

# The School Holiday Enrichment Programme (SHEP)



CLILC • WLGA

## Summary 2019



# The School Holiday Enrichment Programme (SHEP)

The School Holiday Enrichment Programme (SHEP), is a school-based summer programme that aims to address health, social, and educational inequalities. Run under the 'Food and Fun' brand, the overall intention of the SHEP is to contribute to long-term improvements in the health and well-being of children in socially deprived areas by:

1. Addressing the food insecurity experienced by some children in the summer;
2. Attending to their emotional health and well-being; and
3. Maximising the potential of underused school facilities during school summer holidays.

SHEP was pioneered in 5 schools in Cardiff during 2015 and has since grown steadily to 76 schemes in 2019. A total of 3,680 places were available across 21 local authorities in Wales in summer 2019.

**The SHEP model is a partnership approach, involving:**



# The 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 each day.



A minimum of one hour of physical activity each day.



All Wales SHEP Food and Nutrition Education sessions.



Family breakfast or lunch served at least once per week.



Enrichment sessions delivered by school staff and/or partners.

The following is a high-level summary of how SHEP has been shown to achieve these outcomes in 2019 for programme attendees and their families.

For the full 2019 report, please visit [www.wlga.wales/food-and-fun-school-holiday-enrichment-programme](http://www.wlga.wales/food-and-fun-school-holiday-enrichment-programme)

## SHEP's Intended Outcomes



Improved Mental Health  
and Emotional Well-Being



School Engagement and  
Educational Attainment



Improved Aspirations



Improved Physical Activity



Improved Dietary  
Behaviour

# Improved Mental Health and Emotional Well-Being

SHEP had a positive effect on the mental health and emotional well-being of attending children.

SHEP provided increased opportunities for social connection and reduced the amount of time that children spent alone.

Parents and stakeholders noted a reduction in financial and family stress as a result of the SHEP schemes, as they were better able to meet their own well-being needs.

## Parent's Survey



89% said their child/children spent less time alone by attending SHEP.

95% said their child/children kept a good daily routine during SHEP.

79% said they had time to themselves to get jobs done or relax because of SHEP.

87% said their child/children made new friends at SHEP.

## Children's Survey

96% felt that "Spending time with friends (in Food and Fun)" was "Excellent" (81%) or "Good" (15%).

87%, after attending the SHEP said it was true "I have formed stronger or new friendships."

77% (after attending SHEP) said it was true "I feel closer to my parents or family."



"I really enjoyed my time at Food and Fun. It has kept me busy and less bored only wish it lasted longer."

"...the activities are really beneficial to them. They've really enjoyed their time here this summer."

"Food and Fun is really nice because now I can spend more time with family and friends instead of in my bedroom."

# School Engagement and Educational Attainment



SHEP's school-based setting, complemented by enrichment and physical activities, had a positive impact on children's school engagement.

The presence of internal school staff had far-reaching benefits on children's and parents' school engagement and well-being.

The evaluation demonstrated the effectiveness of the weekly family meals and some physical activities in improving parent-school interactions.

"It was fun doing the activities and now I'm looking forward to comprehensive."

## Parent's Survey



77% said they feel more connected to their child/children's education and/or school environment.

81% said their child/children have a better relationship with teachers/school staff.

"I feel more confident and want to try new things and can speak to my teachers more."

## Children's Survey

77% said it was true "I know my teachers and/or other school staff better."

After attending SHEP, 86% said it was true "I have more confidence in my ability to learn new things."

"They are learning but in a fun way which always helps. They also bond closer with the teachers and support staff ready for the next year."

# Improved Aspirations

Children developed new and existing interests, supported by the physical and enrichment activities provided by SHEP.

Survey and case study feedback point towards an increase in children's self-efficacy.

Improvements for parents in this area were reported, including parents widening social networks and one parent being inspired to return to higher education.

Providing children with supportive networks and connections, and the freedom to undertake informal self-directed learning, proved to be beneficial in the development of their aspirations and confidence.

## Parent's Survey



96% of parents thought that their child/children "tried new activities/hobbies".

85% of parents thought their child had 'more confidence'.

89% of parents thought their child/children learnt a new skill and/or gained new knowledge.

## Children's Survey

82% of children thought they would "Spend more time doing fun things in my local area."

After attending SHEP, 82% said it was true "I have new skills or knowledge that I want to share with others."

When SHEP is finished 77% thought they would "Spend time using new skills (e.g. hobbies, volunteering.)"



"You could see their confidence grow throughout the 3 weeks, so it was lovely."

"Every day was enjoyed and horizons broadened."

"Food and Fun really boosted my confidence with signing up for things like clubs."

# Improved Physical Activity

Structured physical activities shown to have benefits, relating to general well-being, social and family connections, and engagement with school routine through extra-curricular sporting opportunities.

SHEP influenced children's decision to continue to be physically active and their intention to take up local sport provision.

SHEP's structured physical activities encouraged children to engage with PE session in school and school-based extra-curricular activities.

Family-centred physical activities supported family functioning resulting in increased physical activities, such as family walks and other sport.

## Parent's Survey



64% thought that (when the SHEP was over) their child/children would "Join a new sports or activity club."

73% thought that (when the SHEP is finished), they (personally) would "Be more physically active."

## Children's Survey

When SHEP is finished 87% thought they would "Be more physically active or do more exercise."

84% thought they would "Try more new sports or activities."



"It is a very good thing to have because it gets kids out of the house and not watching screens all day. Also it was fun and I enjoyed it."

"My child has had a lot of fun at Food and Fun and spending time hanging out with her friends instead of being at home on her tablet or phone."

"...it was good to introduce different kinds of sport that she wouldn't necessarily do if she was playing with her friends."



# Improved Dietary Behaviour



Children and parents had improved nutrition knowledge and dietary attitude.

Children's social skills and mental health improved as a result of healthy eating activities.

Children's social connections, positive and safe eating environments (school-bases), supported children to address well-being challenges related to diet.

Children asked their parents or guardians to recreate the meals they learnt about during SHEP. This was as a result of creative nutrition sessions and opportunities to connect as families.

"...trying new foods like tangerines and other fruit was good because I never tried them before."

"Love trying new foods and I was a really fussy eater before."

## Parent's Survey



79% thought that (when SHEP is finished), they (personally) would "make healthier food choices."

84% thought that they (personally) would "Keep trying new foods or eating a wider variety of foods."

## Children's Survey

76% thought that (when SHEP finished) they would "Eat school meals at lunchtime more often".

86% thought that (when the SHEP finished) they would "Eat breakfast (at home or at school) more often."

"The way activities made learning about food was very good and my child [...] asked for healthier options, drinks more water so I think this speaks well of the scheme."



# 2020 and beyond

Due to the COVID-19 pandemic and resulting measures, SHEP was suspended for 2020.

With Welsh Government financial support, SHEP can help schools in the COVID recovery and whole-school approach to mental health and emotional wellbeing:

SHEP can provide a valuable provision to reduce instances of social isolation, potential learning loss and impact of the pandemic on inequalities of health and education.

SHEP attends to the new Curriculum for Wales 2022, the Healthy Weight: Healthy Wales strategy and the Well-being of Future of Generations Act (Wales) 2015.

SHEP supports the four key areas that influence learner well-being as referenced in the draft framework on embedding whole-school approach to mental health and emotional well-being: psychological, physical, social and cognitive.

School holiday provisions like SHEP have important and diverse benefits:

"Although more structural solutions to poverty remain essential, school holiday interventions may have significant potential for reducing socioeconomic inequalities in mental health and wellbeing on young people's return to school through reducing loneliness, providing nutritious food and opportunities for social interaction."

- "Socio-Economic Inequalities in Adolescent Summer Holiday Experiences, and Mental Wellbeing on Return to School: Analysis of the School Health Research Network/Health Behaviour in School-Aged Children Survey in Wales", Kelly Morgan, G. J. Melendez-Torres, Amy Bond, Jemma Hawkins, Gillian Hewitt, Simon Murphy, and Graham Moore, Published online 28 March 2019, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6480971/>

"Concern has been expressed that the closure of schools during COVID -19 outbreak could increase educational inequalities between the richest and poorest groups. This evidence of a "learning gap" indicates that extracurricular activities offered by holiday groups remain of paramount importance in reducing educational inequalities that could otherwise be perpetuated over school holidays."

- "Hungry for change: Fixing the failures in food", House of Lords Select Committee on Food, Poverty, Health and the Environment, Published 06 July 2020, p82

"Good holiday provision provides more than just good food, so should be fun and educational too".

- "Children's Future Food Inquiry", April 2019, p59

It is intended that SHEP expands to more schools in every local authority so that as many children, families and schools as possible benefit from the programme's outcomes.

