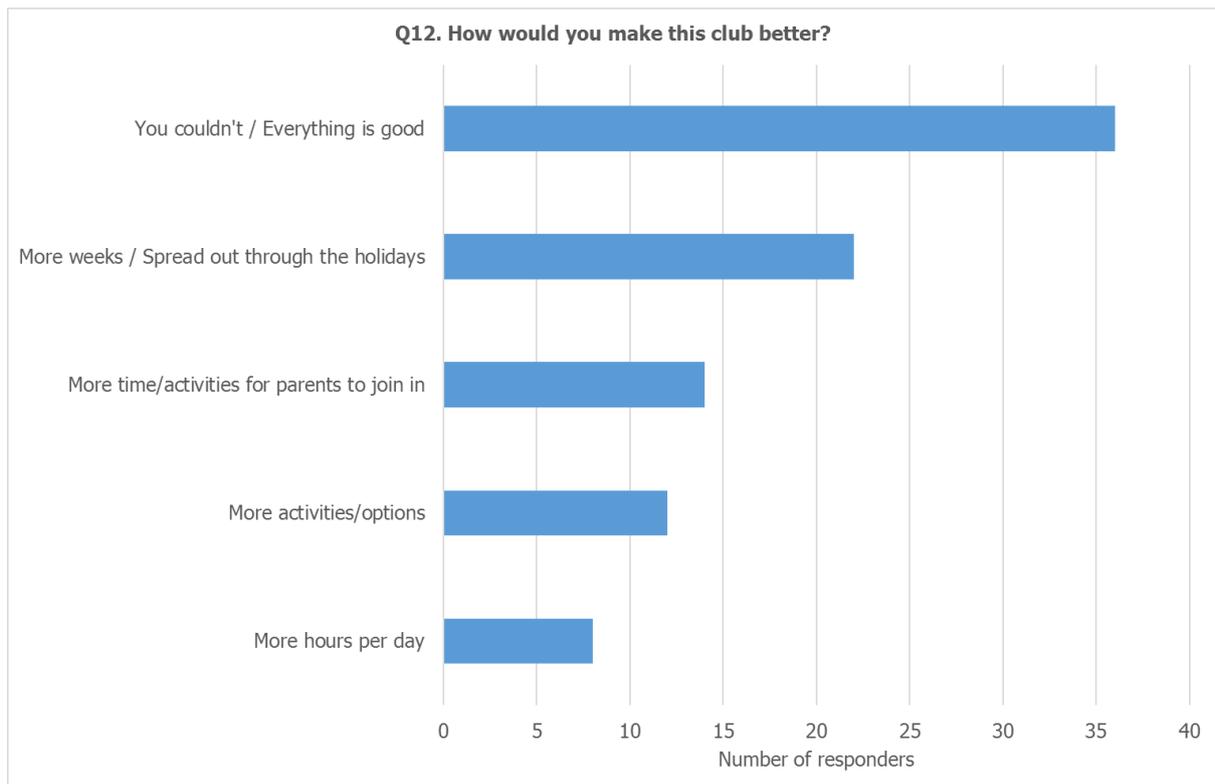
School SHEP Coordinators were asked to send the completed questionnaires to the National SHEP Coordinator by 31 October 2017. A total of 275 completed questionnaires were received from 21 of 38 schemes by this deadline. The WLGA's Administration Team input and collated this data using a spreadsheet and the following charts were produced, covering the main outcomes. This approach was challenging and time consuming due to the open nature of most questions and an alternative method should be considered for 2018. The reported responses in Figures 9 to 12 are limited to those that were mentioned by 5 or more parents/carers. The reported responses in Figures 13 and 14 are limited to those that were mentioned by 10 or more parents/carers.

### 9.1 Demographics

The vast majority (89%) of those responding were parents/carers of the children attending the scheme. The remainder were grandparents (5%), aunts/uncles (4%) or others (2%) e.g. friend of parent/carer, sibling.

## 9.2 Availability

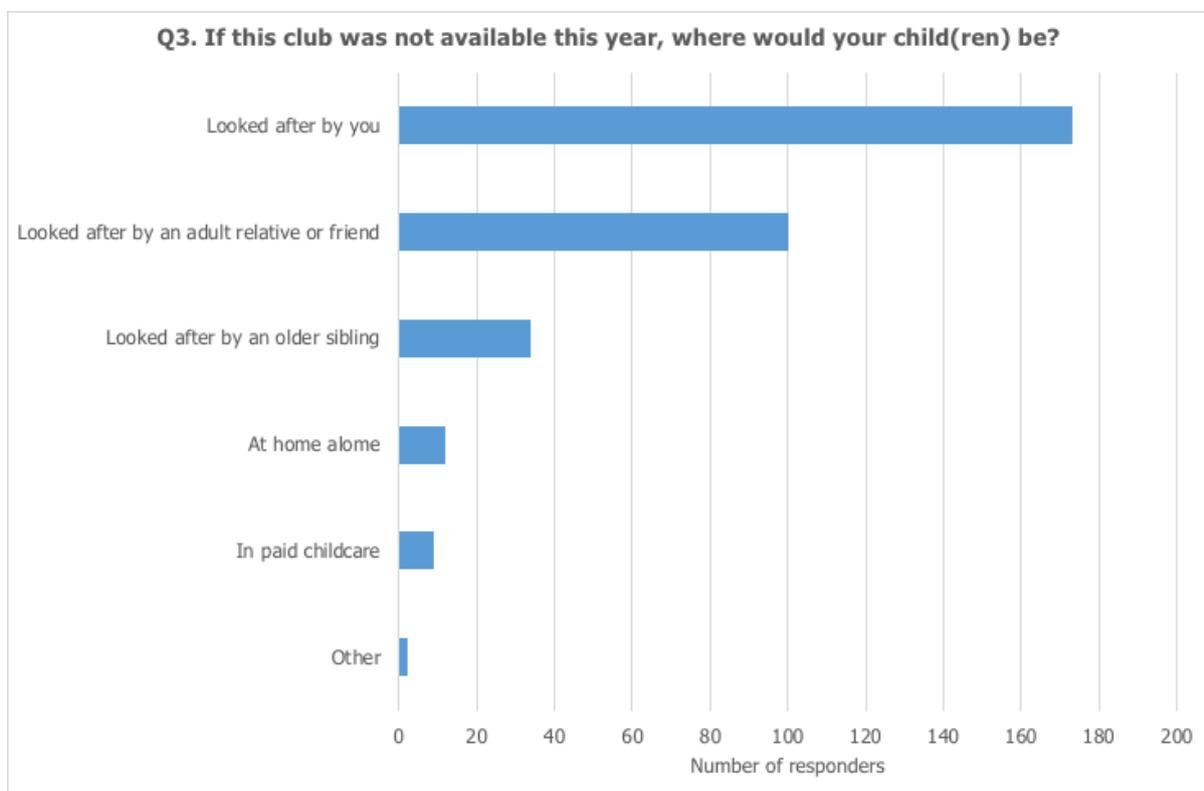
When parents/carers were asked about the availability of the scheme 99% responded that it was 'Excellent' or 'Good'. The responses to question 12 indicate that availability could be improved by offering SHEP for more weeks or spreading it out through the holidays.



**Figure 9: Parents'/carers' ideas for making the scheme better**

### 9.3 Holiday Arrangements

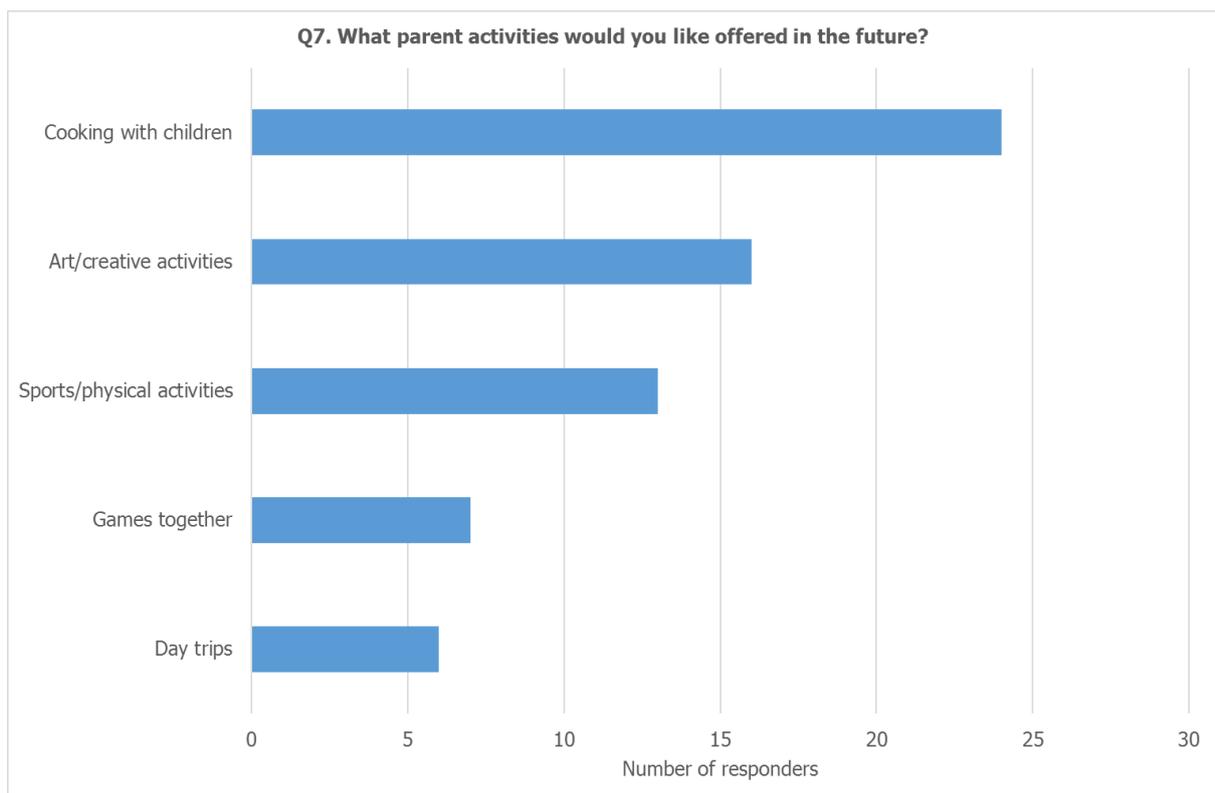
Figure 10 illustrates that more than half (52%) of those responding would have looked after their children themselves, with only 3% claiming that they would have paid for childcare. A significant proportion of children (14%) would have been looked after by an older sibling or at home alone. These findings suggest that the 'right children and families' were targeted from areas of social deprivation, where paid childcare is often unaffordable and sometimes parents/carers must continue to work in the school holidays, even if it means leaving their children at home together or alone.



**Figure 10: Holiday arrangements for children if the scheme was not available**

## 9.4 Parent activities

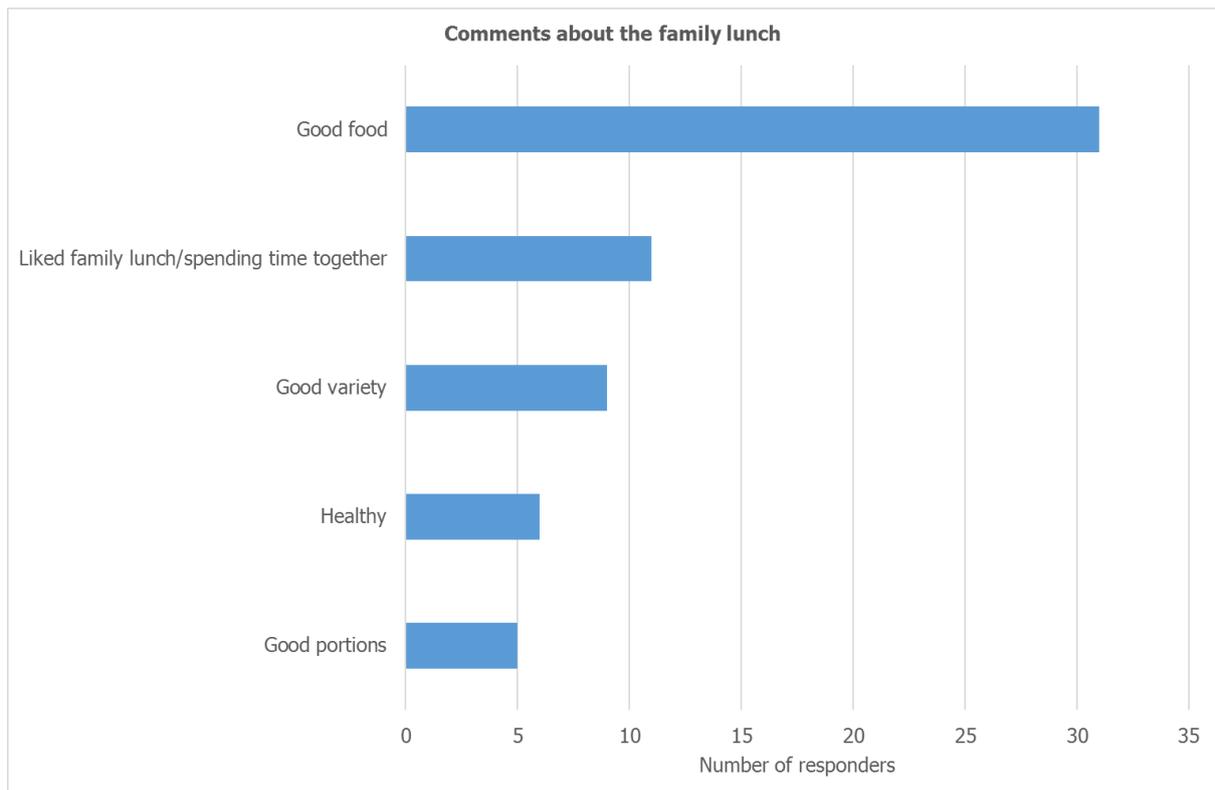
Figure 11 shows what parent activities parents/carers would like offered in the future. The most popular request was cooking with children. This activity matches the ethos and aims of SHEP perfectly and should be considered as a parent activity by all Food and Fun schemes in 2018. There are a number of partner agencies that could offer such activities, providing they convey consistent messages in line with the ethos of SHEP and follow appropriate safety, hygiene and allergen procedures.



**Figure 11: Parents’/carers’ requests for future activities**

## 9.5 Family lunch

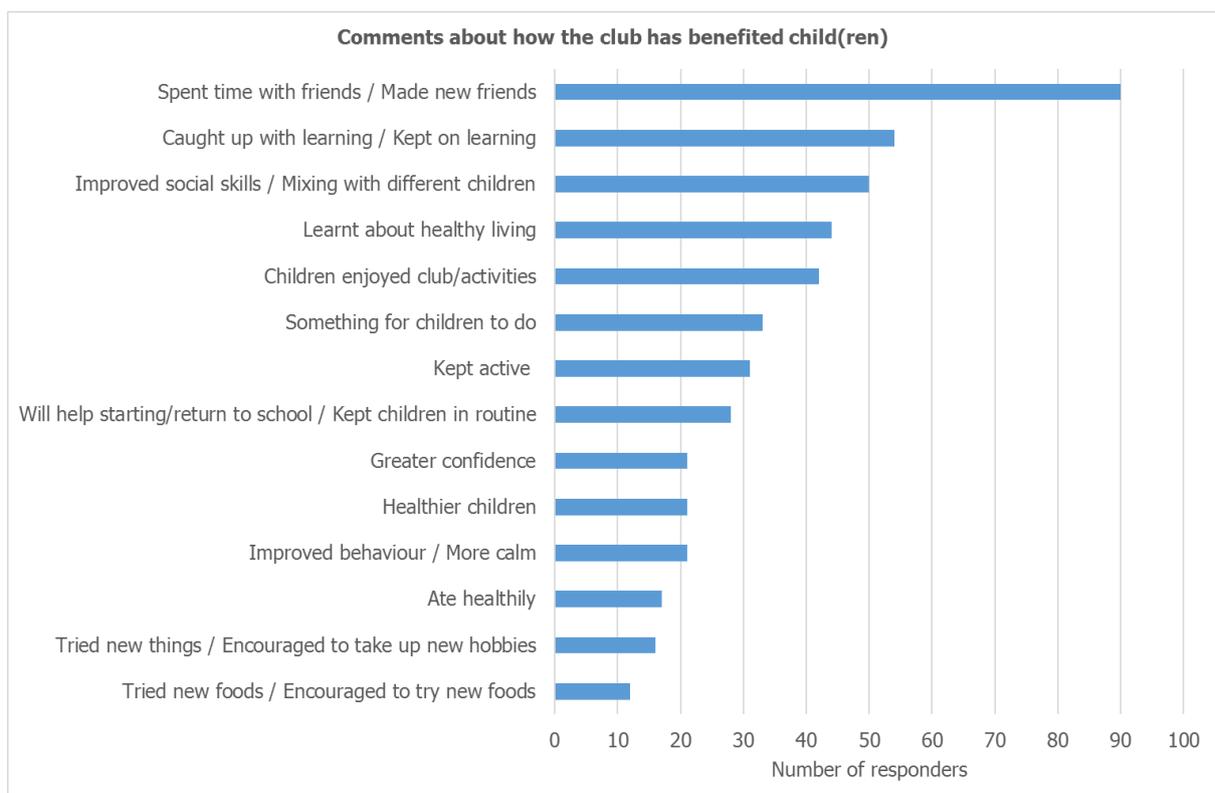
The vast majority (93%) of those responding thought the family lunch was 'Excellent' or 'Good'. Figure 12 shows that the most frequent comment about the family lunch was 'Good food'. Other popular comments were 'Liked family time / spending time together', 'Good variety', 'Healthy' and 'Good portions'.



**Figure 12: Parents'/carers' comments about the family lunch**

## 9.6 Benefits to children

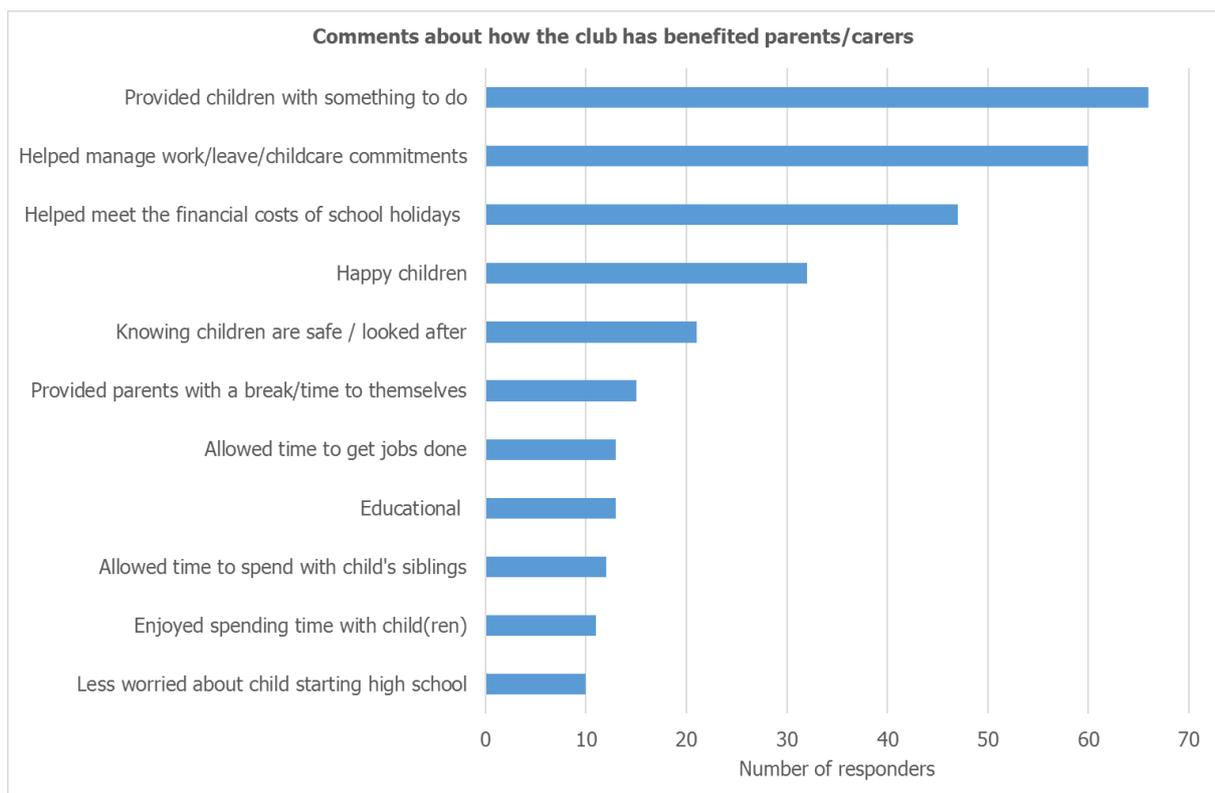
When parents/carers were asked if they thought the scheme had benefited their children 99% replied 'Yes'. Figure 13 explains the reasoning behind this result. The first and third most common responses could be further collated under the heading of social benefits and the second and fourth most common responses could be further collated under the heading of educational benefits, making these clearly the most significant benefits to children, in the opinion of parents/carers. These were highlighted in 2016's [evaluation](#) alongside more active children and improvements in children's diets, as the main benefits to children.



**Figure 13: Parents'/carers' comments on how the scheme has benefited their child(ren)**

## 9.7 Benefits to parents/carers

When parents/carers were asked if they thought the scheme had benefited them 91% replied 'Yes'. Figure 14 explains the reasoning behind this result. The first, second and third most common responses relate to helping parents meet the costs of the school holidays. Most of the other responses relate to improving parents' health and wellbeing. Educational benefits were also mentioned, completing the 3 main impacts on parents and families identified in 2016's [evaluation](#).



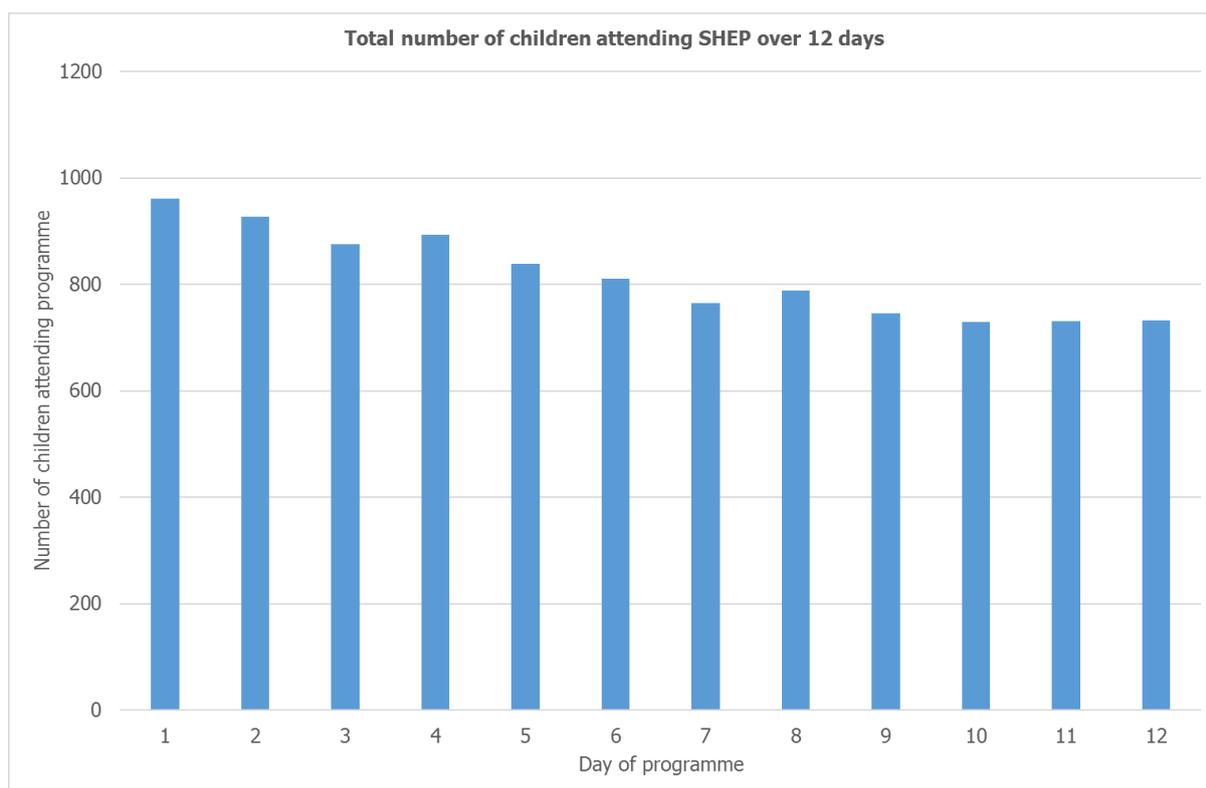
**Figure 14: Parents'/carers' comments on how the scheme has benefited them**

## 9.8 Further comments

When parents were asked to make further comments, 93% provided a positive comment. Of these the most frequent comments was 'thank you', followed by an expression of enjoyment, reference to next year, praise of SHEP staff and reference to benefits.

## 10 Attendance

School SHEP Coordinators were asked to collect attendance data using a template and instructed to fill out attendee names and attendance days in advance of the first day of the scheme and then mark attendance on each day. Information about FSM eligibility and ethnicity was requested anonymously from the FSM Administrator on returning to school in September 2017. School SHEP Coordinators were asked to send the completed and anonymous attendance records to the National SHEP Coordinator by 31 October 2017. A total of 28 completed attendance records were received from 38 schemes by this deadline. The WLGA's Administration Team input and collated this data using a spreadsheet. Figure 15 shows the attendance rates for 28 schemes, totaling 1197 children. On average, 43 children were signed up (defined as attending at least once) to each scheme and 29 children attended each scheme per day. FSM data was received from 23 schemes and indicated that 33% of children were eligible for FSM.



**Figure 15: Child attendance rates for 28 schemes**

## 11 Costs

Each local authority submitted a Match Funding Claim Form to the WLGA, which recorded all local costs, including actual costs funded by partners or paid as a SHEP expense, and 'in kind' contributions from schools, local authorities or suppliers. Table 1 shows the reported costs from each local authority based on units of 40 children.

Local authority	Total cost	Units of 40 children	Cost per unit of 40 children	Cost per child per day
Caerphilly	£18,811.61	2	£9,405.81	£19.60
Cardiff <sup>1</sup>	£120,460.34	15	£8,030.69	£16.73
Carmarthenshire	£31,303.22	2	£15,651.61	£32.61
Conwy	£6,503.86	1	£6,503.86	£13.55
Denbighshire	£56,282.78	6	£9,380.46	£19.54
Merthyr Tydfil	£23,876.00	2	£11,938.00	£24.87
Neath Port Talbot	£35,421.36	4	£8,855.34	£18.45
Powys	£17,243.36	2	£8,621.68	£17.96
Rhondda Cynon Taf	£14,207.20	2	£7,103.60	£14.80
Torfaen <sup>2</sup>	£34,070.74	2	£17,035.37	£21.29
Vale of Glamorgan	£14,829.85	2	£7,414.93	£15.45
Wrexham	£16,927.47	2	£8,463.74	£17.63
<b>Average</b>			<b>£9,867.09</b>	<b>£19.37</b>
<b>Total</b>	<b>£389,937.79</b>	<b>42</b>		

**Table 1: Reported costs for each local authority**

<sup>1</sup> Excluding costs for Riverbank Special School, which were £16,795 per unit of 40 children. In total, 29 children were signed up to SHEP at Riverbank Special School and, on average, 17 children attended per day.

<sup>2</sup> Torfaen offered SHEP over 20 days.

The WLGA did not receive complete attendance data from 10 schemes so cannot calculate an accurate cost per child per day, taking into account attendance. Based on the average attendance (29 children per scheme per day) the cost per child per day was estimated to be £26.72. This cost is less than that calculated in 2016 (£30.71), perhaps due to higher attendance rates and more efficient schemes in their second and third years.

## 12 Recommendations

1. Ensure strict compliance with the WLGA's funding criteria to retain the integrity of SHEP using the Quality Assurance Framework as a tool.
2. Invite all pupils within classes, Years or Key Stages rather than targeting 'needy' individuals to prevent stigma. Encourage schools to take the lead in identifying individuals who may require extra encouragement to attend.
3. Improve the local mapping of school holiday provisions.
4. Ensure that consistent messages and the SHEP ethos are communicated to all activity providers and stakeholders.
5. Further strengthen the educational element by making links to the Welsh Government's STEM agenda, involving local universities, and making best use of free or low cost enrichment activities, provided by local and national agencies.
6. Develop opportunities to further train staff e.g. STEM activities, cooking skills.
7. Develop an online method for evaluating SHEP.
8. Further research looking at the medium and long term impacts of SHEP.
9. Investigate methods to ensure sustainability and share best practice.
10. Use 'Bwyd a Hwyl' (the Welsh translation of Food and Fun) as the main public facing brand identity of the scheme to avoid confusion with other similarly named school holiday provisions and demonstrate that the scheme originated in Wales.

### 12.1 Nutrition Skills for Life™

11. Further develop Key Stage 2 resources, based on children and tutor feedback, and map to the appropriate curriculum.
12. Develop Foundation Phase resources and map to the appropriate curriculum.
13. Support transition work, where delivered as part of the scheme.
14. Include more practical cooking opportunities for children and parents/carers.
15. Include nutrition evaluation within the core evaluation resources.

### 12.2 Quality Assurance Framework

16. Implement the QAF in all schemes during 2018 to ensure the WLGA funding criteria are met and the integrity of the SHEP model is retained as the scheme is rolled out.
17. Consider using the 'Bwyd a Hwyl' logo as a Quality Assurance Mark.

18. Consider the most appropriate method of undertaking the QAF – school level, local authority level, regional level or national level.
19. Provide schools with a list of required information to be kept in their SHEP Folder and allocate enough time to collate this information.
20. Involve local Healthy School Teams, who may be able to provide ongoing support to schools developing SHEP in line with a whole school approach to health.
21. Update the QAF as the WLGA's funding criteria and recommendations evolve.

## 13 Acknowledgments

Thank you to the following members of the National Steering Group and SHEP Implementation Support Team, who provided invaluable advice and assistance to Christina Powdrill and Gareth Thomas during 2017:

- Anne Bull (LACA Board Member)
- Carol Mooney (Head of Pupil Wellbeing Branch, Welsh Government)
- Dan Martin (Food in Schools Policy Manager, Welsh Government)
- Dr Chris Llewellyn (Director of Lifelong Learning, Leisure and Information, WLGA)
- Emma Hill (Senior Sport Neighbourhood Coordinator, Sport Cardiff)
- 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)
- Joanne Starkey (Lead for Schools Research, Welsh Government)
- 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)
- Marcia Lewis (Principal Officer, Caerphilly County Borough Council)
- Mary Charles (Welsh Network of Healthy School Schemes Coordinator, Public Health Wales)

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A special thank you to the WLGA's Administration Team, 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 Food and Fun Match Funding Application Form



### **Food and Fun Match Funding Application Form 2017**

The Welsh Government has committed £500,000 to further roll out and develop the Food and Fun programme in 2017. The Welsh Local Government Association will continue to coordinate the roll out by working closely with local authorities and partner agencies.

By completing and submitting this application form you are indicating that your local authority intends to work with a selection of programme schools and partner agencies to deliver Food and Fun in summer 2017. This application form will collect information about you, your funding signatory, your programme schools and your local steering group members.

Please complete sections 1 to 4 of this application form and submit to [gareth.thomas@wlga.gov.uk](mailto:gareth.thomas@wlga.gov.uk) or Gareth Thomas, Local Government House, Drake Walk, Cardiff, CF10 4LG by **Friday 10 March 2017**. 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 Friday 17 March 2017. If you have a problem in meeting any of the funding criteria please get in contact with me using the above email address or 07794416187.

#### **Section 1 – Details of Person Completing and Submitting This Form**

Name	
Position	
Local authority	
Date of submitting form	

## Section 2 – Local Authority Sign Up to Match Funding Criteria

This section must be signed by a local authority representative with the authority to match fund £4,250 per school to deliver Food and Fun in summer 2017. To receive retrospective match funding from the Welsh Government you must be able to commit to and evidence working with schools and partner agencies to deliver Food and Fun in accordance with the following **14 funding criteria (in bold)** and have regard to a further *9 recommendations (in italics)*.

- 1. Match fund or 'in kind' to half of the total cost of delivering Food and Fun (projected total cost per school = £8,500 for 12 days and up to 40 children per school). Spend of Pupil Deprivation Grants may have already been allocated for 2017/2018 but should be considered to support delivering Food and Fun in 2018 and beyond. Such an approach could be feature in a best practice case study.**
- 2. Establish a local steering group including representatives from the local authority education catering service, local authority physical activity/sport provider, local health board dietetics service and programme schools, as a minimum.**
- 3. Involve a wide range of partner agencies from the public, private and voluntary sectors (e.g. Communities First, Fire and Rescue Service, Designed to Smile, local food and drink suppliers, local dance companies, local universities - Science, Technology, Engineering, Mathematics agenda, community groups, local voluntary agencies ... this list is not exhaustive).*
- 4. Provide Food and Fun for a minimum of 12 days over at least 3 weeks of the summer holidays 2017 (e.g. 3 days per week for 4 weeks, 4 days per week for 3 weeks).**
- 5. Offer Food and Fun within a primary or secondary school in areas of deprivation, with percentage Free School Meal (FSM) eligibility, percentage Black and Minority Ethnicity (BME) and school location within Communities First or Flying Start areas, used as proxy measures of deprivation.**
- 6. Recruit children and families to Food and Fun well in advance of the summer holidays, targeting a particular Year or Years within Key Stage 2 and avoiding overtly targeting particular children and families. Expect to achieve a take up of approximately 50%, of those you invite, and variable attendance so over invite and subscribe. 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 FSM.*
- 7. Offer Food and Fun within a primary or secondary school that includes a kitchen, a suitably sized dining space, indoor play area and outside space, accessible toilets and classrooms.**
- 8. Consider offering Food and Fun within a special school, which seems to offer further benefits to children and families.*
- 9. Offer Food and Fun within a primary or secondary school that has a supportive Head Teacher and Caretaker with a commitment to appoint a Food and Fun Coordinator and Food and Fun Assistant (often**

Teaching Assistants) before 07 April 2017 and release these personnel to attend relevant training (e.g. Nutrition Skills for Life, Make Every Contact Count).

10. **Communicate consistent health messages and do not undermine the ethos of Food and Fun. Resources or rewards branded with manufacturers who produce food and drink products high in sugar, fat or salt must not be used.**
11. **Deliver breakfast and lunch using term time 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.**
12. *Promote the take up of school meals and a whole schools approach to healthy eating, in line with the Healthy Eating in Schools (Wales) Measure 2009. Do not permit packed lunches and encourage 'fussy eaters' to try new foods. Promote healthier dessert options (e.g. Yogurt, fruit, rice pudding) instead of high sugar and/or fat options (e.g. Cakes, biscuits, ice cream, jelly) by providing at least 50% healthier dessert options on the service counter ahead of the other options. Only provide second portions of fruit and vegetables and additional wholemeal bread for hungrier children.*
13. **Offer a 'family lunch' to parent/carers and siblings at least once per week (e.g. on the last day of the week).**
14. *Consider offering separate activities to parents and siblings (e.g. cooking skills, exercise classes) or subsidised family day trips on the day of the 'family lunch' to support the engagement and involvement of more families (e.g. visit local universities, educational attractions).*
15. **Provide age appropriate food education activities by persons with an accredited Nutrition Skills for Life qualification (training provided by Public Health Dietitians in Wales), including extension activities that practice literacy, oracy and numeracy skills.**
16. **Provide a minimum of one hour of age appropriate structured physical activity/sport per day.**
17. *Consult children about the range of enrichment activities available.*
18. **Map local 'holiday provisions' to potentially share resources or avoid conflict. The Care of Social Services Inspectorate Wales (CSSIW) has a [care service directory](#) where you can search for 'children's day care' within a defined area. This is not a definitive list of 'holiday provisions' as there may be other local 'holiday provisions' like Food and Fun, which are exempt from CSSIW registration, but it is a useful mapping tool. In line with The Child Minding and Day Care Exceptions (Wales) Order 2010 a 'holiday provision' could be exempt if the provision of care is incidental to the provision of education or coaching or tuition relating to sport, performing arts, arts and crafts, school study or homework support or religious or cultural study.**
19. *Organise the Food and Fun timetables well in advance of the summer holidays. For local authorities with more than 2 schools consider hosting a local Food and Fun partnership event for partner agencies to offer their services and for Food and Fun Coordinators to draft their timetables.*

**20. Implement the school's ethos and relevant policies as per term time (e.g. health and safety, safeguarding, pastoral) with a named member of school staff responsible for this.**

21. *Consider transport issues to and from the venue (e.g. mini bus, crossing patrol).*

**22. Undertake routine data collection and contribute to the wider evaluation of Food and Fun, as required.**

23. *Engage with the wider development of Food and Fun across Wales through attending relevant meetings and sharing best practice.*

Name	
Position	
Signature	
Date of signature	
Expected number of schools providing Food and Fun in 2017	
Expected local authority match funding (£4,250 per school)	

### Section 3 – Programme School Information

It is recommended that local authorities introduce Food and Fun in 2 schools during their first year of providing the programme and 4 schools in their second year.

	School 1	School 2	School 3	School 4
School name				
Is this a Welsh medium school?				
Is this a special school?				
Expected target age group				
Expected number of children attending programme per day				
Percentage FSM eligibility (2016) <sup>1</sup>				
Percentage BME (2016) <sup>2</sup>				
Is this school in a Flying Start or Communities First area?				
Is this school intending to contribute to the local authority match funding using their Pupil Deprivation Grant?				

<sup>1</sup> See <http://mylocalschool.wales.gov.uk> 'Pupils' tab – 'Free school meals (FSM) - 3 year average'

<sup>2</sup> See <http://mylocalschool.wales.gov.uk> 'Pupils' tab – 'Minority Ethnic Pupils'

### Section 4 – Contact Details of Local Steering Group Members

The Food in Schools Coordinator has been in contact with over 200 people in relation to the Food and Fun programme over the last 14 months. To ensure that this contact list is up to date and comprehensive please complete the following table, with permission of the people you are referencing. The resulting contact list will be used to invite people to the online [Knowledge Hub](#). The Knowledge Hub is a place where members exchange knowledge to improve public services and produce social value. As the UK's largest platform for public service collaboration Knowledge Hub helps members and communities to freely connect, share knowledge, develop initiatives and share expertise in a secure environment.

Name	Position	Email
	(Education Catering Service)	
	(Physical Activity/Sport Service)	
	(Public Health Dietitian)	
	(Programme school 1)	
	(Programme school 2)	

## Appendix 2 SHEP Logic Model

