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Evaluation: Additional Enrichment Sessions Trial

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

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Table of contents

Contents

Executive summary.....	8
Key findings.....	8
Data limitations.....	11
2. Introduction	12
Background	12
Aims and objectives	13
Programme design	14
Programme set-up.....	15
Programme coordination	15
Participating settings	16
Objectives of the evaluation	17
3. Methodology.....	19
Recruitment of participants and ethical considerations	21
Data collection, management and analysis	22
Data limitations.....	23
4. Findings.....	25
Programme uptake.....	25
Setting uptake	25
Non-participating LAs	26
5. Setting level planning	28
Rationale for taking part	28
Setting level programme design	29
Co-production with learners.....	31
Target groups.....	32
Providers	33
Enablers and barriers	35

Learning from setting-level planning.....	37
6. Delivery	38
Programme launch	38
Activities delivered.....	38
Venues and timing.....	39
Uptake and attendance	41
Guidance and support from Welsh Government	42
Enablers and barriers	43
Learning from delivery	44
Considerations for sustainability.....	44
7. Child and young person experiences	47
Sign-up and motivations to participate	47
Trial activities.....	48
Time spent in Trial activities	49
Experiences of Trial activities	50
Views on setting staff/providers running the activities	52
Views on spending more time at setting	52
Recommendations for future provision.....	52
Parent/carer views.....	53
Parent recommendations for future provision.....	55
8. Outcomes.....	57
Outcomes for learners.....	57
Socialisation and wellbeing	57
New skills and physical activity.....	59
Improvements in behaviour, attendance and engagement at school	60
Opportunities to speak Welsh.....	63
Outcomes for settings/ setting staff	63
Outcomes for parents/carers and families	65

Outcomes for providers	67
9. Key Findings	68
10. Recommendations	73
Continue delivering the programme long-term	73
Longer lead-in time for planning and set-up	73
Continue offering flexibility in design and delivery	73
Strengthen support for settings	74
Enhance reach and inclusivity	74
Evaluation recommendations	74
Bibliography	75
Annex 1. Research tools	76

List of tables

Table 1. Methods and achieved sample	19
Table 2. A breakdown of parent survey respondents by setting is provided below:.....	20
Table 3. A breakdown of pre- and post-Trial survey respondents by setting is provided below:.....	21

List of figures

Figure 1: Settings participating in the Trial	16
Figure 2: Frequency of learners attending the Trial activities.....	41
Figure 3: How children/young people would have spent their time had the Trial not been offered	48
Figure 4: Trial activities children and young people took part in.....	49
Figure 5: Number of days children/young people took part in the Trial during a normal week	50
Figure 6: Children and young people's enjoyment of the Additional Enrichment Sessions ..	51
Figure 7: Factors influencing parent/carers' decision about their children attending Additional Enrichment Sessions in the long-term	55
Figure 8: Parent/carer views of Trial outcomes for participants	59
Figure 9: Parental views on how the Trial supported children.....	62
Figure 10: Perceived Trial outcomes for parents/carers	65

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Glossary

Acronym	Definition
ALC	Accelerator Learning Grant
ALN	Additional Learning Needs
ADEW	Association of Directors of Education
DoE	Director of Education
Eol	Expression of Interest
EPI	Education Policy Institute
EWC	Education Workforce Council
FE	Further Education
LA	Local Authority
TA	Teaching Assistant
WG	Welsh Government
WLGA	Welsh Local Government Association

Additional Enrichment Sessions Trial key outcomes

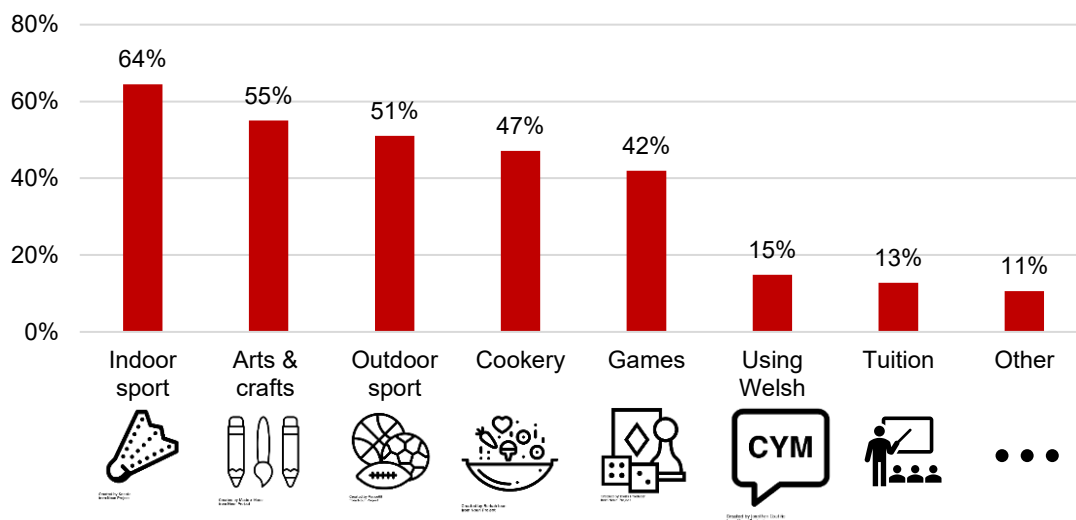
14 learning settings took part

8 primary, 3 secondary, 2 through-schools, 1 FE Institution

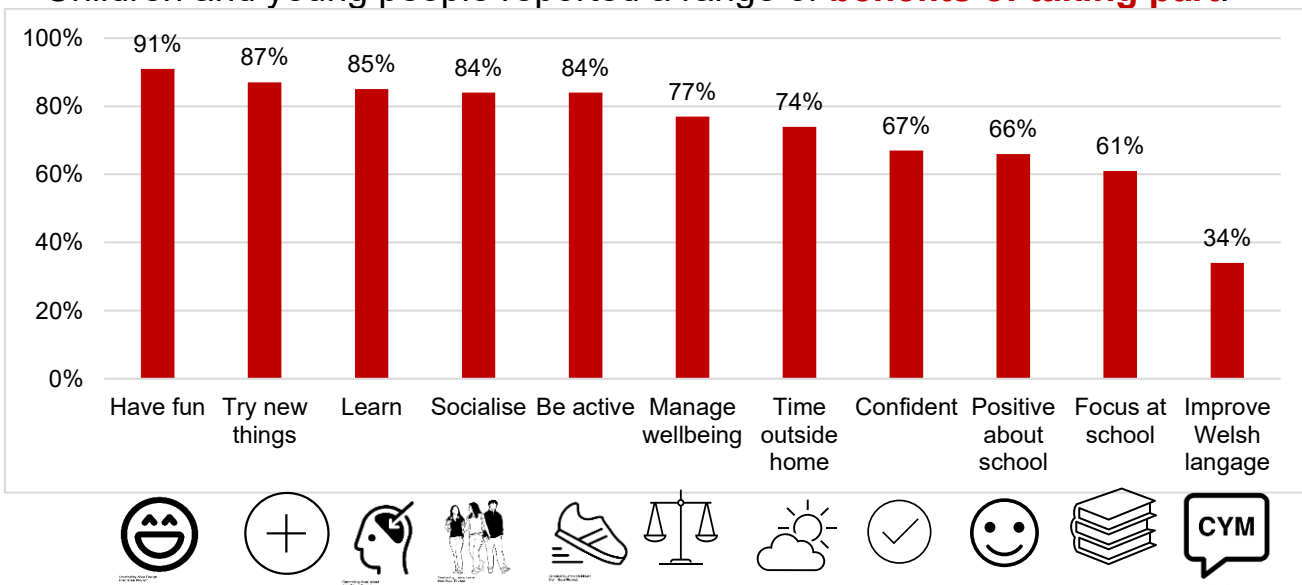


91 per cent of children and young people said they had **fun**

Children and young people took part in a **wide range of activities**:



Children and young people reported a range of **benefits of taking part**:



Source: Post-Trial learner survey (Base=329 (activities), 299-279, (benefits, wellbeing only asked to Yr7+, 84)

Executive summary

1.1 In October 2021, the Welsh Government announced a Winter of Wellbeing funding package to help families, children and young people recover from the coronavirus (COVID-19) pandemic. As part of this, up to £2m was made available for a Trial of Additional Enrichment Sessions to deliver activities and experiences to support children and young people's learning, skills development, and physical and mental wellbeing across volunteer learning settings (hereinafter 'settings') during the 2021/22 academic year.

1.2 The Additional Enrichment Sessions Trial aimed to test the extent to which adding one hour to the school day would help learners to catch up on the social, academic and wellbeing opportunities they had missed due to the coronavirus pandemic.

Key findings

1.3 Fourteen settings took part in the Trial. The main reasons for settings not taking part were Local Authority (LA) leads not sharing information about the Trial with them to avoid overwhelming them, as pressures from the coronavirus pandemic were already affecting staff capacity.

1.4 The settings that were interested in taking part in the Trial filled out an Expression of Interest (Eoi), and all those that applied were awarded the funding. Settings were informed by Welsh Government that they had been selected to receive funding and were supported by the Trial Advisor throughout planning and implementation.

1.5 One of the key motivations for settings to take part in the Trial was to give learners experiences and opportunities they would not otherwise have had access to, given the context of social and economic disadvantage amongst participating settings. Other motivations included to improve children/young people's perceptions and experiences of school, to re-engage learners with school and encourage attendance, and to create opportunities for learners to socialise with their peers.

1.6 All settings targeted a particular set of year groups, typically transition years, and offered the activities to all children/young people within the selected year group(s). However, in some cases it was challenging to make the provision fully inclusive for

children/young people with Additional Learning Needs (ALN) or the most vulnerable. Settings used a mix of staff and external providers to run the Trial activities.

- 1.7 Settings strongly valued the flexibility the Trial offered to plan and deliver activities depending on local availability of providers/staff, available resources and the specific interests and needs of learners. This was reflected in the diversity of activities, venues and timings of activities offered.
- 1.8 The Trial delivered an extremely broad range of activities, including many sports and physical activities, creative activities, games, outdoor activities, and trips. Settings gave learners the option to choose which activities they wanted to take part in.
- 1.9 Sign-up to and attendance at the enrichment sessions was consistently high. Some settings initially offered incentives for participation (e.g. cinema trips) but usually realised this was not necessary as children and young people wanted to take part.
- 1.10 The main reasons the Trial was successful overall were staff engagement and willingness to deliver activities, the flexibility to use funding to provide transport and food, and parents/carers' ability to pick up children after the activities. The key barriers for settings were tight timelines and the resurgence of coronavirus, while the main barriers keeping children/young people from attending were the lack of transport home after the activities, or parents' inability to accommodate different pick-up times for multiple children.
- 1.11 Setting staff and Trial setting leads (i.e. the person organising Trial activities in settings) expressed concerns that delivering enrichment activities over a limited number of weeks would raise expectations among children/young people and families that would not be met in the long-term, potentially leading to disappointment. However, given the success of the activities among learners, many settings had started exploring opportunities to extend the activities beyond the duration of the Trial.
- 1.12 The vast majority (91 per cent) of children and young people who completed the post-Trial survey reported that they had fun, and 84 per cent said the Trial helped

them to socialise with their peers. Participants also reported that the Trial introduced them to new activities and gave them the opportunity to develop new skills.

- 1.13 Parent/carers of children/young people who took part in the Trial were very positive about the opportunity for their children to participate. Parents appreciated the wide range of free activities and that their children could choose what they wanted to do. They also mentioned that the Trial gave their children the opportunity to try activities they would not have otherwise been able to do, mainly due to financial barriers.
- 1.14 Learners, providers and parents reported that the main outcomes for learners who took part in the Trial were socialisation with peers and improved wellbeing, developing new skills, being physically active; and improvements in behaviour, school attendance and engagement in the classroom.
- 1.15 Parents/carers (particularly those in work) highlighted the importance of having a safe place for their children to be after school, where they were able to engage in constructive activities. Parents/carers also stressed the importance of the activities being free at the point of access.
- 1.16 Key recommendations from the evaluation:
- **Continue delivering the additional enrichment activities long-term.** Children and young would like to see the activities offered on a long-term basis and extended to other year groups in their settings.
 - **Longer lead-in time for planning and set-up** to enable more settings to take part in additional enrichment activities. More time between announcing funding and programme launch would support effective planning. More time to design and plan delivery would provide more opportunities to co-produce the programme with learners.
 - **Continue offering flexibility in design and delivery.** The support provided by the Trial Advisor should continue to be offered in future programmes. Settings valued the flexibility to provide transport, food, and to purchase equipment.

- **Strengthen support for settings.** Future delivery of similar programmes would benefit from bringing in an additional resource to manage the procurement and coordination processes.
- **Enhance reach and inclusivity.** Co-producing the programme with children/young people might increase their involvement and engagement, as it would highlight some of the barriers to attendance at planning stage, and offer the opportunity to overcome them.

Data limitations

- 1.17 The majority of data collection took place between May and July 2022, after the end of the Trial. The delay reduced the research team's ability to reach research participants and increased the chance of recall inaccuracies.
- 1.18 The children/young people baseline survey was designed and administered before Ecorys was appointed as the evaluator. Therefore, only a small number of questions allowed for pre/post comparison between baseline and post-Trial surveys.
- 1.19 Fewer interviews with setting staff/providers and parents/carers were carried out than originally planned. This was partly due to the delay in contacting settings, and partly due to the request by the Welsh Government that research participants enter their contact details in a secure form to achieve a more unbiased sample. Some research participants were selected by setting leads. The sample of parents interviewed was small (5) and there is likely to be self-selection bias.
- 1.20 Due to intervention timescales, it was not possible to collect information about the equalities characteristics of learners who took part in trial activities. Whilst all participating learning settings were in areas of social and economic disadvantage, it is therefore not possible to determine whether there were difference in participation rates or perceived benefits between more and less advantaged learners
- 1.21 All non-participating LAs were contacted about an interview, and the 6 interviews completed were with those who agreed to take part, therefore there is likely to be self-selection bias. Non-participating settings were not interviewed due to the limited timescale and the challenge obtaining contact details.

2. Introduction

Background

- 2.1 Between March 2020 and March 2022, children and young people missed out on access to essential play, sports, culture and education opportunities due to the coronavirus pandemic. They navigated multiple challenges, from isolation from peers to adapting to home learning.
- 2.2 A nationwide survey undertaken by the Children's Commissioner for Wales in January 2021 ([Coronavirus and Me](#)) revealed that 14 per cent of children aged 7-11 and 40 per cent of 17-year-olds, who responded to the survey, felt lonely 'most of the time' (Children's Commissioner for Wales, 2021). Respondents reported missing their friends and family, and frustration at missing out on experiences. Some caution is needed with these findings as it was not possible to assess the representativeness of the sample as personal characteristics weren't collected. A non-representative survey by YoungMinds¹ (YoungMinds, 2021) found that 67 per cent of 13–25-year-olds believed the pandemic will have a long-term negative effect on their mental health. This was particularly evident among those who had been bereaved or had traumatic experiences during the pandemic, and those who were concerned about whether their friendships would recover. Respondents to both surveys reported feeling worried about the loss of education and their future employment prospects.
- 2.3 Reduced access to safe spaces and facilities, including schools, has negatively affected children and young people's mental and physical health, mental wellbeing and learning ([The impact of coronavirus on children and young people](#)). While all children and young people have been impacted, the pandemic and the restrictions have had particular impacts on groups who were already disadvantaged, namely, looked after children, those on the edge of care, disabled people, and Black, Asian and Minority Ethnic people. It has adversely impacted those from poorer communities and backgrounds and children and young people from families who had previously been identified as requiring extra support, such as children and young people with additional learning needs, those who suffer socio-economic

¹ [Coronavirus: Impact on young people with mental health needs](#)

disadvantage, and those with protected characteristics² (The Children’s Society, 2020).

2.4 In October 2021, the Welsh Government Deputy Minister for Social Services announced a Winter of Wellbeing £36.6m funding package to help families, children and young people recover from the coronavirus pandemic. As part of this, up to £2m was made available for a Trial of Additional Enrichment Sessions to deliver activities and experiences to support children and young people’s learning, skills development, and physical and mental wellbeing across volunteer settings during the 2021/22 academic year.

2.5 The Trial was developed in line with the recommendation from the Education Policy Institute (EPI) that settings should be “open before and after normal school hours for learners to engage in a range of programmes, including sports clubs, social activities, games, pastoral support and academic programmes” to support the development of personal and social skills which “have an impact on attainment”³ (Education Policy Institute, 2021). The EPI work reflected evidence from the Education Endowment Foundation, as well as international evidence (e.g. from the US and New Zealand), showing a correlation between extended school days and improvements in attainment particularly for disadvantaged learners (Education Endowment Foundation, 2021). Welsh Government also applied the EPI’s recommendation that “school leaders should decide which activities are most appropriate” to the Additional Enrichment Sessions Trial, allowing settings to plan and deliver a mix of cultural and physical activities, as well as academic support.

Aims and objectives

2.6 The key aim of the Trial was to make school a more positive place by improving learners’ wellbeing, supporting equity in attainment, enhancing social and personal skills, and rebuilding confidence in all learners, particularly those most disadvantaged by the impacts of the pandemic. It also aimed to create the environment for learning and re-build confidence in learners.

² [The impact of coronavirus on children and young people](#)

³ [Education recovery and resilience and recovery in England: Phase one report](#)

2.7 The Trial also aimed to test the extent to which adding one hour to the school day would help learners to catch up on the social, academic and wellbeing opportunities they had missed due to the coronavirus pandemic. The Welsh Government decided to take a holistic approach by creating enrichment-focused experiences for learners (particularly disadvantaged learners from socially and economically disadvantaged backgrounds), rather than taking a purely academic approach, with strategic aims to:

- Improve learners' wellbeing and confidence;
- Help learners reengage with learning in the school environment following the coronavirus pandemic;
- Improve learners' relationship with school with the aim of improving attendance, behaviour, academic progress and, ultimately, attainment; and
- Address lost learning by integrating core skills, such as oracy, literacy and numeracy, into the Trial activities.

2.8 The Trial also aimed to benefit parents/carers and families, in the context of the wider policy commitment of recognising modern work, life and family patterns. It also offered settings an opportunity to build on similar provision already available to learners.

Programme design

2.9 The Trial offered participating learners a guarantee of five hours a week (for 10 weeks) of additional sporting, cultural, creative, recreational and leisure enrichment activities before and/or after normal school hours. At least 20 per cent of the time (1 hour a week) was required to align with academic support by tailoring sport or enrichment activities to include some core academic skills.

2.10 Funding was based on a budget and formula that meant the Trial would be available to between 10 and 20 settings, which equated to £8 per hour, per learner. It was disbursed to participating settings via local authorities (LAs) as part of the Local Authority Education Grant. In total the Trial was supported by £778,080.70 in funding.

- 2.11 The Trial offered settings flexibility around the design and delivery of activities. It allowed settings to adapt the funding to the individual needs of their setting. Settings had the flexibility to choose when to run the Trial activities, for example before or after school or during lunch time.
- 2.12 Each setting could choose which activities to offer as part of the Trial. Examples of activities delivered included physical activities, sessions to improve wellbeing, and new experiences that learners would not ordinarily have been able to afford, such as judo, hairdressing, digital arts, chess, storytelling, and outdoor adventure activities.
- 2.13 It was left to individual settings to decide which learners and year groups to invite to take part in Trial activities.

Programme set-up

- 2.14 Welsh Government outlined plans for the Additional Enrichment Sessions Trial to the Association of Directors of Education (ADEW) and education unions in October 2021. Here, the purpose of the Trial was explained within the context of wider work around the reform of the school day and year – which is part of the Labour-Plaid Cymru Co-operation Agreement in the Senedd. Guidance was shared with education unions for review, with some taking the opportunity to suggest changes.
- 2.15 Following this, some of the Directors promoted the programme to settings in their area through various means (e.g. newsletters, emails, targeted approaches). Interested settings then submitted an Expression of Interest (EOI) to Welsh Government detailing their plan for the delivery of the Trial. Directors of Education (DoEs) acted as intermediaries between the Welsh Government and settings during the initial EOI process.

Programme coordination

- 2.16 In November 2021, the Welsh Government employed a School Enrichment Sessions Trial Design and Delivery Advisor (hereafter “Trial Advisor”). The role involved advising on the design and delivery of the Trial, as well as providing guidance and support to the settings involved.

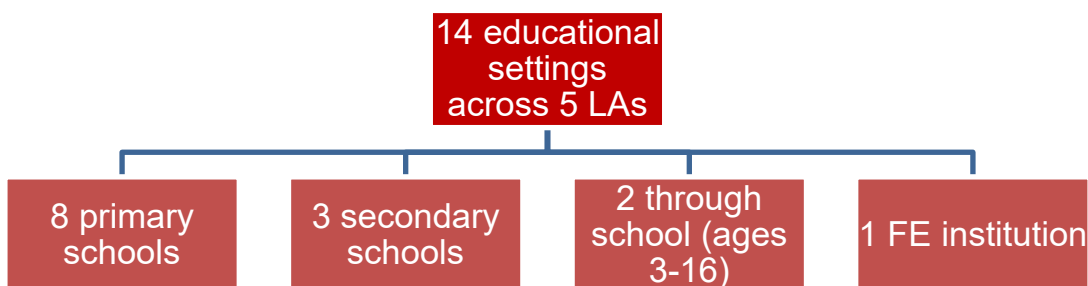
2.17 The Trial had been largely designed prior to the Trial Advisor taking on the role, however, they encouraged Welsh Government to extend the breadth of activities to be offered, to include 'leisure', 'recreation' and 'fun'. This wider scope was then reflected in the terminology in the guidance provided to settings. They also enhanced the guidance for settings, specifying the Trial's focus was on skill development and socialisation.

2.18 In addition, the Trial Advisor engaged across a range of Welsh Government Directorates in order to help embed learning from the design and delivery into wider policy making.

Participating settings

2.19 Following initial Eols in October 2021, Welsh Government supported 14 settings across five LAs: Vale of Glamorgan, Neath-Port-Talbot, Blaenau Gwent, Cardiff and Rhondda Cynon Taf) to set up and deliver Additional Enrichment Sessions. Setting type distribution is shown below:

Figure 1: Settings participating in the Trial



2.20 All participating settings were English-medium settings in socially and economically disadvantaged areas in south and east Wales. In some instances, settings implementing the Trial collaborated, for example by working together on the application, or sharing staff and spaces for delivery. One secondary school delivered the Trial in partnership with the local further education (FE) institution (which did not deliver activities independently); one secondary school and its four feeder primary schools formed a cluster and collaborated throughout delivery; two of the primary schools are led by the same headteacher.

- 2.21 A total of 1,862 learners signed up to Trial activities across all settings. Of these 534 were in primary schools, 280 were in ‘through schools’ (for ages 3-16) and 1,048 were in secondary schools.
- 2.22 Participating settings delivered five additional hours per week of enrichment sessions, in line with the EPI recommendation⁴, over a 10-week period between January and May 2022. Participants were guaranteed this amount of time in enrichment sessions.
- 2.23 Initially the Trial was intended to start before Christmas 2021 but, due to coronavirus disruption, it was launched in January 2022. Participation in the Trial was voluntary for settings and for individual staff and learners within participating settings.
- 2.24 In line with the parameters set in the guidance, design, timing and targeting of provision was left to the discretion of each setting, with most settings targeting transition years: all primary schools offered Additional Enrichment Sessions to Years 5 and 6, except for one school targeting Years 2 and 3. The secondary schools targeted one or more year groups among Years 7 8 and 9.
- 2.25 Provision was delivered by third party providers, teachers / teaching assistants (TAs) and in some cases technicians, based on local availability, opportunities, and skills.

Objectives of the evaluation

- 2.26 The aim of this evaluation was to assess how the Additional Enrichment Sessions Trial was implemented, and to explore self-reported outcomes for participating children/young people, families and settings. The evaluation also aimed to gather learning to inform future policy and practice. Specifically, the objectives were to:
- Review how delivery was planned and implemented across settings, including the range of activities offered;
 - Provide an understanding of how learners were engaged and supported;

⁴ The [EPI report ‘Education Recovery & Resilience in England’ \(2021\)](#), recommended an approach where settings are “open before and after normal school hours for pupils to engage in a range of programmes, including sports clubs, social activities, games, pastoral support and academic programmes” to support the development of personal/social skills to benefit and improve attainment.

- Explore the impacts of participating from the perspective of learners and their families, including mental and physical wellbeing, confidence and enjoyment;
- Analyse the perceptions and impact of the Trial on the settings' workforce and the environment.

2.27 This report addresses each of these questions in the chapters that follow. Chapter 2 outlines the evaluation methodology. Subsequent chapters outline key findings, focusing on how different settings planned the Trial; how the Trial was delivered; the experiences of children and young people taking part; and the overall outcomes of the Trial. At the end of the report we present the recommendations emerging from the research and draw together the conclusions of the evaluation.

3. Methodology

3.1 Primary and secondary research was undertaken as part of this mixed methods evaluation of the Additional Enrichment Sessions Trial, between February and July 2022. A mixed methods approach was adopted to achieve breadth (through surveys) and depth (through interviews and focus groups) of data collection. Qualitative data from adults was collected through one-to-one or paired interviews, while from children and young people it was collected through focus group discussions. Typically, children and young people are more willing to share information when interviewed (about a non-sensitive topic) with a group of peers than individually.

3.2 The methods, participant groups, and achieved sample are shown in the Table below.

Table 1. Methods and achieved sample

Participant group	Achieved sample	Method	Purpose
Welsh Government and LA officials	7	Qualitative interview	Provide programme context, how it was intended to be delivered
LA leads where no settings participated in the Trial	6 (of 17)	Qualitative interview	Understand the reasons why in some LAs no settings participated in the Trial
Trial setting leads across all participating settings	16	Qualitative interview	Explore how the programme was planned and implemented within each setting
Setting staff/external providers delivering Trial activities	13	Qualitative interview	Collect views and experiences of staff and providers delivering the Trial
Children and young people participating in the Trial	1085	Baseline survey (online or paper based)	Gather views and experiences of children/young people taking part in the Trial at the start of the Trial
Children and young people participating in the Trial	328	Post-Trial online survey	Gather views and experiences of children/young people taking part in the Trial at the end of the Trial

Participant group	Achieved sample	Method	Purpose
Children and young people participating in the Trial	11 focus groups, 5-10 participants per group	Focus groups	Gather views and experiences of learners taking part in the Trial
Parents of children/young people participating in the Trial	157	Online survey	Gather views and experiences of parents/carers of children/young people taking part in the Trial
Parents/carers of children/young people participating in the Trial	5	Qualitative interview	Gather views and experiences of parents/carers of children/young people taking part in the Trial
Parents of children/young people not participating in the Trial	1	Qualitative interview	Understand the reasons for learners and/or parents/carers not wanting to take part in the Trial

Table 2. A breakdown of parent survey respondents by setting is provided below:

Setting	Responses
Abertillery Learning Community	32
Cadoxton Primary School	0
Cefn Saeson Comprehensive	72
Colcot Primary School	0
Darrenlas Primary School	9
Eastern High / Cardiff and Vale College	0
Ebbw Fawr Learning Community	12
Glenboi Primary School	3
Holton Primary School	0
Melin Primary School	6
Oakfield Primary School	10
Pencoedtre High School	0
Windsor Clive Primary School	13
Total	157

Table 3. A breakdown of pre- and post-Trial survey respondents by setting is provided below:

Setting	Pre-Trial⁵	Post-Trial
Abertillery Learning Community	52	69
Cadoxton Primary School	57	38
Cefn Saeson Comprehensive	259	2
Colcot Primary School	71	78
Darrenlas Primary School	25	30
Eastern High / Cardiff and Vale College	163	0
Ebbw Fawr Learning Community	87	47
Glenboi Primary School	15	25
Holton Primary School	98	1
Melin Primary School	27	0
Oakfield Primary School	39	0
Pencoedtre High School	132	38
Windsor Clive Primary School	60	0
Total	1085	328

Recruitment of participants and ethical considerations

- 3.3 A copy of data collection materials is provided in Annex A. All interview guides were professionally translated into Welsh once final English versions were agreed with the Welsh Government. Qualitative interviews and the post-Trial learner surveys were offered in both Welsh and English: one Welsh Government official interview and one setting staff/activity provider interview were completed in Welsh.
- 3.4 The Welsh Government provided the research team with email addresses of LA education officials, participating settings and LA leads from LAs with no participating settings. Following an initial email from Welsh Government, the research team emailed Trial setting leads, inviting them to an interview. Setting leads were also asked to support the evaluation by:
- Distributing a secure form to setting staff and/or external providers involved in the delivery of Additional Enrichment Sessions. Those willing to be interviewed

⁵ Data collected by Welsh Government

were asked to provide their details, which the research team used to contact them. Some interviewees were also recruited through Trial setting leads (i.e. the person leading the Trial in each setting).

- Arranging focus groups with children/young people who had taken part in Additional Enrichment Sessions.
- Distributing an online post-Trial survey to all children/young people who took part.
- Distributing an online survey to parents/carers of children/young people who had taken part in the Trial. At the end of the survey, parents/carers were asked to provide their contact details if they were interested in taking part in an interview about the Trial. Some of the parents/carers interviewed were recruited directly through setting leads.
- Emailing parents/carers of children/young people who chose not to take part in the Trial, asking them to provide their details in a secure form if they were willing to be interviewed as part of the evaluation.

3.5 All interviewees were sent privacy notices in advance of the interview, and the researcher checked whether they understood them before starting the interview. Interviews with children and young people were done with an adult present in the room (such as the person delivering the activity they were taking part in). Before starting an interview, the researcher checked that interviewees understood what participation involved and that they wanted to take part.

Data collection, management and analysis

3.6 All qualitative discussions were facilitated with the aid of semi-structured topic guides and conducted remotely using MS Teams. All interviews were recorded and auto transcribed. Transcripts were used to write-up the interview data under the agreed thematic headings and sub-headings, in line with interview guides which were developed to address the agreed research questions. All qualitative data was entered into and processed in Excel. This involved initial coding and tagging of the data using an agreed coding frame. Once qualitative data was coded, a secondary

analysis stage was undertaken allowing thematic analysis against the evaluation research questions.

- 3.7 The baseline children and young people survey was administered by each setting, either online or on paper, and data was provided to the research team as raw data in Excel, as data tables in Excel, or as scanned or physical copies of paper surveys. All data was entered in Excel and analysis of all survey data (baseline and post children/young people surveys, parent/carer survey) was done in Excel. The data was cleaned before running descriptive statistics (frequencies) to explore the programme's outputs and outcomes.
- 3.8 The results across different stakeholders and data collection approaches were then triangulated. This allowed examination of the findings across participant groups and analysis of the extent to which there was agreement across each theme.

Data limitations

- 3.9 The majority of data collection took place between May and July 2022, after the end of the Additional Enrichment Sessions Trial. The delay reduced the research team's ability to reach setting staff/providers as well as participating and non-participating parents/carers, and increased the chance of recall inaccuracies among research participants.
- 3.10 The response rate to the children/young people baseline and post-Trial surveys, as well as the participating parent/carer survey was sufficient to allow the evaluation team to address the research question. The full profile of children/young people and parents/carers, however, is not known as the surveys did not collect demographic data.
- 3.11 The children/young people baseline survey was designed and administered before Ecorys was appointed as the evaluator of the programme. Therefore, only a small number of questions allowed for pre/post comparison between baseline and post-Trial surveys. In this report post-Trial data is mainly used.
- 3.12 Fewer interviews with setting staff/providers and parents/carers were carried out than originally planned. This was partly due to the delay in contacting settings. Additionally, the request by the Welsh Government that research participants enter

their contact details in a secure form helped achieve a more unbiased sample than if participants were selected by setting leads but resulted in a smaller achieved sample. Some setting staff/providers and parents/carers were selected by setting leads to help increase the number of interviews completed.

- 3.13 The sample of parents interviewed was small (5) and there is likely to be self-selection bias as participants agreed to be interviewed following the parent survey, and provided their contact details.
- 3.14 All non-participating LAs were contacted about an interview, and the 6 interviews completed were with those who agreed to take part, therefore there is likely to be self-selection bias.
- 3.15 Non-participating settings were not interviewed due to the limited timescale for the evaluation and the challenge obtaining contact details for potential interviewees.
- 3.16 All primary research was conducted remotely via MS Teams video calls and online surveys, to support with delivery of an evaluation at pace during a busy time for settings (summer term) and while they were still navigating coronavirus guidance.
- 3.17 Due to intervention timescales, it was not possible to collect information about the equalities characteristics of learners who took part in trial activities. Whilst all participating learning settings were in areas of social and economic disadvantage, it is therefore not possible to determine whether there were difference in participation rates or perceived benefits between more and less advantaged learners
- 3.18 The report includes findings on self-reported programme outcomes (as opposed to a counterfactual impact evaluation). Future evaluations of any similar activities could include an impact evaluation to assess progress toward the programme's stated outcomes. Any future programmes of a similar nature may also benefit from the inclusion of a logic model to provide a shared understanding of the activities and intended outcomes, as well as a framework for evaluation.

4. Findings

This section includes research findings on programme uptake, how the Trial was designed and delivered by different settings, the experience of the children and young people who took part, and outcomes.

Programme uptake

- 4.1 This section describes the level of uptake of the Trial among settings, and considers what reasons some local authorities and their settings had for declining to participate in the Trial.

Setting uptake

- 4.2 As mentioned in the Introduction, a total of 14 settings took part in the Trial. This was in the middle range of the budgeted number which the Trial could support. Welsh Government officials had hoped that one or two more settings would be able to participate but acknowledged that settings were under great pressure due to the emerging coronavirus Omicron variant, and that the lead-in time from announcement to delivery of the Trial was very tight. Participating settings were described as ‘forward-looking’ and ‘motivated’ by Welsh Government officials.

‘The circumstances were incredibly difficult anyway; schools were under immense pressure. To see [14] schools come forward in those circumstances, it’s pretty positive.’ Welsh Government official

- 4.3 According to some Welsh Government officials, the design phase of the Trial within Welsh Government would have benefited from collaboration and consultation with settings. This may have led to a greater uptake of the Trial, including from special education settings and Welsh-medium settings.
- 4.4 Setting leads and education officials from LAs noted that the Trial was initially referred to as an ‘extension of the school day’ which caused some backlash in the form of media comments from teacher unions in otherwise generally positive media coverage. They felt the Trial should have been called ‘Additional Enrichment Sessions’ from the beginning, as it is a more accurate description of the programme.

‘Extending the school day was completely the wrong title [...]. That’s not what it is.’ Trial setting lead

- 4.5 Welsh Government officials received feedback that some settings did not apply to take part in the trials because of the perception around "compulsory" teacher involvement and initial negative comments in media coverage.

Non-participating LAs

- 4.6 Some LA leads did not share information about the Trial with settings in their Local Authority. The main reasons they gave for this were that they did not want to overwhelm settings by adding further pressure on setting staff, particularly given the tight timeline from the programme being announced to the start of delivery. Some of the settings that chose not to participate were reported to be struggling to cover curriculum classes, due to coronavirus cases causing high levels of staff absences and there being no supply cover. Lack of staff capacity and short lead-in times were also the main reasons for settings to decline to take part.

‘[Delivering the Trial would have] tipped people over the edge. Here were people working all hours of the day and night. Headteachers having to cover teaching and do their leadership duties at night.’ LA education official

- 4.7 Directors of Education interviewed in non-participating LAs noted that some settings found the information about the Trial confusing, and the multiple questions to which settings needed to respond, could not be answered in the short timeframe. Additionally, they reported that some rural settings had concerns around providing transportation for learners to get home if they relied on scheduled buses.
- 4.8 Directors of Education in non-participating LAs consistently suggested the following ways to encourage settings to participate in future provision:
- More clarity of the offer;
 - Designated officers to provide support with the design and implementation of activities;
 - Longer lead-in time so settings can better prepare and plan in terms of staffing and managing other provision;

- Greater flexibility for rural settings to offer transportation, for example through dedicated funding or by working with settings to identify ways for learners to return home after the Trial sessions.

5. Setting level planning

5.1 This chapter describes how different settings planned the Trial, including their reasons for taking part, how it was designed at setting-level, including co-production with learners, how settings targeted particular groups of learners and recruited providers. It also presents enablers and barriers at the planning stage, and lessons learnt.

Rationale for taking part

5.2 Trial setting leads highlighted that they felt this was an opportunity to give learners **experiences and opportunities** they would not otherwise have had access to due to the local context of social and economic disadvantage amongst participating settings. This was a key motivator for deciding to take part in the Trial. Interviewees including Trial setting leads, setting staff, providers and parents stressed the importance of the Trial for children and young people from disadvantaged backgrounds. The funding enabled settings to offer these children and young people opportunities they otherwise never would have.

‘The beauty of the funding was we were able to put ourselves out there and try things like Pilates and yoga that we would never have been able to afford otherwise, and we were able to experience really, to see what pupils enjoyed. We were able to offer a menu of activities for our pupils beyond our wildest dreams.’ Trial setting lead

5.3 For settings that mentioned **high levels of social and economic disadvantage** as a strong motivator for taking part in the Trial, the aim was to keep children and young people in the safe environment of school, offer them opportunities for new experiences they otherwise would not have access to, and in some cases to provide them with additional resources, such as a hot meal or arts and sports materials.

5.4 Others were motivated by the importance of additional enrichment and enjoyable activities to **improve children/young people’s perceptions and experiences of school** and build back their ability to socialise with their peers and teachers after two disrupted school years.

‘We wanted something for them to enrich the school day, to offer them something at the end of the day, just so that they could come into school, build relationships with staff and build relationships with each other.’ Trial setting lead

Connected to this, was the motivation to **re-engage learners with school and encourage attendance**. Challenges around attendance once settings had re-opened was an issue across respondents. For some, the Trial was seen as an opportunity to draw learners back to school through improving their wellbeing and focusing on fun activities.

‘We knew that if we put wellbeing at the centre of [school] and made sure that their wellbeing is looked after and that they are ready to learn, then actually that would have an impact back on the school day.’ Trial setting lead

- 5.5 Setting leads also felt that the pandemic had created a need for new opportunities for learners to socialise with their peers, and the Trial would provide such opportunities:

‘We felt that they had missed out on so much and that their social interaction was a real problem and a barrier to learning because they hadn't been together.’ – Trial setting lead

- 5.6 A few Trial setting leads mentioned that the Trial was a good opportunity to begin filling the gap in extra-curricular provision that had grown due to a halt to additional activities during the pandemic.

Setting level programme design

- 5.7 At setting level, the EoI was filled out in a number of ways. Settings either circulated the opportunity and teachers who were interested in delivering the activities put together the application on behalf of the setting, or the application was led by one central member of staff, such as the Headteacher, Assistant Headteacher or a pastoral lead. Some settings applied as part of a cluster, as the five schools that formed a cluster for example. Overall, interviewees felt that the application process was smooth and straight-forward. However, some did mention the tight timeline as a challenge.

- 5.8 Following the submission of the EoI, settings were informed by Welsh Government that they had been selected to take part in the Trial. Participating settings attended an introductory meeting with the Trial Advisor where they discussed details of their proposal, including expected numbers of participating learners, targeted school years and planned start and end dates.
- 5.9 During a second meeting with the Trial Advisor, plans for how settings would carry out the Trial were discussed in more depth, including what activities should be delivered, communication with parents/carers and learners and arranging staffing, including the recruitment of external providers. The appointed Trial Advisor offered advice and guidance at this stage.
- 5.10 Participating settings had meetings with the Trial Advisor as required, in the lead up to and during the delivery of the Trial. All meetings had the Headteacher present, with some also including members of staff responsible for Trial planning and delivery. Cluster schools met as a group. Meetings operated as a main contact point for settings to get support from the Trial Advisor to identify external providers.
- 5.11 Planning and oversight of delivery was kept in the hands of whoever completed the application process for the setting. For some, this was one staff member, such as the Headteacher, Assistant or Deputy Headteacher or a pastoral lead. For others, this was a group of teachers who had expressed interest in the Trial. The schools operating as a cluster planned activities as a group.
- 5.12 Setting leads were grateful for the option to tailor the Trial activities based on staff and volunteer availability. They also valued the freedom to use their professional judgement to select which (and how many) learner groups would benefit most from participating. Furthermore, this flexibility ensured coronavirus safety measures, such as 'bubbles' could be maintained.
- 5.13 Settings communicated with parents/carers and learners directly about how the Trial would be run, what was on offer and how they could sign up. This was done via email, online consent forms or hard-copy letters sent home. Some settings invited parents/carers and learners to an information session to explain the Trial.

‘The response from this was fantastic. Parents and carers seemed over the moon because they're [the activities] all free of charge so it's amazing that they get to do those things, and obviously learning as well.’ Setting staff/provider

Co-production with learners

- 5.14 For some settings, allowing learners to have a say in what activities would be included in the Trial was key, as it was felt to be important to engage learners. However, due to the short timeframe, it was not possible to consistently consult with learners, or involve a large or representative group of learners where consultations were carried out. The settings that included learner voice in the planning stage of the Trial activities through discussions, surveys, or feedback on ‘taster sessions’ identified co-production with learners as one of the key success factors, which had a positive effect on engagement and attendance. Parents/carers who responded to the survey also suggested greater co-production with children and young people for any future provision.
- 5.15 In some cases, learners helped shape the activities they took part in, for example suggesting recipes for cooking sessions, or choosing their route for the daily mile. One setting held mini-focus groups with the targeted year groups to gauge what they would have liked to do, whilst another sent out a short survey to learners via MS Forms.
- ‘[Consulting learners] is just for everyone to have access, really, which is the important bit, and I like to try and make it so it’s relevant to those people, so they bring their own ideas and it’s not just me saying: this is what we do, when.’ Setting staff/provider
- 5.16 Some settings surveyed parents at the planning stage, to collect feedback on what activities learners would like to see. During the implementation of the Trial, parents/carers were kept informed via email, through leaflets handed out at parent/carers evenings or through social media.

Target groups

- 5.17 All settings targeted a particular set of year groups. However, some felt that they would not have wanted to focus on set year groups, because all children and young people suffered from the disruption of the pandemic, but saw it as necessary for planning purposes. The primary schools that took part tended to focus provision on years 5 and 6, with one choosing to focus on years 2 and 3. Secondary schools and through schools targeted years 7, 8 and 9.
- 5.18 All but one primary school targeted years 5 and 6 to support them in the transition to secondary school. Setting leads felt that children in these year groups had missed out on core years of social development and the isolation they had experienced during the pandemic had affected their ability to socialise with other children, their learning, and their mental and physical wellbeing. Some settings felt that these groups had missed out the most on extra-curricular activities because they were too young to take part before the pandemic, and they needed additional support to prepare for secondary school. The remaining primary school chose to focus on years 2 and 3 as they felt these groups had missed out on the most social development because they had never had a full in-person school year, due to coronavirus lockdowns.
- 5.19 Secondary and through schools selected year groups between year 7 and 9 because they felt they had the greatest behavioural issues, were most likely to be disengaged at school or had missed out on the most because they had not had a full in-person school year since their transition to secondary school. One secondary school focused its provision on years 7 to 9 but opened its activities to all year groups. The Trial lead sought to encourage all year groups to mingle with each other and for older learners to support younger ones in the activities.
- 5.20 Settings with learners with Additional Learning Needs (ALN) within their target year groups made efforts to accommodate them where possible, so they could take part in the activities alongside their peers. One setting offered learners with ALN the option to attend activities for a shorter length of time where needed. However, some setting leads commented that it was difficult to accommodate children and

young people with ALN who already had external commitments, such as additional support sessions after school.

- 5.21 Interviewees including Trial setting leads, setting staff and providers said Trial activities had high levels of attendance and engagement from learners. Some settings ran activities and allowed learners to attend as and when they wanted to but focused on putting on activities that children/young people had already expressed interest in attending, whilst others had a formal sign-up process at the beginning of the Trial encouraging learners to commit to the full 10 weeks.

‘We like the incentive of them having to commit. We thought it teaches them that you can't just rock up when you feel like it because people are putting in their time and effort.’ Trial setting lead

Providers

- 5.22 Settings used a mix of staff (including teachers, TAs and support staff) and external providers to run the Trial activities. Some settings used mainly external providers, and offered the opportunity to staff alongside this, whilst others relied mainly on their own staff to deliver activities, supplementing this with more specialist provision from external providers.

- 5.23 Many settings had existing relationships with external providers that they drew on to deliver activities, which was particularly helpful due to the time constraints of the Trial. However, in some cases settings collaborated only with new external providers.

‘It was a really positive experience because we've established connections [with external providers] now and might link to wider learning in different areas.’ Trial setting lead

- 5.24 External providers were also recruited through Force Fitness, Council of Wales Voluntary Youth Service and Youth Services for secondary schools. Additionally, the Trial Advisor offered support to settings on the recruitment of external providers during their regular meetings. Some settings suggested that it would have been more effective to have a list of potential external providers at an earlier stage of planning.

- 5.25 Settings that used external providers noted the benefits of being able to offer a wider range of activities for learners, beyond what their own staff would be able to run.
- 5.26 Settings offered their own staff the opportunity to take part in Trial delivery on a voluntary basis. Staff who chose to take part were paid for delivery and planning time, which they greatly appreciated. Overall, setting staff were keen to get involved and share their skills and passions with learners by delivering some of the activities. This was particularly true for part-time working (hourly paid) members of staff, such as Learning Support Assistants, who were able to increase the number of hours they worked and subsequently their income:
- 5.27 Setting staff hoped the Trial would help learners re-engage with school, support their wellbeing, and provide opportunities to socialise. Staff also valued the opportunity to build relationships with learners.

‘There was time to really put effort and heart into what you are doing. In class they have an hour to do something and then move on to the next thing. This project gave them time to develop skills and take pride in their work. It gave them an opportunity just to be them and really express themselves.’ Teacher

- 5.28 The five schools that applied as a cluster coordinated provision amongst themselves, and the secondary school that partnered with the local FE institution benefitted from college staff delivering some activities (with secondary school staff supervising).
- 5.29 Setting staff who delivered Trial activities said they were keen and committed, and contributed a range of extracurricular skills, such as art, martial arts and forest school. For some Trial setting leads, the additional workload required to coordinate the Trial was a concern, particularly for those taking on organisational or oversight roles, and raised concerns around the long-term sustainability of this provision. The issue was compounded by the lack of funding for the Trial setting leads’ time.

‘I quite enjoy [organising external provision], it was just that I’d spend half a day on that and then I haven’t done my day job as Headteacher, which I need

to be doing [...]. I could give it to my office staff but then they don't have time to get their jobs done.' Trial setting lead

Enablers and barriers

- 5.30 Positive approaches to engagement with the Trial from participating settings were enablers because the settings' eagerness to be involved and their drive to benefit their learners fuelled their efforts to make the Trial a success.

'You know, our schools are just fantastic. They want to be part of it, and they will do everything.' LA education official

- 5.31 For some settings being able to use the funding to provide **transport** home after the activities was a key factor that enabled learners to take part in the Trial. Settings that did this either hired coaches to take children/young people home at the end of the day, or paid bus fares.

'A colossal amount of the budget went towards transportation... and that's been the one wonderful thing about this really, is that we've been able to provide transport home for every single pupil every night. Now that has broken down massive barriers for our pupils because that's been one of the things preventing our pupils attending.' Trial setting lead

- 5.32 Others mentioned being able to provide **food** with the activities as crucial in attracting and retaining learners. Some settings offered food once a week, such as breakfast on Fridays, others provided snacks after the activities, and one setting provided a full hot meal every day as part of the Trial provision.

'The fact that they were able to have a meal within this project was a big, big factor.' Trial setting lead

- 5.33 As mentioned above, Trial setting leads noted that **pre-existing relationships with external providers** removed some pressure from setting staff to plan all activities and enabled settings to offer a broader range of provision, where learners had the time to get invested in what they were doing, which in turn helped to keep learners engaged.

5.34 However, in some cases, the availability of local external providers was limited, especially for activities that were in greater demand and for settings located in more rural areas.

‘In some areas, if schools wanted to bring in third party providers, there just wasn’t a market, you know. They may not have had an organisation either locally or nationally that have coverage in their area. So, then it was all down to the school and the school staff to cover it.’ Welsh Government Official

5.35 The main barrier for settings was the **short lead-in time** as the Trial was due to start at the beginning of the Spring term, leading to a tight planning timeframe around the Christmas holidays, at the same time as a resurgence of coronavirus infections. This allowed for limited time to obtain consent forms from parents/carers and organise transport for those living further away. It also impacted their ability to organise external providers or to spend time consulting children/young people on what kinds of activities they would like to do. Others still felt that it may have prevented some settings from taking part.

‘Timeline was a challenge, definitely, to get things up. I mean, as a school, we’re quite used to working at a pace, but I can understand why a lot of people didn’t apply for this project cause it was just so quick.’ Trial setting lead

5.36 There was some initial confusion around whether external providers needed to be registered with the Education Workforce Council (EWC) to run activities within settings (it was then clarified that this was not necessary). The requirement to be registered with EWC would have prevented settings from using smaller, local providers who might not recognise themselves as an education provider or be put off by the registration fee. Some settings struggled to find external providers that were able to accommodate their end time and offer activities as part of an extended school day. Tight timelines exacerbated these issues, as settings had very limited time to overcome these barriers.

5.37 Concerns over having the space to run provision within settings meant that settings had to limit which year groups could take part. This barrier raised concerns around the sustainability of the Trial if it were to continue or to be expanded to include more year groups in the future.

Learning from setting-level planning

- 5.38 The Trial received some mixed media coverage early on. Some focused on the perception of the trial as simply an extension to normal school hours, and an incorrect perception that teachers would be required to be involved, rather than have the option to take part and be paid for it. While recognising the pace of design and delivery, key learning from this was that more emphasis should have been placed on early engagement with all potential stakeholders in order to explain the aims and objectives of the Trial and to better engage settings and avoid any misconceptions.
- 5.39 The Trial was designed with a flexible approach to planning: settings had autonomy over the structure and content of the sessions, which enabled them to provide engaging and varied activities tailored to their local needs. This flexible approach was seen as positive by settings, as it enabled them to plan their programme of activities around their local context and the needs of their learners. It also allowed settings to spend the funding on more long-term investments, such as improvement to their outdoor play areas through buying new equipment or adding a canopy for all-weather play.
- 5.40 Settings had the opportunity to work in a 'cluster', which enabled them to collaborate, share resources, and learn from each other. The settings that worked in a cluster benefited from being able to share their equipment as well as being able to source some external providers as a group, providing better value for money.
- 'We all had some similar providers and a couple of different ones, so we then contacted them as a cluster again. That was stronger because we were able to offer value for money.' Trial setting lead
- 5.41 Setting leads and staff reported that it was more challenging to engage 'hard-to-reach' children and young people.
- 'We were hoping to target [hard-to-reach] students to be able to provide them with more support [...]. These students, they don't want to stay in school. It's difficult to convince them to stay longer.' Trial setting lead

6. Delivery

- 6.1 This chapter outlines the activities delivered by settings as part of the Trial, including venues, timing and sign-up and attendance levels. Support provided by Welsh Government is also discussed, as well as enablers and barriers faced by settings. The views reflected in this chapter are those of Welsh Government officials, setting staff and external providers involved in running the activities.

Programme launch

- 6.2 Welsh Government officials interviewed noted that the settings that started later benefited from learning from early starters, and avoided pitfalls experienced by the settings that started earlier. For example, putting in place back-up activity options should third-party providers be unable to attend, and also clarifying that EWC registration was not compulsory for external providers.

Activities delivered

- 6.3 As part of the Trial, settings delivered a wide range of activities to appeal to all learners' different preferences and interests. Activities delivered included a large number of sports and physical activities (e.g. fitness, football, rugby, basketball, softball, netball, swimming, Pilates, yoga, baseball, boxing, skateboarding, judo, karate, golf, parkour, Thai Chi, self-defence, cricket, dodgeball, High Intensity Interval Training, cheerleading, Zumba, badminton, dance, gymnastics, daily mile, roller-skating and table tennis), outdoor activities, forest school, arts and crafts (such as drawing, sketching, finger painting, murals, pottery, drama, opera, film writing, photography, music, DJing), cooking, healthy eating, book club, board games, Lego, chess, school newspaper, Welsh club, and digital activities, including coding, virtual reality, Minecraft and robotics. Activities also included trips, for example to the cinema or theatre, zip lining and bushcraft.
- 6.4 Some settings offered a range of academic support as part of the Trial, including numeracy, ICT and literacy skills or homework support, as a way of meeting the requirement that 20 per cent of time should align with core academic skills. One setting mentioned offering study groups for different subjects for learners who wanted to stay at school to do their homework. This was particularly beneficial for

those whose home lives are more chaotic and struggle to do their homework at home.

- 6.5 However, a focus on enrichment activities was the primary driver across the participating settings, with many settings incorporating core academic skills into the activities they delivered.

‘A school in Cardiff have a storyteller in, so you're looking at literacy development there. One school in the Valleys had a tuition service come in and develop a programme for children with additional learning needs, they've been able to support their literacy and numeracy progress.’ Welsh Government official

- 6.6 Some settings delivered all activities concurrently and split learners into groups so they could all try every activity. Others offered multiple activities each day, giving learners the opportunity to choose which one to join. Some settings delivered food on some occasions, such as breakfast on Friday mornings. One setting said they provided a hot meal every night, which was crucial as many families in the setting struggle to feed their children. They used the opportunity to focus on healthy eating.
- 6.7 Most activities were delivered in English, with one setting saying they offered Welsh club as one of the Trial activities. In some cases, staff/providers delivering the activities encouraged the ‘occasional use of Welsh words’ as part of the Trial activities (in addition to ‘Welsh club’).

Venues and timing

- 6.8 Activities were largely run using setting facilities, such as indoor and outdoor sport facilities, forest areas, fields, kitchens, art rooms and classrooms. Some settings also mentioned using local facilities such as the community centre and local park. Occasionally learners went on offsite trips, for example to the cinema. External providers delivered activities at the settings. The school that partnered with the local FE institution was able to use the College’s facilities to deliver provision, which they felt was essential to their programme. The FE institution was on the same site as the school, so transport was not required, and FE staff lent their expertise to deliver certain activities, such as photography or cooking.

6.9 For the most part activities took place immediately after the school day (e.g. 3-4pm). This was reflected in the parent/carer survey (n=157)⁶, where all respondents (100 per cent) said their children took part in activities after setting, compared to only 5 per cent who said their children also attended activities before school⁷.

6.10 Some settings delivered activities for one hour every day, while others delivered longer activities three or four days a week. One secondary school delivered a range of seven or eight activities every day (Monday to Friday), for three hours after school. Generally, learners preferred not to stay in school for an additional hour on Fridays, so some settings chose to run a Friday morning breakfast session instead. Others, who ran longer sessions during the rest of the week, kept Fridays free.

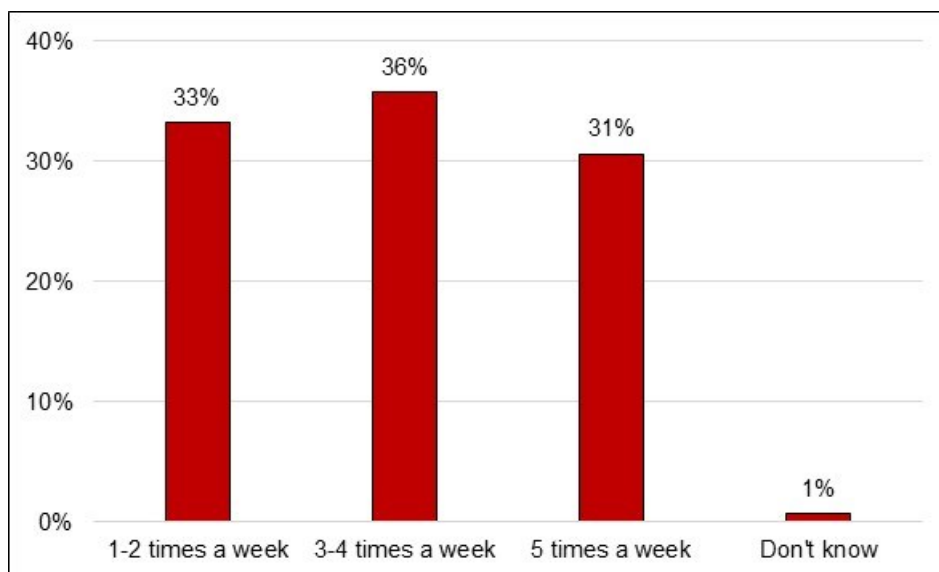
‘We come in, they have breakfast, they help cook a bacon sandwich, sausage sandwich, egg sandwich, and they evaluate the week and how it’s going, or evaluate their own personal wellbeing and how they’re enjoying or not enjoying the clubs.’ Setting staff/provider

6.11 Settings gave learners the option to choose which activities they wanted to take part in. Some settings offered multiple activities each day for children/young people to choose from, while others expected learners to join activities on some days but not all. Data from the parent/carer survey shows that one-third of learners attended activities once or twice a week, around one third attended three or four times a week, and around one third attended every school day.

⁶ Throughout the report, base sizes (indicated as ‘n’ or ‘Base’, refer to the survey question being described.

⁷ Respondents were allowed to select more than one option, so the total does not add up to 100 per cent.

Figure 2: Frequency of learners attending the Trial activities



Source: Parent/carer survey, Base: 157.

Uptake and attendance

6.12 Trial setting leads and setting staff said they found it difficult to get learners re-engaged with extra-curricular provision prior to the Trial. The Trial gave settings the opportunity to offer a wider range of activities and offer a more comprehensive, well-organised provision than previously. As a result, all settings reported high levels of uptake and attendance among those who signed up.

‘We didn't have anything like this for a few years. And then even though people were asking for it, you're still not sure. People come once and then they stop coming. But they didn't, it kept going and it was really positive feedback.’ Setting staff/provider

Some settings were able to use this as a kick-start for continued extra-curricular provision even after the Trial funding had ended.

6.13 Setting staff consistently reported high levels of sign-up and attendance from learners, which encouraged more learners to attend as the Trial continued. This was echoed by children and young people interviewed who said they were excited to take part in the activities and appreciated that provision was free:

‘Lots of our faces lit up when we heard about the free clubs before we even heard about the trip. We all wanted to do it, well, most of us wanted to, even if there wasn't a trip.’ Child/young person

- 6.14 Some settings provided incentives for learners to take part, for example a point system whereby they would earn points for each session attended, leading to prizes such as a cinema trip or pizza night. However, a number of interviewees noted that the incentives turned out not to be necessary as learners were keen to attend the activities regardless.

‘We sent out a timetable and we asked children to choose what they wanted to do, but we also, as an incentive, we dangled the carrot of a special event – pizza and ice cream van – at the end of the 10 weeks, for those children who engaged in three or more of the clubs [per week].’ Setting staff/provider

- 6.15 In some cases settings found it difficult to engage the more disadvantaged children and young people within those groups – who perhaps needed the activities the most.
- 6.16 A small number of settings reported a dip in attendance after the first few weeks. There were different reasons for this, including parents/carers not wanting their children to take part, children wanting to attend sporadically rather than having to commit to a regular activity, children being tired at the end of the school day, or feeling that the activities were too structured.

Guidance and support from Welsh Government

- 6.17 Guidance and support were provided to the settings through weekly or fortnightly meetings with the Trial Advisor, which were held online due to coronavirus restrictions. During the course of the Trial, more than 60 meetings took place between settings and the Trial Advisor.
- 6.18 Setting leads were generally very positive about the support received by the Trial advisor, however, some mentioned not needing support or not being sure whether support was on offer.

‘They [Welsh Government] were very supportive. We had weekly meetings sometimes for a period of time because the turnaround was really fast. There was a lot of support.’ Trial setting lead

Enablers and barriers

- 6.19 Overall, setting staff and providers reported that implementation of the Trial went really well. **Staff engagement** in the programme and their willingness to deliver activities, including on some occasions replacing providers who were absent, represented a key enabler. It meant that the settings were open to trying new things and exploring different possibilities that would benefit their learners.
- 6.20 Similarly, **parents/carers were eager to support** where they could, for example being flexible with pick-up times, as they saw the positive impact the programme was having on their children.
- 6.21 Delivering provision within **tight timelines** was seen as a key challenge amongst settings. For some, the quick turnaround of the application process and Trial set-up meant they were unable to use all the funding within the allocated time.
- 6.22 Despite staff being committed to running enrichment activities for learners, **staff absence**, in large part due to coronavirus, was also a barrier to delivery. It was then difficult to find replacement staff, though in each event the settings were able to overcome this to continue sessions for the learners, even if different sessions had to be arranged last minute.
- 6.23 Some settings experienced issues with certain learners choosing not to attend the Trial, despite very good overall engagement across the chosen year groups. This was sometimes due to transport issues, as parents/carers were not able to accommodate different pick-up times (if they had multiple children, some taking part in the Trial and some not taking part) and did not want their children going home in the dark on their own in winter. Some settings also reported becoming aware of children/young people’s caring responsibilities being a barrier, as they were expected home to look after relatives. This was something which settings could assist with as and when it was identified as an issue, for example by providing transport back home after the activities.

Learning from delivery

- 6.24 Settings delivered a wide variety of activities and, for the most part, gave learners a choice over which sessions they wanted to attend. This worked well as it kept learners engaged and gave them the opportunity to explore what they liked or disliked. Some settings encouraged learners to attend all sessions provided, exposing them to new activities and experiences they would not have had otherwise.
- 6.25 The Trial placed some additional pressure on setting staff. However, involving external providers helped reduce some of the pressure. To minimise the pressure on setting staff, some settings also appointed a 'coordinator' role to take charge of logistics and lead the members of staff delivering the provision. Settings which did not have a dedicated coordinator reflected that it would have been helpful to have budgeted for it.
- 6.26 Setting leads and staff said that it was more effective, given the short timeframe, to deliver activities in-house or through external providers they had previously worked with, rather than building relationships with new providers. Linked to this, some setting leads thought that there was a missed opportunity in working more closely with local providers and community organisations.
- 'I do think that the community organisations and groups, because they are so diverse and don't have necessarily an umbrella body to come under, got missed.'
- Trial setting lead
- 6.27 One suggestion from a Welsh Government official was to ask settings to target learners based on need rather than specific year groups, to support those who have been most negatively affected by coronavirus.

'Schools have a lot of intelligence now around the effects of the pandemic on different groups of children [...] and their families so we would ask schools to consider specific groups of children.' LA education official

Considerations for sustainability

- 6.28 Setting staff and Trial setting leads expressed concerns that delivering enrichment activities over a limited number of weeks would raise expectations among

children/young people and families that would not be met in the long-term, potentially leading to disappointment.

6.29 Not all settings considered sustainability at the planning stage, partly due to the short timescales. However, given the success of the activities among learners, many settings started exploring opportunities to extend the activities beyond the duration of the Trial.

‘Digital photography is so successful that pupils have asked us to continue that after the [Additional Enrichment Sessions] provision has ended.’ Trial setting lead

‘Quite quickly, probably by week three, we thought: ‘we need to carry this on. How are we going to make this carry on? We can't spend quite as much money. But let let's see how we can make this work.’ Trial setting lead

6.30 A number of setting staff interviewed reported that settings were continuing delivery after the end of Trial funding. There were examples of settings that were able to continue delivering activities on the same level or had extended provision to different age groups, while others had to scale the activities down to be able to continue. Settings were able to do so either through additional funding sources (e.g., the cluster of settings applied jointly for funding), or by reallocating some of their core funding.

6.31 Trial setting leads and setting staff identified the following as main barriers to continuing provision of the Additional Enrichment Sessions:

- **Financial limitations** – This was a key concern, with settings stating that long-term funding of a smaller amount would improve the sustainability of provision. Setting leads and staff strongly felt that it would not be possible to run activities for the whole setting simultaneously in the long term, due to financial considerations and potential strain on staff.
- **Limited capacity** – Generally, staff were happy to deliver the Trial in the short-term but felt they would not have the capacity to deliver activities on the same scale in the long-term. External providers would be required and, in a number of areas, there was a lack of providers to deliver a programme like

this at scale. This was compounded by the lack of capacity among setting staff to make connections with new providers.

- **Barriers to learner engagement** – Transport home when activities were run after school represented a barrier, particularly for those living in rural or more socially and economically disadvantaged areas and providing transport can take up a significant proportion of the funding available to settings.
- **Potential decrease in engagement over time** – Some setting staff expressed that there is a potential risk of decline in learners' engagement and attendance if sessions were run over a longer period of time.

6.32 On the other hand, settings identified some key elements that might enable them to extend the delivery of the activities:

- **Funding** – As mentioned previously, some settings secured additional funding or reallocated their core funding to the Trial.
- **Partnerships / working in a cluster with other settings** – Settings that worked as a cluster used joined resources to sustain some of the activities.
- **Purchased equipment** – Some settings used a proportion of the funding to purchase equipment, for example photography or sports equipment, which they will be able to continue using after the end of the funding.
- **Coproduction with learners** – Settings noticed greater engagement from learners who were more involved in planning the activities, and they were keen to prioritise coproduction in future provision.
- **Involvement of older learners** – In some settings the activities generated interest from older learners, and Trial setting leads were considering future co-delivery of activities with older learners ('ambassadors').

7. Child and young person experiences

7.1 This section presents children and young people's experiences of the Trial activities. Key findings are based on data collected through the participant (children and young people) and parent/carer surveys, as well as focus groups and interviews with children and young people taking part in the Trial activities and parents/carers.

Sign-up and motivations to participate

7.2 Children and young people were informed about the Trial activities either via their parents/carers, who received communication from their setting, or directly by their settings. Focus group participants highlighted that, once they were told about the Trial, they were excited and keen to sign up to the activities. Some settings pre-selected and invited a cohort of children and young people to participate in the Trial activities and teachers also encouraged them to sign up.

7.3 Children and young people discussed this opportunity with their parents/carers, then signed up to the Trial. One thing that parents/carers considered was whether their child(ren) would be willing to commit to the entire 10-weeks of the Trial. Overall, participating parents/carers were very happy about their children attending the Trial and thought that the activities would benefit their children:

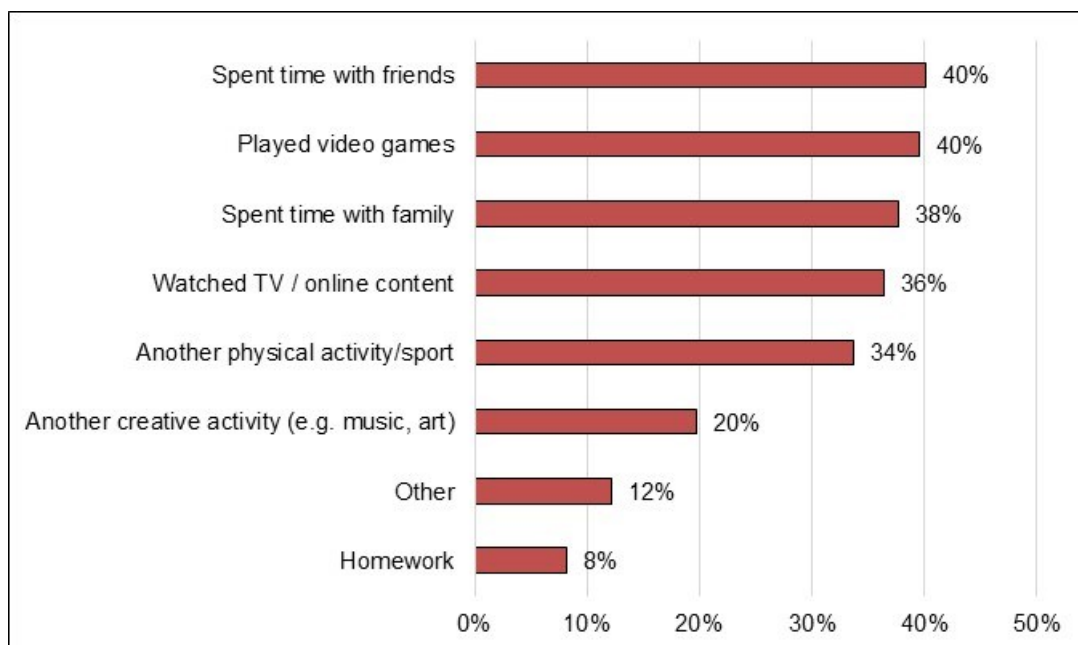
'I thought it would be good for [my child] to be more social and interact with the other kids and it would actually give [my child] something better to do after school than just sitting in a park or sitting on technology.' Parent/carer

7.4 Participants mentioned during the focus groups that they were excited by the variety of activities offered as part of the Trial. Some settings also promised a reward for taking part, for example a free trip (e.g., bowling) or ice cream and pizza at the end of the 10-week Trial, which motivated children and young people to sign up and commit to the Trial.

'Lots of our faces lit up when we heard about the free clubs before we even heard about the trip. We all wanted to do it, well, most of us wanted to, even if there wasn't a trip.' Child/young person

7.5 The Trial offered participants the opportunity to try activities they would not otherwise have been able to do. Children/young people who responded to the survey said that if they had not taken part in the Trial they would have been most likely to spend time with friends (40 per cent) or family (38 per cent) or play video games (40 per cent). Other responses (Figure 3) included watching TV/spending time online (36 per cent), doing something creative (20 per cent) or doing a physical activity or sport (34 per cent). Children and young people mentioned in the focus groups that they would have attended other clubs available at their setting or would have stay at home due to the poor weather during the winter months. Parents interviewed said that their children would likely have been at home on technology or playing video games.

Figure 3: How children/young people would have spent their time had the Trial not been offered



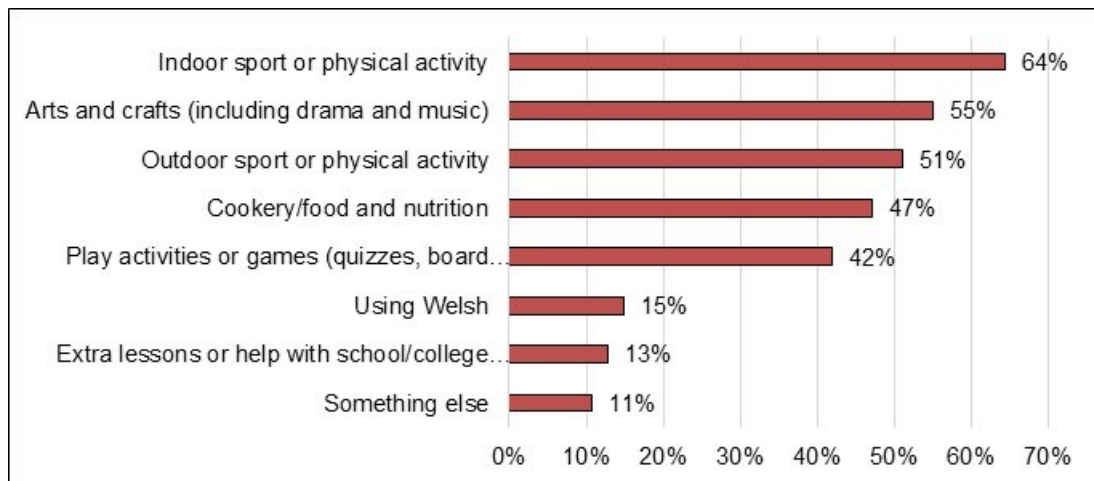
Source: Post-Trial survey. Base n: 329. Please note respondents could select multiple options.

Trial activities

7.6 Children and young people took part in a broad range of activities as part of the Trial as described earlier. Nearly two-thirds of post-Trial survey respondents (64 per cent) took part in indoor sports or physical activities, more than half did arts and

crafts (55 per cent) and outdoor sport/physical activity (51 per cent) (Figure 4). Focus group participants also mentioned going to the cinema, day trips, school newspaper and had bootcamp activities.

Figure 4: Trial activities children and young people took part in



Source: Post-Trial survey. Base n: 329. Please note respondents could select multiple options.

7.7 Children and young people appreciated the variety of activities on offer, as well as the opportunity to try new things and learn skills.

‘I enjoyed dance and sports because they were physical and really fun. I also enjoyed the cooking because we learnt new recipes.’ Child/young person, post-Trial survey

7.8 Participating settings offered a range of academic support as part of the Trial, including numeracy, digital and literacy skills and some homework support. However, children and young people seldom mentioned activities relating to academic skills, possibly because they did not notice that core academic skills were incorporated in some of the activities they were doing. Some noted that sometimes they had to choose between doing an academic activity and doing an ‘enrichment’ activity due to limited spaces for some of the activities.

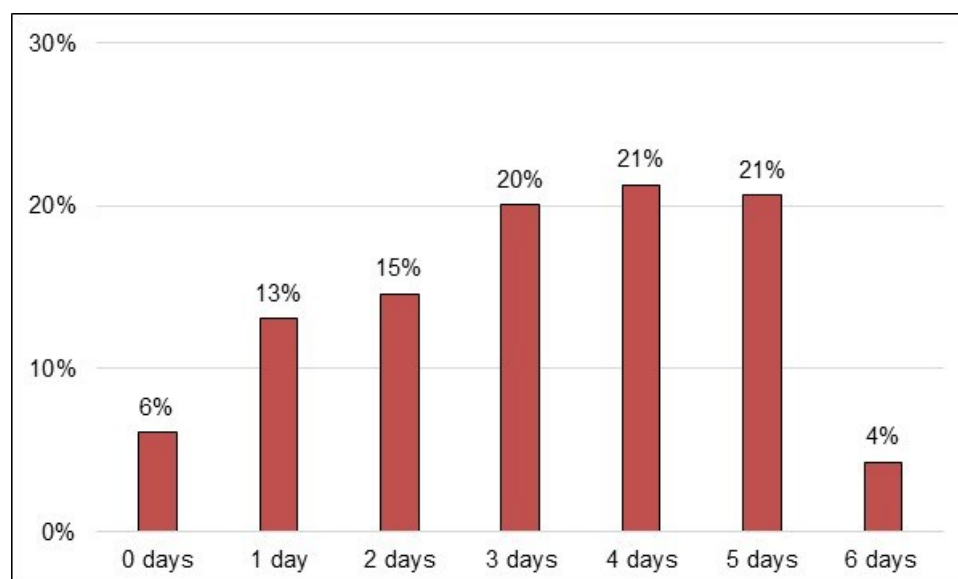
Time spent in Trial activities

7.9 Focus group participants mentioned that Trial activities were held from Monday to Thursday, and some also had an activity on Fridays. Nearly two-thirds of children

and young people (61 per cent; Figure 5) attended the Trial between three to five days a week, during a normal week. A minor reason for non-attendance mentioned in the participant focus groups was having other commitments (e.g., going to a different club/external activity). A participating parent also mentioned during an interview that their child could not attend their last Trial activity due to illness.

7.10 Time spent in the Trial activities varied based on the type of activity. Focus group participants mentioned that many activities lasted 45 minutes to an hour, yet other activities lasted longer, including going to the cinema.

Figure 5: Number of days children/young people took part in the Trial during a normal week

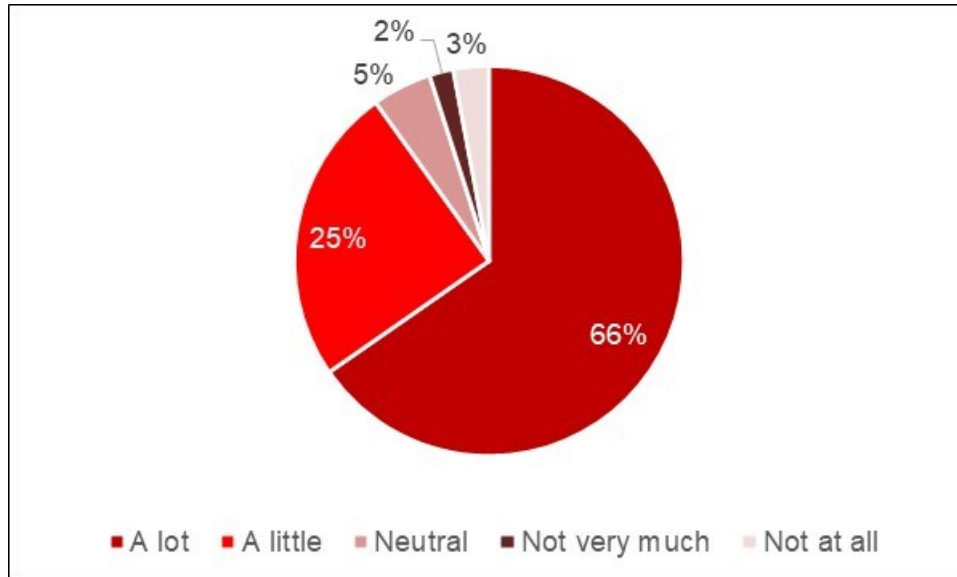


Source: Post-trial survey. Base n: 329.

Experiences of Trial activities

7.11 The vast majority of children and young people who responded to the post-Trial survey (91 per cent) said they **enjoyed the activities** (n=306). Data from the focus groups also supports this as children and young people mentioned that they had fun.

Figure 6: Children and young people’s enjoyment of the Additional Enrichment Sessions



Source: Post-Trial survey. Base n: 306.

7.12 Participants were asked in the post-Trial survey what they most enjoyed about the Trial activities. Key things mentioned were playing sports (e.g., football and baseball), doing fun and engaging activities like drama, art cooking and ceramics, spending time with friends and learning new things.

7.13 Additionally, children and young people mentioned during the focus groups that they were introduced to **new activities** and developed **new skills** through the Trial. Some mentioned that they would like to continue exploring their new-found interests in the future. They enjoyed this aspect of the Trial as it helped them gain confidence in a new skill:

‘I enjoyed [cooking] a lot because I learnt how to cook and how to actually do things properly.’ Child/young person

7.14 The children and young people who engaged in physical activities and sports also enjoyed this, especially the opportunity to be physically active following coronavirus lockdowns:

‘After COVID, [I enjoyed] getting exercise and spending an hour extra in school having lots of fun with friends.’ Child/young person, post-Trial survey

Views on setting staff/providers running the activities

The Trial activities were delivered by setting staff as well as external providers. Children and young people said they enjoyed doing activities with their teachers/setting staff as they were nice and friendly, and made sure participants had fun. They also appreciated the external people who delivered activities as they were friendly and helpful whenever they faced challenges and helped them develop their confidence in the activities. Children and young people mentioned that they enjoyed learning from people with expertise and knowledge in the activities they were delivering.

‘The people who organised [the activities] were really warm and welcoming to us, and they helped us with everything.’ Child/young person

Views on spending more time at setting

- 7.15 The data from focus groups demonstrates that children and young people had mixed views on spending more time at their learning setting outside normal school hours. For some children and young people, they did not mind this at all as it meant less time at home with siblings or it meant that their parents/carers had more time to do what they wanted. Additionally, some children and young people acknowledged the potential benefits of the Trial activities, stating that it was a good opportunity to learn whilst having fun, spend more time with friends and develop new skills. However, some children and young people struggled with spending more time at their setting, stating that they felt overwhelmed, or would get hungry and would not have anything to eat until they got home.

Recommendations for future provision

- 7.16 The focus groups demonstrate that children and young people would be interested in continuing to take part in after-school activities, if given the opportunity. Overall, they described their experiences as extremely positive. When asked how provision could be improved, survey respondents mentioned more outdoor activities, particularly sports, and perhaps even more variety and the opportunity to try a greater number of activities.

- 7.17 Children and young people also thought that some of the Trial activities were too short and would like them to be extended by 10 – 30 minutes. For example, some children and young people mentioned in a focus group that the activities finished too early, and it felt like they had just started. Additionally, a suggestion among those who did not receive food and drink as part of the sessions, suggested providing it.
- 7.18 Most activities were delivered in English only, with some delivered bilingually in English and Welsh. One setting said they offered a ‘Welsh club’ alongside the other activities. A small number of focus group participants would have liked more activities delivered through the medium of Welsh. However, some of those who went to bilingual activities would have preferred if provision had been offered in English only.

Parent/carer views

- 7.19 Parents/carers of children/young people who took part in the Trial were really **positive about the opportunity** for their children to participate. Parents appreciated the wide range of free activities and that their children could choose what they wanted to do. They also mentioned that the Trial gave their children the opportunity to try activities they would not have otherwise been able to do, mainly due to financial barriers.
- 7.20 Some parents/carers of children and young people with ALN were particularly pleased that the activities were available for their children, noting that they would provide a good opportunity for them to socialise with others and do something they enjoy.
- ‘Unless you've got a child or know someone who's got special needs, you don't realise how much a child with special needs gets left out. These after school activities give the chance for children with special needs, for parents/carers that can't afford to take their children to places, for children who are young carers - it's a chance for every child to participate if they want to, at no extra cost.’
- Parent/carer
- 7.21 A small number of learners who were offered the opportunity to take part in the Trial declined to do so. The reasons for this were learners thinking they would not enjoy

the activities, and parents/carers feeling that additional activities place unnecessary pressure on children and young people, who should not have to stay at their setting beyond normal school hours.

- 7.22 Parents interviewed said they **would like the Trial to be extended** so that their children could continue to learn in a fun way and explore new-found interests. This is particularly important for parents/carers who cannot afford for their children to attend clubs outside of school.

'I think it's given so many opportunities between doing different things they wouldn't normally do. I'd love to see it go further.' Parent/carer

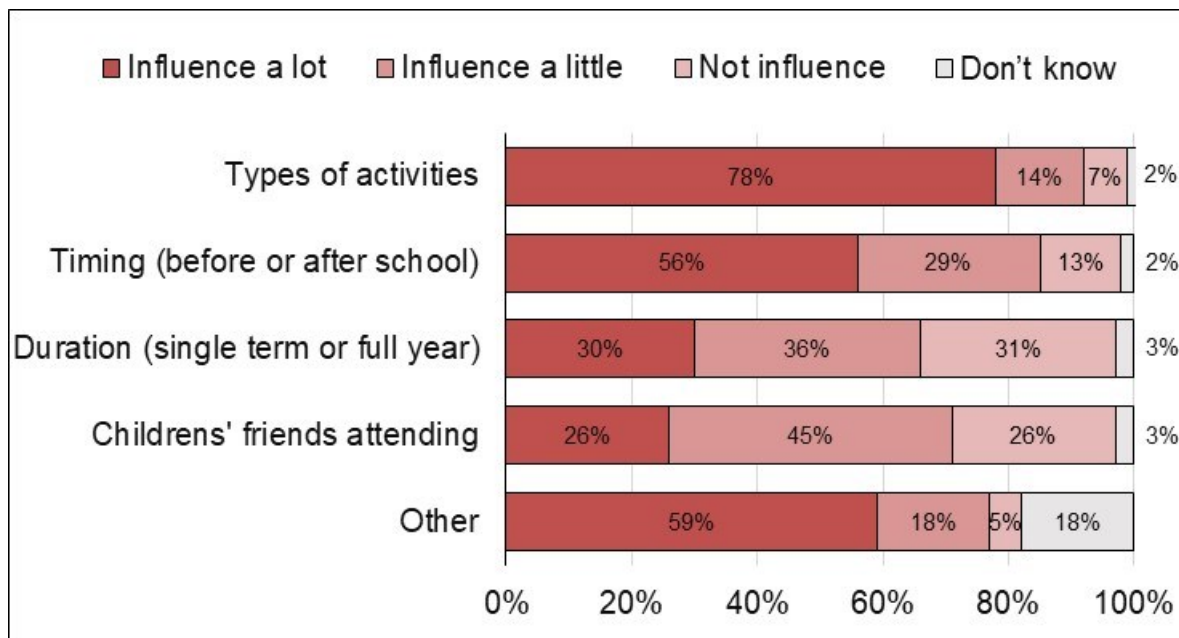
- 7.23 Parent/carer survey responses echoed these findings, with the vast majority (91 per cent) saying that they would be interested in their child(ren) continuing to attend enrichment sessions (n=124). If the sessions were provided in the longer-term, the vast majority of parents/carers (94 per cent) would like the activities to be delivered after school (compared to 10% who said they would like sessions before school; n=115).⁸ Parents/carers were evenly split between wanting activities every school day (45 per cent) and 1-2 times a week (47 per cent; n=115)⁹.

- 7.24 When asked to consider what would influence their decision about their child attending further enrichment activities in the future, parents/carers surveyed indicated the type of activities offered (92 per cent), the timing of activities (85 per cent) and the duration of activities (66 per cent) as key factors, as well as other factors such as the range of activities offered and whether transport were provided (n=117).

⁸ Please note respondents were allowed to select more than one option.

⁹ A further 2 per cent of respondents selected 'once a month' and 6 per cent said they did not know.

Figure 7: Factors influencing parent/carers' decision about their children attending Additional Enrichment Sessions in the long-term



Source: Parent/carer survey. Base n: 117-22.

Parent recommendations for future provision

- 7.25 As mentioned previously, participating parents/carers were really happy with the Trial activities and the opportunities offered to their children. As a result, a key suggestion they mentioned was to keep this provision going as they found 10-weeks to be too short to generate long-term benefits for their children. Some parents/carers also suggested extending the opportunity to more children/young people across different year groups, not just children and young people in 'transition' years.
- 7.26 Other suggestions were to make a greater effort to engage children and young people with ALN and encourage them to participate, and to improve communication with parents/carers about the provision. This included providing more information about what the different activities are and what they involve, timetables, including when activities start and end, and when parents/carers should pick up their children. Additionally, some parents/carers suggested that the timing of activities should be consistent throughout the provision period.

7.27 Finally, some parents/carers recommended that children and young people should help define and plan the activities offered, to increase participation and ensure children and young people commit to the programme. Some suggested using a 'suggestion box' to gather children and young people's ideas.

8. Outcomes

8.1 This section summarises self-reported outcomes and benefits of the Additional Enrichment Sessions for learners, settings and setting staff, parents/carers, and providers. It brings together data from interviews with different stakeholder groups and surveys with learners and parents/carers.

Outcomes for learners

8.2 Learners reported a wide range of outcomes. The most common themes raised during focus groups with children and young people included:

- Socialisation with peers and improved wellbeing;
- Developing new skills and being physically active;
- Improvements in behaviour, attendance and engagement in the classroom.

8.3 This section also considers outcomes for learners in using and developing Welsh language skills.

Socialisation and wellbeing

8.4 The previous two years have seen children and young people subject to prolonged periods of restrictions, isolation, and a lack of opportunities outside of the home due to the coronavirus pandemic. At the start of the Trial nearly half of all participants surveyed (48 per cent) reported that they felt less able to mix with friends and take part in activities than before the pandemic (n=681).

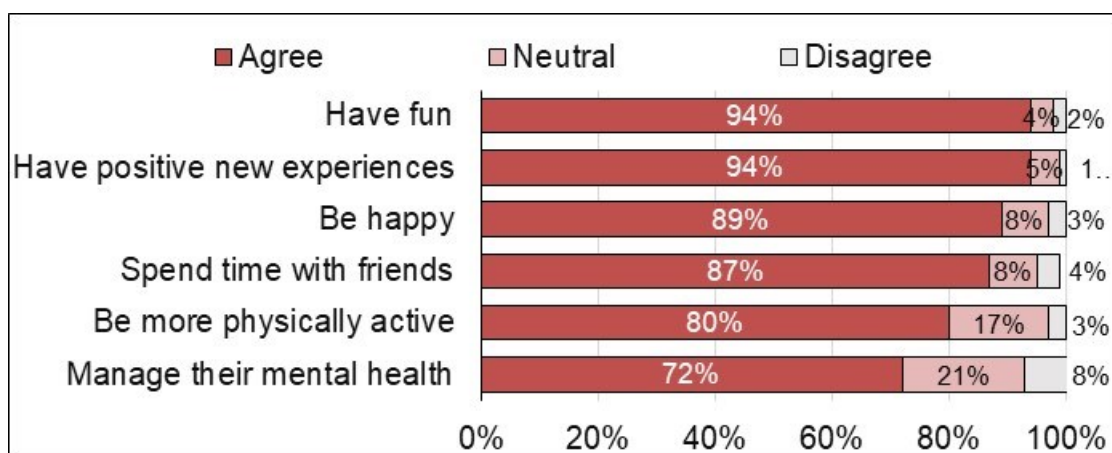
8.5 Both interview and survey data indicate that the Additional Enrichment Sessions enabled settings to begin to counter the negative impacts of coronavirus restrictions on children's ability to mix with friends outside school whilst taking part in fun activities, which would have wider positive impacts.

'It was really about getting children back into having social interactions with their peers. And we knew that if we put wellbeing at the centre of it and made sure that their wellbeing is looked after and that they are ready to learn, then actually that would have an impact back on the school day.' Trial setting lead

- 8.6 A large proportion of learners responding to the post-Trial survey (84 per cent) agreed that the sessions had helped them socialise with friends (n=293). In addition, comparison of pre- and post-Trial learner survey data suggests the amount of time children and young people spent mixing with their friends outside school increased over the Trial period – 51 per cent saw friends at least twice a week before the Trial, compared with 62 per cent afterwards. Although other factors, such as the time of year/ weather, may also have played a role in the amount of time young people spent with friends.
- 8.7 Focus groups with learners also highlighted the beneficial effects of the enrichment sessions on young people’s interaction with peers, particularly during the winter when otherwise they would have been at home:
- ‘Normally, because of the winter months, I wasn’t really doing much. I can’t go out with my friends because it would be too cold and rainy. But when I had Forces Fitness¹⁰ with my friends in, it kept me actually more energised instead of just staying home.’ Child/young person
- 8.8 Enjoyment and having fun were felt to be important outcomes of the enrichment sessions by parents/carers and children/young people alike: 96 per cent of parents/carers surveyed felt that their child had enjoyed taking part (n=157), and a large majority young people (91 per cent, n=297) and parents/carers (94 per cent, n=154) agreed that participants had had fun.
- 8.9 Parents/carers, teachers and setting leaders highlighted improvements in young people’s **happiness and wellbeing** with 89 per cent of surveyed parents/carers reporting that Trial activities had helped their child to be happy (n=157).
- 8.10 Data from the parent/carer survey shows that the vast majority of respondents felt that the Trial had a positive effect on their children in multiple areas, as shown in the figure below.

¹⁰ Forces Fitness provides sports and wellbeing activities to schools and other organisations. The activities are led by former military personnel.

Figure 8: Parent/carer views of Trial outcomes for participants



Source: Parent survey. Base n: 157-154.

- 8.11 Children/young people and teachers felt that taking part in activities developed learners' **confidence and self-esteem**.

'Before the 10 weeks I wasn't really into art. Now I can draw animals and I'm quite good.' Child/young person

- 8.12 Reports from setting leaders suggested that the positive impacts of improved confidence and resilience extended into other areas of the children's education and lives outside school.

'What we've seen is that given COVID and everything that's happened and all the changes, they [learners taking part in the Trial] are the most settled in terms of their behaviour, their attitudes to learning, their willingness to engage in things that are difficult.' Trial setting lead

New skills and physical activity

- 8.13 The majority of children/young people (87 per cent) who responded to the post-Trial survey agreed that additional enrichment sessions have enabled them to **try new activities** (n=297), while 85 per cent felt they had the opportunity to **learn something new** (n=297).
- 8.14 The opportunity to try new things led some young people to explore interests and take-up hobbies, which they expected to continue beyond the Trial period. For

example, parents/carers highlighted activities such as photography, drumming and golf, which their children had enjoyed and may not have experienced otherwise.

'I think it's benefitted him. He's had time to really take part in things he probably wouldn't have done [otherwise].' Parent/carer

- 8.15 One parent/carer noted that they had enrolled their child in private golf lessons as a result of the sessions. Another learner had taken part in a pottery activity as part of the enrichment sessions and had since secured a place in an art summer school. Children mentioned activities such as graffiti, cooking, gymnastics, dance and ziplining among others:

'I really wanted to like learn new skills because I've never like done any graffiti and now it's on my wall because, like I did a mantelpiece for my wall.'

Child/young person

- 8.16 The sessions also gave learners a welcome opportunity to take part in **physical activity**, with 84 per cent of learners surveyed saying that the additional enrichment sessions had helped them be more active (n=293).

'Instead of going home and playing on your iPad or phone, you're actually doing something active.' Child/young person

- 8.17 Moreover, the sessions fostered a sense of **adventure and exploration**. The activities were perceived by setting staff as providing an opportunity for learners to get out and explore the world in a safe space, something that young people would likely otherwise lack.

'They didn't just put you on the zip line and you have fun, they taught you how it worked and how to put the harnesses on and off. If you were scared to go on the zip line, they would encourage you to go and they would make you laugh.' –

Child/young person

Improvements in behaviour, attendance and engagement at school

- 8.18 Setting staff reported positive outcomes linked to behaviour, attendance and engagement at school. Setting leads and staff consistently reported that children/young people who took part in the Trial were more likely to attend their setting so that they could take part in the activities after school.

'All of these things are enriching their wellbeing, so they're happier to come to school. We've noticed there's a couple of children who's attendance was really poor. Their attendance is now a lot better because, you know, they haven't missed any of their clubs. We've got one little boy whose attendance was appalling. His lateness is still pretty bad, but he'll come in to go to the clubs. He can manage that.' Trial setting lead

- 8.19 Setting staff and Trial setting leads said that the Trial helped learners find new interests, which motivated them to continue attending trial sessions and helped them become more interested and engaged in lessons during the school day.

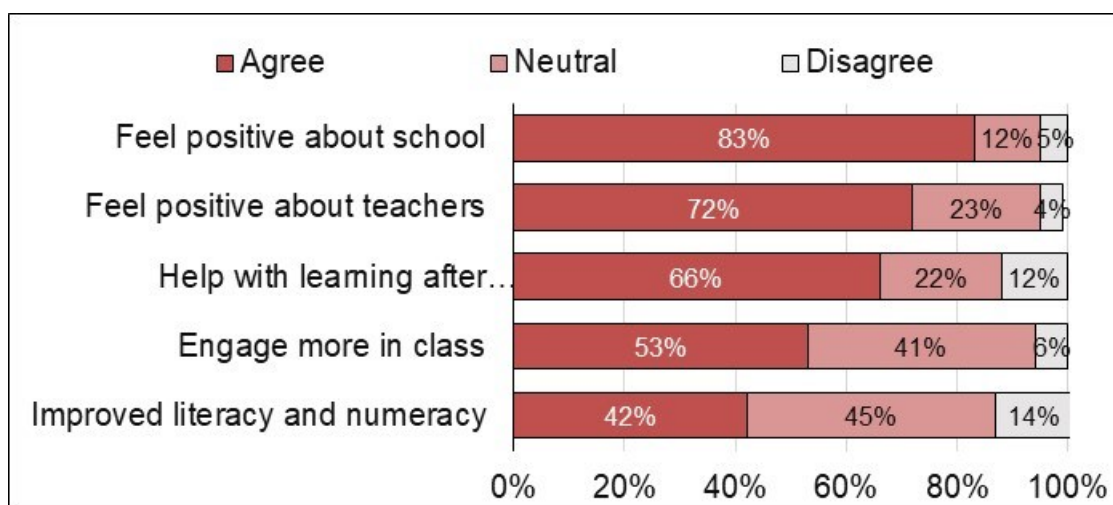
'We've got one child in particular, [...] very disengaged in school, completely. They now come to school every day and they attend the clubs every night. Their communication skills are now very, very good. They didn't say anything often, come out of classrooms and sit in a corridor and refuse to do anything. Now they're engaged and they're learning.' Trial setting lead

- 8.20 In the case of one setting, this included reports from setting staff (based on informal conversations with local police) that the Trial had led to a reduction of anti-social behaviour in the community, as young people were spending less time in the streets.

'Because of the area, there is quite a lot of anti-social behaviour and fighting – there's always police in the school. The provider doesn't just go in and do the self-defence, he talks to them [learners] about how decisions they make can influence their whole lives. Now the kids say they have the instructor's voice in their heads when they're getting into fights saying, 'walk away, walk away'.

- 8.21 Parents/carers taking part in the survey also reported that the sessions had helped their children feel positive about school (83 per cent, n=151) and helped with their learning (66 per cent, n=156).

Figure 9: Parental views on how the Trial supported children



Source: Parent survey. Base n: 157-151.

8.22 **Attendance and engagement improved** because learners wanted to be at their setting to take part in the enrichment sessions, which meant that they were also more likely to be in class. In addition to this, setting staff and parents/carers noted an attitudinal change, with children/young people keen to remain in their setting to take part in clubs:

‘Normally they’re desperate to leave at the end of the day, now they’re not. That tells you everything you need to know, doesn’t it? Before we had all of these clubs, they were like, ‘is it home time yet?’ Trial setting lead

‘My child has never wanted to participate in school and has disliked attending, since the extra activities she has become much happier in attending school and excited about what she will be doing.’ Parent/carer

8.23 Whilst core skills were rarely central to activities on offer within enrichment sessions, settings made efforts to include elements of **core skill building** within different sessions. For example, storytelling club offered opportunities to build literacy skills, cooking activities to understand weights and measures, and online activities enhanced digital skills. Setting staff noted that by focusing efforts on learners’ wellbeing and social skills, whilst finding ways to embed learning, they were able to impact on the quality of learning that happens in the classroom. At the

same time, they felt the activities helped develop soft skills such as team building, communication and leadership skills.

Opportunities to speak Welsh

- 8.24 Additional enrichment sessions offered some learners opportunities to socialise with others through the medium of Welsh and take part in activities delivered through the medium of Welsh. However, findings suggest that opportunities were more limited than settings would have liked, partly due to difficulties accessing providers that could deliver bilingual or Welsh-medium activities. One setting said they offered a Welsh club, others offered some activities in Welsh and/or bilingually.
- 8.25 Survey findings show that around a quarter of parents/carers (22 per cent) reported that the enrichment sessions had offered their child more opportunities to speak Welsh (n=158), whilst a third of learners (34 per cent) agreed that the enrichment sessions had led to an improvement in their Welsh language skills (n=287).

Outcomes for settings/ setting staff

- 8.26 Outcomes for setting staff primarily centred on the ability to build **relationships with learners** and for **professional development opportunities**. The enrichment sessions allowed staff to work with learners in a different context, which meant that learners viewed them differently and allowed teachers and learners to develop what a setting lead defined as an '**enhanced connection**', which would not have been possible in a more formal setting (i.e., the classroom).

'The children are seeing the staff in a slightly different way because, you know you're not in a classroom, you haven't got that same role. They're out having fun doing things, so it's built relationships. The Forest School breakfast having a big fry up on a Friday morning, lots of staff go along and that's really nice for the children to see them in an almost like a social setting. It's helped with relationships and given the children new experiences' Trial setting lead

- 8.27 Parents/carers taking part in the survey also noted the difference in learners' relationship with setting staff, with 72 per cent noting their children felt more positive about their teachers as a result of the enrichment sessions (n=156).

‘We wanted to offer it up to say: ‘actually, this is a paid opportunity where we value you as part of our school community.’ Trial setting lead

8.28 In addition to the financial benefits, setting and college staff were able to **build their skills** and experience by working with a different cohort of learners, within different contexts, and/or with external providers. This had taught them how to adapt their teaching styles and enrich their teaching experiences, as well as building networks.

8.29 The benefits for staff, in terms of relationship building (between teachers and learners, and amongst teachers), financial remuneration and feeling valued by their employers, also benefited settings. Similarly, the positive outcomes for learners, particularly in terms of attendance, engagement and behavior contributed to a more positive school environment.

8.30 Setting leads and staff members also reported that the enrichment sessions allowed settings to build a ‘**community ethos**’ and offered staff a clearer sense of learners’ interests and a chance to build bonds in the community.

8.31 Trial setting leads explained that the funding enabled settings to strengthen their existing relationships with providers they collaborated with before and some were able to build valuable partnerships with new external providers.

‘It was a really positive experience because we’ve established connection now and might link to wider learning in different areas.’ Trial setting lead

8.32 It also allowed settings to build on and improve existing provision, offering a wider range of activities and clubs to a larger number of learners. The funding also enabled settings to bring in providers with specialist equipment, and purchase equipment (e.g. virtual reality equipment, drones, laptops, cooking supplies, sporting equipment and electronics) to deliver new and innovative activities for learners during and after the end of the Trial. Settings found that this was one of the main long-term benefits of the funding, as in some cases it allowed them to extend the provision beyond the time of the Trial.

‘So as a result, I know for the Code and Drone¹¹ for example, there are some laptops that were particularly suited for that. The school now has those

¹¹ A session at one of the settings that included work with drones and coding.

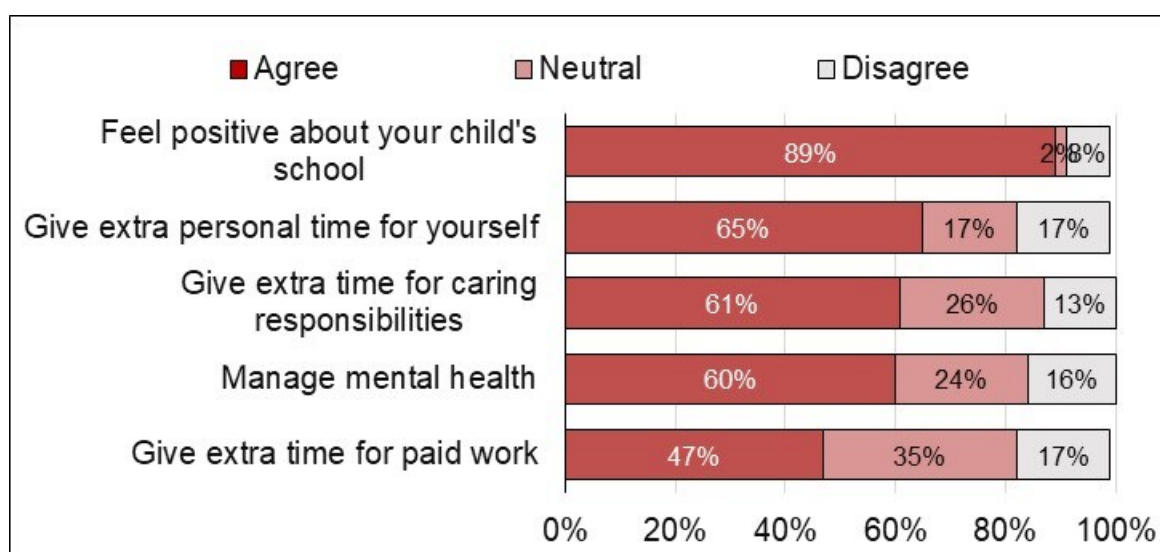
laptops. They've got the drone kits and all these sorts of things, so they can go continue to use those devices after getting some training.' Trial setting lead

Outcomes for parents/carers and families

8.33 Parents/carers (particularly those in work) highlighted the importance of having a **safe place** for their children to be after school, where they were able to engage in constructive activities. Parents/carers and setting leads also highlighted the value for children and young people of having a space away from their parents/carers and the family home. This was seen as particularly valuable in the context of the ongoing impact of coronavirus on time spent outside the home and other extra-curricular activities outside the Trial.

'We found that a lot of the parents were saying really positive things [...], they like that [their children] are with us till such a time because they know they're safe.'" Trial setting lead

Figure 10: Perceived Trial outcomes for parents/carers



Source: Parent survey. Base n: 133-132. Parents/carers were asked the following survey question: How much do you agree or disagree that the activities have helped you, or other family members, to...? (Please choose one answer in each row)

8.34 Having children engaged in activities at the setting also **freed up parent/carers' time**. Parents surveyed said they used this extra time for themselves (65 per cent

reported having extra personal time), for caring responsibilities (61 per cent), or to work (47 per cent) (n=133).

'I often feel guilty, because I work, and he's got to be quiet whilst I work. It definitely made me feel better that instead of sitting quietly he was having an hour of being entertained.' Parent/carer

'It gave me some breathing space for a little while extra and allowed me to take on more hours at work.' Parent/carer, survey

8.35 This additional time and space parents/carers had for themselves, and young people had with peers, had a positive effect on family relationships. Nearly two-thirds of parents/carers who responded to the survey (60 per cent) found that the Trial helped them to manage their own mental health (n=133).

8.36 Young people also appreciated the opportunity to share what they had learnt at the enrichment sessions with parents/carers and siblings, for example, making some of recipes learnt during cooking sessions with their families. Parents/carers also mentioned that the Trial activities encouraged sibling bonding as participating children/young people would come home and share what they had learnt with their sibling(s), or in some cases siblings attending the Trial activities together had the opportunity to bond.

'My daughter would show her younger brother some of the things she did, it's nice to see them both enjoying each other's company without a device.'

Parent/carer, survey

8.37 Research participants (particularly parents/carers themselves) also stressed the importance of the activities being **free at the point of access**. This meant that children and young people who might ordinarily have been excluded from activities due to financial reasons were able to take part. This allowed all learners to enjoy the benefits of the programme, regardless of their parents'/carers' ability to pay.

'The parents were saying the children didn't really do anything after school beforehand. You know, our children don't go to sort of paid clubs or anything like that. [...] it was just new experiences, and the children were coming home, you know, buzzing from how they finished their day.' Trial setting lead

8.38 Setting staff felt that enrichment activities made life easier for parents/carers at a difficult time following the coronavirus pandemic and **improved the parent/carer-setting relationship**. This is reinforced by findings from the parent/carer survey, with 89 per cent of parents/carers agreeing that the Trial made them feel more positive about their child's setting (n=132). The activities also offered parents/carers new opportunities to engage with the setting, for example, through performances and other activities where parents/carers were invited into the building.

Outcomes for providers

8.39 The enrichment sessions allowed settings the opportunity to maintain existing relationships, and in some cases, build new ones with external providers. Research participants (both from settings and providers) welcomed new opportunities for joint working, and to expand provision in terms of the types of activity on offer, and the number of children and young people taking part. Expansion meant that providers were able to introduce a new cohort of children and young people to activities, some of whom would continue to engage after the Trial. Settings were able to sign-post providers they had built a relationship with over the course of the Trial to a wider group of children.

8.40 One of the key benefits of the enrichment sessions for providers was financial remuneration, particularly in the challenging context of provision having slowed down greatly or stopped during the pandemic. Providers welcomed the additional work and financial security it offered, at least in the medium term. Additionally, it was felt that using local providers offered a much-needed boost to the economy. However, there were concerns that the positive benefits could only be sustained as long as funding was available, leaving providers and the local economy vulnerable to future changes.

9. Key Findings

- 9.1 Fourteen settings took part in the Trial. This was in the middle range of the budgeted number which the Trial could support. Welsh Government officials had hoped that one or two more settings would be able to participate but acknowledged that settings were under great pressure due to a number of factors including pressure on settings and staff, ongoing coronavirus pandemic and short lead-in time to plan, set up and launch activities.
- 9.2 The main reasons for settings not taking part were LA leads not sharing information about the Trial with them to avoid overwhelming them, as pressures from the coronavirus pandemic were already affecting staff capacity.
- 9.3 The settings that took part in the Trial filled out an EoI and were then informed by Welsh Government that they had been selected to receive funding. Settings found the application process straight-forward. Participating institutions were supported by a Trial Advisor throughout planning and implementation.
- 9.4 For some settings, allowing learners to have a say in what activities would be included in the Trial was key, as it was felt to be important to engage learners. However, due to the short timeframe, it was not possible to consistently consult with learners across all settings or involve a large or representative group of learners where consultations were carried out.
- 9.5 Setting leads appreciated the support they received from the Trial Advisor, particularly to identify and recruit external providers. Participating settings found the guidance clear and appreciated the flexibility which allowed them to tailor provision to their needs. However, they would have benefited from a longer lead-in time to plan delivery and develop partnerships with new providers.
- 9.6 One of the key motivations for settings to take part in the Trial was to give learners experiences and opportunities they would not otherwise have had access to, given the context of social and economic disadvantage amongst participating settings. Other motivations included to improve children/young people's perceptions and experiences of school, to re-engage learners with school and encourage attendance, and to create opportunities for learners to socialise with their peers.

- 9.7 All settings targeted a particular set of year groups, typically transition years (e.g. years 5 and 6), and offered the activities to all children/young people within the selected year group(s). However, in some cases it was challenging to make provision fully inclusive for children/young people with ALN or the most vulnerable (e.g. those with caring responsibilities). Settings used a mix of staff and external providers to run the Trial activities. Some settings used mainly external providers, and offered the opportunity to staff alongside this, whilst others relied mainly on their own staff to deliver activities, supplementing this with more specialist provision from external providers.
- 9.8 Settings valued being able to pay teachers, as well as external providers, for their time delivering Trial activities. However, they would have benefited from funding to cover some of the administrative/management elements of the programme, such as the Trial lead's time.
- 9.9 Settings strongly valued the flexibility the Trial offered to plan and deliver activities depending on local availability of providers/staff and resources and the specific interests and needs of learners. This was reflected in the diversity of activities, venues and timings of activities offered.
- 9.10 The main enablers in the delivery of the Trial were participating institutions' keenness and engagement and their pre-existing relationships with external providers which enabled them to set-up quickly. Enablers to learners' participation included the ability to use some of the funding to provide transport and refreshments.
- 9.11 The Trial delivered an extremely broad range of activities, including a large number of sports and physical activities, creative activities, games, outdoor activities, and trips. Some settings also offered academic support to meet the requirement that 20 per cent of time should align with core academic skills.
- 9.12 Settings gave learners the option to choose which activities they wanted to take part in. Some settings offered multiple activities each day for children/young people to choose from, while others expected learners to join activities on some days but not all.

- 9.13 Activities were largely run using setting facilities, such as indoor and outdoor sport facilities, forest areas, fields, kitchens, art rooms and classrooms. Some settings also mentioned using local facilities such as the community centre and local park. Occasionally learners went on offsite trips, for example to the cinema.
- 9.14 For the most part activities took place immediately after the school day (e.g. 3-4pm). Some settings delivered activities for one hour every day, while others delivered longer activities three or four days a week.
- 9.15 Sign-up and attendance to the Trial was consistently high. Some settings initially offered incentives for participation (e.g. cinema trips) but usually realised this was not necessary as children and young people wanted to take part.
- 9.16 The main reasons the Trial was successful overall were staff engagement and willingness to deliver activities, and parents/carers' ability to pick up children after the activities. The key barrier keeping children/young people from attending was the lack of transport home after the activities, or parents' inability to accommodate different pick-up times for multiple children. Some settings overcame this by providing transport.
- 9.17 Setting staff and Trial setting leads expressed concerns that delivering enrichment activities over a limited number of weeks would raise expectations among children/young people and families that would not be met in the long-term, potentially leading to disappointment. However, given the success of the activities among learners, many settings started exploring opportunities to extend the activities beyond the duration of the Trial.
- 9.18 Trial setting leads and setting staff identified the main barriers to continuing provision of the Trial to be financial limitations, limited staff capacity, transport and potential decrease in learner engagement over time. They also identified key factors that might enable them to continue delivery: funding, partnerships or working in a cluster with other settings, continuing to use the equipment purchased with Trial funding, co-production with learners to ensure ongoing engagement and involvement of older learners in delivery.

- 9.19 Children and young people were informed about the Trial activities either via their parents/carers, who received communication from their setting, or directly by their settings. When they were told about the Trial, they were excited and keen to sign up to the activities.
- 9.20 Children and young people said that if they had not taken part in the Trial, they would have spent their time with friends or family, playing video games or watching TV, and to a lesser extent taking part in another physical or creative activity.
- 9.21 The vast majority (91 per cent) of children and young people who completed the post-Trial survey reported that they had fun, and 84 per cent said the Trial helped them to socialise with their peers. Participants also reported that the Trial introduced them to new activities and gave them the opportunity to develop new skills.
- 9.22 Parent/carers of children/young people who took part in the Trial were very positive about the opportunity for their children to participate. Parents appreciated the wide range of free activities and that their children could choose what they wanted to do. They also mentioned that the Trial gave their children the opportunity to try activities they would not have otherwise been able to do, mainly due to financial barriers.
- 9.23 The main outcomes for learners who took part in the Trial were:
- Socialisation with peers and improved wellbeing: the activities began to counter the negative effects of coronavirus restrictions. Learners had the opportunity to socialise with friends, have fun, and develop their confidence and self-esteem.
 - Developing new skills and being physically active: taking part in activities gave learners the opportunity to try new activities and learn something new, as well as be more physically active.
 - Improvements in behaviour, attendance and engagement in the classroom: setting staff reported positive outcomes linked to behaviour, attendance and engagement at school. For example, children/young people who took part in the Trial were more likely to attend their setting so that they could take part in the activities after school.
- 9.24 The Trial also led to positive outcomes for settings and staff, as it helped staff to develop their own skills by working with a different cohort of learners, it contributed

to creating a stronger sense of community within settings and enabled the development of better relationships between teaching staff and learners.

- 9.25 Parents/carers (particularly those in work) highlighted the importance of having a safe place for their children to be after school, where they were able to engage in constructive activities. Parents/carers also stressed the importance of the activities being free at the point of access.
- 9.26 The enrichment sessions allowed settings the opportunity to maintain existing relationships, and in some cases, build new ones with external providers. One of the key benefits of the enrichment sessions for providers was financial remuneration, particularly in the challenging context of provision having slowed down greatly or stopped during the pandemic.

10. Recommendations

10.1 This section presents recommendations for future programmes of enrichment activities for children and young people.

Continue delivering the programme long-term

- All stakeholder groups recommended long-term investment in the Trial. Longer-term funding would help sustain the benefits of the Trial for children/young people, families and settings for a longer period of time. It would also enable settings to extend the offer to a larger number of learners.
- Children and young people were extremely positive about their experience of the Trial and would like to see the activities offered on a long-term basis, and extended to other year groups in their settings.
- Trial setting leads, setting staff and providers, children/young people and parents found the timing of activities convenient (mostly after school and occasionally before school) and would like activities to continue being delivered at these times.

Longer lead-in time for planning and set-up

- Local Authorities would have liked more clarity on the offer and felt this would have enabled them to better advise and support interested settings.
- It is suggested that with more time to understand the guidance and plan delivery, a larger number of settings would have taken part in the Trial.
- There was a consensus that more time is needed between announcing funding and programme launch. This would support effective planning activities including staffing, identifying and recruiting external providers, and coordinating with the existing extracurricular offer.
- More time to design and plan delivery would have provided more opportunities to co-produce the programme with learners.

Continue offering flexibility in design and delivery

- Setting leads welcomed the flexible design of the programme, which allowed them to tailor the Trial to meet their setting's needs. The support provided by the

Trial Advisor was appreciated and should continue to be offered in future programmes.

- Settings valued the flexibility to provide transport, which was instrumental in learners attending the Trial in more rural areas. They also appreciated the option to provide food, and to purchase equipment that they are able to use beyond the end of Trial funding. Future programmes should consider the ability to support these aspects.

Strengthen support for settings

- Setting leads typically administered the Trial in addition to a full workload, with no funding earmarked for their time. Future delivery of similar programmes would benefit from increasing staff capacity or bringing in an additional resource to manage the procurement and coordination processes, to lessen the burden on setting leads.

Enhance reach and inclusivity

- Further iterations of the programme should consider how settings could be supported to target the most vulnerable, for example through specific activities aimed at learners with ALN, or by ensuring the timing and transport options enable most learners to take part.
- Co-producing the programme with children/young people might increase their involvement and engagement, particularly at secondary school and FE levels, as it would highlight some of the barriers to attendance at planning stage, and offer the opportunity to overcome them.

Evaluation recommendations

- Future similar studies may benefit from the inclusion of observation of activities, and in-person interviews with setting staff, providers, children/young people and families.
- Future evaluations of any similar activities could include an impact evaluation to more fully assess progress toward the programme's stated outcomes. Any future programmes of a similar nature may also benefit from the inclusion of a logic model to provide a shared understanding of the activities and intended outcomes, as well as a framework for evaluation.

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Annex 1. Research tools

Welsh Government officials and senior stakeholder interview topic guide

Background – about them / Additional Enrichment Activities Trials

- Roles and responsibilities
 - Job role, organisation, (brief outline of) responsibilities
 - Involvement in Trials and/or how it fits with the organisation you represent
 - Check if they are involved in WoW
- Overview of the programme and funding model
 - Why is the Trial needed now
 - What you understand to be the strategic programme objectives
 - How it is intended to build on and complement other Covid-19 recovery initiatives

Programme design and set-up

- How programme was designed? (for WG only)
 - What were principles / background
- How programme is intended to be implemented
 - Why is it needed?
 - How it complements existing provision
- Application process
 - How was the Trial communicated to schools?
 - Process of applying/selection
 - How were funding levels agreed?
 - What worked well/could be better about this process?
 - Reasons for LAs/schools to take part/not to take part
- Support to schools/colleges delivering Trials
 - Guidance and information
 - What was provided?
 - How and when information was communicated?
 - How have schools/Colleges responded?
 - Explore value of giving schools flexibility in delivery vs a prescriptive approach
- Target groups
 - Who is the Trial aiming to reach and why
 - Why is participation for schools, and CYP within participating schools, voluntary?
 - Participation rate

- Sign up and attendance
- Were certain groups of learners more/less likely to engage? If so who? Why?
- Considerations for:
 - reaching most disadvantaged
 - accessibility and inclusive provision (e.g., Black, Asian and minority ethnic CYP, CYP with additional needs, Welsh language provision)
- Activities
 - What activities are in / out of scope for Trials and why?
 - How are core academic skills incorporated into provision?
 - What is new/different about Trials compared with existing and previous provision?
- Delivery
 - Did delivery run as expected / intended?
 - What have been the key barriers / enablers to implementation?
 - Did the Trial appeal to learners and teachers/providers – or would they have preferred a different type of support/activity?
 - Have school had to make changes to their plan / design during delivery?
 - What changes and why?

Trial expected outcomes/impacts

- Expected short-term and longer-term outcomes for **learners**
 - learning - core skills:
 - literacy
 - numeracy
 - digital competence
 - non-cognitive skills:
 - fun / enjoyment
 - personal confidence
 - engagement with school/learning
 - social skills
 - physical wellbeing
 - mental wellbeing
 - Wider skills development – teamwork, communication, listening skills, creative thinking, leadership
 - Other
 - Differences in outcomes by groups of learners (year group, gender, ethnicity, SEND, etc)
 - Any unexpected or unintended outcomes
- Explore any outcomes for
 - Schools / teachers / TAs etc

- Parents / families
 - Third party providers
 - Any unexpected or unintended outcomes
- Considerations at planning/implementation stages to ensure sustainability of provision and of outcomes
 - Perceptions about potential legacy for school – e.g., equipment, resources, school site capacity, approach to extra-curriculum provision planning, schools collaboration, wider community relationships, additional time.

Lessons learnt and recommendations

- Reflections on programme development
 - What went well
 - Key issues/unexpected events that impacted planning or delivery
 - Lessons learnt developing and setting up the Trials
- Any reflections if the extension of the school day were offered in the long-term? Probe: practicalities, possible outcomes
- Barriers and enablers to programme planning and implementation to-date
 - What are the barriers/enablers and for who?
 - Timelines
 - Covid-19 context
 - What lessons have been learnt for policy and practice
- Considerations at planning/implementation stages to ensure sustainability of provision and of outcomes
- Recommendations for future provision
 - National policy and practise
 - Local policy and practise
 - Supporting providers

School leads interview topic guide

Background – about them and involvement in trial

- Roles and responsibilities
 - Job role, school/college, (brief outline of) usual responsibilities
 - Local context of their school/college
 - e.g., learner needs, local community, Covid-19 closures
 - Involvement and responsibilities in the trial
 - Check if they are also involved in/have responsibilities in wider in Winter of Wellbeing activities

Application process

- Overview of how school decided to apply to be part of the trial
 - How did they hear about the trial
 - Who was part of the decision-making
 - Reasons/ motivations to apply
- Reflections on the application process
 - Information about trial application process
 - Support/involvement of WG
 - Completion of expression of interest
 - Communication about outcome
 - What worked well/could be better about this process

Trial design and set-up

- Overview of how school organised the trial programme
 - Who was involved in planning
 - Your organisation
 - Other trial schools
 - WG Trial Design and Delivery Adviser
 - Any other partners – explore if these are new or existing relationships
 - Involvement of learners and families in planning which activities should be offered
 - What was most / least helpful in planning process
- Overview of how school designed the trial programme
 - Which year groups are you focusing on and why
 - Extension – before / after school day – rationale for this
 - Funding – was the level appropriate? Is funding sufficient to deliver activities? Could they have delivered a similar programme with less funding?

- Split of in-house school staff delivery and external third party provision
 - Numbers of staff and providers involved
 - Procurement process – e.g., split of new vs. existing providers
 - Why did you decide to allocate provision to staff/external providers as you did? (e.g. concerns about staff workload, existing relationships with providers)
- How the trial plan fits with:
 - Challenges and opportunities combining trial with previous approaches to extra-curricular school provision coordination and wider WoW activities running in school and community
 - other school/community-based Covid-19 recovery initiatives
- Communication and support from Welsh Government
 - Communication / support received
 - Guidance
 - WG Trial Design and Delivery Adviser
 - Meetings
 - Have these been helpful / useful
 - Are there any gaps in information / support
 - Suggestions for improvement
- Barriers and enablers to planning and implementation to-date
 - What are the barriers/enablers and for who
 - Timelines
 - Covid-19 context
 - Learner engagement
 - Family engagement
 - Third party provider engagement
 - What lessons have been learnt

Trial delivery

- Activities
 - What activities are you running
 - What's available across year groups / learners
 - How are core academic skills incorporated into activities – only in some or all and how decided this
 - Locations of activities
 - Indoors at school – explore where classroom, hall, etc
 - Outdoors on school grounds
 - Off-school site – explore where, frequency of off-site visits
 - Why particular activities/locations chosen
 - Transport provision

- What is new/different about trial activities compared with existing and previous extra-curricular provision
- Is there anything more or different you would have liked to test in this trial, but couldn't – explore rationale
- School staff/Provider
 - Challenges/ what has worked well in delivery
 - Seek examples of good practice
 - School staff workload and wellbeing
 - Support offered to teachers/providers – what is available Quality assurance processes – e.g., spot check?
 - Opportunities for teachers/providers to share learning / good practice - frequency and format of these
- Attendance / engagement
 - Promotion/engagement methods school using to communicate trial with learners/families to encourage take-up
 - What were learner / families initial reactions and reasons for this
 - Attendance – are all learners attending
 - Do they know what attendance is
 - Explore issues around attendance
 - What are the barriers / enablers to attendance
 - More/less successful approaches for engagement
 - and for which groups of learners/families
- Delivery
 - Is delivery running as expected / intended
 - What have been the key barriers / enablers to implementation
 - Is the trial appealing to learners and teachers/providers – or would they like a different type of support/activity
 - Has school had to make changes to their plan / design during delivery
 - What changes and why

Trial outcomes/impacts

- Expected short-term and longer-term outcomes for **learners**
 - learning - core skills:
 - literacy
 - numeracy
 - digital competence
 - non-cognitive skills:
 - fun / enjoyment
 - personal confidence

- readiness to learn, e.g. did you notice that they were more enthusiastic/keen before or after the sessions
 - engagement with school/learning
 - social skills
 - physical wellbeing
 - mental wellbeing
 - Other
 - Differences in outcomes by groups of learners (year group, gender, ethnicity, SEND, etc)
 - Any unexpected or unintended outcomes
- Explore any outcomes for
 - Schools / teachers / TAs etc
 - Parents / families
 - Third party providers
 - Transport?
 - Any unexpected or unintended outcomes
- Considerations at planning/implementation stages to ensure sustainability of provision and of outcomes
 - Funding required to keep trial going – possible funding sources, amount
 - Perceptions about potential legacy for school – e.g., equipment, resources, approach to extra-curriculum provision planning, schools collaboration, wider community relationships

Lessons learnt and recommendations

- Reflections on programme development
 - Lessons learnt developing and setting up the trial
- Any reflections if the extension of the school day were offered in the long-term? Probe: practicalities, possible outcomes
- Recommendations for future similar provision
 - National policy and practise
 - Local policy and practise
 - Supporting teacher/providers
 - Engaging learners/families
- Check if there is anything else you would like to tell us about trial

Teacher/Support staff/provider interview topic guide

Background – about them and involvement in trial

- Roles and responsibilities
 - Job role, school/college, (brief outline of) usual responsibilities
 - Local context of their school/college
 - e.g., learner needs, local community, Covid-19 closures
 - Involvement and responsibilities in the trial
 - Why did they become involved?
 - Check if they are also involved in/have responsibilities in wider in Winter of Wellbeing activities

Trial design and set-up

- Overview of how school organised the trial programme
 - Check local name/branding for trial
 - Were they involved in planning delivery – if so, how?
- Overview of how school designed the trial programme
 - Which year groups are you focusing on and why.
 - Did you focus on priority learner groups?
 - Did you focus on learners who may benefit from Welsh language opportunities (e.g. those from English-speaking homes)?
 - Did you focus on vulnerable and disadvantaged learners?
 - Extension – before / after school day – rationale for this
 - Timeline – what 10 weeks will it run for
 - Split of in-house school staff delivery and external third party provision
 - Process of engaging existing staff//procuring providers (e.g., split of new vs. existing providers)

Trial delivery

- Activities
 - What activities are you running
 - What's available across year groups / learners
 - What is the language medium of activities
 - How are core academic skills and Welsh language skills incorporated into activities – only in some or all
 - Locations of activities
 - Indoors at school – explore where classroom, hall, etc
 - Outdoors on school grounds
 - Off-school site – explore where, frequency of off-site visits, transport provision

- Why particular activities/locations chosen. Probe: did learners have any involvement in these decisions?
- What is new/different about trial activities compared with existing and previous extra-curricular provision
- Is there anything more or different you would have liked to test in this trial, but couldn't – explore rationale
- Teachers/Support Staff/Provider
 - Challenges/ what has worked well in delivery
 - Seek examples of good practice and lessons learnt.
 - How has delivering the trial affected your workload and wellbeing?
 - Support offered to teachers/providers – what is available
 - Opportunities for teachers/providers to share learning / good practice - frequency and format of these
- Attendance / engagement
 - Promotion/engagement methods school using to communicate trial with learners/families to encourage take-up
 - What were learner / families initial reactions and reasons for this
 - Attendance – are all learners attending
 - Level of attendance
 - Explore issues around attendance
 - What are the barriers / enablers to attendance
 - More/less successful approaches for engagement
 - and for which groups of learners/families
- Delivery
 - Is delivery running as expected / intended
 - What have been the key barriers / enablers to implementation
 - Timelines
 - Covid-19 context
 - Learner engagement
 - Family engagement
 - Is the trial appealing to learners and teachers/providers – or would they like a different type of support/activity
 - Has school had to make changes to their plan / design during delivery
 - What changes and why
- Communication and support from school leaders (e.g. guidance, meetings)
 - Have these been helpful / useful
 - Are there any gaps in information / support
 - Suggestions for improvement

Trial outcomes/impacts

- Expected short-term and longer-term outcomes for **learners**
 - learning - core skills:
 - literacy
 - numeracy
 - digital competence
 - Welsh language skills and confidence
 - non-cognitive skills:
 - fun / enjoyment
 - personal confidence
 - readiness to learn, e.g. did you notice that they were more enthusiastic/keen before or after the sessions
 - engagement with school/learning
 - social skills
 - physical wellbeing
 - mental wellbeing
 - Other
 - Differences in outcomes by groups of learners (year group, gender, ethnicity, SEND, disadvantaged and vulnerable learners, etc)
 - Any unexpected or unintended outcomes
- Explore any outcomes for
 - Schools / teachers
 - Third party providers
 - Parents / families
 - Wider community, e.g. relationships that may have developed/strengthened through the trial
 - Any unexpected or unintended outcomes (positive or negative)
- Considerations at planning/implementation stages to ensure sustainability of provision and of outcomes
 - Perceptions about potential legacy for school – e.g., equipment, resources, approach to extra-curriculum provision planning

Lessons learnt and recommendations

- Reflections on programme development
 - Lessons learnt developing and setting up the trial
- Any reflections if the extension of the school day were offered in the long-term?
Probe: practicalities, possible outcomes
- What do you think would happen if Trial activities were made permanent:
 - Would the activities look different? Why/why not? If yes, how?
 - What outcomes would you expect for yourself/other teachers/staff?
 - What outcomes would you expect for learners?

- Recommendations for if these activities are offered in the long term/over a longer period
 - National policy and practise
 - Local policy and practise
 - Supporting teacher/providers
 - Engaging learners/families

- Check if there is anything else they would like to tell us about

Children and young person topic guide

Background

- What is your name?
- What's your age?/ How old are you?
- What year group are you in?

Trial activities

- What activities are you doing as part of the [local name/description/Additional Enrichment Sessions trial]? E.g. physical activity, sport, creative, art, cultural, music, academic support
- Were any activities offered through the medium of Welsh? If so, did you enjoy doing these activities through Welsh? If so, why? If not, why not?
- Where do you go for the activities? (school/elsewhere)
- How long have you been taking part in [activities]?
 - How did you first hear about it?
 - When you heard you were going, what did you think it would be like?
 - How often/when have you been going to [activities]?
 - Who else goes with you?
- Have you been to any other similar activities?
 - Which ones and when? Probe: explore previous or regular attendance

Reason for attending

- Who decided that you should go to [activity] this term?
 - Why did you/they think you should go to [activity]? Probe: convenient location/time, delivered by trusted teachers/providers
 - Were there any reasons why you might not be able to or want to attend [activity]? Probe: examples and detail such as not able to come early/stay after school, level of interest, transport, costs.
- What would you have done instead of attending [activity]? Probe: for examples and detail, e.g. what did you do last term?
- Have you stopped any clubs or activities because you have been coming to this one? Probe: reasons for this, inc. scheduling/logistics, time commitment, cost

Thoughts on the activity

[Interviewer: share age-appropriate PAR sheets if appropriate to facilitate discussion]

- What do you think about spending more time in school?
- What do you think about [activity]?
 - What do you like?
 - What do you not like?
- What do you think of the people that run [activity]?
 - What is good/not good about the people/teachers/TAs/coaches?
- How does [activity] compare to...
 - Other after clubs/activities you have been to?
 - Other activities you might have been doing this term?
 - Is it what you thought it would be like?
- If you could, what would you change?
 - **Activities** - is there anything you would like to do more/less of?
 - **Language** – would you like the opportunity to do more activities through the medium of Welsh? If so, why? If not, why not?
 - **Place** - is there anything you would change about where it is run?
 - **Time/frequency** – would you like the activity at a different time or more/less often?
 - **Teachers/staff** - is there anything you would change about the way the people run this club/activity?
 - **Participants** - is there anything you would change about the other young people who come to the activity?
- If these sessions were offered longer term...
 - Would you be interested in taking part?
 - What should be the same/ done differently? Probe: activities, place, time/frequency, staff

Outcomes

- What positive and negative difference has coming to [activity] made...?
 - To you
 - Your family
- What have you learnt/gained, if anything, from coming to [name of club/activity]?
 - **Have fun** (Probe for examples)

- A chance to **use Welsh** (including reading or hearing Welsh spoken. Probe: opportunity to speak Welsh)
 - If yes, has this made a difference to your Welsh skills and confidence. If no, what has this meant for you? Would you have preferred further opportunities to use Welsh?
 - If yes, do you have opportunities to speak Welsh outside of Welsh lessons in schools (i.e. is this opportunity to use Welsh as part of the activity something you don't usually have?)
 - **New skills** (Probe for additionality- were they experiences they wouldn't have gained without the activity?)
 - **More prepared academically** (Has being involved in the trial helped you engage more/ feel better prepared for school/ be more confident after Covid disruption?)
 - **Confidence/self-esteem** (how do they feel as a result of taking part in the activity)
 - **New experiences** (Probe for additionality- were they experiences they wouldn't have gained without the programme?)
 - **Health and wellbeing** (secondary school only - Probe around maintaining or improving physical and mental health)
 - **Chance to catch up on academic work/learning**
 - Will you do more of the activities you've done here in the future? (e.g. continue to do a particular sport)
 - Unintended/ negative outcomes (e.g. more tired, less family time, potentially missing other activities)
 - Any other positive or negative changes as a result of the activity?
- What, if anything, will you tell your friends/family about [activity] when you see them?
 - What do you think they will think about that?
 - How do you think the extension of the school day would affect you if it were offered in the long-term?
 - Is there anything else you would like to say before we finish?

Participating parent/carer interview topic guide

Background

- Age of child/ren participating in the trial
- Year group they are in

Trial activities

- What activities are they taking part in as part of the Additional Enrichment Sessions Trial? E.g. physical activity, sport, creative, art, cultural, music, academic support Any activities through the medium of Welsh?
- Where do the activities take place? (school/elsewhere)
- How long have they been taking part in [activities]?
 - How did you first hear about it?
 - Initial reaction when you heard about it
 - How often/when does your child/ren take part?
- Have they done similar activities before?
 - Which ones and when? Probe: explore previous or regular attendance at activities outside the trial
 - Any activities stopped or replaced by Additional Enrichment Sessions? Probe: reasons for this, inc. scheduling/logistics, time commitment, cost

Reason for attending

- Who decided that your child/ren should go to [activity] this term?
 - Why did you think your child/ren should go to [activity]? Probe: free, convenient location/time, delivered by trusted teachers/providers
 - Were there any reasons why you might not want them to attend / they may not be able to attend? Probe: examples and detail such as logistics, level of interest, transport, costs.
- What would they have done instead of attending [activity]?
Probe: for examples and detail, e.g. what did they do last term?

Thoughts on the activity

- Views on the trial

- Views on Additional Enrichment Sessions trial– are you happy that your child took part?
- Views on the activities your child has been involved in. Probe on specific activities, and any feedback from the parent on activities offered through medium of Welsh
- Your child’s views on the trial and on the activities. Probe: any feedback from the child on activities offered through medium of Welsh, did they enjoy them, why/why not?
- Any challenges in taking part – for you/your child
- Views on the teachers/TAs/providers who run [activity]?
- How does [activity] compare to...
 - Other after clubs/activities your child has taken part in?
 - Other activities they may have done instead?
 - Is it what you/your child thought it would be like?
- Suggestions for improving the trial:
 - Venue
 - Time/frequency
 - Activities delivered – type and quality. What else would you like your child to do? Probe: would like further opportunities for activities in the medium of Welsh? Why/ why not?
 - Teachers/providers delivering the activity
 - CYP taking part

Outcomes

- What difference has coming to [activity] made...?
 - To your child
 - To you
 - To your family
- What has your child learnt/gained, if anything, from taking part in the trial?
 - **Had fun** (Probe for examples)
 - A chance to use **Welsh** (Probe: opportunities to read, hear and speak Welsh)
 - If yes, has this made a difference to their child’s Welsh skills and confidence. If not, why?
 - **New skills** (Probe for additionality- were they experiences they wouldn’t have gained without the activity?)
 - **Meet people** / new friendships (Probe for reducing loneliness and isolation through meeting other people)
 - **New experiences** (Probe for additionality- were they experiences they wouldn’t have gained without the programme?)

- **Health and wellbeing** (Probe around maintaining or improving physical and mental health)
 - **Chance to catch up on academic work/learning**
 - **Readiness to learn** (Probe: did you notice if your child was more enthusiastic/ keen to learn before or after the sessions?)
 - Will your child do more of the activities in the future? (e.g. continue to do a particular sport)
- Unintended/ negative outcomes. Probe:
 - Child tired/ over-scheduled
 - Child has less free time/ relaxation time
 - Child is less able to complete homework
 - Child has missed other organised sport/ leisure activities
 - Have less time as a family
 - Creates additional complications in family life (e.g. different school pick-up times)
- Other unintended outcomes (positive or negative)
- Would like to see the Additional Enrichment Sessions Trial extended in the long-term? Probe: reasons why/ why not
 - Would take-up Additional Enrichment activities if they were offered in the long-term? Probe: reasons why/ why not
 - How do you think the trial would affect you/ your child if it were offered in the long-term? Probe: practicalities, possible outcomes
 - Positive effects for you/ your family
 - Positive effects for your child
 - Negative effects for you/ your family
 - Negative effects for your child
 - Is there anything else you would like to say before we finish?

Non-participating parent/carer interview topic guide

Background

- Age of child/ren who were offered to take part in the trial
- Year group they are in

Trial activities

- Were they told what activities were offered as part of the Additional Enrichment Sessions Trial? E.g. physical activity, sport, creative, art, cultural, music, academic support, any activities through the medium of Welsh?
- Where did the activities take place? (school/elsewhere)
- At what times did the activities take place? (before/after school, what days)
- Has/have your child/ren done similar activities before?
 - Which ones and when? Probe: explore previous or regular attendance at activities outside the trial
 - Any activities stopped or replaced by Additional Enrichment Sessions? Probe: reasons for this, inc. scheduling/logistics, time commitment, cost

Reason for not attending

- Who decided that your child/ren should not take part in the Trial?
 - If the decision was made by parent(s), what did child/ren think about it? And if it was decided by child/ren, what did parent(s) think?
 - Why did you think your child/ren should not take part? Probe: logistics, lack of interest, transport, cost, school day becoming too long, inconvenient location/time, not happy with staff delivering or young people attending
- What did your child/ren do instead of taking part in the Trial?
Probe: other structured activity (check: what? Where? Paid for or free?), spend time with friends/family, watch TV/play video games, do homework.

Enablers to participation

- Views on the trial
 - Do you have any views on Additional Enrichment Sessions trial?
 - Are you happy that your child/ren did not take part?

- What would enable you child/ren to attend in the future?
 - Timing, transport, venue, logistics, nature of the activities, staff delivering the programme, young people taking part, cost

- It the Additional Enrichment Sessions were offered in the long-term, would you consider your child/ren participating?
 - Why/ why not?
 - Is there anything that would make you want your child to take part?

- Is there anything else you would like to say before we finish?

Non-participating LAs interview topic guide

Background – about them and their LA

- Roles and responsibilities
 - Job role, (brief outline of) usual responsibilities
 - Local context of their LA
 - e.g., rural/urban, Welsh/English, levels of deprivation, demographics
 - distribution of schools
 - Check if they are involved in/have responsibilities in wider Winter of Wellbeing activities

Awareness of the Trial

- Did they know about the Trial?
 - How and when did they find out?
 - What information was provided about the Trial to inform decision making? By whom?

Reason for non-participation in the LA

- Did you invite any schools in your LA to participate in the Trial?
 - If no, why not? Probe: interest, logistics, capacity (including staff workload), lack of time, difficulty finding providers, lack of interest from staff/parents/children, cost, school day becoming too long, other priorities for extracurricular activities
 - If yes, did you invite all or some?
 - If some, how did you select them? Probe: what criteria/considerations did you use?
- **[If not covered above]** What are the reasons why no schools in your LA took part?
 - What are some of the barriers they face (probe: interest, logistics, capacity (including staff workload), lack of time, difficulty finding providers, lack of interest from staff/parents/children, cost, school day becoming too long, other priorities for extracurricular activities)
- **[If not covered above]** Who decided that schools in your LA should not take part in the Trial? Probe: staff within the LA or schools themselves

Existing provision

- To what extent do schools in your LA tend to offer extracurricular activities/wrap around care?

- For those that do not, why not?
- For those that do, could you provide an overview of the extracurricular offer? How do other these activities compare to what schools might have offered as part of the Trial? Probe: is current offer mostly free to families or paid for?

Looking to the future

- Views on the trial
 - [If aware] What are your views overall on the Additional Enrichment Sessions trial?
 - What were the potential benefits to LAs schools leaders, staff, learners, families, and external providers
 - What are the disadvantages/pitfalls for LAs schools leaders, staff, learners, families and external providers
- Looking to the future, what opportunities do you see to use the time in, or around, the school day to offer enrichment to learners, or other activities to support their wellbeing and engagement with school? What programmes or changes would you like to see the Welsh Government putting in place, if any?
 - Timing, funding, logistics, nature of the activities, availability of school staff/providers delivering the programme, interest/support from school staff, young people and families
- [If not already covered] what do you think would encourage schools to take part in new initiatives like the ones we've been discussing?
 - Timing, funding, logistics, nature of the activities, availability of school staff/providers delivering the programme, interest/support from school staff, young people and families, confidence on the part of school leaders to try something new, feedback from other schools?
- Is there anything else you would like to say before we finish?

Children and young people post-Trial questionnaire

About you

1. Which school are you in?

Abertillery Learning Community	<input type="checkbox"/>
Cadoxton Primary School	<input type="checkbox"/>
Cefn Saeson Comprehensive	<input type="checkbox"/>
Colcot Primary School	<input type="checkbox"/>
Darrenlas Primary School	<input type="checkbox"/>
Eastern High	<input type="checkbox"/>
Ebbw Fawr Learning Community	<input type="checkbox"/>
Glenboi Primary School	<input type="checkbox"/>
Holton Primary School	<input type="checkbox"/>
Melin Primary School	<input type="checkbox"/>
Oakfield Primary School	<input type="checkbox"/>
Pencoedtre High School	<input type="checkbox"/>
Windsor Clive Primary School	<input type="checkbox"/>

About you

1. **Which school year are you in?** (Please choose one answer)

- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Year 13

2. **What is your gender?** (Please choose one answer)

Boy / Male	<input type="checkbox"/>
Girl / Female	<input type="checkbox"/>
Other [Type in option]	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

3. **How active are you after school/college?** (1 not at all, 5 fairly active, 10 very active) (Please choose one answer)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

- 9
- 10

4. **How often do you mix with friends outside of school/college during a normal week?** (Please choose one answer)

- Once a week
- Twice/Three times a week
- Four or more times a week
- Never

5. **If you had not taken part in the “Additional Enrichment Sessions” at school, what do you think you would have spent your time doing instead?** (Please choose as many answers as you want)

- Another physical activity/sport
- Another creative activity (e.g. music, art)
- Watched TV / online content
- Played video games
- Homework
- Spent time with friends
- Spent time with family
- Other (please specify)

6. **Roughly how many times per week did you do any of these activities outside of school in the four to six weeks before you took part in the “Additional Enrichment Sessions” at school:**

	Never	1-2 times per week	3-4 times per week	5 or more times per week
Outdoor sport or physical activity				
Indoor sport or physical activity				
Arts and crafts (including				

drama and music)				
Play activities or games (quizzes, board games etc) that aren't physical activity				
Cookery/food and nutrition				
Using Welsh				
Extra lessons or help with school/college work (including tuition)				
Something else [Type in option]				

About the after school activities ("Additional Enrichment Sessions")

The rest of the questions are about the Additional Enrichment activities you are taking part in. If you aren't sure what this means, ask a teacher to explain.

7. Which of the following types of Additional Enrichment activities have you taken part in? (Please choose as many answers as you want)

Outdoor sport or physical activity	<input type="checkbox"/>
Indoor sport or physical activity	<input type="checkbox"/>
Arts and crafts (including drama and music)	<input type="checkbox"/>
Play activities or games (quizzes, board games etc) that aren't physical activity	<input type="checkbox"/>






Cookery/food and nutrition	<input type="checkbox"/>
Using Welsh	<input type="checkbox"/>
Extra lessons or help with school/college work (including tuition)	<input type="checkbox"/>
Something else [Type in option]	<input type="checkbox"/>

8. **How many days did you take part in the Additional Enrichment activities in a normal week?** (Please choose one answer – just give a rough estimate if it varied from week to week)

- 0
- 1
- 2
- 3
- 4
- 5




IF q6=0, THANK YOU AND CLOSE, otherwise GO TO Q7



9. **How much do you agree or disagree that the Additional Enrichment activities have helped you to...?** (Please choose one answer in each row)

	Agree a lot	Agree a little	Don't agree or disagree	Disagree a little	Disagree a lot	Don't know
						
Spend more time out of my house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn something new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socialise with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Be more active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel more confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentrate at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel more positive about being in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve my Welsh language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage my emotional wellbeing [Year 7+ only]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Overall, have you enjoyed taking part in the Additional Enrichment activities?
(Please choose one answer)

Yes, a lot  Yes, a little  Neither enjoyed nor not enjoyed 

No, not very much  No, not at all 

11. What did you most enjoy about the Additional Enrichment activities, and why?
(Please answer in the box below)

12. What would make the Additional Enrichment activities better, and why? (Please answer in the box below)

Parent Questionnaire: Additional Enrichment Sessions trial

1. How many children do you have who are taking part in the Additional Enrichment Sessions trial?

- 1
- 2
- 3 or more

IF Q1= 1, go to Q5. If Q1= 2 or 3 or more, go to Q2

2. Please answer the following questions, thinking about your **eldest** child who is taking part in the Additional Enrichment Sessions trial:

Go to Q5

3. Please answer the following questions, thinking about your **second** child who is taking part in the Additional Enrichment Sessions trial:

Go to Q5

4. Please answer the following questions, thinking about your **third** child who is taking part in the Additional Enrichment Sessions trial:

5. Which school does your child attend?

[select one]

Abertillery Learning Community	<input type="checkbox"/>
Cadoxton Primary School	<input type="checkbox"/>
Cefn Saeson Comprehensive	<input type="checkbox"/>
Colcot Primary School	<input type="checkbox"/>
Darrenlas Primary School	<input type="checkbox"/>
Eastern High	

	<input type="checkbox"/>
Ebbw Fawr Learning Community	<input type="checkbox"/>
Glenboi Primary School	<input type="checkbox"/>
Holton Primary School	<input type="checkbox"/>
Melin Primary School	<input type="checkbox"/>
Oakfield Primary School	<input type="checkbox"/>
Pencoedtre High School	<input type="checkbox"/>
Windsor Clive Primary School	<input type="checkbox"/>

6. What year group is your child in?
[select one]

Year 2	<input type="checkbox"/>
Year 3	<input type="checkbox"/>
Year 4	<input type="checkbox"/>
Year 5	<input type="checkbox"/>
Year 6	<input type="checkbox"/>
Year 7	<input type="checkbox"/>
Year 8	<input type="checkbox"/>
Year 9	<input type="checkbox"/>

7. What is your child's gender?
[select one]

Boy / Male	<input type="checkbox"/>
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Girl / Female	<input type="checkbox"/>
Other [Type in option]	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

8. **Does your child have a special educational need or disability?**
[select one]

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

9. **When were the extra school day activities your child attended run?** (Please choose as many answers as you want)

Before school	<input type="checkbox"/>
After school	<input type="checkbox"/>

10. **How often did your child attend?** [select one]

Every school day (5 times a week)	<input type="checkbox"/>
3-4 times a week	<input type="checkbox"/>
1-2 times a week	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

11. **Has your child enjoyed taking part in the extension of school day activities?**
(Please choose one answer)

Yes, a lot	<input type="checkbox"/>
Yes, a little	<input type="checkbox"/>
No, not very much	<input type="checkbox"/>
No, not at all	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

12. How much do you agree or disagree that the activities have helped your child to...? (Please choose one answer in each row)

	Agree a lot	Agree a little	Neither agree nor disagree	Disagree a little	Disagree a lot	Don't know
Be happy	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel positive about school	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage more/concentrate better in class	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel positive about teachers/schools staff	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help with their school learning, after COVID-19 disruptions to schooling	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved their literacy and/or numeracy	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

More chances to speak Welsh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make new/spend time with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have positive new experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn a new skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be more physically active					
Have fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage their mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If Q1 = 1 GO TO Q13, If Q1 = 2 go to Q3.

13. How much do you agree or disagree that the activities have helped you, or other family members, to...? (Please choose one answer in each row)

	Agree a lot	Agree a little	Disagree a little	Disagree a lot	Not applicable
Feel positive about your child's school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give extra personal time for yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give extra time for caring responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give extra time for paid work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

14. What other benefits, if any, did the activities / Additional Enrichment Sessions trial provide to your child(ren)? (Please answer in the box)

15. What other benefits, if any, did the activities / Additional Enrichment Sessions trial provide to you or other family members? (Please answer in the box)

16. What would make the trial or activities better, for you and/or your child(ren)?
(Please answer in the box)

17. If additional free enrichment sessions continued to be provided at your child's school, in principle would you be interested in your child(ren) attending?
[select one]

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

18. (If Q12=yes) When would you want your child(ren) to attend? (Tick all that apply)

Before school	<input type="checkbox"/>
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After school	<input type="checkbox"/>
No preference	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

19. (If Q14=yes) **How often would you want your child(ren) to attend (assuming you / your child(ren) are interested in the activities on offer)?** [select one]

Every school day	<input type="checkbox"/>
1-2 times a week	<input type="checkbox"/>
1-2 times a month	<input type="checkbox"/>
1-2 times a term	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

20. (If Q14= no) **Why not?** (open text)

21. How much would the following factors influence your decision about your child(ren) attending?

	Influence a lot	Influence a little	Not influence	Don't know
Type of activities offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether their friends are attending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duration of activities (e.g. single term only or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

across full academic year)				
Timing of activities (before or after school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[If more than one child] Ability to drop off and / or collect my children together, avoiding multiple school runs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Is/are your child(ren) eligible for Free School Meals? (select one option)

- Yes
- No
- Don't know

23. Do you have any other comments on the activities, or how they have affected you/your child? (Please answer in the box)

24. Would you be happy to be contacted to take part in an interview about the Additional Enrichment Sessions your child/ren took part in?

- Yes
- No

IF NO or SKIP, THANK YOU AND CLOSE

If YES:

Thank you for agreeing to being contacted about an interview. Please click on the link below to provide your contact details:

[Click here](#)

1. Please could you provide an email address and/or telephone number where we can reach you?

2. Could you confirm which school your child/ren attend(s)?
[select one]

Abertillery Learning Community	<input type="checkbox"/>
Cadoxton Primary School	<input type="checkbox"/>
Cefn Saeson Comprehensive	<input type="checkbox"/>
Colcot Primary School	<input type="checkbox"/>
Darrenlas Primary School	<input type="checkbox"/>
Eastern High	<input type="checkbox"/>
Ebbw Fawr Learning Community	<input type="checkbox"/>
Glenboi Primary School	<input type="checkbox"/>
Holton Primary School	<input type="checkbox"/>
Melin Primary School	<input type="checkbox"/>
Oakfield Primary School	<input type="checkbox"/>
Pencoedtre High School	<input type="checkbox"/>

Windsor Clive Primary School	<input type="checkbox"/>
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Thank you for taking time to complete the survey