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Holiday Hunger Playworks Pilot 2019 Evaluation

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Executive Summary

Introduction

Feeding children over the school holidays, when breakfast clubs and free school meals are not available is a challenge for some families¹. In 2019-20 the Welsh Government allocated £100,000 to a pilot project to test the feasibility of tackling holiday hunger through play and community based settings.

This report presents findings from an internal evaluation designed to assess the effectiveness of the pilot, and inform future policy and delivery decisions to address holiday hunger in the short-term.

Background

This pilot builds on the success of the School Holiday Enrichment Programme (SHEP); an education programme which also provides meals to children at risk of holiday hunger. Whilst SHEP is expanding, more needs to be done to tackle holiday hunger, particularly as this is not the main focus of SHEP.

The pilot was run over the Summer and October half term school holidays in 2019. Suitable settings were identified and approached by working with Mentrau Iaith and two umbrella organisations for play; Play Wales and Clybiau Plant Cymru Kids' Clubs.

The playwork sector has good access to children in deprived areas and good local knowledge of families and their situations. Playwork settings are already well established and well placed to distribute healthy meals to children at risk of holiday hunger.

Pilot Evaluation

Different models of provision were tested in the pilot. In some cases food was added to existing provision, in others food was improved. Some settings ordered in food, others purchased equipment and prepared their own. Out of school clubs provided additional spaces to children who would not otherwise have been able to attend.

The findings presented here are based on the Welsh Government analysis of 38 setting monitoring forms and feedback from 753 children, 346 parents and 38 settings, which grant recipients were required to collect and return on our behalf.

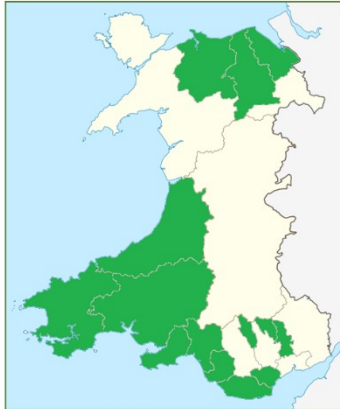
¹ Children's Commissioner for Wales (2019~) [A Charter for Change: Protecting Welsh Children from the impact of poverty](#). Accessed 16/12/2019

Overview of Findings: Pilot inputs, outputs and indicative outcomes



92 Open Access Play Sites,
received £67K in total

6 Out of
School Sites,
received £31K
in total

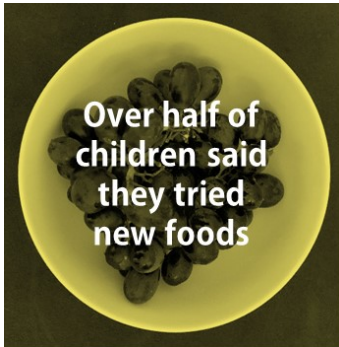


98 sites, across 16 local authorities

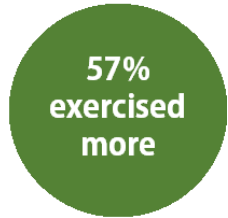
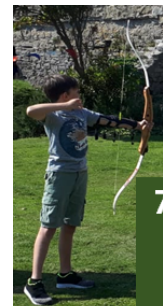
11,300 places or sessions
reaching children:
- 3,650 during Summer
- 450 during October
half term



Supported healthy eating



Encouraged positive behaviours



Financially supported families

More than a third of parents said helped with costs, and specifically with the cost of food



60% of settings saw signs of hunger, and 10% felt they had helped tackle this

- Additional benefits identified:**
- Having fun/being happier
 - Socialising over meals
 - Being involved in food preparation
 - Drinking more water
 - A 'safe' place to go away from conflict at home
 - Increased sense of community/local support
 - An enhanced service(s) and supporting sustainability of sites

Conclusions and recommendations

Funding the addition, extension or improvement of food to existing funded free at point of access playwork provision to children at risk of holiday hunger appears to be a cost effective approach to tackling holiday hunger. The approach complements and supplements other approaches taken.

Funding places at paid provision, usually out of school clubs, is a more expensive approach but might still be a useful tool that can be used to tackle holiday hunger. It gives children who are not normally able to attend these settings opportunities to access food, education about healthy eating and rich play opportunities. It also supports the sustainability of out of school childcare and holiday provision.

Adding food to existing provision that does not normally include food provides the added benefits of involving children in food preparation, teaching about healthy eating, encouraging healthy habits like trying new foods, sitting to eat in a sociable environment and therefore enhances the overall provision.

In general providing food to playwork settings has encouraged healthier eating in children although there are some examples of unhealthy food related activities and children reporting eating sweets and treats. More could be done to encourage healthy eating through the settings' eligibility information, guidance and training to settings.

For any future funding the process of selecting settings, allocating and distributing funding, ensuring healthy provision and evaluation should be built on the learning from the pilot. Further research is needed to fully understand impacts.

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1 Introduction and Context

This report describes and evaluates a Playworks Holiday Hunger pilot project run in 2019 over the summer holidays and October half term.

The purpose of the pilot was to investigate if, and how, existing community and play based provision might be used to tackle holiday hunger.

This paper will be used to assess whether this model is an effective and cost efficient way of tackling holiday hunger. It is intended to inform future policy and delivery decisions.

1.1 Aims

The overarching aim of the Holiday Hunger Playworks Pilot was to test using playwork settings as a vehicle to reduce holiday hunger. The play sector has been identified as a mode for distributing much needed meals to children at risk of holiday hunger due to good access.

£100,000 was allocated to the pilot with the aim of testing how holiday hunger could be tackled using playwork settings using a number of different models (see Section 3: Pilot Delivery Approach).

Expected outcomes for children from the pilot were:

1. Food
 - Reduced holiday hunger
 - Healthier eating
 - Less financial pressure on parents
2. Enriched play, more positive experiences
 - Socialising
 - Being active
 - Having fun / being happy
 - Learning something new

There is also the added benefit to parents of childcare or time to themselves whilst children attend the settings.

This evaluation seeks to measure these intended outcomes and comment on the cost effectiveness of the different models. It also compares the indicative outcomes and costs with the other well-known holiday hunger schemes described later in this section (See section 4.4).

1.2 Context

In this section we set out the background evidence and rationale for this pilot, and outline other similar initiatives.

What is Holiday Hunger?

The increase in food poverty in the UK has been well documented (CPAG, CofE, Oxfam GB, Trussell Trust, 2014²). Recent Welsh Government research shows some people in Wales are reporting food poverty. The 2018-19 National Survey for Wales for example, reported that 3 per cent of households had received food from a food bank in the last 12 months. In 2016-17, this was 1 per cent (although the results are not directly comparable)^{3,4}.

The financial pressures faced by low (disposable) income families can be intensified during school holidays⁵. They have to find additional money to cover the free school meals that their children usually have in term time. Parents often have to pay for more childcare, and young people's participation in activities, such as play schemes and day trips, are restricted by cost. Families can also struggle to cover fees for transport and snacks.

Children are more likely to be in relative income poverty than the population overall⁶. Research has found that children from poorer families are more likely to report worse well-being compared to those from richer families. We also know that problems such as food insecurity and loneliness can have profound effects on mental health and well-being. There is some evidence that children and young people from low income families often experience greater "learning loss" during the school holidays than their peers⁷. Differences in school holiday experiences mean that they may take longer to catch back up to where they were at the end of the previous year.

² CPAG (Child Poverty Action Group), CofE (Church of England), Oxfam GB, Trussell Trust, 2014, [Emergency Use Only: Understanding and Reducing the Use of Food Banks in the UK](#)

³ due to a change in how the question was asked in 2018-19

⁴ Welsh Government (2019) [Well-being of Wales 2018-19](#)

⁵ Stewart, H. Watson, N. Campbell, M (2018) [The cost of school holidays for children from low income families.](#)

⁶ Welsh Government (2019) [Well-being of Wales 2018-19](#)

⁷ The Childhood Trust (2018) [A Summer Holiday from Hell](#)

The Welsh Government funded Health Behaviour in School-aged Children (HBSC)/School Health Research network (SHRN) study collected data from just over 100,000 young people across secondary schools in Wales in 2017/18⁸. Key messages from the analysis are:

- Consistent with previous research, low socio-economic status was associated with poorer wellbeing.
- Around one in 16 reported going to bed hungry 'often' or 'always' during the summer holidays.
- More than one in four reported never or rarely engaging in exercise during the summer holiday period.
- Nearly one in six reported frequent experiences of loneliness during the summer holidays.
- These summer holiday experiences were all associated with young people's wellbeing and mental health outcomes.
- Of all the variables included in the analysis, reports of loneliness had the greatest association with reports of poorer wellbeing and mental health.

The authors suggest the study has some important implications⁹:

- School holiday interventions (e.g. through providing nutritious food, opportunities for social interaction and reducing loneliness) may offer significant potential for reducing socioeconomic inequalities in mental health and wellbeing on young people's return to school.
- One of the most important mechanisms of school holiday interventions in terms of reducing inequalities is likely to be reducing experiences of loneliness.
- School holiday interventions provide a short term fix but socioeconomic inequalities will require structural solutions.

⁸ Kelly Morgan *, G. J. Melendez-Torres, Amy Bond, Jemma Hawkins, Gillian Hewitt, Simon Murphy and Graham Moore (2019) 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](#).

⁹ Note: While the study benefits from having a large scale, nationally representative sample of young people across Wales, it is important to recognise potential limitations, including: the use of self-report measures with potential recall bias and social desirability; indirect markers of family affluence, albeit a longstanding and well validated approach; food insecurity measured by hunger rather than quality of food; and the cross-sectional nature of the data means the direction of analysis cannot be firmly established.

The relationship between free school meals (FSMs) and holiday hunger is significant, and there are approximately 170 non-school days in the year when FSMs are not available to pupils (Graham, 2014¹⁰). However, the authors of the HBSC/SHRN report point out that interventions increasingly focus on school holidays as a critical period for intervention to reduce inequalities, but no studies have modelled the role of summer holiday experiences in explaining socioeconomic inequalities in wellbeing.

The causes of holiday hunger are complex and varied. Research has highlighted a complex range of contributing factors, including unemployment/underemployment, low wages, rising fuel costs, changes to the benefit system, benefit sanctions.¹¹

A recent survey of parents with a household income of £25,000 or less (this is around the average salary for Wales) found that 60 per cent of parents with a household income of less than £25,000 weren't always able to afford to buy food outside of school term time, this figure rose to 73 per cent for households with an income of less than £15,000. A third of parents reported skipping a meal in school holidays so that their children could eat.¹²

Why use play to tackle Holiday Hunger?

Play is a vital element in children's development and something that can provide a strong protective factor in children's lives. Playing and staffed play provision positively impacts on children and families who are experiencing poverty. Playing can shield children from the negative aspects of poverty, helping them to develop their inner resources and build resilience to difficulties and uncertainties in their home and other part of their lives. The provision also appeals to families who benefit from early preventative systems. The play sector therefore has access to children at risk of holiday hunger and good knowledge of these children's family situations.

¹⁰ Graham, L, 2014, [170 Days](#)

¹¹ Lambie, M. H, and Sims, L. 'Feeding Hungry Children': The Growth of Charitable Breakfast Clubs and Holiday Hunger Projects in the UK. *Children & Society*, [s. l.], v. 32, n. 3, p. 244–254, 2018.c

¹² YouGov 2015. Cited LAMBIE, M. H.; SIMS, L. 'Feeding Hungry Children': The Growth of Charitable Breakfast Clubs and Holiday Hunger Projects in the UK. *Children & Society*, [s. l.], v. 32, n. 3, p. 244–254, 2018.

Sector representatives believe that their settings are well placed to support children who most require food during the long summer holiday to access it. A number of individuals from the sector wrote to the First Minister in 2018-19 to make the case for a playwork approach to tackling holiday hunger. The First Minister also visited a play setting in North Wales which further strengthened the case. The First Minister agreed to consider community and play based models of holiday hunger which would complement existing models of delivery like the School holiday Enrichment Programme (SHEP) (see below).

This was echoed by the Children's Commissioner who while pleased with the SHEP scheme and its expansion, has called for the Welsh Government to explore a range of models, including those led by communities, to ensure that the schemes reach as many children as possible.¹³

In April 2019 the Minister for Finance and Trefnydd announced a total funding of £100k available over the financial year 2019-20 to allow existing community and play settings to extend or improve provision of food or places for children and young people in areas where there are high levels of deprivation and risk of holiday hunger. The pilot is designed to be complementary to, and not in competition with SHEP.

School Holiday Enrichment Programme (SHEP)

The Welsh Local Government Association (WLGA) led School Holiday Enrichment Programme (SHEP)¹⁴ is a school-based scheme that provides enrichment sessions, healthy meals, food and nutrition education, and physical activity to children in areas of social deprivation during the school holidays. Primarily SHEP aims to reduce the loss of learning for children in deprived areas over the long summer holiday which may contribute to widening the attainment gap. It also helps families that struggle to afford or access food that provides a healthy diet during the school holidays, when Free Breakfast in Primary Schools and Free School Meals (FSM) are not available. The provision is run out of school childcare premises and the meals are provided by the canteen staff, therefore, the provision is restricted to schools with canteen facilities. The provision is typically provided over a three week or four week period (a minimum of 12 days in total) to cohorts of 40 children per unit during the summer holidays.

The SHEP project is based around the provision of structured activities in order to decrease the loss of learning in deprived areas over the long holiday period. Whilst food is provided and it does contribute to tackling holiday hunger, this is not the main focus of the project.

¹³ [A Charter for Change: Protecting Welsh Children from the impact of poverty 2019](#)

¹⁴ [School Holiday Enrichment Programme \(SHEP\)](#)

An evaluation of the 2018 SHEP programme is available from the WLGA website and has been used for comparator data in this evaluation. In 2018 the Welsh Government provided £500,000 to the SHEP programme, extending its coverage to 16 local authorities, engaging all 7 local health boards and providing 52 schemes. A total of approximately 2,300 children benefited from SHEP during the school summer holidays in 2018¹⁵. In 2019 £800,000 was allocated to the SHEP programme and an evaluation is underway¹⁶.

The Holiday Hunger playworks pilot focusses on food and play, as such the schemes are seen as complementary and not competitive. This view to avoid duplication was considered carefully in the selection of settings for the playworks pilot.

Other approaches used to tackle Holiday Hunger

The StreetGames charity¹⁷ aims through sport to work to change lives, change sport and to change communities for the better. It does this by working with a network of Locally Trusted Organisations including community groups, local authorities, sports clubs and other organisations concerned with the wellbeing and disadvantage of young people. StreetGames' 2019 network survey highlighted that 69% of their Locally Trusted Organisation partners, have 'Tackling Holiday Hunger' as a high or medium strategic priority.

StreetGames launched its Fit and fed campaign in 2016. The initiative provides cost-effective, free-to access food and physical activities to young people living in communities of high deprivation over the school holidays.

In the summer of 2019, a total of 289 sessions were delivered across 43 sites across 10 local authorities in Wales¹⁸.

- 2,800 young people were supported
- 289 sessions were delivered
- 12,000 meals were served
- The average cost per session was £9.36
- 95% of participants rated Fit & Fed sessions as 'Good' or 'Great'.

A high level comparison of SHEP and the Fit and Fed campaign is considered against the inputs, outputs and reported outcomes of the Holiday Hunger Playworks Pilot in Section 4, Table 2.

¹⁵ [School Holiday Enrichment Programme \(SHEP\) 2018 Report](#)

¹⁶ It is anticipated that the evaluation will be published in Spring 2020.

¹⁷ [StreetGames](#)

¹⁸ [Fit and Fed StreetGames Wales Summer 2019 Report](#)

2 Evaluation Method

In this section we set out our approach to the evaluation; including the overarching aims and the evaluation framework for the pilot. This includes the anticipated key outputs, and outcomes.

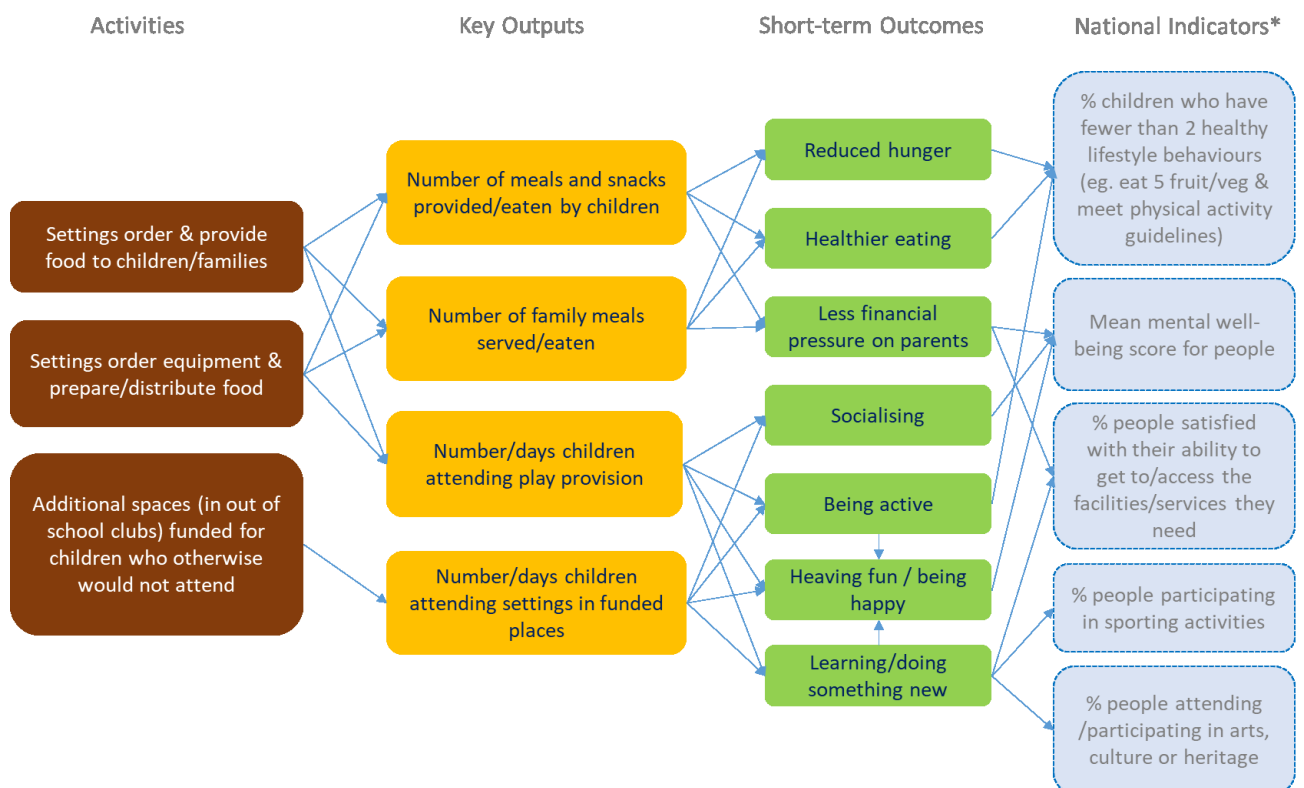
2.1 Evaluation Aim

As stated above, the overarching aim of this evaluation is to assess whether the approach to Holiday Hunger Playworks is an effective and cost efficient way of tackling holiday hunger. This internal exercise has been designed to be undertaken at pace, to inform future policy and delivery decisions in 2020, and potentially beyond.

2.2 Evaluation Framework

The below high level visual map shows how the activities undertaken as part of this pilot was expected to lead to changes we aimed to observe in this evaluation. The proceeding sections of this report present findings on whether the pilot has realised these intended key outputs and outcomes.

Figure 1: High Level Evaluation Framework



* [National well-being indicators](#): The national indicators are designed to represent the outcomes for Wales, and its people that will help demonstrate progress towards the 7 well-being goals.

It should be noted that the findings presented in this report cover short-term outcomes only. In such a short timescale, it is not possible to observe or determine longer term project impacts at this stage e.g. any contribution to the National Indicators for Wales (shown in the evaluation framework in Figure 1 above), as might be expected in larger more established programmes.

2.3 Approach

As far as possible, we have sought to limit the burden of monitoring and evaluation on settings and research participants. While at the same time seeking to ensure we have the data and information needed to learn from this pilot.

A key limitation of this evaluation is that all the data provided has been self-reported, and sent to the Welsh Government directly from settings for analysis. As part of the eligibility for the pilot settings had to confirm that they could facilitate and support the provision of information that would help evaluate the pilot as it would support the case for future funding of this kind. There has been no independent data collection, observation or validation.

Questionnaires used in the evaluation were based on those used to evaluate the SHEP programme in 2017¹⁹ where there was an overlap in aims. The 2019 SHEP evaluation (due Spring 2020) and past evaluations have been undertaken on a larger scale, reflecting the evolution of this substantive well established programme and significantly larger investment of public funds.

Data collection instruments can be found in the Annex A, and response rates are given in the respective paragraphs below.

2.4 Methods

The evaluation has considered:

- Monitoring information from settings (38 in total)
- Questionnaires completed by settings (38 in total)
- Survey responses from children and young people (753 in total)
- Survey responses from adults who took the children and young people to sites (346 in total)
- Voting information collected from children and young people, and adults that attended the sites with them.

Below provides additional information on these evidence sources.

¹⁹ [Food and Fun School Holiday Enrichment Programme 2017 - Evaluation Report.pdf - May-2018](#)

Setting Monitoring Information

A total of 46 settings or organisations involved working across 98 sites. 38 returned a monitoring form which reported the numbers of places, attendance and meals taken at the settings over the pilot duration. It also provided information on the number of days, sessions and length of sessions. Numbers of children reached with their age, gender and whether disabled or having special needs was also collected. Some estimates have been made more missing monitoring forms although figures provided here are still likely to be underestimates for the amount of provision. We can be confident that we have provided for at least the number of children and meals reported here.

Setting Feedback Questionnaires

Again 38 settings questionnaires were returned from a total 46 involved in the pilot. This questionnaire asked the setting leader about the practicalities of how the project was run, details about how the funding was used and whether they thought it had made a difference. Settings were also asked what went well and what could be improved in the project.

Survey of Children and Young People

This was used to assess whether the session offered improved children's outcomes and their views on the food and activities provided. The form was completed anonymously by the child at the setting, within the last few days of attending the setting in order for them to have experienced enough of the setting to be able to give a view. Support was provided to children who needed help in completing the questionnaire but the child was encouraged to be honest about their responses.

Settings supporting large numbers of children were not required to ask all children to complete the questionnaire due to the time this would take. They were encouraged to reach a 25% random response rate in order to provide enough information to inform this evaluation without being unduly burdensome to administer.

Parent feedback questionnaires

This was used to assess the parent's views, children's outcomes and their own and their children's satisfaction with the food and activities provided. The questionnaire was completed anonymously by the parent or guardian at the setting on collection or during a family activity if possible. Four childminders also completed questionnaires. Where adults did not collect children the forms were taken home and returned at the next session.

Adults that completed the parent survey had collectively brought 646 children to the holiday club or scheme they attended.

Voting posts for parents and children

Voting posts were set up on a weekly basis to gain a high level feel for satisfaction by children and parents about the setting and the food provided. Respondents were able to vote using three 'emojis' (a happy face, a neutral face and an unhappy face) to basic questions like "What did you think of the club / group / scheme today?"

This was intended to provide an interactive way for parents and children to provide feedback. In practice, the voting information we received was difficult to analyse as it was not closely associated with monitoring information; it was difficult to know who had responded and whether multiple responses had been given by an individual or more people.

2.5 Limitations

Not all Holiday Hunger Playwork Pilot sites have been included and considered in this evaluation, as noted above. This is likely to have led to underreporting of pilot outputs (eg. number of meals provided, and number of children attending) as we have not received monitoring reports from all sites, but could also mean the findings presented here are not representative of all sites that participated. The findings must therefore be treated with some caution.

It is not possible to establish exactly how response rates relate to the attributes and characteristics of the pilot sites as we deliberately only invited anonymous participant responses. It has not been appropriate to weight the data in any way for this reason, but it is likely that certain socio-demographic groups benefitted more or less from the different models and there may be other variations in results e.g. geographical.

Anonymity was intentional to encourage open and honest responses to our survey questions. We were mindful that some respondents may not wish to disclose their particular circumstances, particularly if they are struggling to feed their family or are hungry. Therefore, this is also a strength of this evaluation.

In terms of limitations, it is also important to note again that this is not an independent evaluation. The data has been provided directly by settings, with no support for administration of the data collection instruments nor any quality assurance processes. No counterfactual assessment has been made; we do not know what would have happened if the pilot had not taken place and therefore what additionality the pilot has provided.

Five settings commented that the evaluation process could have been improved as:

- children needed support to complete the questionnaire and this was time consuming for staff
- getting young people to complete the evaluations was difficult
- lack of access to parents meant parent feedback was difficult to gather.

Furthermore the analysis has been undertaken by Welsh Government Officials. The inclusion of a Government Social Researcher (GSR)²⁰ in the evaluation team, who is bound by professional standards²¹ and published protocols, is intended to add critical analysis, objectivity and transparency.

If the scheme is expanded, a more robust evaluation must be planned.

²⁰ [See GOV.UK website for more information](#)

²¹ Such as the [Government Social Research Code](#) – covering People and Products

3 Pilot Delivery Approach

In this section we explain how Holiday Hunger Playworks Pilot 2019 has been approached; the eligibility criteria is set out, information on how sites were identified and recruited to take part is provided, alongside information on how funding has been distributed. This information has primarily been provided by Welsh Government policy officials who have been involved in the drafting of this report.

3.1 Setting eligibility

Settings eligible to take part in the pilot: were those who could demonstrate the following:

- Be in areas of need (high level of free school meals or deprivation or poverty)
- Use the additional funding to extend provision for children that would not otherwise access the service or improve the quality of provision for existing children
- Run the pilot over all or part of the summer school holidays 2019, the provision can also be used for the October half term
- Provide rich play opportunities for children and young people
- Be able to provide a healthy meal, snacks and drinks (does not need to be a hot meal) in line with the Welsh Government's food and nutrition guidance for childcare providers²²
- Already be established and operating (must meet the legal requirements for operating their type of setting including registration with CIW, where relevant or operate within the NMS exceptions)²³
- Offer community, open-access or out of school childcare settings that provide play and food as part of their service
- Work with a food provider registered to provide food with their local authority and hold relevant Food Hygiene certificates, or hold such certificates themselves
- Ensure that Staff working at the setting must have a valid DBS
- Ensure that the setting has a safeguarding policy and that key staff have received appropriate training
- Be able to deliver the service within the funding allocated
- Keep a register of the children and young people attending the provision, the hours and those who took the option of receiving food
- Distribute feedback questionnaires to staff, children and parents

²² [Food and nutrition guidance for childcare providers](#)

²³ [National Minimum Standards for Regulated Childcare for children up to the age of 12 years](#)

- Be separated out from similar funding initiatives e.g. SHEP (WLGA) and Fit and Fed (Streetgames) and make it clear that their projects have been set up for different, albeit connected purposes.

Settings did not have to be registered with CIW to be eligible to take part in the pilot as this would have excluded many play based settings operating under The Childminding and Day Care Exceptions (Wales) Order 2010²⁴. Settings had to ensure and demonstrate that they operate within the NMS exceptions and confirm that they apply the *The First Claim ... a framework for playwork quality assessment*²⁵ principles in their work. These enable playworkers, and any other adults with an interest in children's play, to analyse, by observation and reflection, the play environments they operate. It gives a framework to assess the quality of what is being provided and experienced.

Settings were able to decide the following:

- Length of sessions
- Age range of children
- How many days / weeks they ran throughout the school holiday.

3.2 Settings invited to take part

As the pilot was small scale and run within short timescales, we sought advice from Play Wales, Clybiau Plant Cymru Kids' Clubs and the Mentrau Iaith about suitable settings to be included in the pilot. This approach was taken in order to be ready for the Summer 2019 school holidays rather than asking for expressions of interest. Play Wales and Clybiau Plant Cymru Kids' Clubs are the lead umbrella organisations on play in Wales and the Mentrau Iaith was consulted to ensure Welsh medium settings were included. Any future roll out of the project should consider more widely the settings to be included and have a fair and open process for receiving bids and selecting settings for participation.

3.3 Funding models

Two funding models were offered:

Funding Model 1: To out of school holiday clubs and activity clubs that run for more than 2 hours:

- £4 per hour per child
- Maximum of 5 days per week over 6 week holiday period
- Maximum of £6,000 (equates to 83 places on a 9 hour session over 30 days holiday period).

²⁴ [The Child Minding and Day Care Exceptions \(Wales\) Order 2010](#)

²⁵ [The First Claim ... a framework for playwork quality assessment](#)

Funding Model 2: To open-access (peripatetic) play settings:

- £42 per hour
- Maximum of 5 days per week over 6 week holiday period
- Maximum of £5,000
- Minimum number of children expected per 2 (1 hr 59 mins) hour session per day is 20 (or pro rata e.g. 10 children per day for a 4 hour session).

Funding was distributed to Local Authorities in which the settings were located via the All Wales Play Opportunities Grant (AWPOG). The Local Authority provided funding upfront to the setting, which was reimbursed from the Welsh Government following the pilot. Funding was provided upfront to Clybiau Plant Cymru Kids' Clubs. Any future funding would need a separate grant allocation.

4 Research findings

This section presents the findings of the evaluation. In turn we consider:

- Delivered outputs (Section 4.1)
- Reported outcomes (section 4.2)
- Stakeholder views on what has worked well and less well (Section 4.3)
- Research findings in relation to other similar initiatives (Section 4.4).

4.1 Provision

Table 1 summarises inputs to the pilot and key outputs. This shows that out of the £100k funding allocated, £98,000 was distributed across 16 Local Authorities. Funding was distributed to either open access play provision or out of school childcare provision.

Out of the £100k available; £31k was allocated to out of school childcare provision, £67k was allocated to open access play provision. The funding was distributed to the play settings via the Local Authority (£73k), Clybiau Plant Cymru Kids' Clubs or the Mentrau Iaith (a combined total of £26k).

The provision was coordinated by 48 settings or organisations; as some had multiple sites 98 sites were reached. Almost 100 sites were included in the pilot:

- 92 open access play sites in areas at risk of holiday hunger used the funding to increase the provision of food or number of days the settings was open, the basic funding for the provision was already in place.
- 6 out of school settings used the funding to fund places for children at risk of holiday hunger.

3,650 children were reached over the Summer holidays, 450 over half term. It is not possible to determine from the data whether some of the same children attended over the Summer and half term holidays so a total number of children reached cannot be calculated.

Due to the different approaches with out of school childcare provision and open access provision the cost per session differs. For open access settings food or days was added to already funded provision at an average cost of £5 per session. The average cost at an out of school childcare session where places for children were funded all day the cost was £36.

Table 1: Estimated holiday hunger provision by the pilot, 2019

		Summer	October	Total
Local Authorities	No.	13	12	16
Funding	£000s	85	13	98
Out of school	£000s	27	4	31
Open access	£000s	58	9	67
To LAs	£000s	64	8	73
To others ¹	£000s	21	5	26
Sites	No.	97	33	98
Out of school	No.	6	3	6
Open access	No.	91	30	92
Places allocated ²	No.	10,712	578	11,290
Out of school	No.	731	114	845
Open access	No.	9,981	464	10,445
Funding per place	£	-	-	-
Out of school	£	-	-	36.00
Open access	£	-	-	5.00
Children ³	No.	3,626	434	-
Out of school	No.	80	24	-
Open access	No.	3,546	410	-
Meals ⁴	No.	12,441	738	13,180
Out of school	No.	1,462	228	1,690
Open access	No.	10,979	510	11,490

1 Funding distributed by Metrau Iaith and Clybiau Plant Cymru Kids' Clubs

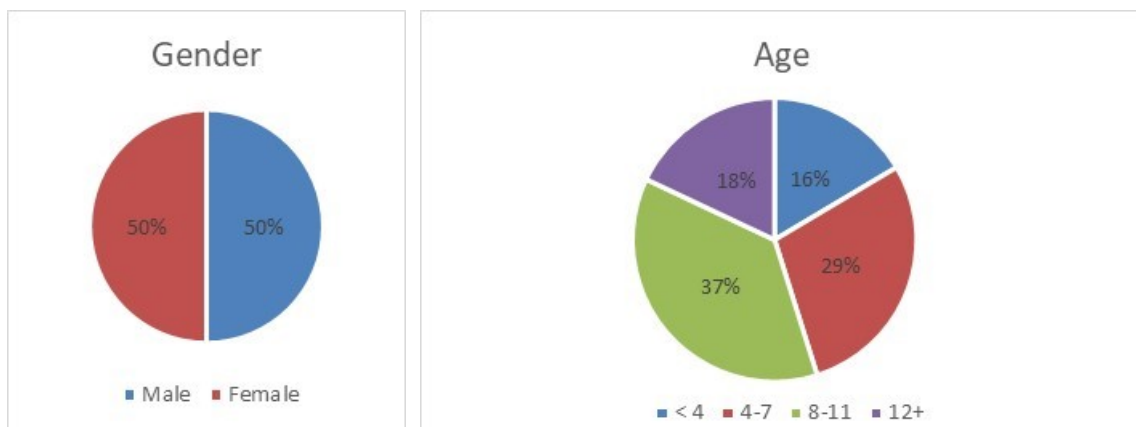
2 Some estimates made for missing monitoring forms although this is still likely to be an underestimate of the number of places.

3 Some estimates made for missing monitoring forms although this is still likely to be an underestimate of the number of children reached. It is not possible to distinguish whether the children who attended the October pilot were the same children or different from those that attended the Summer pilot. Hence it is not possible to estimate a total number of children across both holidays.

Equal opportunities data is presented in Figure 2. Monitoring information provided by settings shows, of all the children attending:

- the male to female split was 50/50
- 16% were aged under 4, 29% aged 4-7, 37% aged 8-11 and 18% aged 12 and over
- around 5% of children had disabilities or specific needs. All but 2 settings reported being inclusive.

Figure 2: Characteristics of children who took part



5% with disabilities or specific needs

Source: Setting Monitoring Data

Models of food provision

Only half of the settings provided food before the pilot. The other half introduced food with the pilot funding. Therefore 45 sites benefitted from the addition of food through the pilot.

Of all the settings involved in the pilot only 2 provided snacks with no meals, the others all provided complete meals.

The funding facilitated:

- 50% of settings to provide food they hadn't previously been able to
- 8% of settings to increase their food provision by adding extra meals or snacks
- 13% of settings to improve the quality of the food provided. One setting commented that previously they had sourced food from charities and foodbanks and that providing a nutritious, healthy meal had been a challenge as they weren't always able to choose their produce

- 5% of settings increased the number of days they were able to open and therefore provide food on additional days
- 3% used the funding to purchase equipment like cool boxes, cutlery etc as they did not have the facilities to provide food.

The settings questions we received show that out of school clubs involved in the pilot were funded for places for children. Food was already provided at these settings.

Around 10% of settings enabled children to take food away with them to help families and with local knowledge they were sometimes able to direct the leftover food where it was most needed.

Parent or family activities

Around 40% of settings offered parent or family activities. Most of these allowed parents to join in with the available play opportunities so that families could play together. A few included parents at mealtimes in order to allow families to eat and try new food together.

Some open access play settings commented that parents stayed with children who were under five and played with them, or socialised with other parents. One setting proactively mentioned in their feedback comments that parental involvement gave parents an opportunity to meet other parents, socialise and build a network of support.

Five settings ran family events on National Play Day on 7 August. One setting involved parents and younger siblings on their trip days.

Of those that said they did not run parent or family activities, one said that parents sometimes joined in anyway and another commented that it is something they would like to include if they had additional resources.

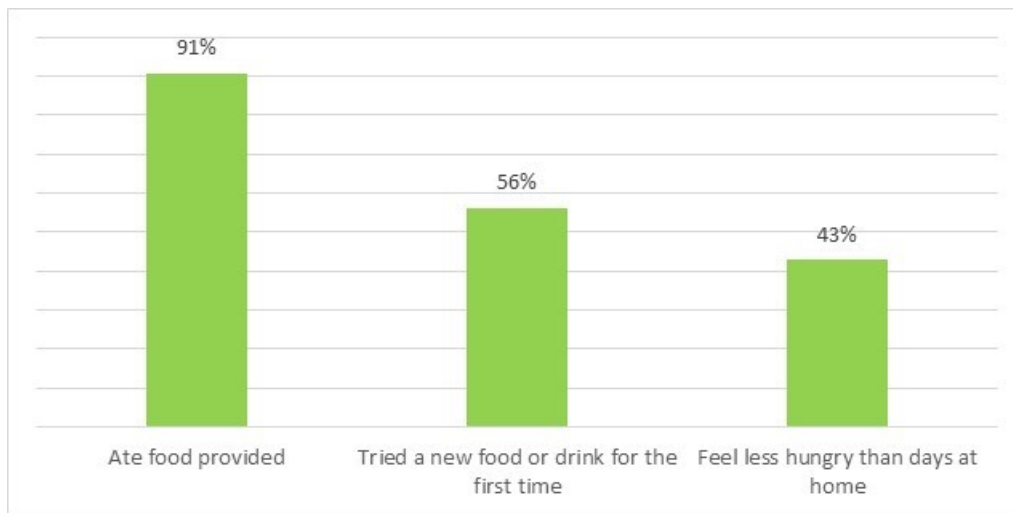
4.2 Pilot Outcomes

In this section we set out reported outcomes against the aims set out in the pilot evaluation framework.

Food

Overall, 91% of children and young people that responded to the survey said that they ate the food provided (See Figure 3 below). Of these, 97% of children and young people that completed the survey said they liked the food provided; 79% said the food was “good” and 18% reported it was “ok”.

Figure 3: Eating food and trying new food or drink



Source: Children and Young People Survey N=753

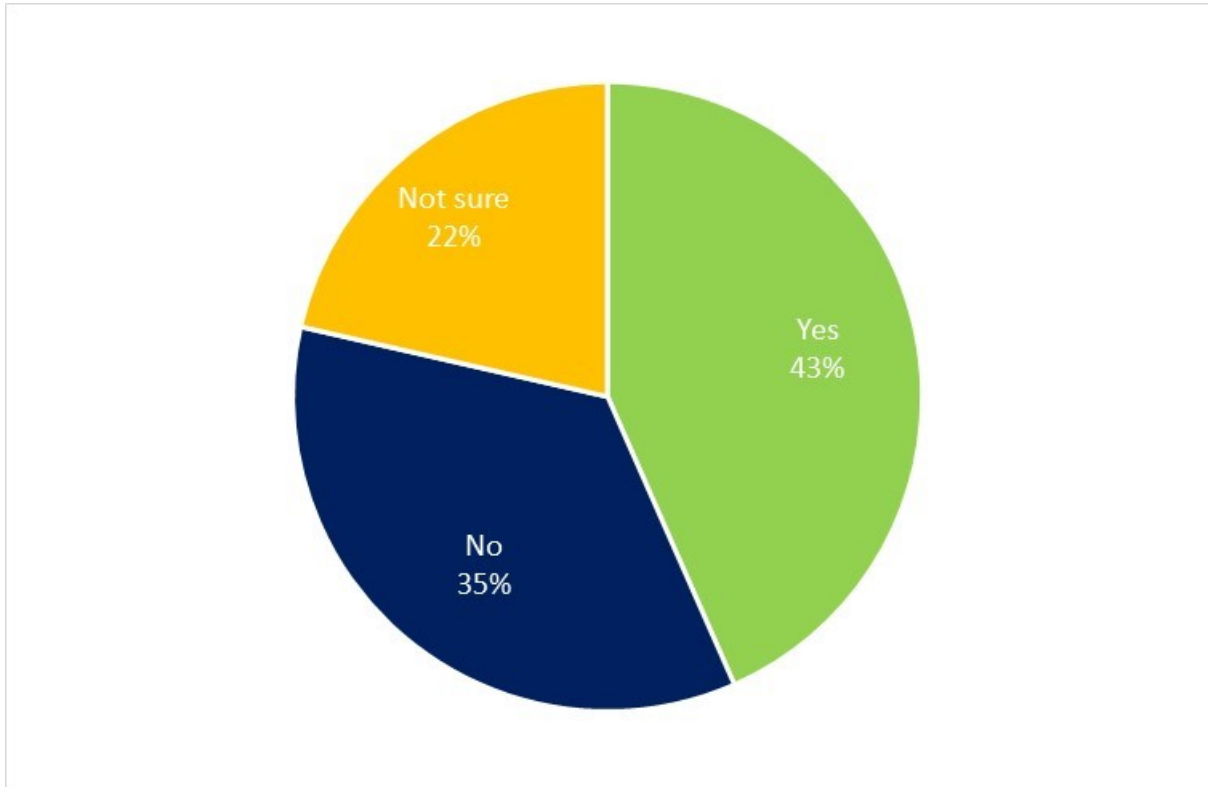
Parents that completed the survey also appreciated the food. The majority of parents reported the food was “*excellent*” (40% of parents) or “*okay*” (13%).

When asked in the survey what children and young people liked about the club or scheme they had attended, many mentioned the food and their experience preparing snacks or meals. Smoothie and pizza making, and creating fruit kebabs, appear to have been particularly popular.

Reduced holiday hunger

Very many children and young people mentioned “food” as what they liked most about the holiday scheme or club they had attended in the survey.

Figure 4: Did you feel less hungry than days when you were at home?



Source: Children and Young People Survey N=753

Of those that completed the survey, 43% said they were less hungry attending the holiday play provision than on days they were at home.

Healthier eating

Settings provided a range of healthy snacks or meals. Of those that completed a survey, 94% said they ate the food provided and 56% reported that they had eaten something they had not tried before.

Only 23% of children and young people said they ate more fruit and vegetables on days when they are at home, rather than at the holiday provision. A number of children proactively fed back that they did not like the food offered, sometimes they specifically said this was because it was “too healthy”. Some children and young people also named specific food items that they did not like e.g. “*carrots*”, “*chicken*” and “*bananas*”. This could explain why some children ate less fruit and vegetables at the holiday provision, and why a minority reported they ate less at the holiday provision than they did on days when they are at home.

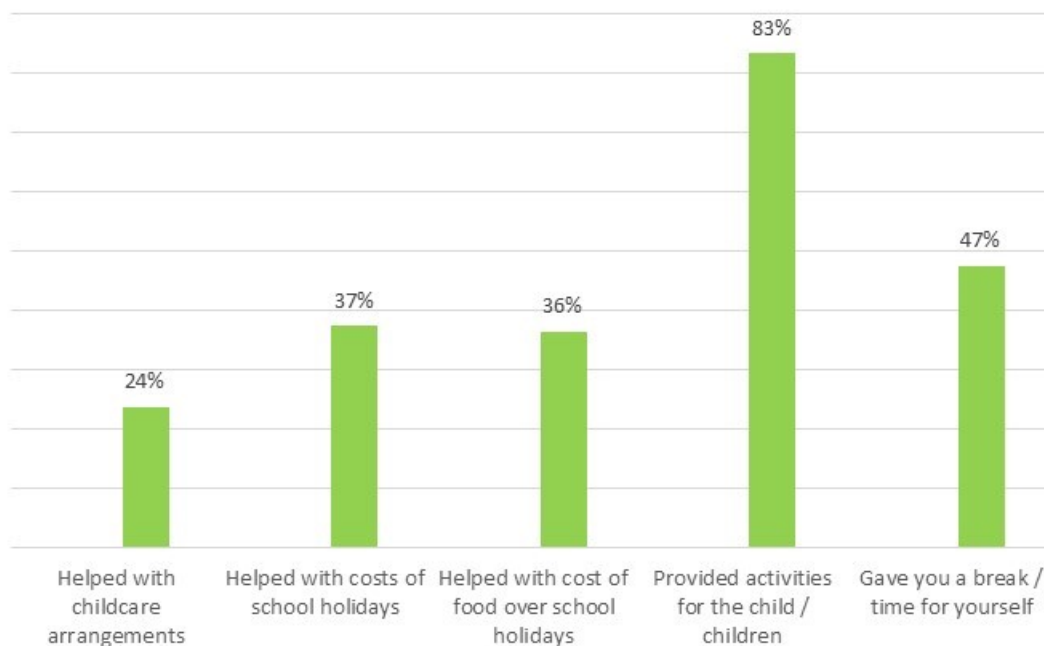
The majority of parents that completed the survey at settings where they had participated in family meals reported that they had eaten more healthily at the holiday provision (54%).

The majority of children that responded to the survey said they had less sugary and fizzy drinks at the holiday provision they attended; only 10% said they had more. However, a number also proactively mentioned eating “sweets” as what they liked most about attending the holiday club or scheme. It is unclear where they obtained these. However, it appears that some activities may have involved the provision of sweets eg. toasting marshmallows on a fire pit, and there may have been “tuck shops” as this was mentioned by some children in their feedback. Healthy eating guidelines are discussed later in this report.

Less financial pressure on parents

Survey results show that 37% of parents reported that the holiday provision had helped with costs over school holidays, and specifically 36% reported the provision had helped with the cost of food (see below Figure 5). In open survey responses many parents expanded to say that they appreciated that the holiday provision and food was provided at no cost, and several parents elaborated that holiday times were expensive and difficult to afford.

Figure 5: Benefits of the Holiday Scheme or Club to Parents



Source: Parent Survey N=346

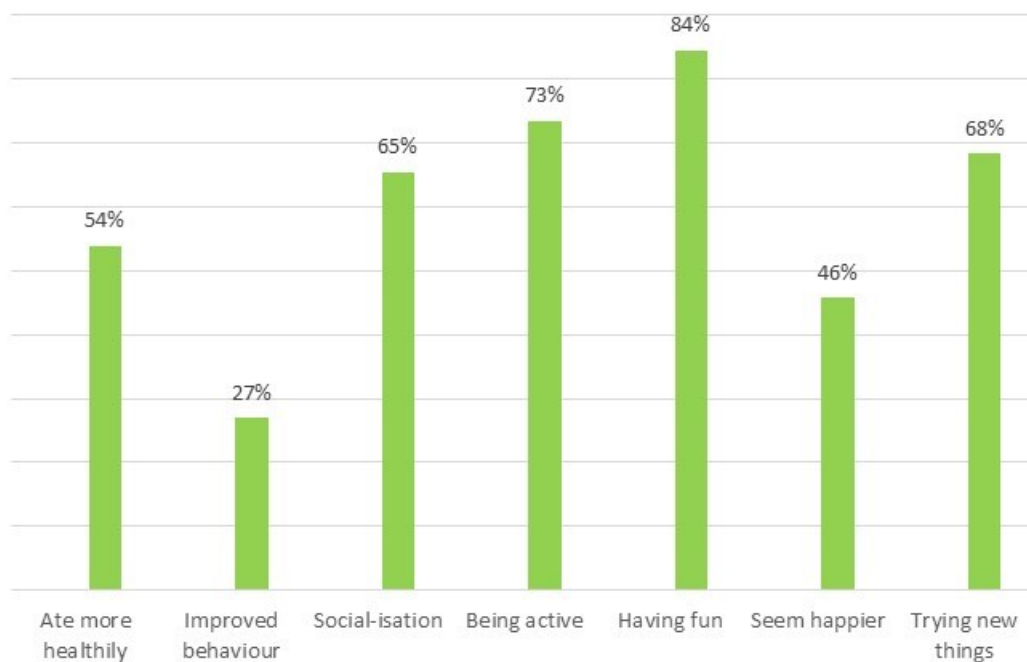
Of those parents that completed the survey, 47% said that they had benefitted from the break it gave them and the time for themselves. A small number of parents proactively mentioned in their survey response that they valued the “*break*” from cooking for their family, or simply being catered for. One parent told us “*Having a picnic lunch together was such a treat. I don’t remember the time when I had a picnic lunch prepared for me*”.

Enriched play, more positive experiences

Overall, 99% of children and young people that completed the survey said that the club, group or scheme they had attended was “good” (93%) or “ok” (6%).

One child proactively explained that they enjoyed the holiday scheme they attended as it provided “*a nice place to come away from arguing*”. Other parents told us that the scheme was a vital service for families, one parent explained that the pilot has been “*essential to the wellbeing of families in the area*”.

Figure 6: Benefits to Children of the Holiday Scheme or Club reported by Parents



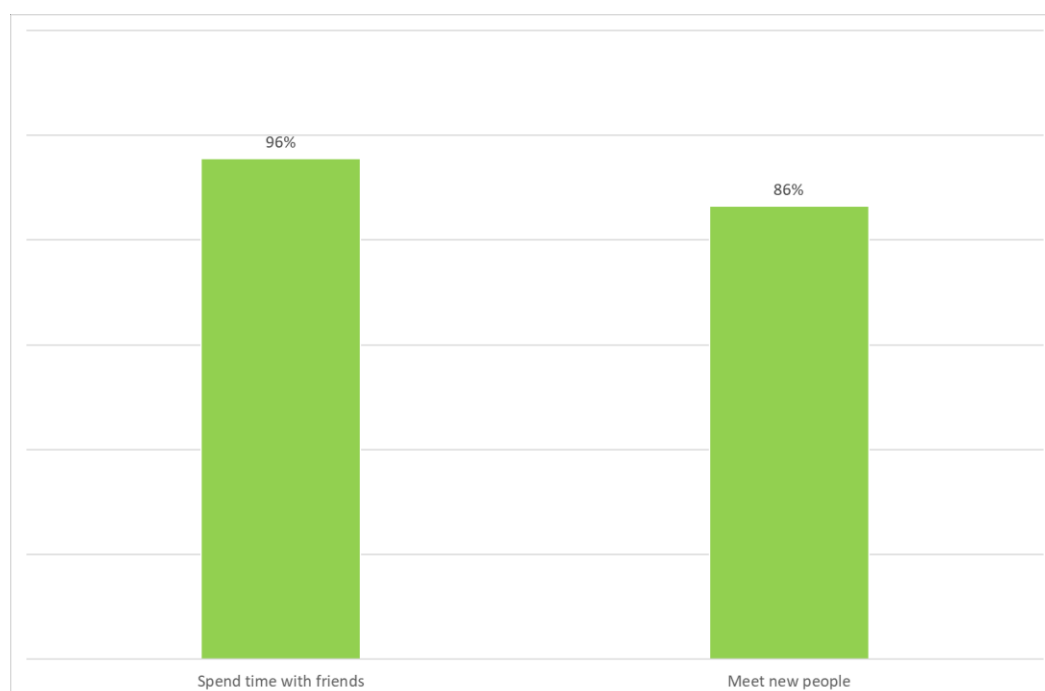
Source: Parent Survey N=346

Parents too recognised the positive experience the holiday club or scheme had given their children. Nearly half of parents that completed the survey (46%) reported their child benefitted from being happier as a result of attending the provision. Over a quarter (27%) attributed the holiday provision as improving child behaviour. These findings are shown in the graph above (Figure 6).

Socialising

Many children and young people proactively told us they enjoyed the holiday provision as it gave them an opportunity to see and play with their friends, as well as meeting new people and making new friends. When asked directly, 96% of children and young people surveyed said they had spent time with their friends, and 86% said they had met new people at the holiday provision (see Figure 7 below).

Figure 7: Spending time with friends and meeting new people



Source: Children and Young people Survey N=752

Parents also recognised the benefit of the out of school childcare or holiday provision for providing their children with an opportunity to socialise (reported by 65% of parents that completed the survey). A small number of parents told us that without the holiday provision their child would have been “lonely”.

A small minority of survey responses from children and young people mentioned a negative experience with other children at the setting e.g. one child reported they disliked other children “being unkind”. A very small number of parents also mentioned “anti-social” and “bad behaviour” of children at the settings as an issue, but as noted above, on the other hand there was also a recognition by more than a quarter of parents responding to the survey that the holiday provision had improved child behaviour. It is likely that some settings would be providing services to children with challenging behaviour and other complex issues, for this reason, this finding is perhaps not surprising.

Being active

The majority that responded to the survey said they were more active on days when they attended the holiday provision; only 14% said they were more active on days they were at home.

A majority of parents reported that their children had benefited from being more active as a result of attending the holiday club or scheme (73%).

As noted above, sports activities were very popular and often the thing that children and young people said they liked most about the holiday provision they attended. Parent survey responses commonly reported that sports activities were what their children had liked most about the holiday club or scheme they attended.

Having fun / being happy

In response to the survey question on what children and young people liked most about the holiday provision, lots said it was “*fun*”. Most parents told us in their survey response that their child or children had fun (84%).

Enjoyment of arts and crafts, as well as specific sports activities eg. Swimming, football and target shooting, were commonly mentioned in survey responses. Very many children said they wanted to come back again, and expressed regret that the holiday had ended so they would not be able to keep attending which clearly demonstrates they were happy at the holiday club or scheme.

Learning something new

Of those that completed the survey, 74% of children and young people said they tried something new, and 68% of parents recognised this as a benefit of their children attending the setting. In response to the survey question on what children and young people liked most about the holiday provision, many of them mentioned the variety of activities and play made available to them. Parents also recognised this variety as a benefit.

4.3 Views on the process

Did settings feel they helped tackle holiday hunger?

All the settings involved in the pilot reported that they thought their project helped tackle holiday hunger. 60% provided additional commentary to say that some children attending their setting had shown signs of hunger.

A few settings reported children saying they hadn't had breakfast before attending the session so the availability of food helped a great deal. Others were aware of children who attended who normally received free school meals and knew the provision of food was helping the family. Some open access play settings reported attendance increasing as word of mouth passed the message on about the provision of food. A few settings reported that children came with bags ready to take any leftovers as they also needed food at home. A few noticed a difference in energy and concentration after food was provided. 20% of settings also commented that they thought they had reduced the financial pressure on parents through the provision of food.

As well as tackling holiday hunger the settings saw other benefits

- 45% reported that they saw evidence of healthier eating at the setting either through their own view of children's diets or by the children commenting that they were eating more fruit and vegetables, with some children saying that fruit wasn't something their families could usually afford to give them.
- Involving children in food preparation (for example making wraps with meat, cheese and vegetables) and having discussions about food and drink choices whilst preparing and eating improved children's knowledge and awareness of healthy eating.
- Most settings also made drinking water available (some used funding to purchase reusable water bottles) and they saw an increase in water consumption as a result. As water was available children were less likely to bring soft drinks with them to the setting.
- Being sociable and eating together benefitted the children and families, it helped children try new foods and be aware of mealtimes so that snacking was reduced.
- For out of school clubs, funding places meant that the pilot supported the sustainability of the setting. For open access settings the availability of food attracted new children and families who also benefitted from the play activities.
- Settings commented that the addition of food to open access play settings enhanced the experience of children at the setting and made it a richer experience.

What went well?

As described above settings felt that they had not only helped tackle holiday hunger but provided additional benefits to children and their families. Good Partnership working was reported with improved or new relationships being built with the Local Authority through the pilot.

Most settings commented that the pilot had been well received and made an important contribution to the community. The following comments below reflect those made:

- *Amazing pilot that brought a diverse range of community members together. All range of service users and dietary requirements were catered for. Parents have stated that they wouldn't have been able to survive the summer if it wasn't for the project.*
- *Fantastic pilot and the community really benefitted over the summer. It was interesting to see a lot more boys appeared hungrier than girls.*

- *Parents have discussed how good it is to see their children drinking water (some parents expressed surprise that their child would drink water) and that they have tried and eaten foods that they have not had at home, or have refused at home, we have seen this before and it seems to be a case of positive peer pressure, if their friends are eating it then they will try it too.*
- *This project has enabled us to take foods out that not all children and families normally eat such as melon, blue berries, pesto pasta, peppers, different cheeses etc all of which have excellent health benefits.*
- *This opportunity was fantastic and the young people really benefited from it - one young person really benefited and learnt how to cook whilst on the project - these skills he took home to his family. This was a great opportunity.*
- *Please, please expand this amazing scheme, it is vital in areas such as ours.*
- *New children and young people who we would not normally see at playscheme attended regularly and on occasions, some older children and young people would have their lunch, stay for a little while and then go to the local park or leisure centre for free swimming.*
- *One child told us "Mami told me to fill up my backpack and bring fruit home because my baby sister loves fruit"*
- *For relatively little money this has made a big difference, adding to provision in the area as well as allowing for 2 extra days of food provided each week.*

What could have been improved?

Nearly half of settings (40%) of settings said that a greater lead-in time would have improved the projects specifically with respect to planning time around sourcing food suppliers, setting up partnership working arrangements, advertising and targeting the right families. A few settings ran in the Summer and half term, these noted the difference in planning time and the benefit it had brought.

Whilst some had reported good partnership working others commented that this could be improved to provide better projects and improved outcomes. Some settings though that the pilot would have benefited from better targeting by reaching families in need through schools and other professionals. A few settings said they could have reached more children if they had had a greater lead in time.

Four settings said that they would have benefitted from additional staff as the food offer brought additional children to their setting.

The following issues were commonly raised by providers in response to the setting survey question of how the pilot might be improved:

- *If we had knowledge of the funding sooner we would have been able to plan meals better and made parents and families more aware of availability.*
- *If we had had the chance to work closer with the schools to get a targeted list to help more people at risk of not having access to much food over the holiday but unfortunately this was not possible due to time constraints*
- *The playscheme was busier due to holiday hunger pilot and therefore we may need more staff in future playschemes*
- *More funding to provide this opportunity for more children*
- *More funding to do bigger and better activities.*

Some settings (15%) said that they could have expanded their provision if further funding had been available.

Reflections on the evaluation process were given in section 2.

4.4 Comparison with other holiday hunger initiatives

Table 2 compares the main holiday hunger schemes identified in Section 2.2 with the playwork approach. It is important to note that the schemes have differing aims and this will be reflected in the outcomes and costs. The purpose of comparison is not to identify the 'best' method of tackling holiday hunger as all approaches are making significant contributions. The aim of the comparison is to help inform an understanding of the relative costs and outcomes based on the different aims and approaches.

Table 2: Comparison of aims, outcomes and costs of holiday hunger schemes

	Playworks Pilot 2019	SHEP Food and Fun 2018 2019 evaluation underway	Street Games Fit & Fed 2019
Description	Use of existing playwork settings and schemes to deliver food	School based programme delivered by school staff and partners	Sport and activity sessions including provision of food
Coverage	Summer October half term	Summer Minimum of 12 days	Summer
Aims	Providing healthy food to reduce holiday hunger Providing enriched play, more positive experiences	Healthy meals Food and nutrition education Physical activity and enrichment sessions to children in areas of social deprivation during the school holidays.	To provide free-to-access food and physical activities to young people living in communities of high deprivation across Wales
Total budget	£100k Total £90k Summer 2019 £10k October half term	Welsh Government Funding £500k 2018 £800k 2019 Additional match funding from local authorities through 'in-kind' resources	No total budget provided No specific funding earmarked for Fit and Fed. Combination of LTO core funding, funding from local organisations and grant awarding bodies.
Local Authorities	16	16	10
Settings	100	52	43
Children and young people reached	At least 3,650	2,300	2,838
Meals provided	At least 13,000		12,028
Cost per head, per session	For open access £5 Funding used to add food to existing up to 2 hour provision	£20.83 per child per day Most sessions morning only Includes cost of session as well as food	£9.36 Includes cost of up to 5 hours session as well as meal

	Playworks Pilot 2019	SHEP Food and Fun 2018 2019 evaluation underway	Street Games Fit & Fed 2019
	Out of school childcare up to 10 hours £36 Funding for child places		
Outcomes	Food, hunger and health		
Reduced holiday hunger	94% ate the food 43% felt less hungry than on days at home 97% of these liked the food 60% of settings told us they saw signs of hunger	On the days that they attended the SHEP scheme: • 81% ate breakfast, • 88% ate lunch, • 45% felt less hungry than on days at home, 48% did not feel less hungry or were unsure 76% liked the lunch 70% liked the breakfast	
Healthier eating	56% tried new foods 45% of settings saw evidence of healthier eating 47% of children and young people said they ate more fruit and vegetables on club days, 28% same on club days and home days 54 % of parents said their children had eaten more healthily at the holiday provision	66% tried a new food for the first time 79% learnt something new about food or healthy eating. 50% ate more fruit/vegetables on SHEP scheme days; 19% ate more on non-SHEP scheme days 68% ate more fatty or sugary snacks at home than at the scheme; 10% ate more on SHEP scheme days.	63% had tried new foods

	Playworks Pilot 2019	SHEP Food and Fun 2018 2019 evaluation underway	Street Games Fit & Fed 2019
Less financial pressure on parents	37% of parents reported that the holiday provision had helped with costs over school holidays 36% of parents reported the provision had helped with the cost of food	40% of parents said that it helped them manage work, leave or childcare, 42% of parents said that it helped them to meet the financial cost of the holidays	
Outcome	Enriched play, more positive experiences		
Child socialising	96% spent time with friends 86% met new people	89% spent time with their friends 72% made new friends	94% said they had enjoyed meeting up 89% had made new friends
Being active	57% exercised more	77% liked playing sport and being active 52% said they were more active on SHEP scheme days than at home When not at the scheme 39% mainly watched TV, played on a computer or used tablets/phones every day. 34% of parents reported their children were generally more healthy 86% of parents reported that it kept their children active	91% were more active whilst attending Fit & Fed sessions (compared with normal school holiday activity levels) When not at the scheme 39% said they would be watching TV or playing on devices, 18% would be doing nothing, 6% would be in bed
Having fun / being happy	99% said the provision was good or OK	97% of parents said that SHEP had benefitted their children	95% rated the sessions as 'good' or great'
Learning something new	74% tried a new activity	79% did something new they would like to do again	82% had tried new sports / activities 68% had learned something new

5. Conclusions and recommendations

In this section we set out overall indicative conclusions and recommendations to be considered, within the limitations of the evaluation which have been clearly set out in Evaluation Method (Section 2) above. The conclusions and recommendations presented here are intended to be used alongside other evidence to determine future policy and delivery decisions.

5.1 Overall conclusions

Funding the addition, extension or improvement of food to existing funded free at point of access playwork provision to children at risk of holiday hunger appears to be a cost effective approach to tackling holiday hunger. The approach complements and supplements other approaches taken.

Funding places at paid provision, usually out of school clubs, is a more expensive approach but could still be a useful tool that can be used to tackle holiday hunger. It gives children who are not normally able to attend these settings opportunities to access food, education about healthy eating and rich play opportunities. It also supports the sustainability of out of school childcare and holiday provision.

Adding food to existing provision that does not normally include food provides the added benefits of involving children in food preparation, teaching about healthy eating, encouraging healthy habits like trying new foods, sitting to eat in a sociable environment and therefore enhances the overall provision.

Children and young people, and their families, often enjoy being involved in food planning, preparation and/or cooking at holiday clubs and schemes. Sometimes these types of food related activities can be a useful tool to attract children and families to holiday clubs and schemes that they might not otherwise attend.

5.2 Recommendations to consider

In general providing food to playwork settings has encouraged healthier eating in children although there are some examples of unhealthy food related activities and children reporting buying sweets and treats from a 'tuck shop'. More could be done to encourage healthy eating through the settings' eligibility criteria, guidance and training to settings.

Whilst the pilot considered the risk of holiday hunger and local knowledge when selecting sites, the approach to the geographic allocation of any future funding should be formalised taking into account data and local knowledge.

Consideration also needs to be given to areas where playwork provision is not already available and how these areas could be included.

Any future roll out of playwork holiday hunger funding should have a fair and open process for selecting settings for participation, either through a formula, bids or a combination of the two.

The evaluation process should be considered in any future delivery to further inform our understanding of how best to meet the project aims. The approach to evaluation should be revised in light of the information received during the pilot.

Wales has a strong history of robust trials in this context e.g. free school breakfasts²⁶. Future planning should consider opportunities to determine what works indisputably, acknowledging this is likely to vary by area and different sites.

²⁶ [Evaluation of Primary School Free Breakfast Initiative](#)

Annex A: Data Collection Instruments

Monitoring form

Tackling Holiday Hunger - Playwork Pilots		Monitoring form																															
Administrator (LA name or CPC)																																	
Setting name																																	
Setting postcode																																	
CIW registration number (if relevant)																																	
Places allocated and numbers attending																																	
Guidance		Only include children funded by the Tackling Holiday Hunger - Playwork Pilot Enter the times sessions e.g. 10.00am-12.00pm For 'Meals taken' enter total meals taken by all children, for example, if session offers 3 meals and child takes 2 meals count as 2																															
		22/07/19	23/07/19	24/07/19	25/07/19	26/07/19	29/07/19	30/07/19	31/07/19	01/08/19	02/08/19	05/08/19	06/08/19	07/08/19	08/08/19	09/08/19	12/08/19	13/08/19	14/08/19	15/08/19	16/08/19	19/08/19	20/08/19	21/08/19	22/08/19	23/08/19	26/08/19	27/08/19	28/08/19	29/08/19	30/08/19		
		M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F		
Session 1		Week 1				Week 2				Week 3				Week 4				Week 5				Week 6											
Time		Places allocated																															
No. meals offered		Number attended																															
		Meals taken																															
Session 2																																	
Time		Places allocated																															
No. meals offered		Number attended																															
		Meals taken																															
Session 3																																	
Time		Places allocated																															
No. meals offered		Number attended																															
		Meals taken																															
Total number of children attending																																	
Guidance		This is the total number of children. If they attended more than one session or all sessions, count once.																															
Total children		Age		Under 4																													
				4-7																													
Male				8-11																													
Female				12+																													
		With disabilities / specific needs																															

Settings questionnaire

Tackling Holiday Hunger - Playwork Pilots		Welsh Government, Play Policy
Settings Questionnaire		Summer 2019
<p>This questionnaire is for settings involved in the Holiday Hunger - Playworks Pilot project over the summer holidays of 2019. You are required to complete this questionnaire and return it to us by Friday 27th September 2019. This information will be used to assess and review the pilot so that we can make recommendation on any future projects related to holiday hunger.</p> <p>We would prefer you to complete this questionnaire electronically if possible. Otherwise you will receive a printed copy which you can complete and return to us in the post. You can also print this form for completing by hand.</p>		
About the setting		
Administrator	Organisation that is making the payment to the setting, for example Local Authority name or Clybiau Plant Cymru	
Setting name	What you call your club / group / scheme	
Setting postcode		
CIW registration number	If relevant	
Language of provision	Welsh / English / Welsh & English / Other	
If other, please specify		
Do you provide an inclusive service?	Yes / No	
If yes, were you able to include (for example children with special needs)?		
About the pilot		
Did you have any parent or family activities?	Yes / No	
If yes, please describe		
Before the pilot, was food included in your provision?	Yes / No	
How did you use the additional funding to tackle holiday hunger?		
Do you think the pilot funding helped tackle holiday hunger effectively?	Yes / No	
Please elaborate		
Did children also bring their own meals / snacks?	Yes / No	
How did this affect your provision of meals?		
What went well with this pilot?		
What could have been improved?		
Any other comments?		

Questions About this Club / Group / Scheme

Please be honest and do not write your name on this paper. Please answer all questions and tick one box on each line. Ask for help if you are unsure about a question.

Club / Group / Scheme name:	Your age	
	Boy or girl	

Q1. What did you think about ...	Like 😊	Okay 😐	Dislike 😞
1. This club / group / scheme?			
2. Playing at this club / group / scheme?			
3. Food at this club / group / scheme?			

Q2. On the days when you were at this club / group / scheme ...	Yes ✓	No x	Not sure ?
1. Did you try something new?			
2. Did you eat the food provided?			
3. Did you try a new food or drink for the first time?			
4. Did you feel less hungry than days when you were at home?			
5. Did you spend time with your friends?			
6. Did you meet new people?			

Q3. Over the school holidays ...	Club 🍷	Home 🏠	Same
1. Did you eat more food on club/group days or home days?			
2. Did you eat more fruits/vegetables on club/group days or home days?			
3. Did you eat more sugary snacks (e.g. biscuits, sweets, chocolate) on club /group / scheme days or home days?			
4. Did you drink more sugary and fizzy drinks on club / group /scheme days or home days?			
5. Did you exercise more on club / group scheme days or home days?			

Q4. Please tell us	
What did you like?	What did you dislike?
Anything else?	

You have now finished. Thank you very much for helping us.

Parent questionnaire

Playworks Pilot Welsh Government

Parent / Guardian Questionnaire

Summer 2019

Questions About this Club / Group / Scheme

Please be honest and do not write your name on this paper, your answers are confidential. Please answer all questions and circle your answers

Club / Group / Scheme name		Relation to child(ren)	
		Number of children attending	

Q1. What do you think about the availability of this holiday club / group / scheme (e.g. times, days, weeks)?	Excellent	Good	Okay	Poor	Terrible
Please comment on your answer to Q1					

Q2. If this club / group / scheme was not available this year, where would your children be?	At home alone	Looked after by you	Looked after by an adult relative or friend	Looked after by an older sibling	In paid childcare
	Other	Please specify			

Q3. Were parent activities available at this club / group / scheme?	Yes	No	Unsure		
If yes, did you take part?	Yes	No			
If you took part, what did you think about the parent activity / activities?	Excellent	Good	Okay	Poor	Terrible

Q4. Were family meals available at this scheme?	Yes	No	Unsure		
If yes, did you attend?	Yes	No			
If yes, what did you think about the family meals?	Excellent	Good	Okay	Poor	Terrible

Q5. How has attending the club / group / scheme benefitted your child? <i>Circle as many as apply</i>	Ate more healthily	Improved behaviour	Socialisation	Being active	Having fun
	Seem happier	Trying new things			
Any other benefits					

Q6. How has your child/ren's attendance at the club / group / scheme benefitted you? <i>Circle as many as apply</i>	Helped with childcare arrangements	Helped with costs of school holidays	Helped with cost of food over school holidays	Provided activities for the child / children	Gave you a break / time for yourself
	Any other benefits				

Q6. Any further comments	
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You have now finished. Thank you very much for helping us.