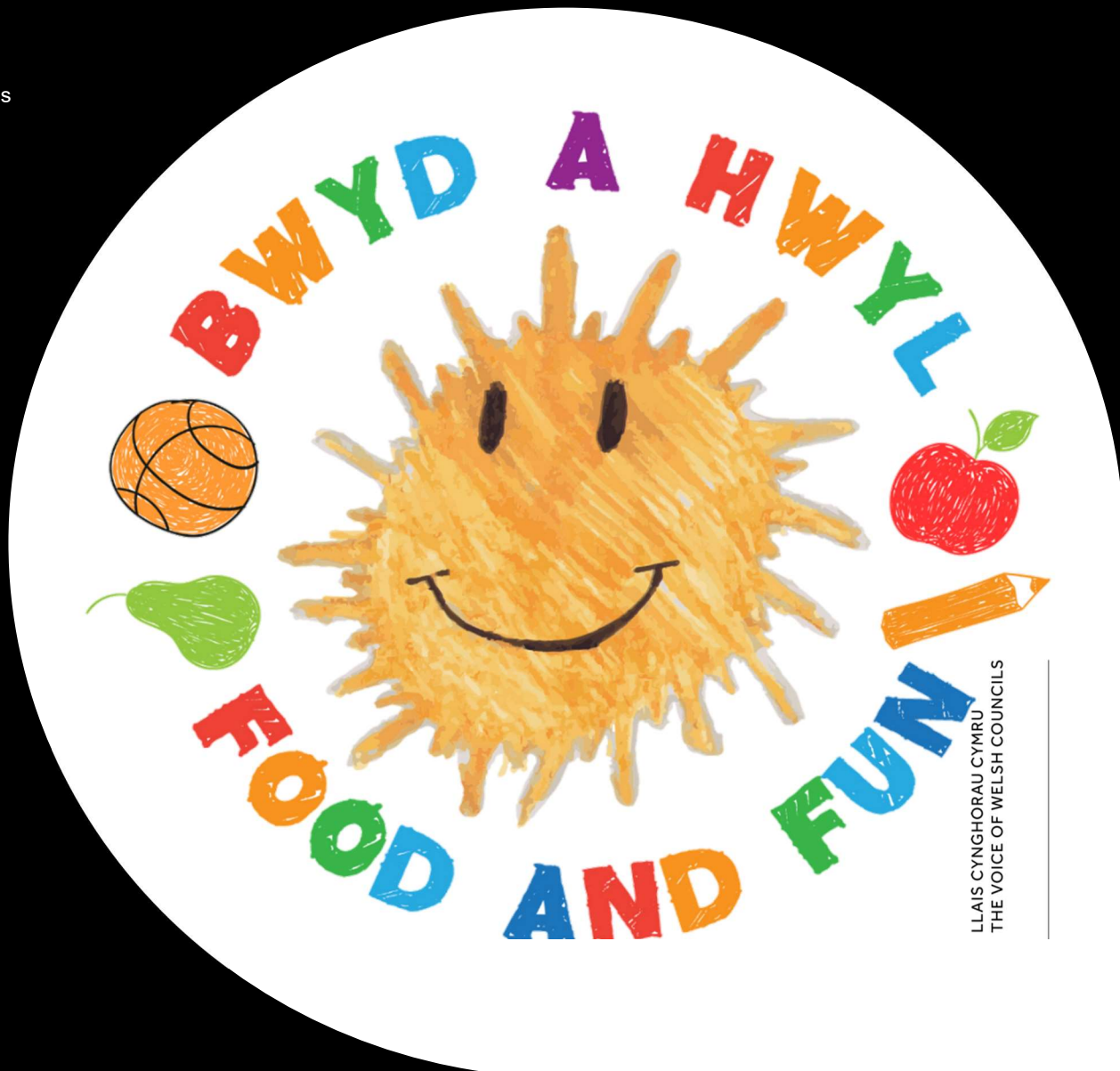


Food and Fun 2021 Evaluation Report

March 2022

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Welsh Local Government Association - The Voice of Welsh Councils

We are The Welsh Local Government Association (WLGA); a politically led cross-party organisation that seeks to give local government a strong voice at a national level. We represent the interests of local government and promote local democracy in Wales.

The 22 councils in Wales are our members and the 3 fire and rescue authorities and 3 national park authorities are associate members.

We believe that the ideas that change people's lives, happen locally.

Communities are at their best when they feel connected to their council through local democracy. By championing, facilitating, and achieving these connections, we can build a vibrant local democracy that allows communities to thrive.

Our ultimate goal is to promote, protect, support and develop democratic local government and the interests of councils in Wales.

We'll achieve our vision by

- Promoting the role and prominence of councillors and council leaders
- Ensuring maximum local discretion in legislation or statutory guidance
- Championing and securing long-term and sustainable funding for councils
- Promoting sector-led improvement
- Encouraging a vibrant local democracy, promoting greater diversity
- Supporting councils to effectively manage their workforce

Contents

Introduction.....	5
Attendance	8
Surveys.....	10
Staff Survey	24
Record of costs.....	35
Quality Assurance Framework Returns	36
Public Health Dietetics Report Summary.....	37
Case Study Schools	39
Conclusion/ Lessons Learned	47
Appendix.....	48
Appendix A – Logic Model 2019	48
Appendix B – List of SHEP 2021 schemes	55
Appendix C – 2021 Application Form.....	59
Appendix D – SHEP 2021 Menu Principles	70

Introduction

Food and Fun/Bwyd a Hwyl, also known under the umbrella name of the 'School Holiday Enrichment Programme (SHEP)'¹, was developed and piloted in Cardiff during 2015 to address challenges faced by low-income families in the summer holidays. Its initial aims were to tackle holiday hunger, social isolation and learning loss, and was the first UK example of a multi-agency project providing healthy meals, nutrition education, physical activity and enrichment activities in the summer holidays. In summer 2016, the WLGA principally funded a national pilot and evaluation of the model in Cardiff and a further four local authorities. Since summer 2017, the Welsh Government have principally funded the development, delivery and evaluation of Food and Fun nationally. The WLGA administer the programme on behalf of Welsh Government. The National Steering Group, with representatives from public health, local authorities, education catering, schools and academia, advises on strategic and operational decisions.

Schools can apply, via their councils, to run Food and Fun if their free school meal population is 16% or over; Food and Fun schemes are open to cohorts of learners regardless of free school meal eligibility. The application form, which includes a set of criteria and recommendations for the programme, is included in Appendix C

In 2017 a logic model was developed for the programme, detailing the inputs, core elements, five outcome areas and key indicators. This was updated in 2019 and is included in Appendix A.

Core Elements

- A school based programme delivered by school staff and partners.
- A minimum of 12 days over the school summer holidays.
- Healthy breakfast and lunch.
- A minimum of one hour of structured physical activity per day.
- All Wales SHEP Food and Nutrition Education Sessions.
- Family breakfast or lunch offered at least once per week.²
- Enrichment sessions provided by school staff and/or partners.

Outcome Areas

- Improved Mental Health and Wellbeing
- School Engagement and Educational Attainment
- Improved Aspirations
- Improved Physical Activity
- Improved Dietary Behaviour.

¹ In this report, the programme will be referred to as Food and Fun but there will be some documentation created for 2021 that used the term SHEP.

² For 2021, flexibility on this core element was introduced as the decision to have family meals on school sites had to be informed by COVID-19 risk assessments.

Ethos

For Food and Fun 2021 a new ethos was agreed by the National Steering Group:

"Working together to promote healthy living, positive well-being and improve engagement with education and the school during the summer holidays."

SHEP Menu Principles

To further reinforce messages delivered through the 'All Wales SHEP Food and Nutrition Education Sessions', and the outcome area 'Improved Dietary Behaviour' a set of bespoke menu principles were developed for the programme and are reviewed annually. The 2021 SHEP Menu Principles can be found in Appendix D.

2021 Overview

For Food and Fun 2021, Welsh Government committed £4.85m to fund a total number of 350 cohorts of 40 children. Due to the uncertainty around COVID-19 restrictions, it was unclear if 350 cohorts could be delivered and whether schools and councils would require extra funding. This was acknowledged by Welsh Government, and it was agreed that councils could claim for 'additional COVID-19 related costs'. Extra funding was also available for additional staffing required for attendees with additional learning needs (ALN).

A total of 137 schools in 21 council areas delivered Food and Fun to 193.5 cohorts in 2021, providing 7,740 places for children. Of these schools, nine were Welsh language and one was dual language. There were also three schools which fell outside the eligibility criteria for Food and Fun, but a case was put forward by the school for Welsh Government approval to include them. It was agreed that they would be included on the proviso they provided in depth feedback on their scheme so that these schools could be case studies that would inform discussions on the eligibility criteria. A complete list of schools is included at Appendix B.

Mandatory Training

At least two members of school staff per cohort are required to undertake the Agored Cymru accredited Level 2 Community Food and Nutrition Skills training, organised by Nutrition Skills for Life®. Nutrition Skills for Life is an all Wales programme developed and delivered by registered dietitians working in the NHS in Wales. It provides training and professional support to enable a range of community workers to cascade key nutrition messages to support healthy eating and prevent malnutrition. Agored Cymru accredited Level 2 Community Food and Nutrition Skills training enables staff to develop the competencies required to promote key healthy eating messages focussing on the Eatwell Guide. Additional Food and Fun facilitator training days held for all deliverers to show them the nutrition resources and activities

In 2021 196 Food and Fun Staff attended Level 2 Community Food and Nutrition Skills course, 60 Food and Fun staff attended a Level 2 Community Food and Nutrition Skills refresher course and 263 staff attended a Food and Fun facilitators training day.

Optional Training

The WLGA organised a series of optional training sessions for Food and Fun staff:

Session	Description	Attendances
5 Ways to Wellbeing	Introduces Food and Fun practitioners to the 5 Ways to Wellbeing Toolkit that has been developed for them to support work on wellbeing during their SHEP programme.	50
Potions chemistry	This practical training session is a fun way for pupils to explore simple chemistry with links to a healthy lifestyle.	50
Let's Get SHEP Cooking	Gives staff the knowledge and confidence to deliver a range of healthy cooking and food related activities to children, young people and families.	70
Sports Wales Physical Literacy (Pilot)	Informs staff involved with the Food and Fun sports delivery of a proposed approach that can be taken to deliver fun activities whilst incorporating skill development.	25

Closures

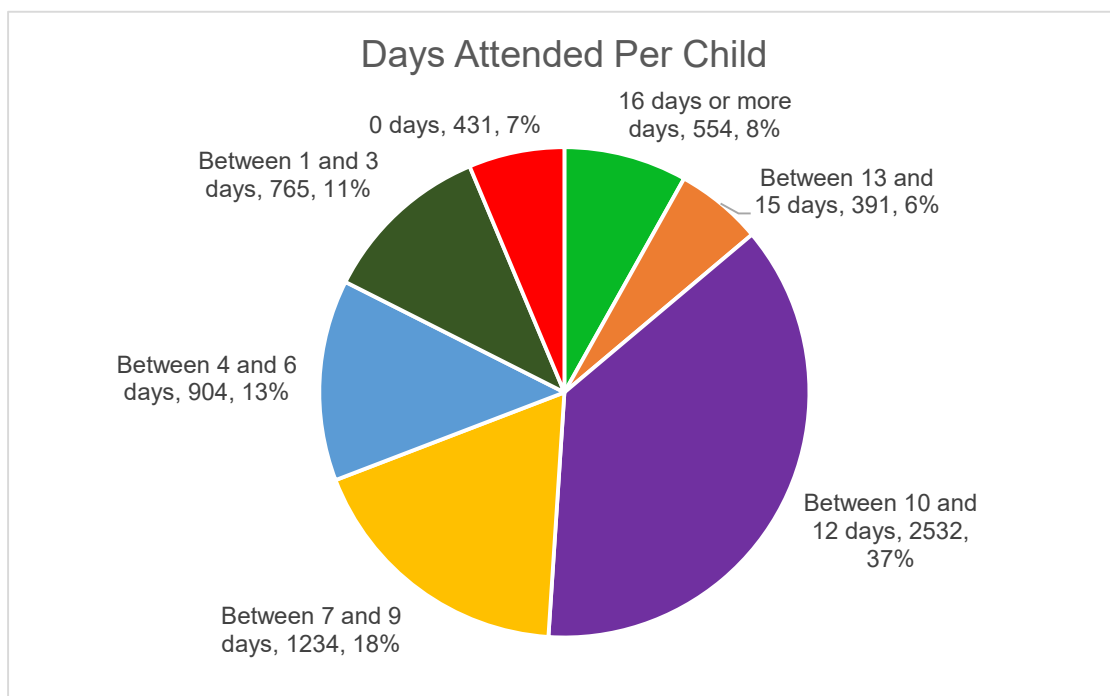
The WLGA were made aware of five school closures due to COVID-19 which resulted in a total loss of 38 days of Food and Fun.

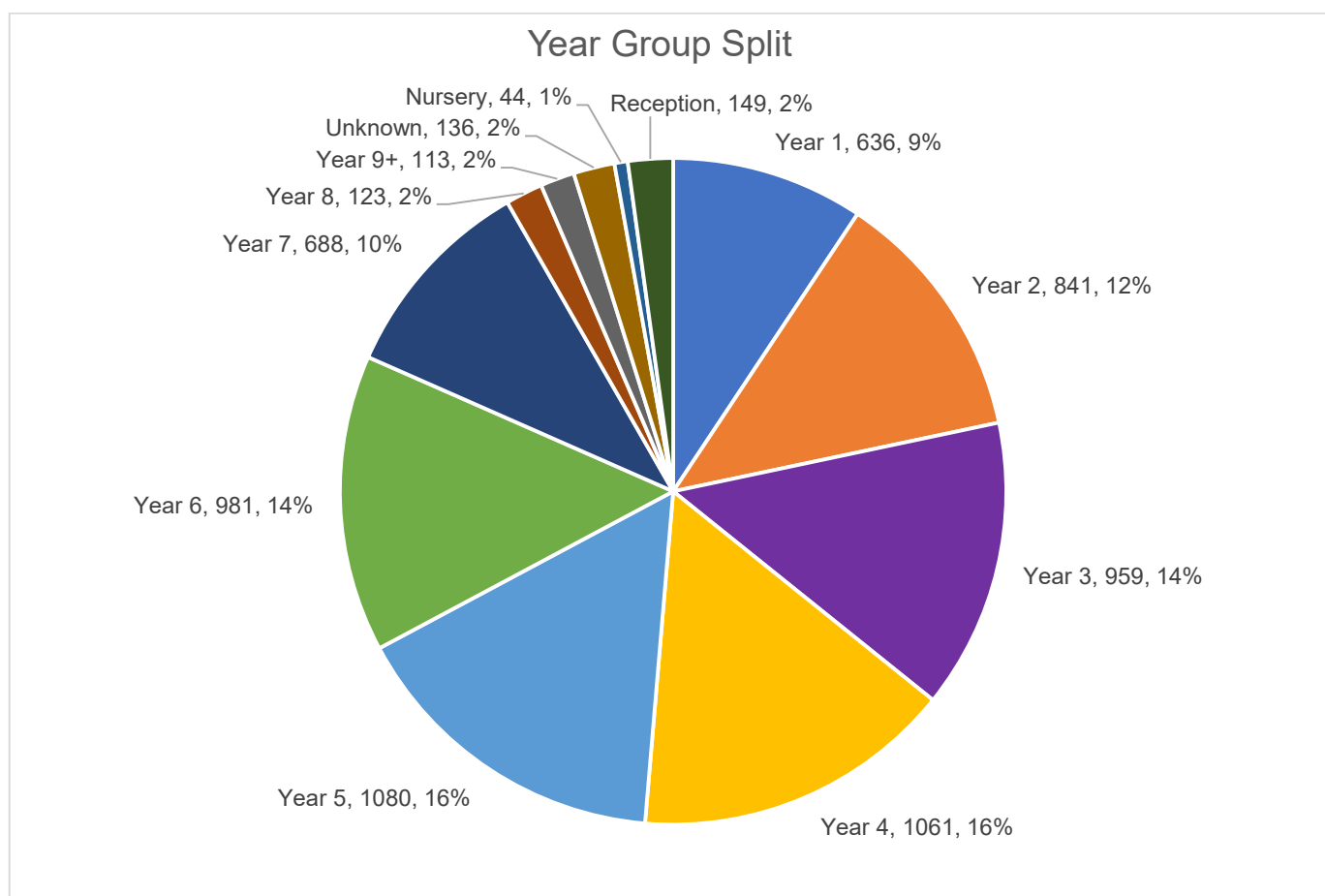
Attendance

The WLGA provided an attendance sheet for schemes to take a log of all registered children and mark their attendance at Food and Fun. These sheets, with the children's names removed, were then submitted to the WLGA. The below summary is inclusive of schemes that ran for longer than 12 days, and those that had to close early due to COVID-19 related issues. Attendance as a percentage has only been calculated against days the scheme was open to run Food and Fun (i.e. schools that closed early will not be seen to have poor attendance).

As of 31st October, the WLGA received 129 attendance sheets out of the 137 schemes, and the data from these schemes only is reflected here.

Number of funded places for children	7020
Potential Attendances	95600
Total Actual Attendances	59973 (63%)
Number of children who attended at least once	6380
...of which eFSM	2648 (42%)
Average number of days attended per registered child	8.8





Attendance data also shows an almost exact 50% split between female and male attendees.

Case study schools

School	Attendance (%)
Goodwick Community School	89.17%
Henllys Primary School	95.61%
Birchgrove Primary School	83.33%

Surveys

Prior to the summer, the WLGA formed a Task and Finish group to determine the scope and methodology of the evaluation for SHEP 2021. It was determined that a survey during Food and Fun could be carried out as per 2019, but that follow-up surveys disseminated after the summer were logistically complicated and did not produce a sufficient yield of responses.

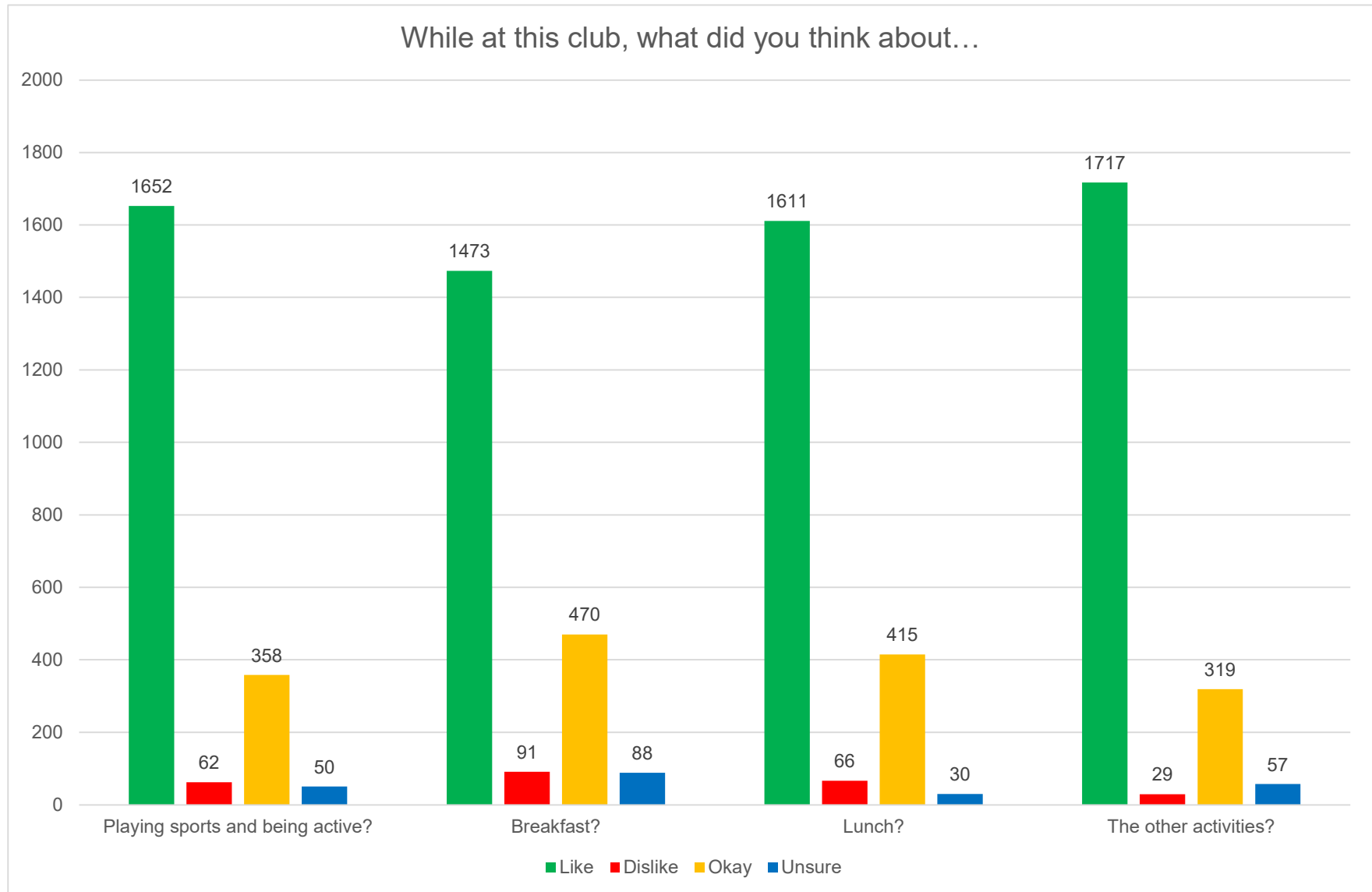
The WLGA engaged Data Cymru to administer the surveys using Smartsurvey. They also provided valuable input into the survey questions which were designed to be simpler and shorter than the surveys in 2019. The surveys were designed to give as equal amount of questions per intended outcome area as possible.

Councils were provided with reports containing data relating to that council area. The below represents the All-Wales survey results.

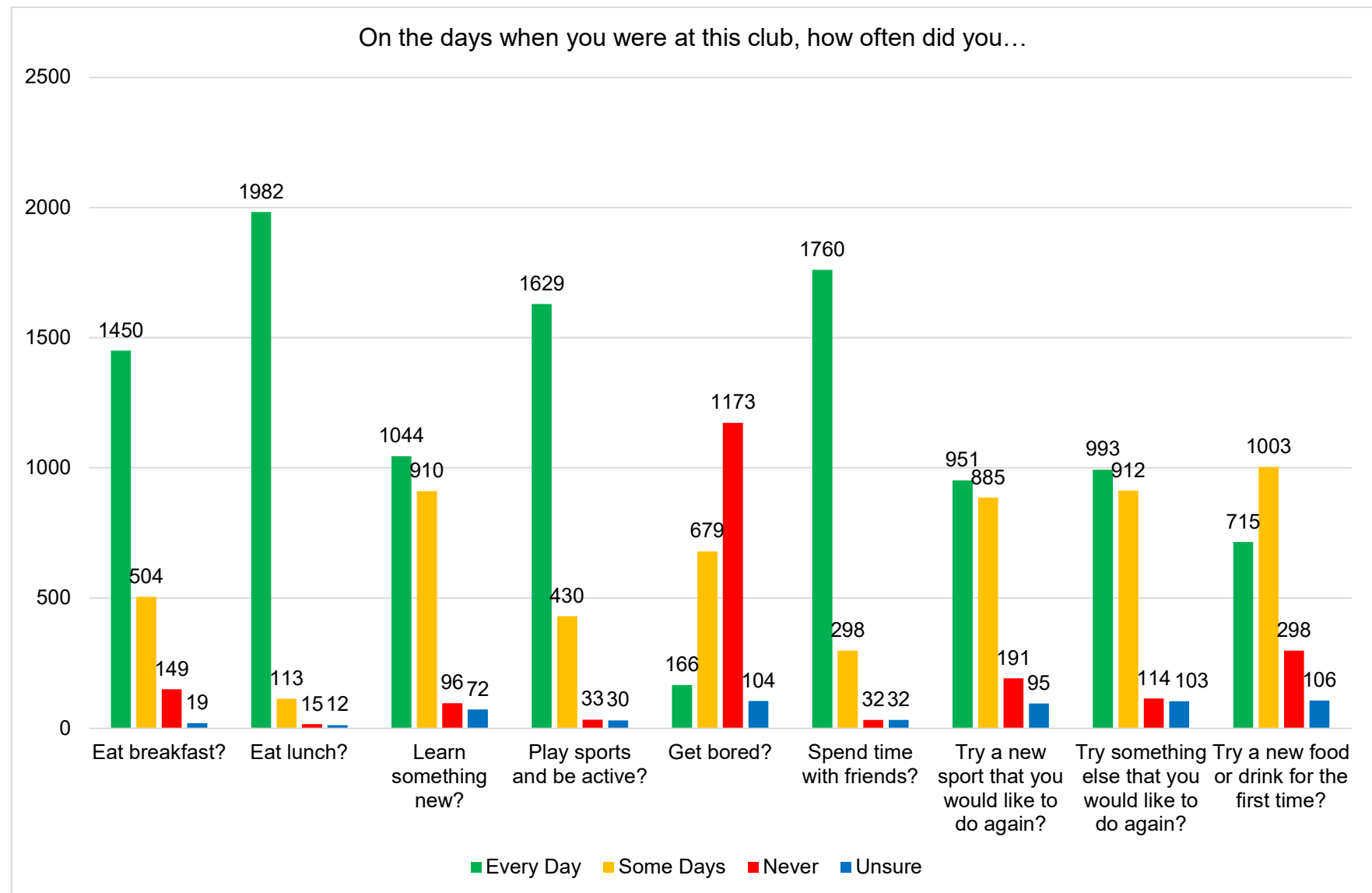
Children's survey methodology

The Children's survey was either completed by attendees on a computer or printed out by Food and Fun staff then input into SmartSurvey. The survey was completed towards the end of the scheme. For this reason, not every child who attended Food and Fun completed a survey. There were also a small number of schools that did not submit any surveys. A total of 2122 survey responses were received (33% of children who attended Food and Fun at least once).

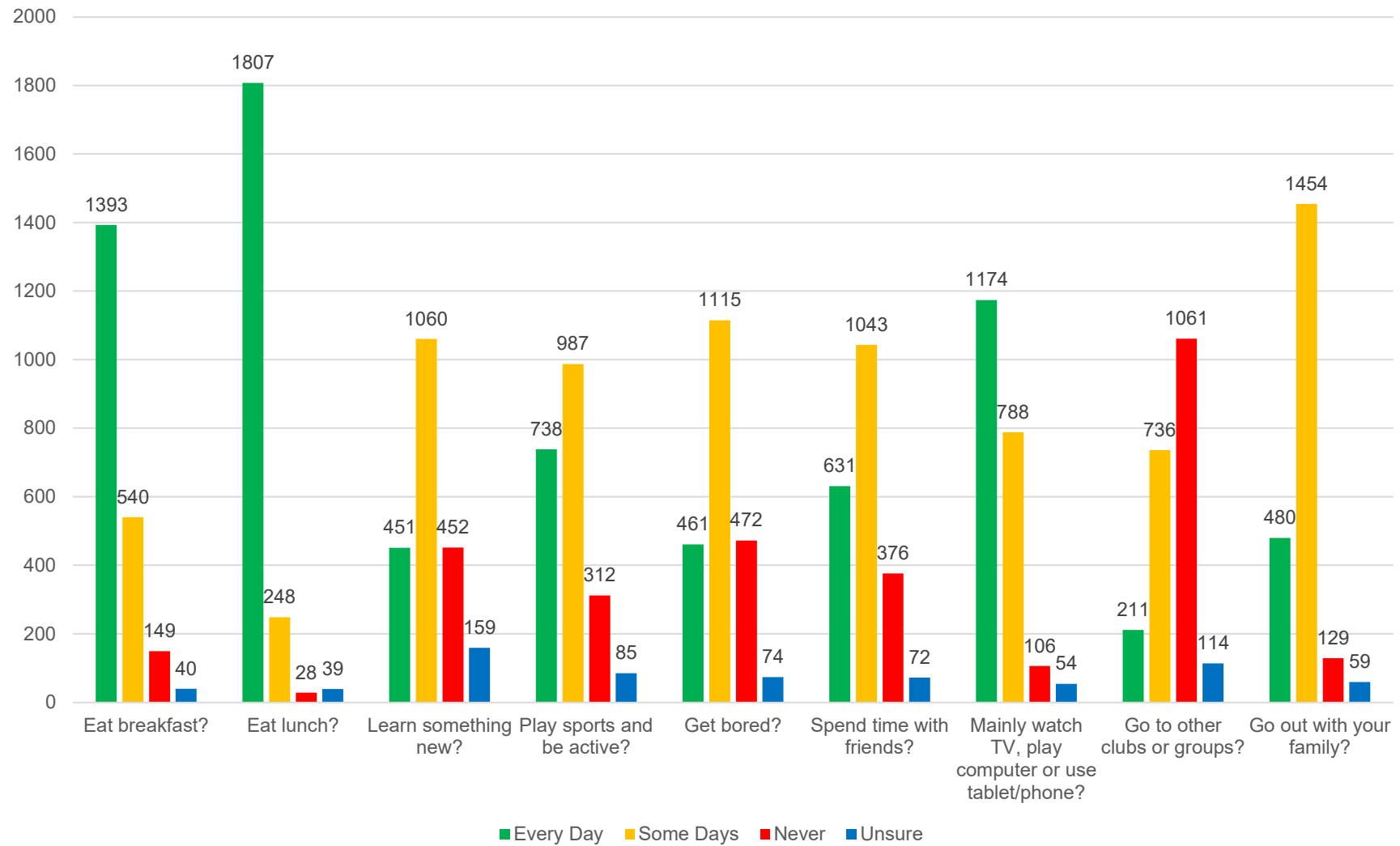
Children's Survey Results



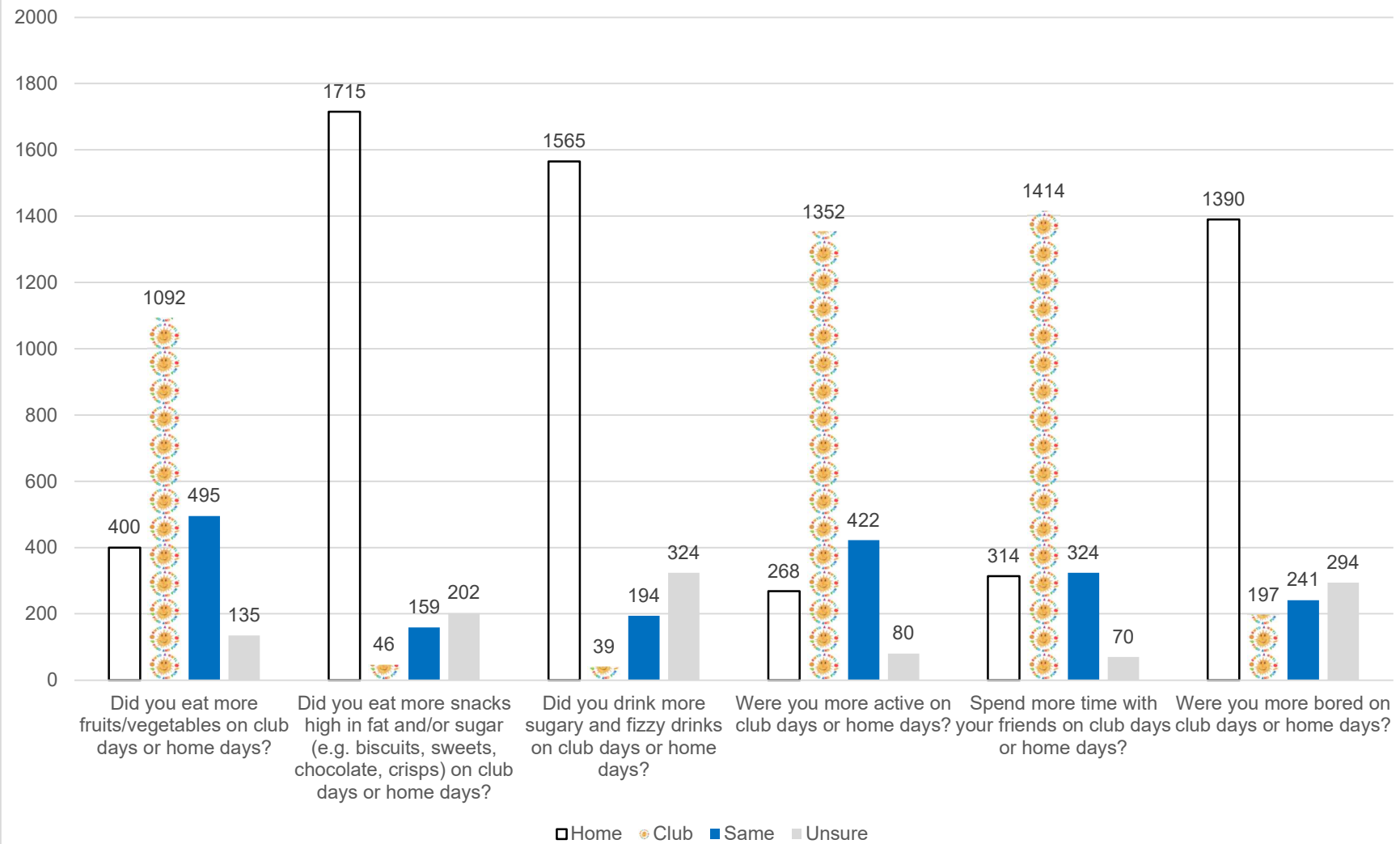
Children's Question 1

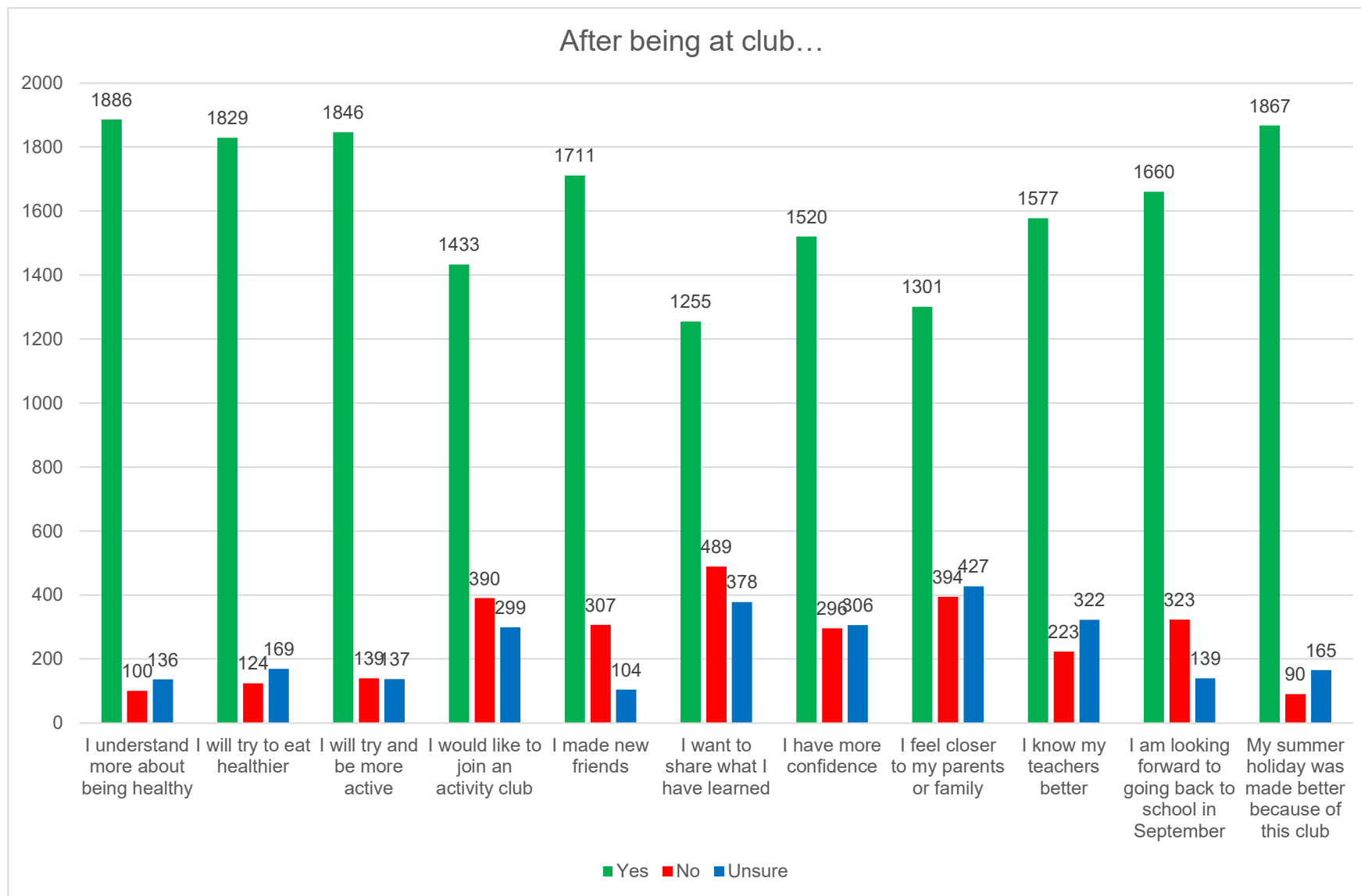


On the days when you were NOT at this club, how often did you...



Over the summer holidays...





Free Text Questions

Children were asked what they would change about Food and Fun, common responses were:

Theme	Count
More/Different Activities	440
Changes to Food	150
More Days	82
Longer Days	36
Not having friends or enough people invited	23
Expressed need for improved children's voice	14

Children's Survey Commentary

Question 1, and the last sub-question of question 5, indicate that the majority of the children enjoyed their time at Food and Fun. **88% of survey respondents said their summer holiday was made better because of Food and Fun.**

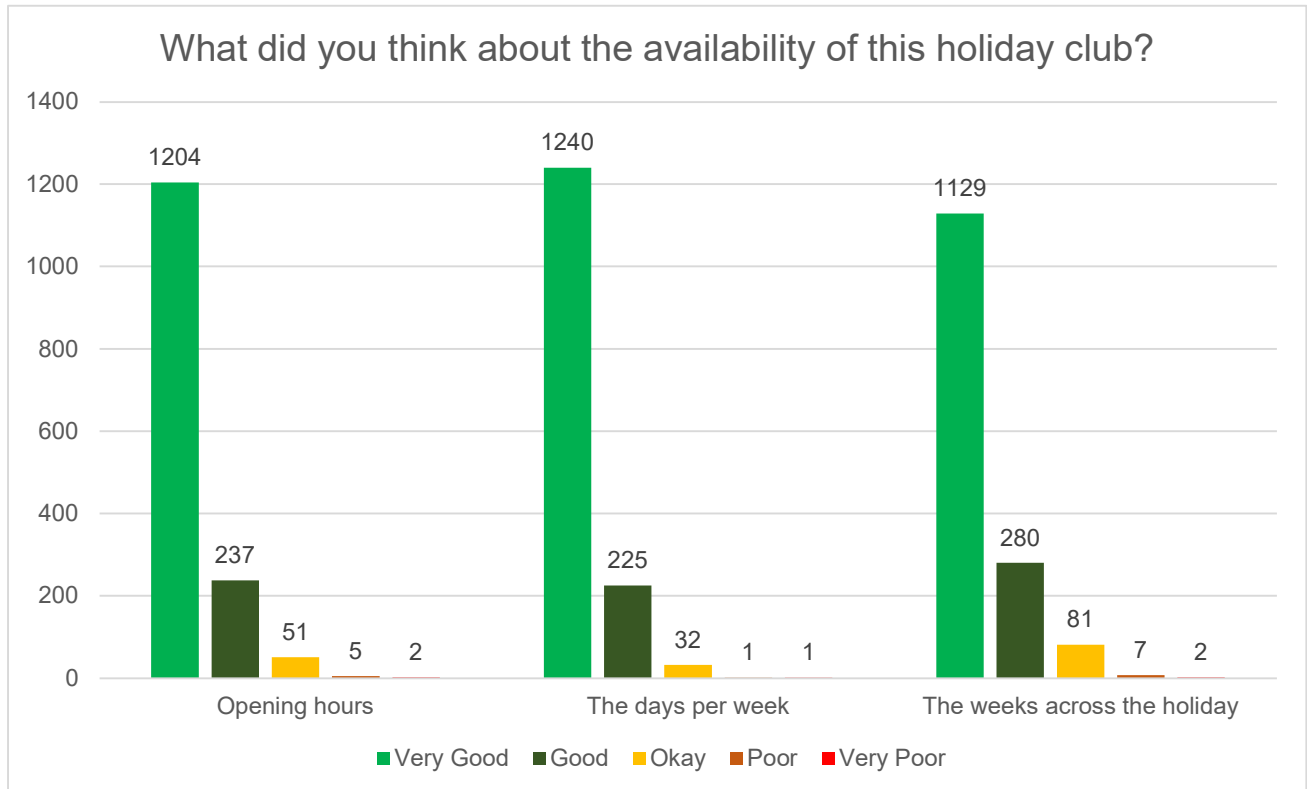
Comparing the results from questions 2 and 3 indicates that children were generally **more active, less bored** and considered themselves to be **eating healthier** when there were at Food and Fun compared to other days during the school holidays. The results from question 4 supports this.

The results of the last three sub-questions of question 3 indicate Food and Fun was successful at **introducing children to new experiences** (including food and sport) that they would be interested in doing again.

The results from question 5 indicate most children felt they **understood more about being healthy and showed willingness to eat healthier and be more active**. It also indicates Food and Fun was successful at providing a social setting where **new relationships both with peers and school staff** can be made.

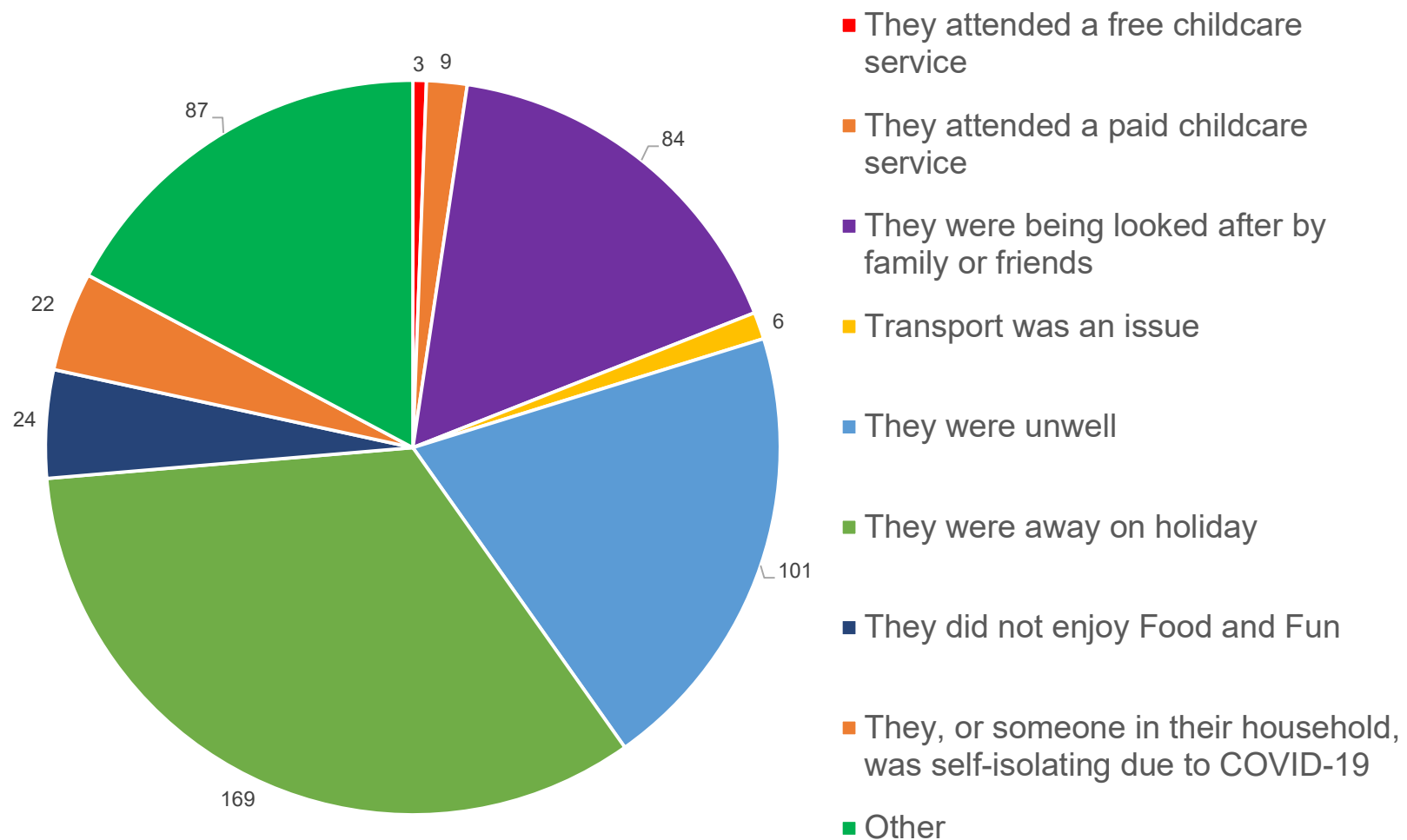
Adult Survey Methodology

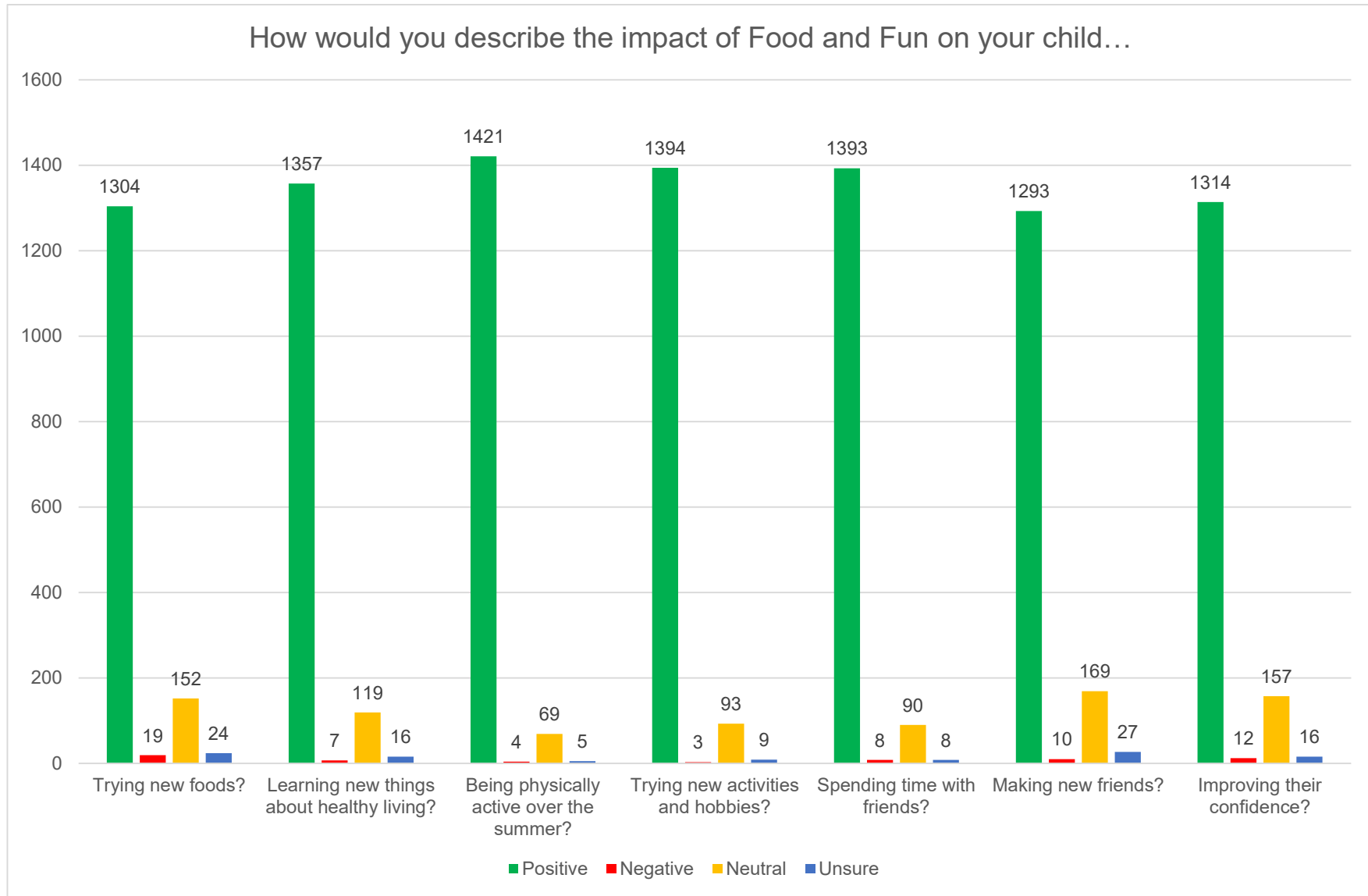
The link to complete adults surveys was sent directly to the child's adult contact (typically parents/guardians.) A total of 1499 responses were received.



Adult's Question 1

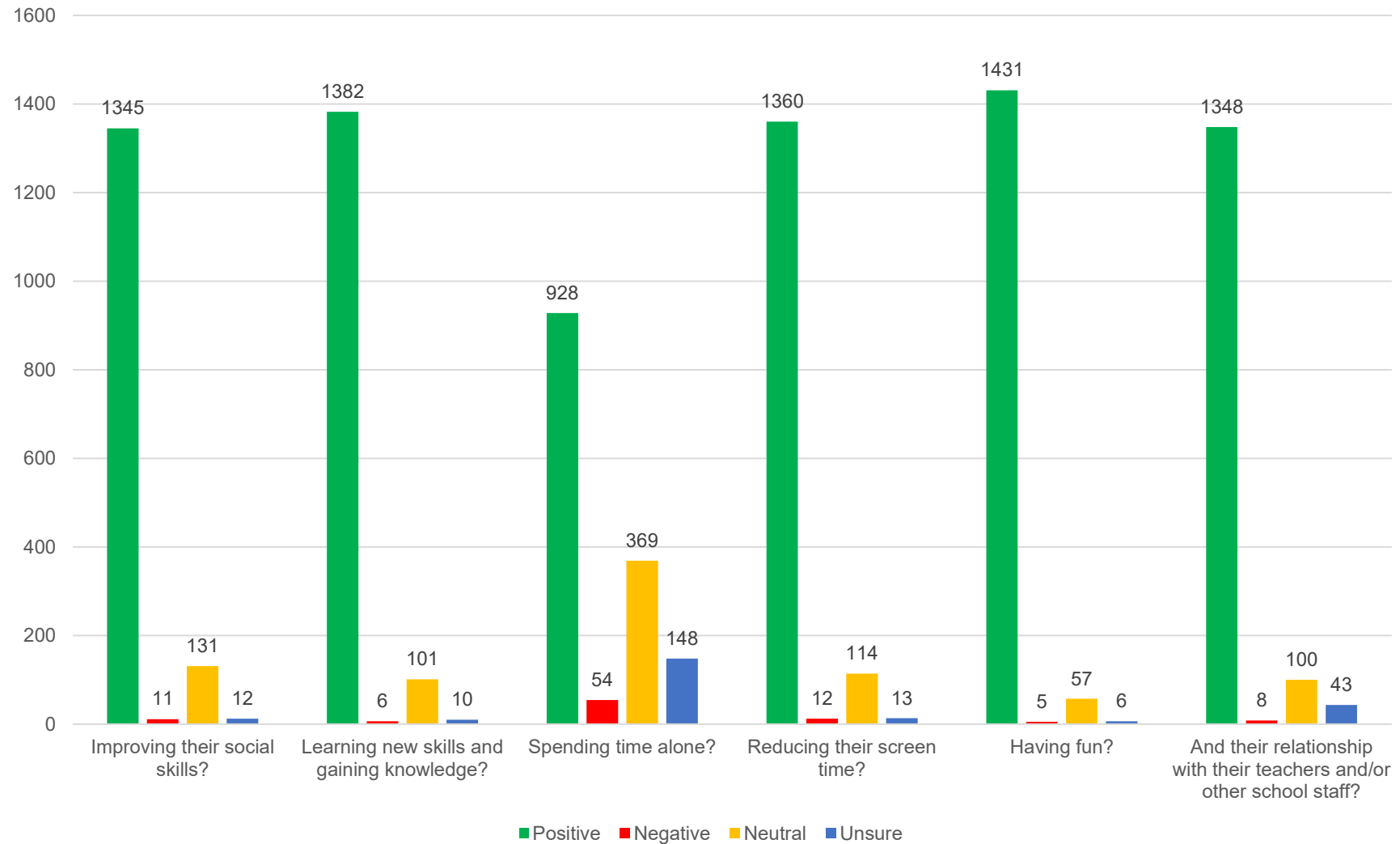
Why did your child(ren) not attend Food and Fun every day it was running?(Tick all that apply)





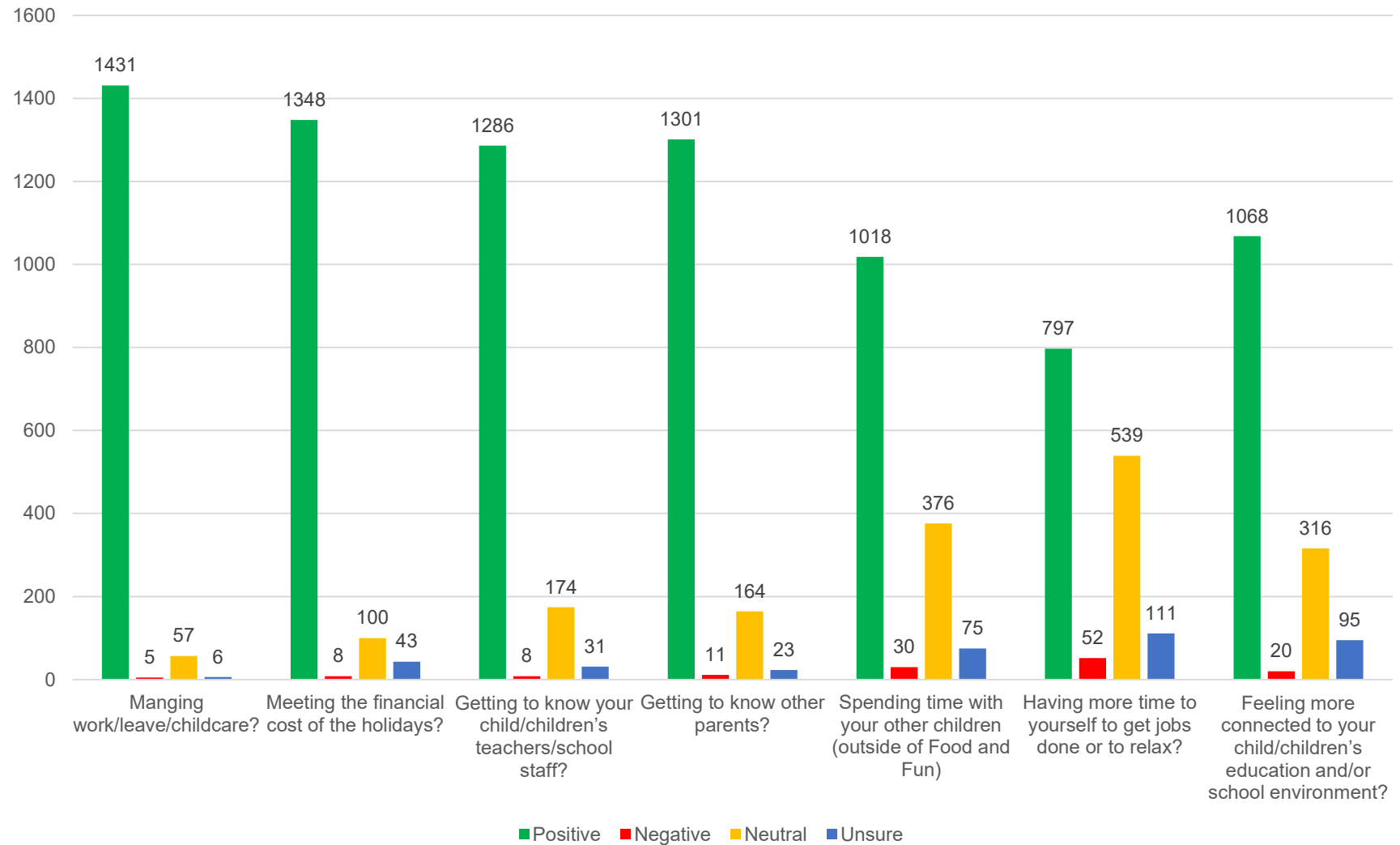
Adult's Question 3

How would you describe the impact of Food and Fun on your child...



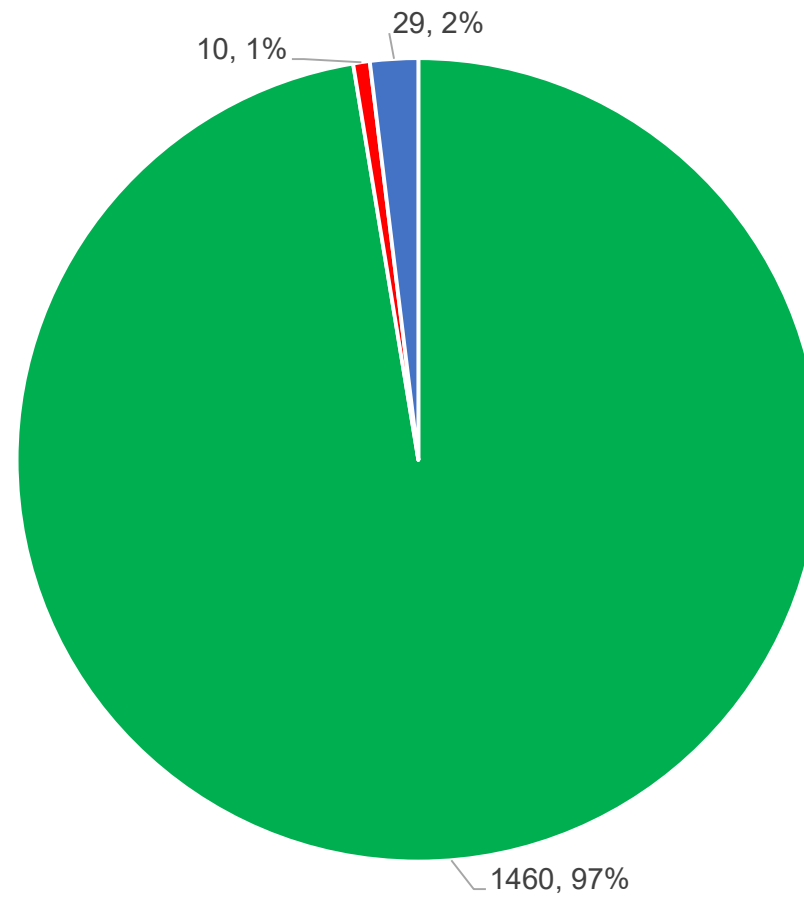
Adult's Question 3(continued)

How would you describe the impact of Food and Fun on you...



Adult's Question 4

Would you recommend Food and Fun to other families?



■ Yes ■ No ■ Unsure

Adult's Survey Commentary

Question 1 indicates that the majority adults thought that the **length** of the Food and Fun day, the **number of days** Food and Fun was running and the **timing** of their scheme was very good.

Question 3 indicates that most adults identified Food and Fun as having a **positive impact on children's wellbeing, learning, having new experiences and reducing their screen time.**

Question 4 indicates that most adults found that Food and Fun also had **positive impacts on themselves, particularly: helping them manage work/leave/childcare, meeting the financial cost of the holidays and getting to know school staff.**

In response to question 5, **97% of adults said they would recommend Food and Fun to other families.**

Staff Survey

The WLGA conducted a staff survey via email, sent out to council co-ordinators to disseminate amongst SHEP staff. In total, 56 responses were received from across Wales. The questions in the survey were all open-ended.

Positive aspects of SHEP

There were a significant number of positive elements reported about schemes, particularly staff identified providing children with two meals, giving children a **safe place** where they can **socialise, learn about healthy eating and engage in enrichment activities they might not have experienced before.**

Many staff referred to children **trying new foods** for the first time:

“...most of the children enjoyed the food, trying food they would not normally eat such as fruit and veg tasting activities...”

“...They are also learning about living a healthy lifestyle including healthy eating and exercising, this can then be transferred home via the child with conversations with their parents/carers. An example is the fruit tasting exercise we completed, where children had the opportunity to taste fruit they may not normally have at home...”

“...child aged 6, had never tried peas or beans but tried during SHEP and enjoyed them.”

Some staff referenced children **demonstrating their new knowledge of healthy eating:**

“Children getting the knowledge and understanding on how they can look after themselves and their body by making healthy choices. example, using the sugar app when shopping with their parents.”

“...the children enjoyed and were very interested in the information given to them. Many said that they would like to eat healthier and went home to share this information with their families. They all really enjoyed cooking with their families, using the ingredients that we provided.”

“The children have a better understanding of healthy eating and I can see that they are making better choices when it comes to snack time.”

“...one little boy told us that he had asked is grandad to stop giving him bacon rolls for breakfast and that he would like fruit cereal and fruit instead.”

Some staff referenced SHEP **assisting with transition** to secondary school:

“Many of the children spoke of how Covid had restricted the number of transition sessions they had been able to take in their new comprehensive school and were therefore not that familiar with the facilities or school building. SHEP filled that void for many of the children. Both settings were staffed with at least one adult from each comprehensive school which further enhanced transition.”

“...it helps to take away the fear about starting a new school.”

Some staff noted that SHEP provided **routine and structure**:

“...There are many children who do not cope well during the 6 week holiday period, for various reasons, and SHEP provides routine and structure for half of this period. This makes the break from school shorter and reduces anxiety on the return to school in September.”

One staff member noted behaviour change in regards to **school engagement** over the scheme:

“Prior to the delivery of the programme we had children that were very hesitant about coming to school for different reasons. We saw a huge change in these children within days and rather than seeing tears and reluctant children at the school gates we began to see children running through the school gates at the start of the day. We have also seen the impact of this on the new academic year where those children now walk through the school gates confidently and with a huge smile on their faces.”

Some schemes reported a **higher demand** than they could accommodate, in part because of COVID-19 restrictions:

“I offered it to all pupils from Year 2 to Year 5. We had over 80 expressions of interest. I could only run it for 40 children as I only had three members of staff able to run the programme. We had over 98% attendance with the only absence due to illness. The high attendance levels I believe demonstrate the success of the programme, the children wanted to attend.”

“Every SHEP site was over subscribed with waiting lists as we were at full capacity with over 100 children on most sites.”

“The challenges we faced was not being able to able the programme to more children. Due to COVID restrictions, we had to limit the children to 40 to ensure we could keep them in bubbles and ensure enough staff were available to facilitate. Pre Covid we would have been able to offer the programme to more.”

Some staff noted the **dietetic support and training**:

“I thought the support received from the dieticians was outstanding during the nutrition course and throughout the SHEP programme.”

“I really enjoyed learning about the importance of healthy eating and sending key messages to all the children throughout the 12 days.”

Staff also identified benefits of SHEP specifically following **disruption due to COVID-19**:

“The most stand out positives for me was that firstly the children had a safe environment to play with their friends throughout the 6 weeks holiday which is exactly what they needed for their well-being after a tough few months, missing out on this due to Covid-19 restrictions”

“...the project has massively helped with transition and reintroducing pupils to school following the numerous breaks in education due to COVID.”

“Both pupils and parents enjoyed the club following the loss of school time due to the pandemic.”

“...there are many children [...] whose summer would have been limited to staying at home, playing in the streets or helping to care for or occupy their siblings and family members. After such a long period of time in lockdown and isolation, being able to come to a familiar and safe environment has helped break the link.”

“During the school year classes have been separate like in most other schools during Covid. SHEP allowed us to bring together a small group of children from each year group to form our own

bubble. This allows them to work together across the ages and form friendships with children from other years across the school."

"following lockdown the opportunities to be physically active are more important than ever."

"Children have missed out on being able to access so many clubs and activities due to the pandemic."

There were a number of individual stories relating to children and parents:

"One young person that attended, always comes to school late, dad is unable to walk so relies on friends to drop him off to school. Through SHEP I was able to build up good communication with dad, and dad allowed him to walk to the holiday club and then I would call dad to say he arrived, this built up his confidence and self-esteem and his dad has now felt confident in allowing him to continue to walk to school by himself, which will help with his punctuality, attendance and confidence, which has made him happier which helps with his mental health."

"A child no longer has attachment issues."

"...a single mum approached me almost crying saying how grateful she was for the club, she said she would have been worried about her children if they weren't in the club because she had to work"

"Providing pupils with a place where they can come where they feel secure and they know they can speak to staff in confidence if they need to. We had pupils who have terminally ill relatives who they live with and sometimes the need to just talk about their feelings can allow them to 'off load' the pressures or worries that they are feeling."

"A large portion of children were from vulnerable backgrounds, some under ongoing cases with social services, some children made disclosures, which had to be shared with parents and social worker following guidelines."

"One child in the provision said they didn't like cooked dinners but after encouragement and watching other children, she tried and enjoyed, the mum said "I can't believe it, even Christmas day she will only have chicken nuggets and mash potato, now she wants a cooked dinner regular"."

“When you see a group of smiling happy faces and have comments such as “This is the best thing I have ever done” and a parent saying “the house is less stressful because we get a break from each other and I feel more able to cope with things when they come home” it makes you realise the value and importance of the project.”

Barriers and challenges

Many staff identified **staffing and recruitment** challenges:

“Challenges mainly regarding organisation of it all during a busy term when staff involved were already working full time.”

“The other challenge was staffing as a lot of staff do not want to work over the Summer holiday”

“Finding catering staff to prepare meals for the pupils [was a challenge/barrier].”

“Initially releasing staff to complete the training around the delivery of the nutrition lessons.”

“Releasing staff to be able to train and attend refreshers was difficult as there was no cover available, so fell on 1 person.”

“Not all staff want to commit to working the whole 12 days.”

Many staff identified **COVID-19 restrictions** being a specific challenge for SHEP 2021:

“The obvious barriers and challenges this year in delivering SHEP were the COVID restrictions. It has been a very difficult time with COVID, trying to deliver sessions to children and young people while maintaining safety and following the guidelines has not been the easiest of tasks, especially when a programme like SHEP would be more engaging and more easily understood by the children and young people with a more hands on approach. For example, if children were able to touch, see, smell and engage all of their senses within the nutrition sessions then I feel it would of made it a lot easier for them to understand and would’ve improved the quality of the sessions overall.”

“Not being able to determine whether Covid would prevent Food and Fun from running and whether we would need to close early was a huge problem when trying to plan.”

“The main challenge was the fact that we had to cap the number of children that were able to attend to 40 due to COVID restrictions.”

“The guidelines on COVID also resulted in us having to work out how best to deliver SHEP in a safe environment, such as having PPE, one way systems and cleaning.”

Staff also reported external providers cancelling activities due to COVID-19:

“Some companies were unable to attend the session that they were book for SHEP due to Covid-19.”

Some staff identified a lack of run-up time to organise the programme:

“The main challenge was the lack of time to plan, prep and coordinate SHEP, we had 3 weeks to do it all.”

“This year there was a rush to get staff qualified for level 2 food nutrition course and to plan for the event as a whole due to the lateness of being given the go ahead for the scheme.”

“Coordination needed to start earlier and needed more staff involvement to ensure all staff had input and new beforehand what was happening during SHEP, there were 2/3 of us and we started planning 3 weeks before SHEP.”

“Would be helpful to have confirmation of funding as early as possible.”

There were some reports around children’s reaction to the **Nutrition Skills 4 Life Booklet**:

“The children really enjoyed and learnt a lot from the practical side of the nutrition sessions taking on board each and every message. However when it came to the writing side of the nutrition sessions we found the interest dropped meaning when a nutrition session was mentioned as next up on the timetable children questioned whether there would be a writing element to it.”

“...we found delivering the nutrition sessions to the younger children a challenge.”

“Many felt they had taken enough away and learnt what they needed to without completing written tasks. When it was colouring or drawing all children were willing to take part and to complete the task whereas writing limited wording was used. As an alternative to the booklets I feel that there would be other alternative or different ways that could be used to collect the same information as the booklets too. This could be through an application requiring children to complete games or take pictures of their work. It could be creating a video or picture journal using tablets to record the children's learning allowing the children to take charge and film or photograph what they have learnt. It could be questions and answers which would be hands on and practical giving the children the chance to speak and explain their learning. These ways I feel would be more engaging for the children to take part in and would have a greater outcome as they are through ways that interest the children and incorporate things like technology or talking.”

Some staff also noted children who were registered **not attending** or parents not wanting to sign their children up:

“A large number of pupils sign up to the scheme but there is always a significant number of pupils who fail to attend and then this impacts on planning, staff and ultimately costs.”

“Getting the most needy families to join the programme and get the children to attend was quite difficult, as the parents did not bring their children to school.”

“Some parents were reluctant to send their children, as they thought that SHEP meant they could not afford food for the children or, that their children were unhealthy. Once SHEP was explained to them they were onboard.”

Some staff also referenced the Nutrition training:

“From feedback from my staff on site that participated within the nutrition training, they [...] felt they just had to read the brief before the session instead of having knowledge about the topic itself.”

"I felt the training sessions were just a tick box exercise. Lack of engagement throughout the sessions made it slightly boring and I found it hard not to lose interest"

"The amount of work [in the nutrition training] seemed a bit much for school trained practitioners and could have been delivered in a shorter space of time."

Many staff provided constructive criticism of the children's survey;

"Evaluation at the end can be long winded for the children"

"A lot of the children didn't understand the survey and there was no time in the day to spend the time with them to go through it. Can they be made simpler?"

"I found the children's survey too long, especially for the younger ones, and could be made simpler."

"These are far too long, we printed them off for children to fill in but they took a lot of time and we had to allocate workers to fill them in 1-1 as they did not want to do them. It took children away from the fun activities, playing etc. Very repetitive and not child friendly."

Some staff felt that school staff needed to be more involved in the planning of activities:

"Having all staff involved in the planning would have been better as all staff were working with different aged children and would have been able to have an input into more age-appropriate activities amended for them."

"School staff feel that they need more input in the planning as they are experienced staff and know the children well. This will ensure that the activities would meet their needs and be entertaining for them. Staff feel that attendance would improve as a result of this."

There were some concerns highlighted around nutritional messages:

"What was arranged was that a family picnic was sent home every Thursday, enough picnic bags per family – this however

was uninspiring and included a basic plain sandwich, plain cupcake, a sausage in foil, an apple and a bottle of water – as far as healthy goes I would not say it was healthy nor appetising, again a lot of waste.”

“The difficult aspect was ensuring staff would keep within the nutritional messages and avoid unhealthy foods.”

Menu Principles:

There were a lot of positive comments about the principles and the food served at SHEP. Some staff noted the lack of variety in both breakfast and lunch time provisions in their schemes, and that this would often lead to waste. Some staff suggested involving the children or school staff in the menu planning to prevent this. One essential criterion of the programme is that children are not permitted to bring packed lunches; some staff also noted that this may have affected attendance.

Core Elements:

Many staff were disappointed that, due to COVID-19 restrictions, **family meals** could not take place during SHEP:

“The only part I think was missing this year due to covid restrictions was the family inclusion element. I feel the family days were an important aspect as they could get to see and join in the activities their children did, as well as the mealtimes, giving parents and carers ideas as to what they could do for meals and activities to entertain their children. It also gave the staff the opportunity to chat with parents to make good relationships with them.”

“...the only thing that was disappointing this year was not having the family engagement days, we normally get a better understanding of families and trust is built up through these sessions and previously in SHEP we have been able to break down barriers or help support families in need.”

There were varied opinions expressed on the **minimum length** of the scheme:

“Personally I feel it should be more than 12 days as children are off for a minimum of 30 days. Plus I feel it should be run on all holidays, not just the summer.”

“Would like to see it run for longer”

“We feel if we could reduce the 12 days and have a couple of days at October and February when it is often cold, wet and long dark evenings. This would be of a benefit as often training days are added either side of these holidays and therefore it means that they are off school for almost two weeks. Many of the pupils who attend are families that during such times do not leave the home and have no opportunity to”

“A lot of the children wanted to make the time they had in summer club longer than 12 days, but, as a member of staff working there, it gives staff and children a period of time away from the school after it has finished to spend time with family/friends, but it is not as long as it usually would be which is nicer for the children who are not as keen on being at home or need to keep the routine of school for longer”

“Change it to two weeks. Staff feel that three weeks is too much of a commitment for the children over the summer holidays as they lose interest.”

“One thing I think three weeks is too long as the numbers from week 1 to week 3 are vastly different and the children get tired and don’t want to come.”

The majority of respondents reported how much they enjoyed being part of Food and Fun:

“I enjoyed the experience and getting to know the children better.”

“I enjoyed visiting the children and seeing how happy they were to be there. They clearly thoroughly enjoyed the programme and were extremely confident. There are no aspects we didn’t enjoy.”

“I enjoyed the whole experience, from giving the children the opportunity to enjoy and spend time together, whilst providing them with healthy meals, to the activities provided. Also, I enjoyed delivering the educational programmes about healthy eating, which myself and the children found very interesting and

informative and learned things we did not know before, such as the sugar content in food.”

“I have enjoyed seeing children thrive, taking part in activities that they normally wouldn’t have the chance to do such as the Skate Board Academy. I also enjoyed seeing how much it made a difference to parents/carers that struggle and the lovely comments they made regarding the programme.”

Record of costs

Each council was provided with a record of costs template to complete and return to the WLGA. These costs were checked by the WLGA before requesting an invoice to be raised.

Local co-ordinators were asked to categorise their costs into the following:

Delivery – People Costs: Staffing costs where staff were working outside of their existing hours	Funding for these costs is collectively capped at £10,000 per cohort and are referred to as 'delivery costs'
Delivery – Other Costs: Other actual costs relating to the delivery of the programme.	
Food: Actual expenditure on food. In 2021, Welsh Government funded free schools meals over the summer holiday, and so to avoid double-funding, co-ordinators were asked to exclude the food cost of any free school meal children's lunches.	
ALN Additional Staffing: Additional staff required for support of ALN attendees.	Funding for these costs is not capped but the WLGA did ask for quotes prior to the scheme delivery to inform budgeting.
Covid-related costs: Welsh Government and the WLGA agreed that councils may find that COVID-19 precautions may increase the cost of SHEP delivery.	
Council Co-ordination: To assist councils with the co-ordination of their schemes	Capped at £1000 per cohort.
In-Kind Contributions: Any indirect costs met by the school, local authority or donations from partners.	These costs do not affect the claim but can be useful insights into the variety of delivery methods.

The below table reports the average and ranges of these costs, according to the record of costs received by 26th January 2022³

Cost	Average	Range
Delivery costs (per cohort)	£8,485.36	£5,346.53-£10,699.66
ALN Additional Staffing	£3,211.65	£0.00-£13,695.24
COVID related costs	£3,049.45	£0.00-£14,896.04
In kind contributions	£9542.51	£432.48-£27,281.29

³ WLGA had received 17 of the 21 councils' record of costs by this date.

Quality Assurance Framework Returns

In order to ensure the essential criteria of the programme are met, local steering groups are responsible for carrying out audits of their schemes. To assist with this, and to assist with the planning of the schemes, a Quality Assurance Framework (QAF) was developed.

To report findings of the audits, council co-ordinators were asked to complete a QAF Audit Summary sheet, which would highlight and describe any areas of non-compliance.

As of 19th January 2022, the WLGA received 6 QAF Audit Summaries.

The only areas of non-compliance that were reported related to 'Food and Meals' Indicator 2, which pertains to essential criteria 22: *"Offer a family breakfast or lunch to parents/carers and siblings at least once per week informed by COVID-19 risk assessments."*

These have not been considered breaches of the criteria because flexibility was permitted regarding the family meal in light of the uncertainty regarding COVID-19 regulations.

The effectiveness of the QAF Audit Summary as a method of quality assurance will be reviewed prior to Food and Fun 2022.

Public Health Dietetics Report Summary

Nutrition Skills For Life is an all Wales programme developed and delivered by registered dietitians working in the NHS in Wales. It provides training and professional support to enable a range of community workers to cascade key nutrition messages to support healthy eating and prevent malnutrition.

Agored Cymru accredited Level 2 Community Food and Nutrition Skills training enables staff to develop the competencies required to promote key healthy eating messages focussing on the Eatwell Guide.

It is recommended that all staff attend refresher training every 2 years to make sure their knowledge is up to date

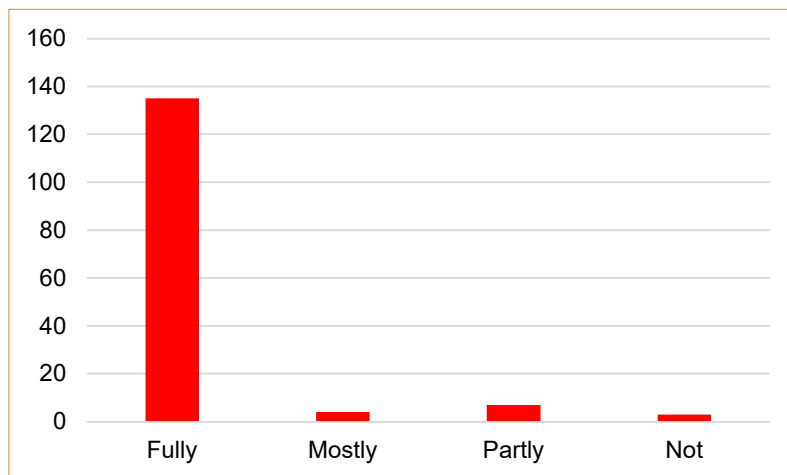
Additional Food and Fun facilitator training days held for all deliverers to show them the nutrition resources and activities

Training

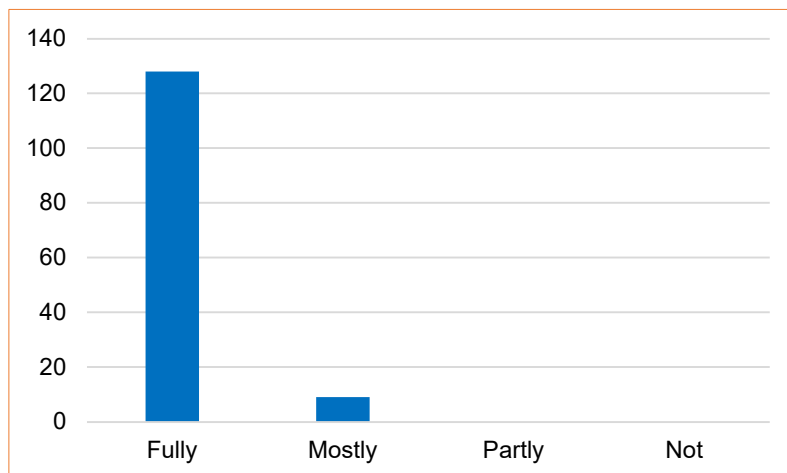
- 196 Food and Fun Staff attended Level 2 Community Food and Nutrition Skills course
- 60 Food and Fun staff attended a Level 2 Community Food and Nutrition Skills refresher course
- 263 staff attended a Food and Fun facilitators training day
- 106/196 staff achieved accreditation NB some accreditation still outstanding
- 86 staff attending the full level 2 course submitted evaluation forms:
 - 88% rated the training as Good or Excellent
 - 91% said they would recommend it to others
 - 95% stated they would deliver further courses / activities, including SHEP.
 - 96% of these felt confident to deliver future courses / activities

Quality Assurance

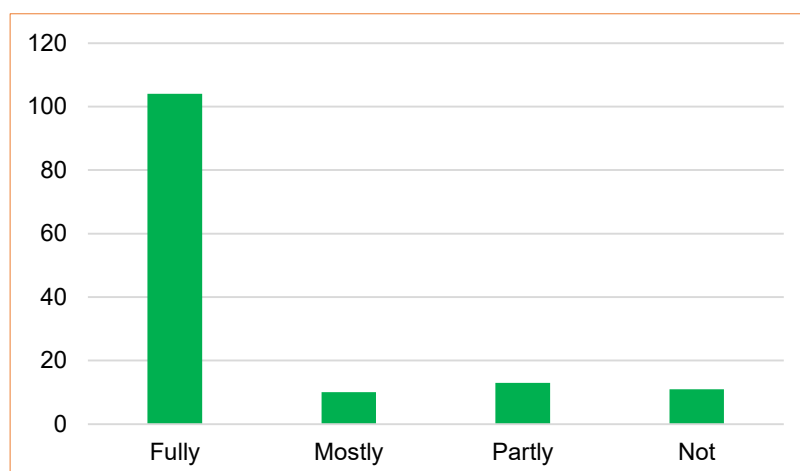
149 nutrition sessions were quality assured by dietitians in 107 schools.



Personnel involved have a sound understanding of healthy eating



Delivery of each sessions is interactive and fun



Nutrition targets used to support behaviour change

Case Study Schools

Birchgrove Primary School, Cardiff (9% eFSM population⁴)
S L Morgan, Headteacher

What were the reasons for applying for Food and Fun?

- We [...] felt it was an excellent opportunity for pupils to learn more about nutrition and fitness in a fun and engaging way in familiar surroundings with familiar faces.
- The project would provide healthy eating for a number of families who would struggle to provide this themselves throughout the holiday.
- Pupils would be kept active when otherwise there would be a high risk of them being inactive and spending significant amounts of time each day on digital devices.
- Working parents would be supported in being able to continue working for part of the holiday instead of having to juggle childcare and take separate holidays instead of a family holiday together.
- The number of pupils accessing our Hub provision throughout the lockdown periods and the feedback from parents demonstrated how overwhelmed many of our families were given the challenges they had experienced in the past year. It was felt this project would provide them with much needed support through the holiday period after many of them had exhausted annual leave due to periods of isolation.

What were the successes and benefits of Food and Fun?

There were many benefits.

Comments from parents who provided written evaluations included the following:

I did notice that A has got quite a few positive changes through the summer scheme. He started to accept a few more different foods, such as fish fingers and more kinds of cereals. [...] We are very grateful for such a good chance to bring A some good changes for his food habits.

It also gave C a chance and encouraged her to try new foods, she did really well and impressed herself with the foods she liked. It helped us as a family on the whole as well, it enabled me to look after C's brother at home who requires 1:1 care constantly, and knowing she was having a lovely time with friends and having new experiences took a lot of pressure off us all.

Firstly, may I mention that SHEP is undoubtedly, in my opinion, an absolutely fantastic scheme and the number of ways it has benefited my child and the wider family has been nothing short of phenomenal! My child thoroughly enjoyed every single day and that is due to the staff members for making the experience memorable and happy. [...] My son had fun everyday, he was animated and excited to share stories with the family at the end of every single day attended. This in turn changed the entire atmosphere in the household from a

⁴ All eFSM population figures are drawn from PLASC data from previous year (2020).

regular summer break to one filled with constant surprises and a sense of adventure. I cannot praise this scheme enough. What a success for my son and my family.

The focus on food has been a phenomenal success for our family. Prior to the programme taking place S was a particularly fussy eater, favouring food groups such as bread and pizza. The programme introduced him to the flavours and textures in a far wider range of food and we found him asking for pasta, fruits and even vegetables, it's been a complete revelation. I'm happy to say this has continued and C also has a much wider threshold for different foods and trying things he hasn't before.

H particularly enjoyed the various organisations that came in to speak to the children including the RNLI, network rail, the Navy and Police. He spoke animatedly about his experiences and had clearly learnt some important life skills such as track and sea safety. He came home each day excited about the things he'd done and often brought back the things he'd made. H suffers from social anxiety and often struggles to take part in activities in unfamiliar settings out of school so this summer programme offered a wonderful opportunity for him to take part in new activities in a familiar setting with adults and children that he knew.

Prior to this programme our son would not attend a camp of any sort anywhere. It would give him huge anxiety. As this programme was run in a familiar space (his school) with familiar faces I knew it would benefit him hugely. Our son was very upset after day one then from day 2 really really enjoyed himself. Our son learnt a huge amount about food, nutrition and this has positively changed his behaviours. We have heard him tell his cousins on several occasions that a bag of Haribo has 20 spoons of sugar and we shouldn't eat many!

Observations from staff with specific examples to support each comment:

1. Children provided with an excellent variety of activities which kept them busy all day

Example: Promoting Outdoor learning through Forest School activities and Just Grow. The Children loved learning about the Japanese art of Hapa Zoma and growing their own lettuce to take home and nurture with Just Grow Cardiff. The Schedule has helped to discover talents and interests the children didn't know they had.

2. Keeping engagement with the school ready for the new academic year.

Example: H, when he first arrived at SHEP he was terrified. He was crying, clinging to mum, very nervous and socially awkward, but I spent time with H and got to know him and within a week it was like greeting a different child. Every morning he came happy into the club. I really feel this helped with preparing H for the new academic year as 7 weeks with no staff/pupil contact would have set him back. (This member of staff is a TA in H's year group this year which has assisted greatly with a smooth transition from FP to KS2)

3. Children's diets were improved.

Example: A- Possibly the fussiest eater I have ever come across. Everything is bland or plain. Plain pasta /doesn't like texture of food, or the colour of food. At the beginning of the course she just would not eat, but staff spent time with A and by the end of the course she was trying all different foods, curries, bolognaise, vegetables, and jacket potatoes with beans. All foods that A would not even put to her mouth before attending SHEP. Mum has even commented that her eating habits have greatly improved.

4. Helping Parents financially with the costs of the summer holidays

Example: The whole course was fully funded. Parents praised this so much. A few of our parents raised the issue that due to financial strains this course was a blessing as they worried how they would entertain their children for the duration of the holidays financially. Not every parent is in a position to treat their children to days out and holidays and for many SHEP was the highlight of their summer holidays.

5. Improving parent's health and well-being.

Example: E's mum- Clearly having a rough day with the younger child- Phone call where she was crying- It was nice to be able to have E away from potential trials and tribulations he could have potentially witnessed and give mum some breathing space .

6. Improving children's social skills

Example: Children engaged with each other constantly. It boosted their social skills and helped them to build bonds with each other which I have seen brought into the classroom environment, for example, J and J are close and so are C, S and E. They have also made friends outside of their year groups.

7. Keeping Children active

Example: Children encouraged to get outside during the holidays rather than lounging around watching TV or scrolling on a phone or computer. This was voiced by the parents on a few occasions.

8. Helped Children to grow academically

Example: Children were set two food targets every week, for example 'Have 3 serving of dairy foods or drinks. E.G. Natural Yogurt with fruit or a glass of milk'. Children continued to smash these targets every week whilst learning all about sugar, the Eatwell guide and fats.

9. Career paths/ choices- Signpost to other services

Example: SHEP facilitates and collaborates between agencies. Through this fantastic structure the children gained vast insight into potential careers within the Navy, Police, Network Rail, Ambulance Service, RNLI. R now wants to join the police force and work with horses and W wants to work in the Navy.

10. Paid employment.

Example: It offers paid employment to school staff- when some would not have an income for 7 weeks. Therefore, in this capacity it is very much welcomed and assist in staff retention.

11. Children ate well balanced nutritious meals

Example: It ensured that all children received hot, healthy meals. Some parents may be financially struggling and more often than not are too proud to ask for help. It was nice to know that this service was available to ensure that no child should ever go hungry, and we played our part in making that happen, but we did it respectfully through running the SHEP course.

12. New skills for life learnt

Example: The number of children that had never been allowed to spread their own butter and jam onto toast was surprising. Providing them with a little independence made the children feel very proud when they had accomplished the task. By the end of the course, they had mastered the art. It's the simple things in life that sometime provide the greatest pleasures. It was also a great tactic for getting children who would normally skip breakfast to eat breakfast as they loved the responsibility.

13. Children educating their parents with their newfound knowledge.

Example. Children were engaged and digesting the information being taught on the nutrient sessions. They would go home and relay what they had learnt to their parents. This was evident in the WhatsApp messages and emails received from parents. They had coined the terminology taught to them by their children. For example, one parent sent a picture of their family cooking experience and wrote ' Coach Fran, unfortunately we swapped a Go food for a Whoa food as we had the grandparents around and they like sausages'. Clearly the child had informed them that sausages were not allowed and had explained that they were a Whoa food.

In anticipation of funding in 2022, would you apply for Food and Fun next year. If so, would you plan for more cohorts? Do you foresee any challenges or barriers in expanding?

We would certainly apply again and would be extremely disappointed if this opportunity was taken away from our children after the hard work of making 2021 such a success. We feel that 40 places are sufficient for our families and also the space that we have available.

Any other comments you would like to make about the programme or lessons learned.

We very much appreciate the opportunity to be part of such an excellent programme. We strongly believe that there are children in every school that would benefit from such a programme and hope that we have demonstrated the positive impact it can have from the responses of pupils, families and staff.

Given the challenges posed by the pandemic it is actually remarkable that the programme took place at all this year. I feel huge credit should go to those who worked so hard to enable this to happen. Thank you.

Goodwick Community School, Pembrokeshire (14% eFSM Population)
Jonathon Jones, Headteacher

What were the reasons for applying for food and fun?

As a school we provide education for an extremely diverse catchment. The perception of Goodwick as a quiet, rural town on the coast of North / West Pembrokeshire masks the economic and vocational disadvantages and challenges that lie within the area.

Unemployment is high here with a large percentage of families who do have work, working low paid jobs making them less well off financially, than non working families eligible for free school meals. These families I consider to be the working poor.

This factor was highlighted during the first National Lockdown where the Friends of Ysgol Wdigh along with some staff members set up a food bank for the area. This initiative was supported by a number of businesses and community donations which helped approximately 25 – 30 families per week, by providing fresh fruit and vegetables, meat tokens, tinned foods, confectionary and other household necessities. This initiative supported those who fell into the category of, low paid jobs and / or those who did not initially meet the criteria for the furlough scheme.

What were the successes and benefits of Food and Fun?

- a) Children from our poorest families were fed twice a day for twelve days
- b) Children learnt about the benefits of healthy lifestyle and were given fun, nutritional messages
- c) Pupils tried new foods and were also given taster sessions of fruit and vegetables
- d) Pupils received daily physical exercise and activities on a daily basis
- e) Many pupils had regular contact with friends they would not normally have seen until school returned in September
- f) As a school we had regular contact with vulnerable families for an extended period, without having to hold drop in phone calls, which is the case during the Summer holidays.
- g) Pupils reported the ease of boredom at home and were looking forward to coming to school to each day to see their friends
- h) A number of pupils have enrolled in local clubs having been introduced to the sport during the three weeks.
- i) The wellbeing of the pupils was evident , they had fun and enjoyed the extended time with their friends, in a non academic environment.

What were the challenges and barriers in delivering Food and Fun?

- 1.Managing the rota to ensure all pupils who wanted to attend could attend.
- 2.Recruiting staff following eighteen months of very little break from school was difficult initially.

Apart from that there were no barriers and the project was a huge success.

In anticipation of funding in 2022, would you apply for Food and Fun next year. If so, would you plan for more cohorts ? Do you foresee any challenges or barriers in expanding?

If the evaluation and financial claim aspect of the project proves to be straight forward then I will definitely consider re applying. If it proves to be a laborious process for WG to release the funds then it may prove more difficult recruit different/ new staff. However, the staff that supported me this year were in no doubt that it was an excellent and worthwhile project. Possibly as the school calendar will be nearer to normal in 2021 / 22 it may be easier to recruit other staff (if needed)

I feel that our first year of running this project ran well. A considerable amount of time went into its planning and the activities were carefully planned to cater for the needs of the group.

If we were to run the initiative again we would follow the same format. Expanding the cohort may depend on staffing numbers though I don't think that two sessions would be possible and the 8.30-1.00 timetable is sufficient.

Additional Comments:

I cannot express enough my delight at the success of the project. I was apprehensive leading up to the point of offering places, that we may not get enough families interested, and the considerable financial commitment by WG would seem a waste. However, following successful initial consultations, the remaining places were taken up quickly.

The pupils enjoyed the activities and the parents were extremely complimentary.

There may have been a few teething problems regarding the financial aspect, i.e different rates of pay depending on staff grading , position etc and the LEA's not understanding how staff were entitled to additional pay and questioning the release of these funds etc

These however are things that can be evaluated and further improved in 2022 if the project is to be re run. All new initiatives have unforeseen barriers that are identified during the actual running of such new projects.

The pupils and community of Goodwick, greatly benefitted from Food & Fun 2021, and I would like to thank Kate Smith and Matt Freeman for the support provided to me and my staff to make this such a success at our school.

Henllys Primary School, Torfaen (9% eFSM population)

What were the reasons for applying for food and fun?

The benefits of a local summer school are huge:

- 1) They can catch up on 'lost learning'.
- 2) Develop social skills in a safe and familiar environment.
- 3) Use our lovely school grounds to their full extent.
- 4) Walk to summer school on a daily basis.
- 5) Have fun with friends to make up for all the missed opportunities.

At Henllys Church in Wales School, we have had a surge in pupils applying for FSM due to family breakups and changes in circumstances. We also now have a significant number of pupils whose families are only just 'making ends meet' and would really benefit from the SHEP programme based in their own setting.

What were the successes and benefits of Food and Fun?

- The children's wellbeing was boosted through fun activities enabling them to develop social skills and skills which may have been stunted through the long periods of home schooling.
- The children received nutritious healthy meals and participated in sessions to increase their skills and mindset of a healthy lifestyle.
- Activities were delivered linked to the "5 ways to wellbeing" which the children thoroughly enjoyed and allowed for the development of self-esteem, resilience and confidence.
- The camp allowed for the children's brains and bodies to remain active throughout the summer.
- It allowed for children from different year groups to develop friendships

What were the challenges and barriers in delivering Food and Fun?

- Overall, there were no significant challenges and it ran extremely well displaying excellent examples of partnership working between services.
- One of the barriers we did face was not being able to offer it to every child due to the number of spaces.

- Additionally, some parents and carers were not happy with the choice of food on menu and wanted to provide packed lunches.

In anticipation of funding in 2022, would you apply for Food and Fun next year. If so, would you plan for more cohorts? Do you foresee any challenges or barriers in expanding?

- Yes, we would reapply next year with the potential of additional cohorts

Lessons Learned

The WLGA run a lessons learned process to capture issues and opportunities and determine further action to improve the co-ordination and delivery of the Food and Fun programme. The following are the most significant lessons that can be learned from, should the Food and Fun programme be funded in 2022:

Issue/Opportunity	Suggested Action
Potential for programme expansion to be limited by capacity of health board dietetics and councils	Use surplus from 2021 grant to bring Nutritional Training for 2022 forward. Engage with central dietetic capacity.
Menu principles not being adhered to (lack of vegetables, puddings in some settings), as well as staff not supporting nutritional messages.	Strengthen references to the Menu Principles in documentation such as the application form. Draft a responsibility matrix template for councils to complete. Introduce an 'induction day' for new Food and Fun schemes, where nutritional messages can be reinforced.
As a result of COVID-19 restrictions, schemes were generally unable to run the family breakfast/lunch. Some schemes launched a take-home ambient food-box with recipe cards for families to follow at home. These experiences were then shared on social media, etc. It was felt that this approach could be beneficial in future years, as it is more inclusive (i.e. not all parents can attend the meal due to other commitments).	Amend the 'family meal' core element and pertaining criteria to allow take-home food boxes and recipe cards.
Children's survey is too long and complicated, especially for younger children.	Investigate other methods of evaluation. If surveys are utilised, investigate simplifying and shortening these. It has also been suggested there could be a separate survey for younger children.

The WLGA are also currently working with the Welsh Government to scope a full review of the programme to determine any significant changes required, as well as a vision for the future.

Appendix

Appendix A – Logic Model 2019

Improved mental health and emotional well-being

Inputs	Core elements	Initial change indicators	Lasting change indicators	Outcome	Potential beneficiaries
Funding from Welsh Government Match funding from local authorities School physical facilities School catering School teaching / support staff Nutrition skills for life training delivery Qualified community physical activity providers Knowledge hub (resources, monitoring and feedback)	Enrichment activities Structured physical activity sessions Nutrition education curriculum delivery Healthy breakfast and lunch Weekly family lunch School based	Reduction in depressive symptoms Reduced financial stress and family stress Positive summer experience, displacing boredom and isolation Safe space for play Increased social connectedness to peers Improved relationships with school staff	Improved mental health Improved emotional well-being Social skills development Engagement with the school routine Self-esteem Behavioural improvement in school Behavioural improvement out of school Family functioning	Improved mental health and emotional well-being	Children Parents Schools Communities

		<p>Child connectedness to parents and family</p> <p>Connecting parents to school and community (reduction in school apprehension)</p> <p>Connecting parents to each other</p>	<p>Improved parent-school interactions</p> <p>Parent engagement in child's education</p>		
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School engagement and Educational attainment: Definition

Inputs	Core elements	Initial change indicators	Lasting change indicators	Outcome	Potential beneficiaries
Funding from Welsh Government Match funding from local authorities School physical facilities School catering School teaching / support staff Nutrition skills for life training delivery Qualified community physical activity providers Knowledge hub (resources, monitoring and feedback)	Enrichment activities Structured physical activity sessions Nutrition education curriculum delivery Healthy breakfast and lunch Weekly family lunch School based	Improved relationships with school staff Increased connectedness to school peers Improved staff professional development Connecting parents to school and community (reduction in school apprehension) Improved access to ICT/ learning resources Learning a new skill Informal learning	Behavioural improvement in school Engagement with the school routine and expectations Improved parent-school interactions Parental engagement in child's education Readiness for skills acquisition Reduction in learning loss after the summer holidays	School engagement Educational attainment	Children Schools Parents

		Applying learning experiences from the summer			
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Improved aspirations

Inputs	Core elements	Initial change indicators	Lasting change indicators	Outcome	Potential beneficiaries
Funding from Welsh Government Match funding from local authorities School physical facilities School catering School teaching / support staff Nutrition skills for life training delivery Qualified community physical activity providers Knowledge hub (resources, monitoring and feedback)	Enrichment activities Structured physical activity sessions Nutrition education curriculum delivery Healthy breakfast and lunch Weekly family lunch School based	Children being able to identify their talents and strengths Learning a new skill Exposure to different providers Connecting parents to school and community (reduction in school apprehension)	Self-efficacy Developing interests Children sharing their talents and strengths	Improved aspirations	Children Parents Schools Communities

Improved physical activity

Inputs	Core elements	Initial change indicators	Lasting change indicators	Outcome	Potential beneficiaries
Funding from Welsh Government Match funding from local authorities School physical facilities School catering School teaching / support staff Nutrition skills for life training delivery Qualified community physical activity providers Knowledge hub (resources, monitoring and feedback)	Enrichment activities Structured physical activity sessions Nutrition education curriculum delivery Healthy breakfast and lunch Weekly family lunch School based	Exposure to sports during SHEP days Increased holiday Physical activity Forming links with local PA providers Enjoyment of PA during SHEP Less non-learning screen time Enjoyment of structured PA/ sport during SHEP	Take up of sport after the summer holidays Take up of local sport and PA provision Enjoyment of and improved physical activity attitudes (long term) after SHEP	Improved physical activity	Children

Improved dietary behaviour

Inputs	Core elements	Initial change indicators	Lasting change indicators	Outcome	Potential beneficiaries
Funding from Welsh Government Match funding from local authorities School physical facilities School catering School teaching / support staff Nutrition skills for life training delivery Qualified community physical activity providers Knowledge hub (resources, monitoring and feedback)	Enrichment activities Structured physical activity sessions Nutrition education curriculum delivery Healthy breakfast and lunch Weekly family lunch School based	Improved holiday time nutrition Reduced holiday hunger Exposure to healthier foods Trying and knowing about healthier food. Trying and knowing about wider food ranges.	Uptake of School meals Improved nutrition knowledge Improved dietary attitude	Improved dietary behaviour	Children Schools Parents

Appendix B – List of SHEP 2021 schemes

LA	Scheme
Blaenau Gwent	Abertillery Learning Community Roseheyworth Campus
	Blaen y Cwm Primary School
	Brynbach Primary School
	Rhos y Fedwen Primary School
	St Illtyds Primary School
	Willowtown Primary School
Bridgend	Coleg Cymunedol Y Dderwen
	Cynffig Comprehensive
Caerphilly	Aberbargoed Primary School
	Derwendeg Primary School
	Idris Davies
	Markham Primary
	Pantside Primary (Infants)
	Pantside Primary (Juniors)
	Trinant Primary School
	White Rose Primary
Cardiff	Baden Powell Primary School
	Birchgrove Primary School
	Bryn Celyn Primary School
	Bryn y Deryn PRU
	Cardiff West Community High School
	Coed Glas Primary School
	Eastern High School
	Fairwater Primary School
	Greenhill School
	Herbert Thompson Primary School
	Meadowlane Primary School
	Millbank Primary School
	Ninian Park Primary School
	Pencaerau Primary School
	Pentrebane Primary School
	Pen-y-Bryn Primary School
	Severn Primary School
	Springwood Primary School
	St Alban's R.C Primary School
	St John Lloyd R.C Primary School
	St Mary The Virgin C.W Primary School
	St Paul's C.W Primary School
	Tongwynlais Primary School

	Trelai Primary School
	Windsor Clive Primary School
	Ysgol Glan Morfa
	Ysgol Gyfun Gymraeg Glantaf
	Ysgol Gymraeg Nant Caerau
Carmarthenshire	Ysgol Brynteg
	Ysgol Maes Y Morfa
Conwy	Ysgol Babanod Llanffairfechan
	Ysgol Swyn y Don
	Ysgol Y Foryd
	Ysgol y Plas
Denbighshire	Christchurch School
	Ysgol Plas Bron Dyffryn
	Prestatyn High School
	Rhyl High School
	Ysgol Cefn Meiriadog
	Ysgol Esgob Morgan
	Ysgol Llywelyn
	Ysgol Penmorfa
Flintshire	Bryn Garth
	Bryn Gwalia
	Connahs Quay High
	Maesglas
	Queensferry Primary
	Ysgol Trefynnon
Gwynedd	Ysgol Bro Lleu
	Ysgol Glancegin
	Ysgol Hiracl
	Ysgol Maenofferen
Merthyr Tydfil	Goetre Primary School
	St Aloysius RC Primary School
Monmouthshire	Deri View Primary School
	Dewstow Primary School
	Kymin View Primary School
	Overmonnow Primary School
	Thornwell Primary School
Neath Port Talbot	Awel y Mor Primary School
	Melyn Primary School
	Upper Afan Valley Federation - Cymer Afan Primary
	Ysgol Bae Baglan
	Ysgol Cwm Brombil
Newport	Alway Primary
	John Frost

	Maindee Primary
	Millbrook School
Pembrokeshire	Goodwick Community School
	St.Mark's Church in Wales VA Primary School
Powys	Maesyrhandir CP School
	Welshpool CinW Primary School
	Ysgol Golwg Y Cwm
	Ysgol Trefonnen
	Ysgol Hafren
Rhondda Cynon Taf	Cae Garw
	Craig-yr-Hesg Primary
	Darran Park Primary
	Glenboi Primary
	Hawthorn High School
	Llanharan Primary
	Penrhys Primary
	Penywaun Primary
	Perthcelyn Primary
	Porth Community School
	Tonyrefail Community School
	Ynysboeth Primary School
	Ysgol Hen Felin
	Ysgol Nantgwyn
	Ysgol Ty Coch
Swansea	Blaenymaes Primary
	Clase Primary
	Craigfelen Primary
	Penyrheol Primary
	Portmead Primary
	St Joseph Cathedral Primary
	Trallwn Primary
Torfaen	Blaenavon Heritage Primary
	Blenheim Road Primary School
	Coed Eva Primary School
	Croesyceiliog Comprehensive
	Garnteg Primary School
	George Street Primary
	Greenmeadow Primary School
	Henllys Primary School
	Llantarnam Primary School
	Nant Celyn Primary School
	New Inn Primary School
	Penygarn Primary School

	Woodlands Primary School
	Ysgol Panteg
Vale of Glamorgan	Oak Field Primary School
	Cadoxton Primary
	Holton Primary School
	Ysgol y Ddraig Primary school
Wrexham	Brynteg CP
	Rhosddu CP
	St Marys Brymbo
	Ysgol Maes Y Mynydd
Ynys Mon	Ysgol Santes Dwynwen
	Ysgol Cybi

Appendix C – 2021 Application Form



School Holiday Enrichment Programme (SHEP) 2021 Application Form

SHEP is a school-based education programme that provides food and nutrition education, physical activity, enrichment sessions and healthy meals to children in areas of social deprivation during the school summer holidays. Bwyd a Hwyl/Food and Fun is the brand identity used at local level to promote schemes to children and families.

The Welsh Government has committed to fund SHEP in 2021 with £4.85m allocated in the draft budget. The Welsh Local Government Association (WLGA) will continue to coordinate the roll-out by working closely with local authorities and partner agencies. The projected cost of delivering SHEP is £10,000 per cohort of 40 children. Welsh Government will fund actual costs to a maximum of £10,000 per cohort of 40 children plus a contribution to local authorities for administration and coordination costs. Any further costs incurred must be funded or provided 'in kind' by local authorities, local health boards, programme schools and partner agencies. The budget also allows schemes to claim for COVID-19 contingency costs should this be required. Local authorities may wish to consider how SHEP can support the recovery from the broader impact of the COVID – 19 pandemic, particularly for those children and young people in areas of social deprivation.

There is also additional funding for one-to-one support of ALN pupils and special schools.

Local authority maintained schools are eligible to apply for SHEP funding if their Free School Meal (FSM) eligibility, for pupils aged 5 to 15 years, is 16% or greater. A list of eligible schools and proposed allocation of funding will be provided by the WLGA's SHEP team, based on data from the Pupil Level Annual School Census 2020 data and number of eligible schools per local authority. Please note that places should not be restricted to only pupils eligible for FSM. The [*Healthy Eating in Schools Measure \(Wales\) 2009*](#) places a duty on local authorities and governing bodies to protect the identity of pupils receiving FSM.

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 **core elements**:

"Working together to promote healthy living, positive well-being and improve engagement with education and the school during the summer holidays."

- A **school based** programme delivered by school staff and partners.
- A minimum of **12 days** over the school summer holidays.
- **Healthy** breakfast and lunch.
- A minimum of **one hour** of structured physical activity per day.
- All Wales SHEP **Food and Nutrition Education** Sessions.
- **Family** breakfast or lunch offered at least once per week. (informed by COVID-19 risk assessments)
- **Enrichment** sessions provided by school staff and/or partners.

To receive retrospective funding Local Steering Groups must:

- Deliver the core elements of SHEP.
- Ensure school leadership teams are involved in the planning and delivery of Food and Fun in their school.
- Ensure full commitment of all members of the Local Steering Group, to the SHEP **essential criteria** and *recommendations* (**Appendix 1**), by signing **Section 1**.
- Submit documentation required by WLGA according to the timeline below. (underlined documents must be submitted and * indicates that documents are available from the WLGA SHEP Coordinator).
- Implement the SHEP Quality Assurance Framework*, which audits compliance with the **essential criteria** and *recommendations*. Provide a QAF audit summary*

Date	Required document
26 March 2021	Section 1 and Section 2 of <u>SHEP 2021 Application Form</u> *
25 June 2021	<u>Timetable of Activities</u> for each scheme
25 June 2021	<u>12 day lunch menu</u> based on the SHEP Menu Principles*
Dates to be confirmed	Attendance and evaluation information
29 October 2021	<u>Record of SHEP Costs Form</u> *
29 October 2021	<u>Quality Assurance Framework audit summary</u> *

Due to the challenges brought on by the COVID-19 pandemic, the commitment made by Welsh Government to support SHEP 2021 includes COVID contingency funding with

the aim of adhering to the SHEP model in order to benefit as many children and families as possible. It has been recognised that a degree of flexibility may be required in order for a scheme to run; if you encounter any problems or issues in meeting any of the **essential criteria** please get in contact using the below email address.

Please complete **Section 1** and **Section 2** of this form and submit to SHEP@wlga.gov.uk by **26 March 2021**.

For GDPR purposes please ensure email addresses supplied have permission from the owner. Email contacts will be used by WLGA to communicate with local authority and local health board personnel and share information regarding SHEP 2021.

Section 1 – Local Steering Group Sign-Up

Local Authority SHEP Coordinator details	
Local authority	
Name	
Job title	
Email	
Telephone	

Question	Answer
How many cohorts of 40 children can your Local Steering Group commit to offer SHEP to in 2021? (Welsh Government will fund up to a maximum of £10,000 per cohort of 40, plus a contribution towards LA coordination costs and additional costs such as ALN and COVID contingency)	
How many schemes will this be? (Please note that a scheme is the setting where SHEP takes place and can be any number of cohorts of 40 children at one school)	

Essential member of Local Steering Group	Name and job title	Email Address
Local authority/school catering representative		
Local authority/school physical activity/sport representative		
Local health board public health dietetics representative		
Local Welsh Network of Healthy Schools scheme representative		
Local authority/school education representative		
LA representative responsible for holiday provision (if applicable)		

Section 2 – School Sign-Up

This section must be completed by the Local Authority SHEP Coordinator and indicate the person in each school responsible for SHEP planning and delivery arrangements, with the commitment to deliver the core elements of SHEP according to the **essential criteria** and *recommendations* (**Appendix 1**). School SHEP Coordinators should be recruited prior to **26 March 2021** to allow adequate time for training. Please duplicate this page if more schemes are to be included.

School Name, phone number and post code	Number of days*	Welsh medium ? Y/N	Number of target children	Expected target age group	Special School/ALN provision? Y/N	% FSM eligibi lity	Name and email of person in each school responsible for SHEP planning and delivery arrangements

*Please see item 8 in essential criteria and recommendations below

Appendix 1 – Essential Criteria and Recommendations

The following **22 essential criteria (in bold)** and *9 recommendations (in italics)* have been established to maintain the integrity of the SHEP ethos and core elements. By signing **Section 1** the members of your Local Steering Group are committing to ensure the planning, delivery and evaluation of SHEP are undertaken in accordance with the **essential criteria** with regard to the *recommendations*.

Planning

1. **The projected cost of delivering SHEP is £10,000 per cohort of 40 children. Welsh Government will fund this cost to a maximum of £10,000 per cohort of 40 children plus a contribution of £1,000 per cohort for local authority costs of administration and coordination. Schemes can also claim for additional funding required as a result of measures in place relating to COVID-19, as well as for ALN costs. Any further costs incurred must be funded or provided 'in kind' by local authorities, local health boards, programme schools and/or partner agencies.**
2. **Establish a Local Steering Group (LSG) 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, and the local authority officer responsible for holiday provision, if applicable. Ensure a member of each school's senior leadership team is responsible for the planning and delivery arrangements of Food and Fun in their school.**
3. **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.**
4. **Offer SHEP within a primary or secondary school with FSM eligibility (for pupils aged 5 to 15 years) of 16% or greater. It is the responsibility of the local steering group to engage schools in greatest need; LSGs may need to evidence their reasoning for engaging schools other than those with the highest FSM%.**
5. **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.**
6. *Consider offering SHEP within a special school; additional funding is available to support ALN pupils.*
7. *Involve a wide range of suitable partner agencies from the public, private and voluntary sectors and ensure that they adhere to criteria 19.*

8. **Provide SHEP for a minimum of 12 days over at least 3 consecutive weeks of the school summer holidays. The same cohort of 40 children should be encouraged to attend all 12 days. Depending on interest, extra days may be funded on a pro rata basis, up to a maximum of 20 days.**
9. *Recruit children and families to SHEP well in advance of the school summer holidays, targeting a particular Year or Key Stage and avoiding overtly targeting particular children and families. If you are considering multiple Key Stages this may add to the resource and staffing costs. Please be aware that it is the school that is eligible for SHEP and the scheme is not only for FSM children. 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.*
10. *Deliver SHEP during the middle weeks of the summer holidays.*
11. **Prioritise the recruitment and training of school staff to the roles of SHEP Coordinator and Assistant(s), agreeing roles and responsibilities (see Appendix 2). Arrange with Public Health Dietitians the training in Nutrition Skills for Life Level 2 Community Food and Nutrition Skills qualification including a Food and Fun 'facilitation/resources day'. (see criteria 24). Schemes may employ partners to support school staff in the delivery of Food and Fun with the proviso that the school has 'ownership' of the scheme and the senior leadership team are involved in the planning and delivery arrangements.**
12. **Organise the Timetable of Activities for each scheme ensuring all core elements are included and consider the 5 Ways to Wellbeing* throughout; submit to the WLGA by 25 June 2021.**
13. *Consider hosting a local SHEP partner event for partner agencies to offer their services and for SHEP Coordinators to draft their timetables. There is potential for neighbouring local authorities to arrange a joint event which the WLGA can assist with.*
14. *Consult children and parents about the range of enrichment activities.*
15. **Prepare the 12 day lunch menu in line with the SHEP Menu Principles* and submit to the WLGA by 25 June 2021.**
16. **SHEP must be clearly defined and promoted to children, families and media using the Bwyd a Hwyl/Food and Fun name and logo, in line with brand guidelines. Focus on the positives aspects (e.g. healthy living, socialising, school engagement and informal learning experiences) rather than the negative connotations (e.g. 'holiday hunger', deprivation) or unintended outcomes (e.g. childcare). The SHEP Key Messages* PDF, Food and Fun video* and the 2019 programme summary PDF* are available on the Knowledge Hub to use in promoting the programme. <https://www.khub.net/group/shep-wales>**
17. *Consider transport issues to and from the programme school (e.g. mini bus, crossing patrol); consider arranging a 'walking bus' for pupils living locally.*

18. **Compile a school SHEP Folder*** for each setting, containing copies of relevant policies, procedures and staff training certificates, signed by the SHEP Coordinator and SHEP Assistant(s) to indicate understanding. The SHEP Quality Assurance Framework (QAF)* may be used as a checklist for schools and Local Steering Groups to aid the planning process.

Delivery:

19. **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.
20. **Deliver breakfast and lunch based on the SHEP Menu Principles *** that meet the food and drink requirements of [*The Healthy Eating in Schools \(Nutritional Standards and Requirements\) \(Wales\) Regulations 2013*](#) and are designed to further reduce access to food and drink high in fat, sugar and salt and increase the take-up of fruit and vegetables and oily fish, with links to the All Wales SHEP Food and Nutrition Education Sessions.
21. **Promote the take up of school meals and a whole-school approach to healthy eating. Do not permit packed lunches and encourage children to try new foods.**
22. **Offer a 'family' breakfast or lunch to parent/carers and siblings at least once per week, informed by COVID-19 risk assessments.**
23. *Consider offering separate activities to parents and siblings (e.g. cooking skills, exercise classes) with signposting to further opportunities locally. (informed by COVID-19 risk assessments)*
24. **Deliver age appropriate All Wales SHEP Food and Nutrition Education Sessions that have been developed specifically for the programme, including extension activities that practice literacy, oracy and numeracy skills. These must be delivered by school SHEP staff with accreditation in Nutrition Skills for Life Level 2 Community Food and Nutrition Skills (training, support and resources provided by Public Health Dietitians).**
25. **Provide a minimum of one hour per day of age appropriate and structured physical activity with signposting to further opportunities locally.**
26. **Provide age appropriate enrichment activities that provide children and families with opportunities to engage in activities that are fun, social and educational. Be able to signpost to local opportunities and/or evidence curriculum links to health and wellbeing AoLE (Area of Learning and Experience).**

27. **Implement the school's ethos and relevant policies as per term time (see criteria 18).**
28. **Implement the SHEP Quality Assurance Framework*. Audit schemes during opening hours and provide WLGA with a QAF audit summary* by 29 October 2021.**
29. **Submit Record of SHEP Costs Form* by 29 October 2021. Include all actual costs incurred in the planning, delivery and evaluation of SHEP in your local authority. In kind costs or contributions cannot be claimed but WLGA will continue to monitor these. Ensure there is no double-funding, being mindful of potential double-funding of staffing costs (e.g a claim for contracted hours already funded by Welsh Government).**

Evaluation:

30. **Undertake and submit attendance and evaluation information to the WLGA. Further information to follow.**
31. *Engage with the wider development of SHEP across Wales through attending relevant meetings and sharing best practice.*

Appendix 2 - Suggested Roles and Responsibilities

Role	Who?	Responsibilities
Local Authority's SHEP Coordinator	<ul style="list-style-type: none"> • Education Officer • Education Catering Manager/Assistant Manager • Healthy School Scheme Practitioner • Local Health Board representative • Experienced school SHEP Coordinator 	<ul style="list-style-type: none"> • 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 <u>SHEP 2021 Application Form*</u> (Sections 1 and 2), and <u>Record of SHEP Costs Form*</u> and submit to the WLGA SHEP Coordinator. • Gather scheme <u>Timetable of Activities</u>, <u>12 day lunch menu</u>, <u>Children's and Parents' Online Surveys*</u> and <u>Attendance Forms*</u> and submit to the WLGA SHEP Coordinator. • Implement the Quality Assurance Framework* as an audit for each scheme and submit a QAF Audit Summary* to WLGA.
Named person responsible for SHEP in each school	<ul style="list-style-type: none"> • Head Teacher • Member of Senior Management Team • Chair of Governors • Governor 	<p>For an example School Agreement* please request from WLGA.</p> <ul style="list-style-type: none"> • 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 contact during the programme.
School SHEP Coordinator (1 per school)	<ul style="list-style-type: none"> • Teacher • Teaching Assistant 	<p>For an example Job Description* please request from WLGA.</p> <ul style="list-style-type: none"> • 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 individuals/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 dietetics service to undertake Nutrition Skills for Life Training and deliver the All Wales SHEP Food and Nutrition Education Sessions.

Role	Who?	Responsibilities
		<ul style="list-style-type: none"> • 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. • Review special needs requirements of children signed up to SHEP and make necessary provisions. • Compile a SHEP Folder* containing copies of relevant policies and ensure SHEP Assistants understand policies. • Provide information to the Local Authority SHEP Coordinator for the <u>Application Form*</u> and <u>Record of SHEP Costs*</u>. • Organise the completion of programme school <u>Timetable of Activities</u>, <u>Children's and Parents' Online Surveys*</u> and <u>Attendance Forms*</u> and submit to the Local Authority SHEP Coordinator.
School SHEP Assistants (1 per 20 children minimum, depending on risk assessment and special needs requirements)	<ul style="list-style-type: none"> • Teaching Assistants • Volunteers • Local authority staff 	<p>For an example Job Description* please request from WLGA.</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Caretaker 	<ul style="list-style-type: none"> • Open and close school facilities at agreed times.
Cook	<ul style="list-style-type: none"> • Cook 	<p>For an example Job Description* please request from WLGA.</p> <ul style="list-style-type: none"> • Provide breakfast and lunch following the SHEP Menu Principles* that meet the food and drink requirements of <i>The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013</i> and other term time regulations, including food safety and food labelling.

SHEP Menu Principles 2021 and Frequently Asked Questions

This document has been created to assist school catering services in creating their 12 Day Lunch Menu, which is based on their term time provision, modified to be in-line with the SHEP Menu Principles. The highlighted amendments and additions have been made since 2020.

Within this document [*The Healthy Eating in Schools \(Nutritional Standards and Requirements\) \(Wales\) Regulations 2013*](#) are referred to as the '*Regulations*'. Where portion sizes are referenced, these are copied from, or based on, the [*Healthy eating in maintained schools: Statutory guidance for local authorities and governing bodies*](#) (pages 57-59).

SHEP Menu Principles

Breakfast

As per the **breakfast requirements** of the *Regulations*.

Lunch

As per the **food and drink requirements** of the *Regulations* for lunch, with the following amendments:

- **Only** water **and/or** milk as drink options.
- **Minimum** of **two** separate portions of vegetable **and/or** salad each day (i.e. children are able to select 2 portions of vegetables or 1 portion of vegetables and 1 portion of salad). If a salad bar is available for children to self-serve their second portion of vegetable/salad, it is **recommended** that catering services place this **ahead** of the other main meal items (if possible) and **show** children what a portion of salad looks like, using a display portion or the photographs in Appendix A of this document. These actions are intended to encourage more children to take salad and educate them about the required portion sizes to achieve one of their 'five a day' from.

Table 1. Suggested portion sizes for vegetables and salad.

Vegetables and salad	Primary schools	Secondary schools
Cooked vegetables	1–2 tablespoons 56g–70g	2–3 tablespoons 80g
Raw vegetables	2 heaped tablespoons 42g–56g	3 heaped tablespoons 80g
Mixed salad	½ dessert bowl 42g–56g	1 dessert bowl 80g
Baked beans in tomato sauce	70g–84g	140g
Coleslaw (at least 60 per cent vegetables)	70g	70g
Pulses (Dried raw weight), e.g. red lentils; green lentils; kidney beans; chick peas.	20g–30g	25–35g
Vegetable-based soup	170g–220g	300g
Tomatoes tinned in juice	65g–130g	130g

- **Only** fruit, yogurt and **integrated** fruit-based desserts as dessert options. Integrated fruit-based desserts have the same fruit weight requirements as standard fruit-based desserts, referenced in Table 2, but all the fruit **must** be integrated within the dessert (e.g. fruit crumble, rice pudding and mixed berries, pineapple upside down cake, Eve’s pudding, fruit in jelly, banana split) rather than separated (e.g. cookie and half a banana).

Table 2. Minimum fruit content of fruit-based desserts.

Fruit-based desserts	Primary schools	Secondary schools
Amount of fruit within an integrated fruit-based dessert, measured as raw ingredients.	40g minimum	60g minimum

- **Maximum** of **one** potato cooked in fat or oil each week; with an **alternative** starchy food that is not cooked in fat or oil (e.g. jacket potato, pasta, rice) available.

- **Maximum** of **one** meat product per week.
- **Maximum** of **one** deep-fried or flash-fried product per week.
- Roast dinners **must** include a meat cut rather than a meat product.
- **Minimum** of **two** oily fish per 12 days.
- Additional bread (without spread) **must** be available each day. A variety of breads should be encouraged, including wholemeal bread.

General

- **Other** food and drink provided during the SHEP day **must** comply with the **food and drink requirements** of the *Regulations* for food provided otherwise than as breakfast or lunch. If fruit and vegetables are not being taken it is **recommended** that these are offered to children as snacks during breaks or for use during food/cooking sessions.
- It is **recommended** that scheme coordinators liaise with catering services and dietitians regarding the synergy of nutrition sessions and lunch provisions to ensure consistent messages are communicated (e.g. oily fish is available on the days when oily fish is covered in the nutrition sessions).
- **If breakfast or lunch are provided outside of the regular SHEP provision (e.g. food preparation activity, trip),** catering and dietetic services **must** be made aware of this during the planning stage of the Timetable of Activities and be consulted regarding **consistent messages** and **compliance** with the *Regulations*.
- 12 Day Lunch Menus need to be submitted to the WLGA. Compliance with the above should also be assessed during local authorities' **Quality Assurance Audits**.

Frequently Asked Questions

Q. Can roast potatoes be served with roast dinners?

A. **Yes.** If roast potatoes are cooked in **fat or oil** (added during manufacture or preparation) then they would only be permitted if there were no other potatoes or potato products cooked in fat or oil provided during the week. If the roast potatoes are not cooked in fat or oil then they would not be restricted.

Q. Can mixed vegetables be provided as the only vegetable/salad choice?

A. **Yes**, providing **2 portions** (equating to 112g to 140g for primary school aged children and 160g for secondary school aged children) are served per child. **See Table 1.**

Q. Can coleslaw be provided as one of the vegetable/salad choices?

A. **Yes**, but it is suggested that the portion size is at least **70g** and the vegetable content is at least **60%**. **See Table 1.**

Q. If children make a lunch main meal item (e.g. wrap, pasta pot) during the scheme can they eat it for their lunch?

A. **Yes**, as per the **general** principles in the SHEP Menu Principles, but *ideally* this should be taken home so children can benefit from a cooked main meal at the scheme.

Q. Where oily fish is provided on the menu, can an alternative also be offered?

A. **Yes**, a (non-oily) fish product/recipe can be provided as an alternative, alongside the oily fish product/recipe. Ideally the oily fish product/recipe should also be placed **ahead** of the alternative choice and promoted on the service counter to encourage take-up. SHEP may be an opportunity to trial a new oily fish product/recipe.

Q. Who should provide details of special dietary requirements?

A. The **school** setting, where the scheme is based, should be responsible for gathering information about special dietary requirements and sharing this with the catering service at the earliest opportunity. This should take place as parents/children sign-up to the scheme and well in advance of the school summer holidays.

Q. Can 'seconds' be offered to children?

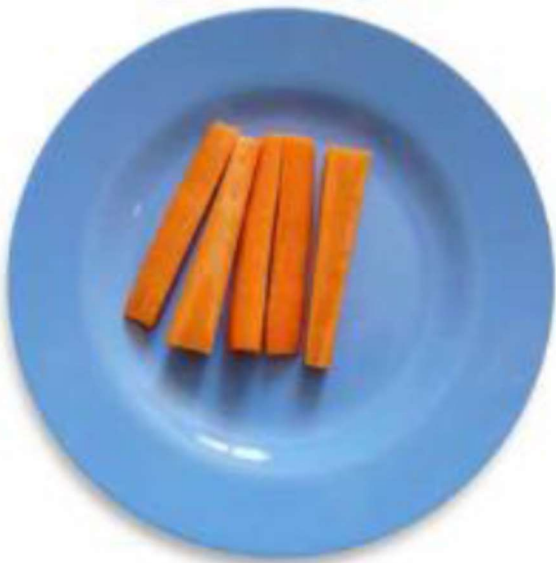
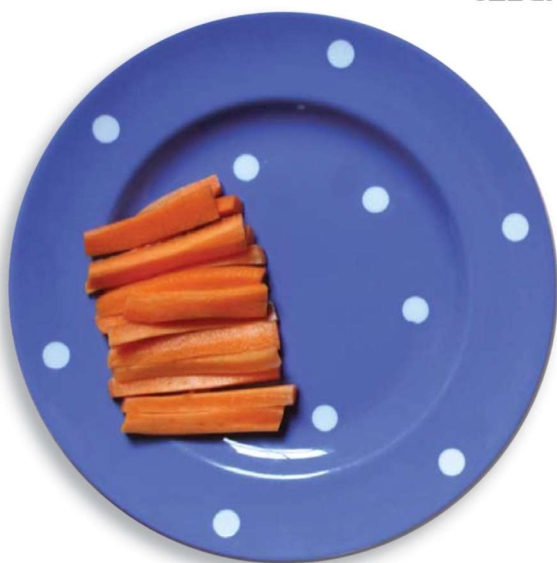
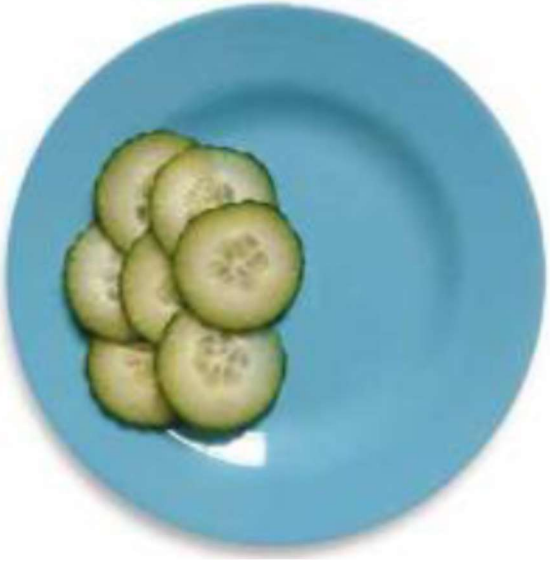
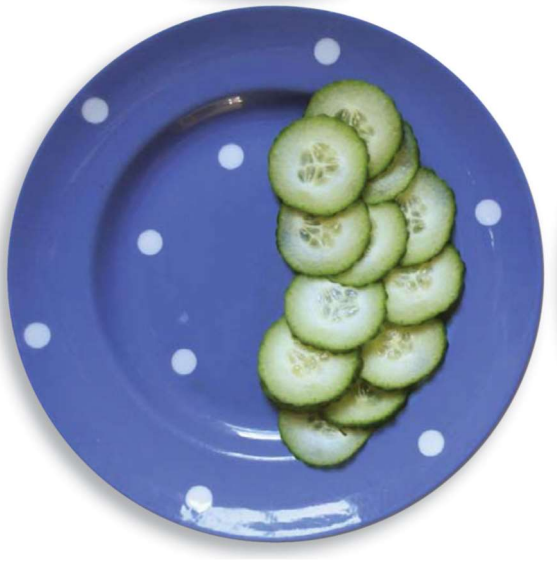
A. Catering staff should use their discretion to determine if this is appropriate, encouraging seconds of **vegetables**, **fruit** and **bread** in the first instance.



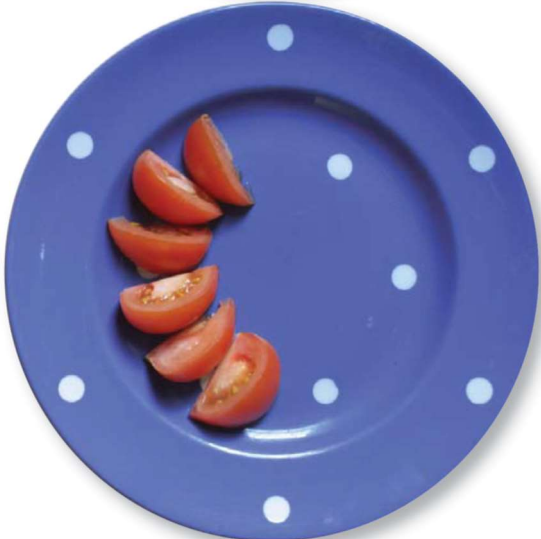
Q. Do the nutritional standards for an average school lunch also have to be met?

A. **No**, there is no requirement for school catering services to nutritionally analyse their SHEP 12 Day Lunch Menu, in line with the *Regulations*. However, school catering services may like to undertake a nutritional analysis to check that their SHEP provision is controlling access to food and drink high in **fat**, **sugar** and **salt**.

Appendix A

The following images of salad items on **20cm diameter plates** are taken from the Welsh Government's [*Food and Nutrition for Childcare Settings – Best Practice Guidance*](#) (2018) and the Caroline Walker Trust's [*Eating well for 5-11 year olds – Practical guidance*](#) (2010).

Primary school aged children	Secondary school aged children
<p>Carrot sticks (40g)</p> 	<p>Carrot sticks (80g)</p> 
<p>Cucumber slices (40g)</p> 	<p>Cucumber slices (80g)</p> 
<p>Beetroot (40g)</p>	<p>Lettuce (80g)</p>

Primary school aged children	Secondary school aged children
	 <p>Tomatoes (80g)</p> 

Primary school aged children	Secondary school aged children
	<p>Peppers (80g)</p> 